



A STUDY ON SOCIO - ECONOMIC DEBILITATING FACTORS AFFECTING EDUCATION AMONG UG GIRL STUDENTS

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Abstract

Higher education plays a vital role to enhance the knowledge and skills in all the activities in their life. Education plays an important role in the protection of women's rights. Educated women are able to reduce poverty by working and being economically strong. The study aims to explore the socio-economic factors affecting education among under graduate girl children in Karaikudi. The main objective of the present study was to find out the socio – economic debilitating factors of under graduate students. The sample for the present study consisted of 249 students studying in arts and science colleges. The investigator adapted survey method. Questionnaire was constructed and validated by the guide and the investigator, was used for data collection. In this study, the investigator adapted the purposive sampling technique. The statistical analyses such as mean, standard deviation, t-test, ANOVA, Karl Pearson's Product moment correlation were used to analyze the data. It was revealed that there is no significant difference between rural and urban UG girl children in respect to social and economic factors. In nature of family, there is a significant difference between joint and nuclear family in respect to economic factors but not in social factors. And also shows that, there is a significance difference among Government, Government aided and private college students with respect to social and economic factors.

Introduction

Education is illumination. It plays an extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, thus paving the way for enhancing the quality of their lives. It is the ability to meet life's situation, a character-building process, enhancing one's personality and making him/her rational, capable, responsive, and intelligent. Educated women are capable of bringing about socio-economic changes. The Constitutions of almost all democratic countries, including India, guarantee equal rights to both men and women. Realizing the importance of women education, the Central and State Governments and many non-government organizations have taken up a lot of projects to

spread it. Also, imparting literacy programs are being taken up in favour of women. At the same time, women faced a lot of problems and some factors affecting their education especially in higher education. Factors such as social factors, cultural factors, economic factors and etc.,

Socio – Economic Factors: Dowry system and other social practices act as main causes for the neglect of the girl-child and discrimination against the girl-child. In many families, especially poor and down-trodden people, think that if their daughters are educated more, they have to accumulate more assets to provide as dowry in proportion at the time of marriage, so prefer rather to either stop their children with average education and so on but never give them higher education. Attribute immensely for the poor literacy level of women and girls in India. In villages people have gender bias towards girl's education. As a result, parents give more importance to educating their sons rather than daughters.

Literature Review

Swarna Jayaweera (1997), examines the relationship between education and several facets of empowerment, using the macro statistics on countries in Asia presented in the United Nations Human Development Report, 1995, which attempts to compute country specific 'Gender Empowerment Measures', as well as data from qualitative studies in selected representative countries. The study concludes that there is no positive linear relationship between education and the economic, social and political empowerment of women, as a consequence of the interface of gender ideologies and social and economic structural constraints. **Hai (2022)**, Conducted a study on to “Explore the factors affecting student satisfaction with the quality of higher education services in Vietnam”. The results of the SEM model study show that there are six factors affecting student satisfaction with the quality of higher education services in Vietnam, including teaching staff; facilities and teaching facilities; ability to serve; educational activities; student support activities; education programs. **Matete (2021)**, study employed a qualitative research approach that was informed by historical design. Findings indicate that a lack of women's participation in STEM is due to both socio-cultural and psychological factors. Findings also indicate that cultural myths and beliefs that the science field is hard and that women are incapable of handling masculine activities hinder women from participating in science-related fields. **(Effe 1991, Kirkup and Abbot 1997, Athanasiadou 2002)**, Common patterns in lack of family support for women engaged in learning are the cultural and cross-cultural social norms and traditions by which the subservient status of women is maintained. The under education of woman due to cultural restrictions at their expense, not only in developing countries but in many developed countries is more limiting factor since it deprives women of the basic pre-requisite necessary for studies. Socio-cultural factors that affect student's academic performance are however, multifaceted. **Adeyemo and Babajide (2012)** revealed that tribal affiliates, traditional beliefs, cultures and occupation, peer related factors, including parental, social and economic status have influence on student's achievement.

Need and Significance of the study

Education is a crucial aspect of human life. It was created to function like a human and will do so far as long as humans exist. It is crucial to recognize the role of education plays in a nation's growth since it is the only means by which social and cultural beliefs can be instilled and through which individuals can be freed from unfounded stereotypes, ignorance, and prejudices. Women development depends on access to education. However, rural women do not have easy access to education due to various causes and reasons. The following factors are hindering women's education such social factors,

cultural factors, economic factors, peer group influences etc., In this study, analyzed only two essential factors such as social and economic debilitating factors of under graduate students.

“If you educate a man, you educate a person; but if you educate a woman, you educate a nation” - Mahatma Gandhi

Objectives of the Present Study

1. To find out the significant difference between the demographic variables such as residential area, nature of family among UG girl children in social and economic factors.
2. To find out the significant difference among the demographic variables such as type of college among UG girl children in social and economic factors.
3. To find out the significant relationship between social and economic factors among UG girl children.

Hypotheses of the study

1. There is no significant difference between the demographic variables such as residential area, nature of family among UG girl children in social and economic factors.
2. There is no significant difference among the demographic variables such as type of college among UG girl children in social and economic factors.
3. There is no significant relationship between social and economic factors among UG girl children.

Method of the study

The investigator has chosen the survey method as the suitable form of this study for collecting valid data for the variables, which are to be studied in the present investigation. In this study, the population is doing Under Graduate girl children in Karaikudi.

Tool used for this study

To collect the data regarding the social and economic factors assessment scale were used for affecting education among Under Graduate students in Karaikudi.

Scoring Key Procedure

A Likert three – point scale was utilized by the investigator. After reading each statement, the respondents were asked to chosen any of the three options (agree, neutral, disagree).

Sample and sampling technique of the study

The investigator selected 249 girl children doing Under Graduate in Karaikudi. In this study, the investigator adopted the purposive sampling technique.

Reliability and Validity of the tool

The reliability of social and economic factors assessment scale is 0.78 which was prepared by the investigator and found to be verified by the subject experts in the respective fields and then by the research expert confirmed that it is a valid tool.

Statistical techniques

The statistical analyzed with the SPSS was used to examine the collected data, and the objectives were verified. Three analytical methods are used such as descriptive analysis, differential analysis (t-test & f-test), correlation analysis.

Analysis and Interpretation

The analysis of data collected by the investigators was done in order to make inferences and generalizations about the population. Statistical Package for Social Science (SPSS) Version 21 was used for this purpose. Hypothesis-wise analysis is as follows.

Hypothesis : 1

Hypothesis : 1.1

There is no significant difference between the residential area among UG girl children in respect to social factors.

TABLE 1

DIFFERENCE BETWEEN RESIDENTIAL AREAS AMONG UG GIRL CHILDREN IN RESPECT TO SOCIAL FACTORS

Residential area	N	Mean	SD	t-value	Level of Significance
Rural	139	13.58	1.61	1.46	NS
Urban	110	13.90	1.896		

NS – Not Significant

It is inferred from the above table that there is no significant difference between rural and urban UG girl children in respect to social factors as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Hypothesis : 1.2

There is no significant difference between the nature of family among UG girl children in respect to social factors.

TABLE 2

DIFFERENCE BETWEEN THE NATURE OF FAMILY AMONG UG GIRL CHILDREN IN RESPECT TO SOCIAL FACTORS

Nature of Family	N	Mean	SD	t-value	Level of Significance
Joint Family	79	13.65	1.66	0.45	NS
Nuclear Family	170	13.75	1.79		

It is inferred from the above table that there is no significant difference between joint family and nuclear family UG girl children in respect to social factors as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Hypothesis : 1.3

There is no significant difference between the residential areas among UG girl children in respect to economic factors.

TABLE 3

DIFFERENCE BETWEEN RESIDENTIAL AREAS AMONG UG GIRL CHILDREN IN RESPECT TO ECONOMIC FACTORS

Residential area	N	Mean	SD	t-value	Level of Significance
Rural	139	10.26	1.22	1.79	NS
Urban	110	10.54	1.20		

NS – Not Significant

It is inferred from the above table that there is no significant difference between rural and urban UG girl children in respect to economic factors as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Hypothesis : 1.4

There is no significant difference between the nature of family among UG girl children in respect to economic factors.

TABLE 4

DIFFERENCE BETWEEN THE NATURE OF FAMILY AMONG UG GIRL CHILDREN IN RESPECT TO ECONOMIC FACTORS

Nature of Family	N	Mean	SD	t-value	Level of Significance
Joint Family	79	10.13	1.33	2.27	S
Nuclear Family	170	10.50	1.15		

* S - Significant

It is inferred from the above table that there is significant difference between joint and nuclear family of UG girl children in respect to economic factors as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected. While comparing the mean scores, the nuclear family girl children have a higher level of economic problem than the joint family girl children.

ANOVA ANALYSIS**Hypothesis : 2****TABLE 5**

DIFFERENCE AMONG GOVERNMENT, GOVERNMENT AIDED AND PRIVATE COLLEGES WITH REFERENCE TO SOCIAL AND ECONOMIC FACTORS

Dimensions	Sources of variation	df = 2, 246		Calculated 'F' value	Remarks at 5% level
		Sum of	Mean Square		

		squares			
Social Factors	Between Groups	59.33	29.66	10.47	S
	Within Groups	696.99	2.833		
Economic Factors	Between Groups	22.01	11.01	7.81	S
	Within Groups	346.74	1.410		

It is inferred from the above table that the calculated 'F' value is greater than the table value for df 2, 246, at 5% level of significance. Hence the respective null hypothesis is rejected. It shows that there is significant difference among Government, Government Aided and Private colleges with reference to social and economic factors.

In order to test the Ho2, Pearson product-moment correlation was applied.

Table 6 shows the relationship (Correlation coefficient) of social factors and economic factors.

Variables	r - value	Significance level at 5%	Null Hypothesis
Social and Economic Factors	0.756	S	Rejected

*Correlation is significant at 0.05 level

An inspection of Table 4 reveals that the Product moment correlation between social and economic factor is significant at 0.05 level. This means there is a significant relationship between social and economic factor. Therefore, Ho1 is rejected. Positive correlation indicates that as the level of social factor increases, economic factor decreases and vice-versa. This finding is consistent with the findings of previous research.

FINDINGS AND INTERPRETATION

1. There is no significant difference between rural and urban UG girl children in respect to social and economic factors.
2. There is no significant difference between joint family and nuclear family UG girl children in respect to social factors, but there is significant difference between joint and nuclear family of UG girl students in respect to economic factors. This may be due to large number of family members, so that they faced the higher level of economic factors than the social factors.
3. In ANOVA analysis shows that there is significance difference among Government, Government Aided and Private College students with respect to social and economic factors. This problem is common for all the type of college students.

CONCLUSION

Girls are nature's gift; give them a good education to ensure a great future. Teach every girl, and she will become a pearl. Don't allow her to be a cowardly slave; instead, give her education and empowerment. An educated female is a blessing, bringing prosperity to society. Educated women are capable of bringing about socio-economic changes. The Constitutions of almost all democratic countries, including India, guarantee equal rights to both men and women. Realizing the importance of women education, the Central and State Governments and many non-government organizations have taken up a lot of projects to spread it.

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