



A Study of Socio Economic Status and Educational Problems of Adolescent Girls of Rajasthan

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Abstract

The present study tries to explain the socio economic status and educational problems of adolescent girls of Rajasthan. The study adopted the SES Scale developed by R. L. Bhardwaj and Adolescent Girls' Educational Problem Scale developed by the investigator. A purposive sample of 66 adolescent girls studying in government school was taken. Data collected was analyzed statistically using the percentage and coefficient of correlation techniques. Results revealed that 9.09% rural adolescent girls are having Moderate Educational Problems and 90.90% are having Low Educational Problems. All adolescent girls fall under middle class socio- economic status category and SES affects the Educational Problems of adolescent girls. Due to long distance, lack of transport facilities and security reasons parents do not send their girl child to school and very less number of girls pursues education after secondary school. The infrastructure of school was not found satisfactory also the girls are not computer literate.

Key Words: *Adolescence, Socio Economic Status, Educational Problems*



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Introduction: India is home to more than 253.2 million^[7] adolescents, who account for a quarter of the country's population. Rajasthan state is at fifth rank amongst top five states of India with 22.9% adolescent population (age 10- 19 years) (2011 census). The 2011 census^[4] figures indicate that only 65.46 per cent of females are literate compared to 82.14 per cent of males. In Rajasthan, female literacy rate in the state was 20.8 percent in 1991; the lowest in the country but 2011 census shows an increase and indicate 52.7% female literacy rate^[4]. "The situation in rural areas was even worse; about 77 percent of girls between the ages of 6- 14 were not enrolled in schools. At present nearly 4.71 lakhs girls of the age group 6-14 years are in school." (Purohit, 2004, p.1424)^[3]. Girls are less encouraged than boys to pursue education and caught in the cycle of early marriage, pregnancy and child bearing.

Adolescence: Adolescence is the period between puberty and maturity. The approximate age is 12 to 20 years. The World Health Organization defines adolescence as a period between the ages of 10-19 years.

Socio Economic Status: The 'Socio-economic Status' is a blending of the two statuses- social status and economic status. Though none of the two can exist without each other yet they are distinctively different. 'Socio-economic Status' appears to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them, which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator to 'Socio-economic Status'.

'Socio-economic Status' would, therefore, be a ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

Educational Problems: Constraints faced by the rural and poor women in terms of time, space and societal expectations for education may be considered as their educational problems.

In the present study educational problems of adolescent girls means total score obtained on the Adolescence Girls' Educational Problem Scale.

Objectives of the Study

1. To identify the different levels of Socio-Economic Status of adolescent girls of Rajasthan.
2. To identify the different levels of Educational Problems of adolescent girls of Rajasthan.

3. To study the relationship between the SES and Educational Problems of adolescent girls of Rajasthan.

Hypothesis of the Study

1. There is no significant relationship between the SES and Educational Problems of adolescent girls of Rajasthan.

Methodology: Design of the Study: This paper is drawn from a bigger study on problems and empowerment of adolescent girls of four north Indian states: Haryana, Rajasthan, Himachal Pradesh and UP. From this study, data regarding girls of Rajasthan has been taken.

In the present study, descriptive survey method was used. A sample of 66 adolescent girls studying in Government Senior Secondary School in Dhawa village, Jodhpur was taken.

Tools of the Study: 1. Socio Economic Status Scale (SESS) developed by R. L. Bhardwaj was used to collect the data. This scale was found appropriate for the present study as it can be administered on the age group of 13+ (for both urban and rural population). The scale has 0.76 reliability coefficient and possesses high content validity.

2. Adolescent Girls' Educational Problem Scale (developed by the investigator). This scale has 0.90 (Test- Retest method) and 0.82 (Split- Half Method) reliability coefficient. The content validity of the scale is highly promising since the items are solely based on research proven items and examined.

Statistical Techniques & Scheme of Analysis: In the present study, the scheme of analysis is both, the qualitative and quantitative. For qualitative analysis, data was collected through the observation and unstructured interview. For quantitative analysis Percentage and Pearson's 'r' were used to analyze the data and test the null hypotheses. The analysis of collected data was done with the help of MS Excel software.

Analysis and Interpretation: Objective 1: To identify the different levels of Socio-Economic Status and Educational Problems of adolescent girls of Rajasthan.

Table 1 Levels of Educational Problems (N=100)

Level of Educational Problems	No. of Adolescent Girls	%age
High level of problem	00	00
Moderate level of problem	6	9.09
Low level of problem	60	90.90

Table 1 reflects that 9.09% rural adolescent girls are having Moderate Educational Problems and 90.90% are having Low Educational Problems.

Table 2 Levels of SES (N=100)

S. No.	Category	No. of Adolescent Girls
1.	Upper class	00
2.	Upper middle class	00
3.	Middle class	66
4.	Upper lower class	00
5.	Lower class	00

Table 2 shows that all adolescent girls fall under middle class socio- economic status category.

H01 There is no significant relationship between the SES and Educational Problems of adolescent girls of Rajasthan.

Table 3 Relationship between SES and Educational Problems of rural adolescent girls

Variable	N	'r'	Level of Significance
SES	66	0.41	at 0.05 & 0.01
Educational Problems	66		SIGNIFICANT

Table 3 reveals that there is significant relationship ($r = 0.41$) between SES and Educational Problems of rural adolescent girls. This shows that the SES affects the Educational Problems of adolescent girls. Hence, the null hypothesis: 'There is no significant relationship between SES and Educational Problems of rural adolescent girls' **was rejected**.

On the basis of observation and unstructured interview done by the investigator it has been found that In Dhawa, the school was located far away from the residential areas. Some girls have to cover the distance of 10 kilometers to reach the school. Due to this long distance, lack of transport facilities and security reasons parents do not send their girl child to school, hence there is a problem of dropout and secondary education is a terminal point for many students. Very less number of girls pursues education after secondary school. In visited school, 2012 was the first year when the highest number of enrollment of girls (24 girls) in class 12th was found as a result of continuous efforts of teachers who are spreading the awareness about the importance of girls education in society.

The infrastructure of school was not found satisfactory, basic facilities like drinking water and separate toilets for girls have not found in the school premises. Survey conducted by MHRD,

Government of India also reflects 2224 government schools without girls' toilets and 2990 government schools with dysfunctional girls' toilets in Rajasthan state. (Source: DISE 2013-14, as on 30th September 2013)^[6].

As the results shows middle class socio economic status of the girls, most of their parents are indulged in agricultural activities for livelihood. Girls also involved in farm work and even drive tractors. After finishing their domestic chores they come to school which starts at 10am. Some girls commute to school by motor cycle from long distance. This shows a positive change in the status of girls and attitude of their parents towards education. They are not computer literate as they don't have computer education in the school. Even they never seen a computer and touched a mobile phone. This shows that there is a need to make them technologically updated. They all wanted to be highly educated and self dependent. Their bright eyes and smiling faces reflected their future aspirations. Some teenagers perform folk dance and songs before tourists and contribute in family income.

Conclusion: Significance of education of girls and women is well recognized by development planners due to multiple benefits that arrive to women and their family. Despite economic and social benefits derived from women education, vast majority of women in India and other developing countries continue to remain illiterate. Problem of women education is not merely due to lack of parental motivation to educate children but a problem of access to education. It is typically associated with poor and powerless people. Most of poor and socially disadvantaged who are bound more severely by activities and work for survival in subsistence agriculture or in the informal sector, undeniably affects their educational participation. Thus rural and poor women face constraints in terms of time, space and societal expectations for education. For expansion of girls' education state government has taken various initiatives but there is needs to implement the formulated polices religiously and grow awareness among parents.

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