

SOCIO – CULTURAL FACTORS: BARRICADES TO FEMALE EDUCATION ATTAINMENT

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ABSTRACT:

One of the best investments that a family can contribute to the society is educating the female child in their family. Educated females play a significant role in leading their communities as well as their countries. The Indian females in the 21st century are still given secondary status in the society due to which they experience low self-esteem, poor or no confidence and pathetic psychological well-being. Thus it becomes essential to analyze these socio-cultural barriers faced by Indian females. The study is an attempt to pivot lens on the corrective measures to be taken to improve the role of females which will help the females in redesigning the future society. Females have always been under represented in almost every terrain, one of the major problem observed is the under representation of females in educational sector. This is a very serious problem in our country. Females are now observed as breadwinners due to major reforms prevailing in our society. The research paper is qualitative in nature; data is collected through primary source which included survey method. The sampling method used is convenient sampling. Forty participants 25 females and 15 female children were interviewed one by one. The aim of the present study is to identify the socio-cultural barriers in society which are responsible for retarding female full potential.

KEYWORDS: Education, Socio- culture, Girl Child, Perceptions, Gender

INTRODUCTION:

Females are striving to curtail their status in society and turnout to be independent by overcoming the prevailing situations of annihilations and sidelining. Gender inequality is a major and inevitable socio-cultural factor that blocks the success and development of almost all the nations. There still prevails gender gap in our society, in spite of people being aware of importance of literacy. Certain socio-cultural barriers help to maintain the status quo posing an obstacle to female education. It has been observed that the males and females within the family have different opinions and own reasons for not sending the girl child to school. Females constitute almost

half of the population of the country, despite of this fact they do not contribute effectively towards economic growth and development.

It has been observed and many researchers have highlighted that there is a vast difference in literacy rate between urban females and rural females. There is low female literacy in rural areas as compared to urban areas which poses multiple problems for the females to gain education. There are many socio-cultural factors which hinder the growth of females in education sector. For instances, seeking girls consent for her marriage is considered bad. Females are a burden and an object that belongs to some other person expected to gain specialization in daily household chores. It is desired that the females in the society should possess adjectives like obedience and tolerance, symbolized with family pride and reputation. Females are considered as a responsibility as soon as they take birth so it is obvious for them to be considered as a material.

REVIEW LITERATURE:

1. Kamlesh Singh, Dalbir Singh and Suman, 2009, Socio-cultural Barriers in the Personal Growth of Rural Adolescent Girls, Indian Journal of Social Science Researches (IJSSR), Vol. 6, No. 2, pp. 152-163.

The analysis of the present study revealed the psychosocial and cultural barriers in a village society which hindered to get female child full potential. A sample survey of two hundred and ten participants, between the age group of 13-19 years, from District Rohtak in Haryana (India), was conducted through interviews and focus group discussions. The researcher strongly recommends implementation of few initiatives and programs for redesigning socio-cultural issues which are hampering girls over all well-being.

2. Joseph Kisaka, 2015, Cultural Lag Facing Education of Girls in Secondary Schools: The Case of Garissa and Ijara Constituencies in Kenya, Journal of Education and Practice (JEP), Vol.6, No. 27, ISSN: 2222-1735.

The research objective was to identify the cultural hindrance on girl- child education in Garissa County. The research was conducted through survey method. Primary data was collected through interviews and observations. Secondary

method of data collection was various academic documents. The study highlighted that there was no gender balance in terms of dropout, enrollment rates, completion rates and transition rates in schools in Garissa and Ijara Constituencies.

3. Mamonah Ambreen and Dr. Anwaar Mohyuddin, 2014, Cultural Barriers to Girls' Education, European Academic Research (Ear) Vol. II, Issue 7.

The research highlights that the literacy level among the women is too low. The males find it difficult to accept this that the females are equivalent to them. This study also highlights the fact that a conscious and persistent effort is to be made to educate the society about the equal status of males and females.

4. Ripon Kumar Sarkar¹, Md. Mohoshin Reza² and Md. Elias Hossain³, 2014, Socio Cultural Barriers of Girls' Educational Attainment Experiences from Rural Bangladesh, Antrocom Online Journal of Anthropology (AOJA), vol. 10. n. 2 – ISSN 1973 – 2880.

The researcher highlights female education as panacea to sustainable social development. Data is collected through qualitative research methodology; this research was aimed at exploring socio-cultural barriers of girls' education in northern rural Bangladesh. The sample selected was forty-five participants including five key informants were interviewed singly. The researcher concluded that traditional gendered norms are the major reasons that hinder girls' education.

5. Elizabeth King and Rebecca Winthrop, 2015, Today's Challenges for Girls' Education, Global Economy and Development (GED), Working Paper 90.

The research paper lens on the main benefits of girl's education to society and analyses measures taken to promote gender equality in education to ensure increased literacy rate among females. The paper describes the gender gaps in enrollment that are prevailing in the poorest countries.

This paper was an attempt to review in detail the progress in girl's education, the work that remains to be done, and strategies for success.

OBJECTIVES OF STUDY

1. Examine the influence of socio-cultural factors on educational and career aspirations of females.
2. To find out and analyze the socio-economic and cultural obstacles to girls' educational attainment.
3. To highlight various initiatives that can help to promote female education.

RESEARCH METHODOLOGY:

To attain the research objective secondary and primary methods for data collection were used. The secondary sources included sources such as already published research papers and articles. Primary data collection qualitative study was carried out through convenient sampling. Around forty participants 25 females and 15 male children were interviewed one by one. An unstructured questionnaire was used in the present research as participants of rural communities did not understand English. Finally, participants' opinions, responses and comments were transcribed.

RESULTS:

After the data collection through interviews was concluded we observed certain factors which were responsible for low literacy among females. These factors were as follows:

1. Demographic factors:

It was observed that majority of the female children could not access educational benefits because their parents were landless, engaged as daily wage laborers. Their parents were landless, illiterate and below poverty line. A good number of participants were educated till class 5 where as few participants experienced educational gap due to socio-economic factors.

2. Stereotyped Gender Roles:

It has been observed that males are generally given a superior status in the family because our society is predominant patriarchy. All the decisions of the family are taken by the males, generally the father.

One female child reported:

All the decisions major or minor are taken by my father. My father has given minimum or no authority to my mother to give her opinion about my education. Many times my mother has approached positively for my schooling but my father denies it. (Source: Field Survey, 2021-2022)

3. Perceived Roles and Societal Poor Perception:

Our society has constructed a set of behaviours for the females. Women are capable of performing all the jobs equally effectively as that to the males in the society still the society carries a conservative attitude towards females and its ability.

One Respondent Reported:

When she was admitted to class Xth her grandfather was upset. Unfortunately, my father was convinced with this societal construct and I

had to give up my education. (Source: Field Survey, 2021-2022)

5. Child Marriage

A good number of female household respondents expressed that girls' education is considered as waste, unworthy and burden. Therefore, majority of them got married themselves at a very early age and also married off their daughters as early as it possible.

One key informant stated:

Her parents gave the male child of the family primary status since he would turn out to be the future earner of the family so they prioritized to marry of their un-aged girl child. (Source: Field Survey, 2021-2022)

FEEDBACK AND RECOMMENDATIONS:

The objective of the study was to pivot lens on the socio-cultural factors responsible for hindrances in female education attainment. The research findings gave a deep in sight about the social status of females in the patriarchal society. The analysis explored that the female that is the father of the family is responsible for taking decisions about the female education at home. Since, we are subjected to a conservative societal construct where the status of females has always been determined in almost all terrains majorly education. The decision makers of the family have to change their perspective towards females of the family.

CONCLUSION:

Women empowerment shall make the females income generative and help them gain improved status in the society. The socio-cultural prejudices are a barricade, blockage in the path female enlightenment through education. Due to poor access to education facilities or no access to education facilities of the females in the family they are given vulnerable treatment and secondary status. Initiatives should be taken to transform the attitude of males in the society towards females.

The conservative approach of the society is the cause for giving birth to socio-cultural barriers restricting female education attainment.

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