

Personal Problems Faced By Muslim Girls In Higher Education

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ABSTRACT

The study is conducted in Bharathiar University Coimbatore. For the present study 37 respondents were selected purposively from each department. The objectives of the study are to find out the socio economic conditions of Muslim girls in higher education & to find out the Personal problems faced by Muslim Girls in Higher education. Descriptive research design was adopted for the current study. The data was collected using self-developed Likert scale questionnaire from Strongly Disagree to Strongly Agree was used to explore the opinion of Muslim girls on the problems they face in Higher education. After collection of the data, analysis and interpretation was done. The findings of the study reveals that there is no significant association between age and personal problems faced by Muslim girls in higher education. it also reveals that there is no significant association between income and personal problems faced by Muslim girls in higher education.

Keywords: Socio- Economic conditions, Personal problems

PERSONAL PROBLEMS FACED BY MUSLIM GIRLS IN HIGHER EDUCATION **INTRODUCTION**

Education has been the bedrock of developments all the world over. Education has an influence on girls' and women's ability to claim their rights and achieve the better positions in society, such as economic independence and political representation. According to the Article 26 of the Universal Declaration of Human Rights (UDHR) "everyone has the right to education. Education ought to be free, in the elementary and fundamental stages.

Achievement of sustained and equitable human development is an urgent need and that is possible only through opening the doors of higher education for girls. Higher education is considered to be the key factor in promoting and accelerating the process of national development. Higher education makes women more autonomous and giving more control about various dimensions in their life.

Higher education is associated with the personal, social, economic and cultural aspects of human being, and underpins the goal of a sustainable society. Education provides opportunities for people to enjoy an improved “life of the mind”. (Yasmeen, 2005, p 11).

Education helps women in decision making related to social, economic, and cultural development, & the participation in the family and community (Shaukat & Siddiquah, 2013).

Girls are disadvantaged & underprivileged as they have not been able to take the full benefit of the available opportunities and amenities due to number of socio- cultural and economic factors. There is a general irrelevance to education of girls due to gender bias (Sen, 2007). It is quite evident that there are social resistance arising out of misconceptions and fears that higher education might estrange girls from age old traditions and social values and norms. Society has assigned stereotyped roles towards girls like helping the families in household chores and looking after the young siblings.

Girls admitted in higher educational institutions finds it difficult to manage the timing for studies. Insufficient provisions of female teachers, no separate toilet for girls and no sanitary facilities, non-involvement of the community, less quality in teaching, lack of gender sensitivity of teacher in educational classes (Ahmad Gul and Khan, 2013).

The women across classes, regions, and the rural and urban gap due to the socio-economic development and the impact of feudal, religious and social formation on women's lives. Gender inequality in Indian higher education is a consequence of persistent discrimination where girls lag behind boys in the provision of education and in the access to schooling available.

The problem of early marriage arises at the senior & higher levels of education. By the prevalence of early marriage parents think the girls are liability and the monetary pressure for managing a dowry.

Educational institutions are not available & the travelling becomes the major obstacle. Travelling is considered to be a great threat to personal security. This is one of the strong factor in deterring girls from entering higher education. Girls mainly face the incidents of sexual harassment and sexual abuse.

At present, female students face many problems that hamper their potential and adversely affect their personal attitude. The current study will highlight the problems faced by women in higher education. It also will suggest how to overcome these problems. The study reveals the great impact on the socio-cultural norms on the development of the country, and will be helpful in suggesting guidelines to stakeholders and policy makers when addressing the problems of females in higher education institutions. The main aim of the study is to determine the personal problems faced by Muslim girl students in higher education.

REVIEW OF RELATED LITERATURE

Gupta, et al, (2017), in their study found that the main problems faced by students were lengthy courses, curriculum for studying, long distance between institution and residence, inability to express ideas, less or no financial-aid/scholarships & the problems reported by the teachers were regarding the salary, workload and job insecurity.

Shaukat S. and Pell A. W. (2017), in their study observed that family pressures were having the strong socio-cultural element of gender discrimination that persists far beyond the higher education experience & the prevailing socio-cultural climate, personal insecurity, male dominated society were deterrent in seeking higher education entry.

(Burridge, et al, 2016), emphasize that women were facing security concerns which was the major concern and was having the direct impact on women's education. The number of respondents expressed concern about the economic future of Afghanistan and the impact may have on their employment prospects. It was found difficult for the respondents to meet with the costs associated with higher studies.

OBJECTIVES OF THE STUDY

- To find out the socio economic conditions of Muslim girls in higher education
- To find out the Personal problems faced by Muslim Girls in Higher education

RESEARCH DESIGN

Descriptive research is adopted by the researcher for the current study.

SAMPLE & SAMPLING PROCEDURE

For the current study Muslim girls were selected purposively from all the Departments of Bharathiar University, Coimbatore, Tamil Nadu (n= 37).

INSTRUMENTATION

A self-developed Likert scale questionnaire from Strongly Disagree to Strongly Agree was used to explore the opinion of Muslim girls on the problems they face in Higher education. The questionnaire was having two sections. Section A focused on demographic data of the respondents such as age, department, and course of study & Section B items deals with Personal Problems.

DATA ANALYSIS

The data collected was analyzed using simple percentages and frequency counts for demographic information about the respondents. While as the Likert Scale items were tested by

using chi square test and simple frequencies like average score analysis. However, all the question items generated for the study were tested at 0.05 alpha levels. Each item required a five point Likert-type response, ranging from strongly Disagree (1) to Strongly Agree (5). Cronbach Alpha maximization reliability test was done for the Scale items using SPSS & the score was reported as (.625).

DATA ANALYSIS & INTERPRETATION

Figure 3. Personal profile of respondents

The above chart reveals that huge proportion of the respondents (81.1%) are in the age group of 20-24 years where (75.7%) are unmarried and a very few of them are married (24.3%). Regarding to their semester (37.8%) are in the third semester.

Figure 2. Family particulars of respondents

The above chart states that almost half of the respondent's family income belonging to below 15000 that is (56.8%) and (27%) of the respondent's father's occupation is business and (24%) of them are in private job sector. Regarding to type of residence (59.5%) of them have tiled houses and (54.1%) of them came from nuclear family.

Figure 3. Average score analysis of personal problems faced by girls in higher education

The table reveals that the respondents score is neutral towards the statement that they want to discontinue their studies at times due to financial issues and also the respondents score is neutral to the statement that have lack of interest in learning. The respondents agree that they faced personal problems in higher education.

Table 1. Frequency of Personal problems faced by girls in higher education

Items	SD	D	N	A	SA
1	15(40.5%)	11(29.7%)	3(8.1%)	3(8.1%)	5(13.5%)
2	15(40.5%)	11(29.7%)	4(10.8%)	6(16.2%)	1(2.7%)
3	13(35.1%)	5(13.5%)	12(32.4%)	2(5.4%)	5(13.4%)
4	15(40.5%)	5(13.5%)	1(2.7%)	8(21.6%)	8(21.6%)
5	13(35.1%)	7(18.9%)	5(13.5%)	1(2.7%)	11(29.7%)
6	28(75.7%)	4(10.8%)	5(13.5%)	00	00

7	24(64.9%)	8(21.6%)	2(5.4%)	2(5.4%)	1(2.7%)
8	9(10.8%)	7(18.9%)	9(24.3%)	7(18.9%)	10(27.0%)

‘Sd: strongly disagree, D: disagree, N: neutral, A: agree, SA: strongly agree’

The table reveals that most of the respondents strongly disagree the statements. It showed that (75.7) percent of the respondents do not find college a place of enjoyment. (64.9) percent of the respondents do not think of discontinuing their higher studies. (40.5) percent do not have the fear of vulnerability and bullying.

CROSS TABULATION

Table 2. Age & Personal Problems faced in higher education

Variable	Age	Low
Personal Problems	20-23	15(48.4%)
	Above 23	1 (16.7%)
	Total	16 (43.2%)

The table reveals that there is no significant association between age and personal problems faced by Muslim girls in higher education. However, the analysis shows that irrespective of age more than half of the respondents belonging to all the two categories of age group, shows negative attitude towards higher education.

TABLE 3. Family Income & Personal problems.

Variable	Income	Low
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Personal Problems	below 15000	7(43.8%)
	15001- 25000	7(43.8%)
	above 25001	2(12.5%)
	Total	16 (43.2%)

The table reveals that there is no significant association between income and personal problems faced by Muslim girls in higher education. However, the analysis shows that more than half of the respondents monthly income is below fifteen thousand and little less than thirty percent belonging to the category of fifteen thousand and twenty five thousand.

CONCLUSION

The present study was designed to investigate the personal problems faced by Muslim girls in higher education. It has been found that the respondents in the study area portray negative attitude towards the scale items. It was found that respondents have the fear of vulnerability and bullying. The study shows that the respondents find it difficult to attend college during menstrual periods because they don't have the sufficient space to change and wash the stained clothes. It was found that the respondents have the fear of sexual abuse and molestation.

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