An Investigation into Educated Women's Perceptions of the family's Influence on Women's Education in 21st Century India. A Comparative study

Swechha Singh*

Research Scholar

Abstract - The role of the family in society is evolving in the social environment, especially in the urban sector. A woman's ability to choose a job is being facilitated by education. The percentage of Indian women who attend school is now higher than the global average and rising. Family support and lofty employment goals are to blame for this. Indian women have benefited from education to some extent, and many of them have earned higher degrees and are employed in a variety of fields. The researcher in this work examined how educated women in 21st-century India perceived the impact of the family on women's education.

Keywords - Educated women, Education, women's participation.

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INTRODUCTION

Growing up as an Indian woman means learning the value of culture and family. They learn their place, their power, and their importance at home as custodians of a history of culture. Therefore, the actual scenario with regards to women's education in India turned out to be completely different from other countries due to its cultural environment. Typical constraints and expectations are unique to the Indian context, making it impossible to account for in studies done elsewhere. Studies on women's education and participation in society are common in India, while studies on the role of women inside the home are few.[1]

Women's perspectives, objectives, and value systems shape the dynamics of family relationships. The same holds true for shifts, manifestations, and outward displays of, for that matter, how individuals dress. This demonstrates the dual nature of their jobs, both within and outside the home. Family, education, and professional success all have distinct meanings for various women. Their socioeconomic background and their parents' educational background are two crucial indicators. Men's education is considered as directly related to male labor, but women's education is seen as useless from an economic standpoint. "The major occupation of women is and will probably continue to be that of housewife," the study "Women's Education in India: Historical Preview Present Status Perspective Plan with Statistical Indicators" concluded. However, it shouldn't be the only factor in how she sees the world. There are a number of undiscovered choices for her to choose. Women's societal dependency is ingrained in

their thinking, either consciously or subconsciously, and stands as the primary obstacle to their educational engagement.[2-3]

Even after so many years of independence, only 45% of Indian men can read and write. An estimated 82.14% as per the 2011 census. A score of 65.46 percent shows how much less valued and respected women are. There is a significant gender discrepancy in literacy rates, as seen in the accompanying table, and the pace of improvement for women is much slower than that for males.[4]

Table 1: Indian literacy rate

Census Year	Female	Male	Total	Male-Female LiteracyGap	Trend in LiteracyGap
2015	8.86	27.16	18.33	18.30	100
2016	15.35	40.40	28.30	25.05	137
2017	21.97	45.96	34.45	23.98	131
2018	29.67	56.38	43.57	26.62	145
2019	39.29	64.13	52.21	24.84	136
2020	53.67	75.26	64.83	21.59	118
2021	65.46	82.14	74.04	16.68	91
Average	33.48	55.92	45.10	22.44	123

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The chart shows that gender disparities in education have persisted and even strengthened in modern India. Across cultures and nations, women are seen as second-class citizens, but the degree of their subordination varies greatly. However, one thing is certain: differences will forever be entrenched. Gender desegregation was an integral part of girls' official education in a culture dominated by sexism.[5-6]

Women's Subordination in Society

The subjugation of women in society to males is an institutionalized system of inequality that benefits only one gender. The pervasiveness of patriarchal norms and practices in institutionalized organizations limits women's opportunities to participate and advance beyond their own limited definitions.[7]

The problem of gendered roles in society serves as a discriminatory mechanism that undercuts efforts to advance women's rights and empowerment because of social differences within all institutional groupings. Because of the patriarchal expectation of male superiority, women are taught to place their self-worth on their physical appearance rather than their intellect or social standing.[8]

The song's constant references to women as things aim to reinforce male superiority by suggesting that she should stay his slave as long as the money keeps rolling in. Even if she is seeing another guy, he should still be able to see the lady whenever he wants, but he isn't really committed to her. He considers her nothing more than a disposable commodity, and he has no trouble swaying her to his will in exchange for material goods. He tells her that he would take her to a diamond shop and purchase her expensive items in exchange for her help. Even more specifically, he specifies that if she wants to continue receiving gifts from him, she should use the money or stuff he gives her to purchase the item for him again. Throughout the song, women are pushed into a sexualized culture that is dominated by male ego and persuasion, highlighting the vast disparity between a woman's and a man's role in society.[9]

Government Initiatives to Support Women's Education

Women in India have many of the protections and privileges guaranteed by the country's constitution. Article 15(3) grants the state the authority to enact whatever measure it deems necessary to ensure the equal treatment of women. That is to say, the government may engage in gender-based discrimination in a way that benefits women. According to Article 16, no citizen shall be subject to discrimination or be disqualified for any occupation or position under the state on the basis of sex (2). The early designers of the country's planned economy gave serious consideration to women's roles.[10]

Governments at both the federal and provincial levels are funding initiatives with the explicit goal of rescuing women from discrimination and advancing the cause of female education. There are a variety of programs designed to increase the number of girls who enroll in and stay in school, including savings programs, scholarship opportunities, Conditional Cash Transfer (CCT) programs, and other forms of financial aid. For the sake of the female child's care and education, these programs are created in such a way as to raise her social position. All of these are designed to help young women better themselves and take control of their lives.[11]

As a result, the government has created and enacted groundbreaking laws and visionary initiatives to ensure their autonomy and full involvement in the development of the country. The Ministry for Women and Child Development is the primary government agency responsible for developing and enforcing policies and legislation for the advancement of women and children.[12]

Contribution of Members of the Family

It has a lot of moving parts and is quite multifaceted. It comes in a variety of guises, each tailored to a certain set of responsibilities. The father is well-educated, therefore he understands the worth of an education for his own children. Since he has been exposed to contemporary ideas via his schooling, he is an advocate for women's education. For those in the urban middle class, the desire to further their education is ever present.[13]

Mothers are instructive because they reveal a woman's perspective on marriage and the role of a woman in society. Most people have little formal education, but they may have learned a wide variety of skills via doing duties and running a family. Women who had learnt to accept and affirm were particularly strong.[14]

As the archetype of exploited, oppressed women, however, it was the mother's responsibility to urge her daughters to grab this chance for freedom from isolation.[15-16]

METHODOLOGY AND PROCEDURE

Incorporating qualitative and quantitative methods, this study aims to better understand the topic at hand. The term "population" is used to refer to a large group of people who share certain defining traits. This is a defined group that shares a few characteristics. The women in the current study's sample were all college-educated and independent. A multi-stage random sampling method was used to pick educators for the schools. Ten (10) elementary school teachers, ten (10) middle school teachers, and ten (10) high school teachers were chosen from the list of educators at each school. Consistent with the aims of the research, an in-depth analysis was

prepared. statistically analyzed using measures of central tendency and dispersion.

RESULT

Various aspects of family dependency, self-respect within the family, motivation, support, obligations, and ideal role conduct are included. Statements that are meaningful to the family were crafted with their focus, hopes, awareness, care, worry, curiosity, and anticipation in mind.

Involvement of the Parents

With regards to the assertions of dimension "Parental Involvement," 44% of participants either totally or mostly agreed with them. Only 22% disagreed, while 5% were unsure. Though 17% take a dissenting stance on this dimension, with 12% strongly so. Sixty-six percent of respondents were positive with the comments crafted for this factor. It addresses family members' interventions in the female child's daily routine, food, education, tests, topic choice, etc.
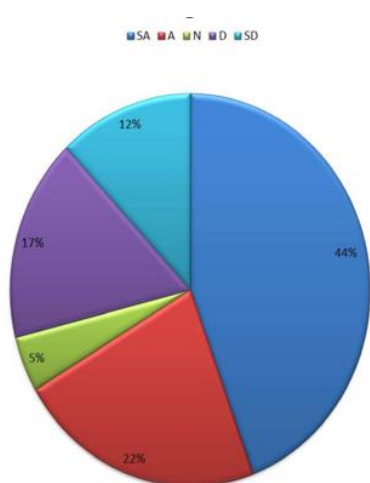

Figure 1: Involvement of the Parents

Family Inspiration and Support

With regards to the assertions of the motivation and support from family aspects, 42% of participants strongly agreed. Only 26% disagreed, while the remaining 3% were unsure. While 11% strongly disagree and 18% somewhat disagree, these statements on this dimension are not shared by everybody. 68% of respondents find this to be an important factor. Statements formulated along this axis deal with topics such as gratitude, morale, encouragement, problem solving, etc.
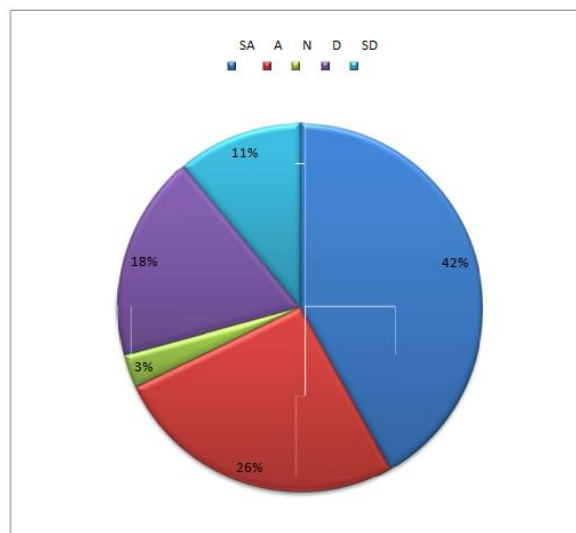

Figure 2: Family Inspiration and Support

Analysis of Family Involvement by Dimension

Each measure of family engagement has its own number of questions, mean, and standard deviation. From 9 to 17 questions are used depending on the dimension being assessed. The central tendency (mean) varies from 2.5974 to 4.3976, and the standard deviation (s.d.) from 0.84163 to 1.1576.
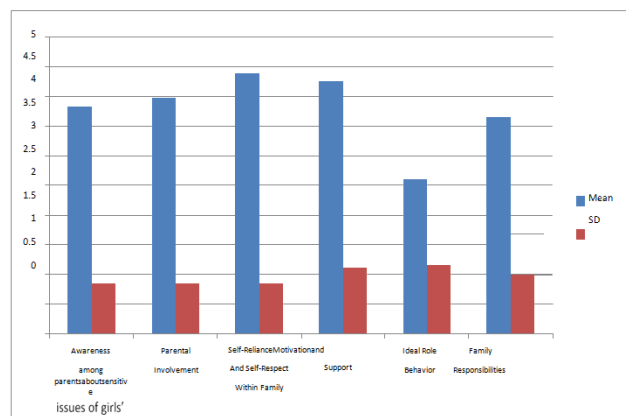

Figure 3: Graphical Representation of analysis of family involvement by dimension.

Sub-factors of "Barriers to Women's Education" include Help with Managing Work and Coping with Stress at Home. Issues and challenges experienced by participants were used to inform the development of pertinent items.

Assistance WITH Work Management

Help With Project Administration Among the dimension statements regarding Work Management, 41% of respondents strongly agreed with the claims. Only 23% of people found themselves in complete agreement, with 4% remaining agnostic. While 17% agree with the assertions on this dimension, 15% disagree, and 5% strongly disagree. The Support for Work Management component had a positive

response from 64 percent of respondents. This dimension includes remarks about how family members have adapted to help a woman pursue her career or further her education.
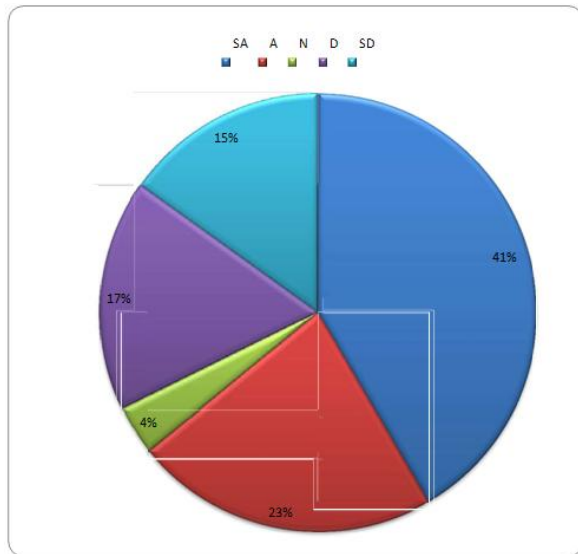

Figure 4: Assistance with Work Management

Home Stress Management

The statements of the dimension on stress management were highly agreed with by 43% of the participants. 28% were in agreement, and 6% were indifferent. While 8% strongly disagree and 15% disagree with what is said in this dimension. 71% of participants preferred this dimension. The sentences that follow it are constructed to address difficulties such as the lack of family, sibling comparisons, family responses to problems, etc.
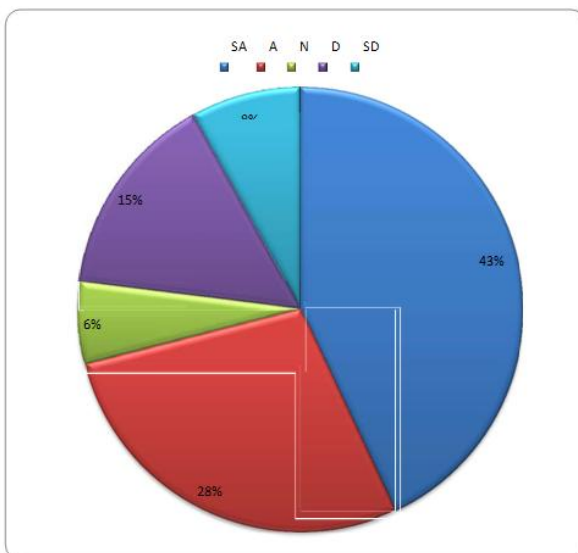

Figure 5: Home Stress Management

Analysis of Education Barriers for Women Using Dimensional Data

The aspects of Barriers to Women's Education are described below, each with its own number of questions, mean, and standard deviation. Per factor, there are anything from five to ten questions. In this data set, we find a mean value between 2.41803 and 4.10506, with a standard deviation between 0.86497 and 1.155886.
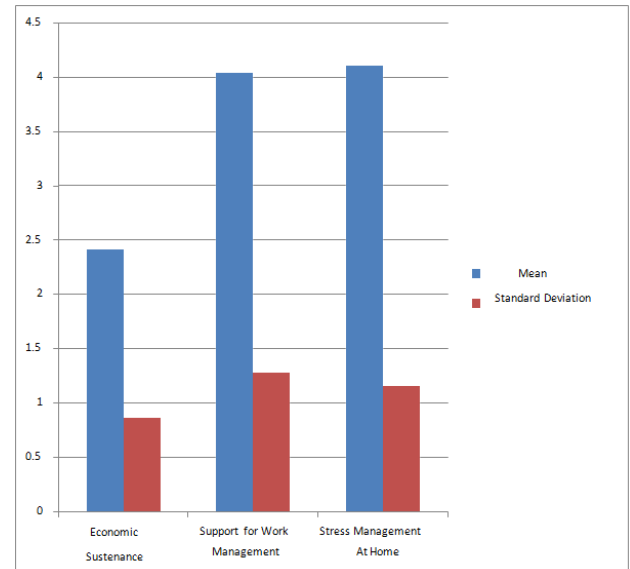

Figure 6: Graphical representation of Analysis of Education Barriers for Women Using Dimensional Data

CONCLUSION

The level and nature of a girl's involvement in raising her siblings and younger siblings is often determined by the expectations her family has for her. Mothers with higher levels of education are better equipped to help their children thrive by recognizing and responding to threats and capitalizing on opportunities in their children's social and natural environments. Women's contributions to society's long-term health can't be reduced to abstract concepts. This movement and its underlying cause aim to raise women's consciousness about the critical role they play in achieving long-term sustainability.

We need to set up the proper systems to ensure that original ideas are evaluated seriously and responsibly. It's important for women to know they may pursue autonomy without being judged. Over time, women have been a powerful force for change in their homes, communities, and wider society as they fight for recognition of their equal worth to men.

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Corresponding Author

Swechha Singh*

Research Scholar