



---

## ATTITUDE OF POST GRADUATE WOMEN LEARNERS TOWARDS CHALLENGES IN HIGHER EDUCATION

Mrs. D. Rajeswari<sup>1</sup> and Dr. M. Vakkil<sup>2</sup>

<sup>1</sup>Research Scholar , Department of Education , Periyar University, Salem, Tamil Nadu, India.

<sup>2</sup>Assistant Professor , Department of Education, Periyar University, Salem Dt, Tamil Nadu, India.

### ABSTRACT

*The destiny of nation is molded and fashioned through education and it is true that the education of women has a strategic importance. Women constitute nearly fifty percent of India's population, the most elegant resource of a society, and women are the most reliable indicator of a country's character. The educated women can play a very important role in the development of the country, Gandhi said that "If you educate a man, you educate an individual and if you educate a woman you educate whole family". The growth of women's higher education in rural areas is very slow.(Singh, O. R. 2001). To know the present position of women education, the present study aim to find out the attitude, opportunities and challenges for women learners in higher education. For the present study the investigator has adopted survey method and the sample of the study consists of 405 women learners in higher education. Major findings of the study are women have high challenges in higher education. Women's higher education also brings empowerment, self-confidence, and also gives challenges. So the recommendations were to reduction in inequalities in society and functions as a means of improving their status within the family.*



**KEY WORDS :** Women Education, Attitude, Self-confident and Inequalities in society.

### INTRODUCTION

Education means an all-round drawing out of the best in child and man-body, mind and spirit.(Bharathi, K.S., 1991) It is a fundamental means to bring any desired change in society, which is an accepted fact throughout the world. It not only helps in the development of personality of the child but also determines his future. At present women access to education has been one of the most pressing demands. Women's involvement in continuing education or their interest in pursuing further education is not without its challenges.(Egenti, M. N., &Omoruyi, F. E. O. 2011).

Women educations are shaped by personal and structural gendered forces, including family, economic, and workplace issues. Women report conflict over short-term sacrifices versus long-term gain for their families and experience stress from the competing demands of family and school roles (Deutsch, Nancy, et al., 2011). In my present study the challenges which obstructs their curiosity in higher education for example lack of strong motivation towards higher education of girls due to some problems like economic backwardness, negligence of parents, language, problems early marriage of girls etc., and then having infrastructural constrains and social issues it becomes harder to make education accessible to all segments of the society of women. Gender inequality is the main constrains in our society,ensuring equality of treatment as well as equality of opportunity for men and women are important. (Subrahmanian, R. 2005). Despite of many international convections affirming women's rights, girls and women are still more victims

of domestic as well as social violence. Practically women's education is the antecedent to women's empowerment, the need of the hour around the globe.

### NEED AND IMPORTANCE OF THE STUDY

The position of women in higher education has become a matter of interest. Theoretically the need of higher education for both males and females is the same. But practically it could be said that female education is more important than that of male. This gives to the women for facing difficulties and trying to find out some suitable solution and planning for avoidance of such occurrences in future. But, still women have not reached education as like men, because the Indian women get different types challenges faced by the society for gender equality in our country. Therefore, the investigator fully concentrates on attitude of post graduate learners towards challenges in higher education.

### OBJECTIVES OF THE STUDY

- To find out the level of challenges for post graduate women learners in higher education.
- To find out the significant difference in challenges of women learners towards higher education with respect to their following demographic variables such as locality of learners, year of study, marital status, stream of study, type of institution, educational qualification, parent's occupation.

### HYPOTHESES OF THE STUDY

- The level of challenges for post graduate women learners in higher Education is high.
- There is no significant difference in challenges for post graduate women learners with respect to their following demographic variables, such as locality of learners, year of study, marital status, stream of study, type of institution, parent's educational qualification and parent's occupation.

### METHOD OF THE STUDY

The investigator has adopted survey method and the sample 405 post graduate women learners in higher education was selected for data collection. The reliability value has found to be 0.94. In the present study, the investigator used both descriptive (mean & SD) and differential analysis ('t' and 'F' test).

### TESTING OF HYPOTHESIS

#### Hypothesis: 1

The level of challenges for post graduate women learners in higher education is high.

**Table: 1**  
**Mean difference of challenges for post graduate women learners in higher education**  
**Maximum Marks: 28**

| Sl. No | VARIABLES                  |                  | SAMPLE(N) | MEAN  | SD   |
|--------|----------------------------|------------------|-----------|-------|------|
| 1.     | Locality of Women Learners | Rural            | 228       | 18.15 | 4.57 |
|        |                            | Urban            | 177       | 17.58 | 4.82 |
| 2.     | Year of Study              | First year       | 228       | 17.50 | 4.94 |
|        |                            | Second Year      | 177       | 18.33 | 4.34 |
| 3.     | Marital Status             | Married          | 349       | 17.99 | 4.67 |
|        |                            | Un Married       | 56        | 17.12 | 4.86 |
| 4.     | Stream of Study            | Arts             | 185       | 17.63 | 4.84 |
|        |                            | Science          | 220       | 18.07 | 4.58 |
| 5.     | Type of Institution        | University       | 112       | 17.63 | 4.35 |
|        |                            | Government       | 101       | 18.18 | 4.93 |
|        |                            | Government Aided | 97        | 18.47 | 4.56 |

|  |  |         |    |       |      |
|--|--|---------|----|-------|------|
|  |  | Private | 95 | 17.19 | 4.95 |
|--|--|---------|----|-------|------|

From the above table (1), It is inferred that the calculated mean value 17.85 is higher than the mid value (14) of maximum score 28. Consequently the post graduate women learners have high challenges in higher education at Salem district.

**Hypothesis: 2**

There is no significant difference in challenges for post graduate women learners in higher education with regards to locality of women learners.

**Table: 2**  
**Significance of difference in challenges for post graduate women learners in higher education with regards to locality of women learners**

| Challenges | Locality of Women learners | Sample(N) | Mean  | SD   | t-value |
|------------|----------------------------|-----------|-------|------|---------|
| Education  | Rural                      | 206       | 7.94  | 2.42 | 0.86    |
|            | Urban                      | 199       | 7.71  | 2.79 |         |
| Family     | Rural                      | 206       | 5.34  | 1.53 | 0.83    |
|            | Urban                      | 199       | 5.14  | 1.58 |         |
| Society    | Rural                      | 206       | 5.01  | 1.72 | 2.38*   |
|            | Urban                      | 199       | 4.60  | 1.75 |         |
| As a whole | Rural                      | 206       | 18.15 | 4.57 | 1.22    |
|            | Urban                      | 199       | 17.58 | 4.82 |         |

\*Significant at 0.05 level

It is inferred from the above table (2), the calculated ‘t’ values(0.86,0.83 and 1.22) are lower than table value 1.96 at 0.05 level in the dimension of education, family, and as a whole. So the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in challenges for post graduate women learners in higher education in the dimension of education, family, and as a whole with regards to locality of women learners.

From the table it is inferred that the calculated’ value 2.38 is higher than the table value 1.96 at 0.05 level in the dimension of society. So the null hypothesis not accepted. Hence it is concluded that there is significant difference in challenges for post graduate women learners in higher education in the dimension of society with regards to locality of women learners.

**Hypothesis: 3**

There is no significant difference in challenges for post graduate women learners in higher education with regards to year of study.

**Table: 3**  
**Significance of difference in challenges for post graduate women learners in higher education with regards to year of study**

| Challenges | Year of Study | Sample(N) | Mean | SD   | t-value |
|------------|---------------|-----------|------|------|---------|
| Education  | First year    | 228       | 7.63 | 2.66 | 1.77    |
|            | Second year   | 177       | 8.08 | 2.51 |         |
| Family     | First year    | 228       | 5.21 | 1.56 | 0.83    |
|            | Second year   | 177       | 5.34 | 1.56 |         |
| Society    | First year    | 228       | 4.75 | 1.84 | 0.76    |
|            | Second year   | 177       | 4.88 | 1.63 |         |

|                   |             |     |       |      |      |
|-------------------|-------------|-----|-------|------|------|
| <b>As a Whole</b> | First year  | 228 | 17.50 | 4.94 | 1.79 |
|                   | Second year | 177 | 18.33 | 4.34 |      |

It is inferred from the above table (3), the calculated 't' values (1.77,0.83,0.76 and 1.79) are less than table value 1.96 at 0.05 level in the dimension of education, family, society and as a whole. So the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in challenges for post graduate women learners in higher education in the dimension of education, family, society and as a whole with regards to year of study.

**Hypothesis: 4**

There is no significant difference in challenges for post graduate women learners in higher education with regards to marital status.

**Table: 4**  
**Significance of difference in challenges for post graduate women learners in higher education with regards to marital status**

| Challenges        | Marital Status | Sample(N) | Mean  | SD   | t-value |
|-------------------|----------------|-----------|-------|------|---------|
| <b>Education</b>  | Married        | 56        | 7.79  | 2.62 | 0.13    |
|                   | Unmarried      | 349       | 7.83  | 2.60 |         |
| <b>Family</b>     | Married        | 56        | 4.89  | 1.75 | 1.77    |
|                   | Unmarried      | 349       | 5.33  | 1.52 |         |
| <b>Society</b>    | Married        | 56        | 4.48  | 1.61 | 1.61    |
|                   | Unmarried      | 349       | 4.86  | 1.77 |         |
| <b>As a whole</b> | Married        | 56        | 17.12 | 4.87 | 1.24    |
|                   | Unmarried      | 349       | 17.99 | 4.67 |         |

It is inferred from the above table (4), the calculated 't' values are less than table value 1.96 at 0.05 level in the dimension of education, family, society and as a whole. So the null hypothesis is accepted at. Hence, it is concluded that there is no significant difference in challenges for post graduate women learners in higher education in the dimension of education, family, society and as a whole with regards to marital status.

**Hypothesis: 5**

There is no significant difference in challenges for post graduate women learners in higher education with regards to stream of study.

**Table: 5**  
**Significance of difference in challenges for post graduate women learners in higher education with regards to stream of study**

| Challenges       | Stream of Study | Sample(N) | Mean  | SD   | t-value |
|------------------|-----------------|-----------|-------|------|---------|
| <b>Education</b> | Arts            | 185       | 7.82. | 2.73 | 0.04    |
|                  | Science         | 220       | 7.83  | 2.49 |         |
| <b>Family</b>    | Arts            | 185       | 5.15  | 1.57 | 1.49    |
|                  | Science         | 220       | 5.38  | 1.54 |         |
| <b>Society</b>   | Arts            | 185       | 4.74  | 1.78 | 0.70    |

|                   |         |     |       |      |      |
|-------------------|---------|-----|-------|------|------|
|                   | Science | 220 | 4.86  | 1.73 |      |
| <b>As a whole</b> | Arts    | 185 | 17.63 | 4.84 | 0.94 |
|                   | Science | 220 | 18.07 | 4.58 |      |

It is inferred from the above table (5), the calculated 't' values (0.04,1.49,0.70 and 0.94) are less than the table value 1.96 at 0.05 level in the dimension of education, family, society and as a whole. So the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in challenges for post graduate women learners in higher education in the dimension of education, family, society and as a whole with regards to stream of study.

**Hypothesis: 6**

There is no significant difference in challenges for post graduate women learners in higher education with regards to type of institution.

**Table: 6**  
**Significance of difference in challenges for post graduate women learners in higher education with regards to type of institution**

| Challenges        | Type of Institution | Sample(N) | Mean  | SD   | F-value |
|-------------------|---------------------|-----------|-------|------|---------|
| <b>Education</b>  | University          | 112       | 7.68  | 2.54 | 1.44    |
|                   | Government          | 101       | 8.27  | 2.65 |         |
|                   | Govt.-Aided         | 97        | 7.95  | 2.60 |         |
|                   | Private             | 95        | 7.42  | 2.58 |         |
| <b>Family</b>     | University          | 112       | 5.11  | 1.52 | 1.91    |
|                   | Government          | 101       | 5.43  | 1.51 |         |
|                   | Govt-Aided          | 97        | 5.44  | 1.53 |         |
|                   | Private             | 95        | 5.13  | 1.64 |         |
| <b>Society</b>    | University          | 112       | 5.28  | 2.63 | 1.42    |
|                   | Government          | 101       | 5.42  | 3.26 |         |
|                   | Govt-Aided          | 97        | 5.78  | 3.01 |         |
|                   | Private             | 95        | 5.33  | 3.40 |         |
| <b>As a whole</b> | University          | 112       | 17.63 | 4.35 | 0.55    |
|                   | Government          | 101       | 18.47 | 4.93 |         |
|                   | Govt-Aided          | 97        | 18.18 | 4.56 |         |
|                   | Private             | 95        | 17.19 | 4.95 |         |

**Note: @ Not Significance at 0.05 level**

It is inferred from the above table (6), the calculated 't' values (1.44,1.91,1.42 and 0.55) are less than table value 0.05 in the dimension of education, family, and society and as a whole. So the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in challenges for post graduate women learners in higher education in the dimension of education, family, society and as a whole with regards to type of institution.

## DISCUSSION

The present study deals with the challenges of post graduate women learners in higher education. From the analyses result were found that the post graduate women learners have high (17.85) level of challenges in higher education. In our society the women learners felt challenges significantly high(2.38) depends on the locality of living. The changing status of women in education is directly linked to the social development of the society. So the people need to understand that the son and daughters have equal in the society and stop son preferences. The challenges could be found that there is no difference among the year of study, marital status, stream of study and type of institution. The state has achieved rapid growth in social and economic indicators even after that there exist disparities in status of women. The education also brings a reduction in inequalities and functions as a means of improving their status within the family (Bhat, R.A., 2015). To encourage the education women at all levels and for dilution of gender bias in providing knowledge and education, established colleges and universities and exclusively for women in the state (Suguna, M. 2011). It not only develops the personality and rationality of individuals but qualifies them to fulfill certain economic, political and cultural functions and there by improves their socio-economic status.

## REFERENCES

- Singh, O. R. (2001). Education and Women's Empowerment. *Social welfare-delhi-*, 48(1), 35-36.
- Bharathi, K.S. (1991). *The philosophy of Mahatma Gandhi*. New Delhi: Concept Publishing company.
- Sujata Mishra. (2011). *Women's Health and Social issues*. New Delhi: Arise Publishers and Distributors.
- SushmaSood. (1990). *Violence against women*. Jaipur: Arihant Publishers.
- Uma Devi, K. (2005). *Violence against women*. New Delhi: Serials Publication.
- Kothari, C.R. (2010). *Research Methodology and techniques*. New Delhi: New age International Publishers.
- Egenti, M. N., & Omoruyi, F. E. O. (2011). Challenges of women participation in continuing higher education programme: Implications for adult women counselling and education. *Edo Journal of Counselling*, 4(1-2), 131-143.
- Deutch, Nancy et al., (2011). Starting from Groun Zero, Constrains and Experiences of Adult Women Retuning to Colllege. *Review of Higher Educaton*.34(3), 477-504.
- Tembon, M. M., & Fort, L. (Eds.). (2008). *Girl's education in the 21st century: Gender equality, empowerment and growth*. The World Bank.
- Subrahmanian, R. (2005). Gender equality in education: Definitions and measurements. *International Journal of Educational Development*, 25(4), 395-407.
- Sandhya, S. (2015). Impact of Education in Women Empowerment of in Bagalkot District, Karnataka. *Asian Journal of Social Sciences & Humanities Vol, 4, 2*.
- Bhat, R. A. (2015). *Role of Education in the Empowement of Women in India*. Journal of Education and Practice.
- Suguna, M. (2011). Education and women empowerment, M. in India. *International journal of multidisciplinary research*, 1(8), 198-204.
- Arun, R.K. (2009). *Women's Education*. New Delhi: Centrum Press.
- Best, J.W and James kahn, V. (2007). *Research in Education*. New Delhi: Prentice Hell of India.
- ChitanjanOjha. (2010). *Women Education and Empowerment*. New Delhi: Regal Publications.
- Janaki, D. (2001). *Women's Issues*. Chennai: Vikash Publishing.pp120-123
- Paramasivam. (2012). *Women Empowerment (issues and Challenges)*. NewDelhi: Ragul publications.
- Sarita Bhandari. (2005). *Problems of Women Education*. New Delhi: Arise Publishers and Distributors.
- Singh, A.K. (2009). *Domestic Violence against women in India*. First Edition, Gurgon: Madav Books.



**Mrs. D. Rajeswari**

Research Scholar , Department of Education , Periyar University, Salem, Tamil Nadu, India.



**Dr. M. Vakkil**

Assistant Professor , Department of Education, Periyar University, Salem Dt, Tamil Nadu, India.