CHAPTER-VII
FINDINGS, SUGGESTIONS AND CONCLUSION
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7.1 Introduction:

Girls’ education has been neglected since medieval period in India. Many of the orthodox and conventional beliefs were prevailed earlier and such beliefs have become obstacles for female education. Such beliefs also reserved women’s position to household work or kitchen work only. As such, it was believed that women were only for household work and such work include cooking, caring of elders and children, looking after household work and not going for outside work. Though few of the women were getting education, it was treated as economic burden to families as they are going out with their husband after marriage. Even marriage of girls was involved huge expenditure in terms of marriage expenses and dowry. Due to all these reasons, female education was neglected in India till the last 3-4 decades.

Government has realized the importance of female education and as such, it encouraged female education by formulated policy of free and compulsory education. Later, Globalization and Liberalization policies increased educational and employment opportunities for women. As such, significance of female education was increased. As part of these developments, the privatization has been increased the education and employment of females and new professions and employment opportunities are increased for women. Consequently, more females are participating in education in all the occupations and professions now. Even subject specializations in professions were increased and females are also participating in scientific and technical subject disciplines.
To get professional education or subject-specific education, pre-university education is basic foundation. During their pre-university education, the students learn about different professions that are derived from their group of subjects such as Arts, Commerce and Science. Hence, female education, career choice and career aspirations are assessed better during their pre-university education. In this respect, the present study assessed the career choice and career aspirations of female students studying in pre-university courses in Gulbarga (Kalaburagi) city in Karnataka. The major findings are as under.

7.2. Major Findings:

Following are the major findings from the present study.

1. As discussed in the methodology, totally 400 female students studying in pre-university course in Gulbarga (Kalaburagi) city were surveyed. Of these respondents, 200 are studying in Government Colleges and 200 are studying in Private Aided Colleges or Private Colleges.

2. Of all the female students, 31.75% of the female students are studying in Arts, 29.25% are studying in Commerce and 39.00% of the respondents are studying in Science subjects. To maintain balance between all the subjects, more or less equal numbers of respondents were selected based on enrollments to these subjects.

3. 46.25% of the respondents are studying in 1st year Pre-university, whereas 53.75% are studying in 2nd year pre-university education.

4. Age of all the respondents’ shows that, 13.25% are of 16 years, 83.50% of the respondents are between 17-18 years and the remaining 3.25% are of 19 years.

5. Medium of instruction of all the female students shows that, 57.75% are studying in Kannada medium, whereas 42.25% are studying in English medium. It is observed by the researcher that almost students
studying in Arts and Commerce subjects are studying in Kannada medium.

6. Religions of the female students revealed that, 78.75% of the respondents are Hindus, 14.75% of the respondents are Muslims, 3.75% are Christians and the remaining 2.75% are belonged to other religions such as Buddhists.

7. Caste-wise distribution of the respondents disclosed that, 18.50% of the respondents belonged to scheduled castes, 5.25% belonged to scheduled tribes, 57.75% are belonged to other backward classes and the remaining 18.50% belonged to others or forward castes.

8. 44.75% of all the respondents are living in joint families, whereas 55.25% are living in nuclear families. It is noted that in urban areas, there are more nuclear families compared to joint families.

9. Of all the respondents, 8.50% have no brothers, 83.25% have 1 to 2 brothers and 8.25% have 3 to 4 brothers.

10. Among all the respondents, 6.75% have no sisters, 85.50% have 1 to 2 sisters and 7.75% have 3 to 4 sisters.

11. 7.75% of all the respondents are from rural areas, whereas 92.25% are from urban areas. It is highlighted that almost all the respondents are from urban area or Gulbarga city.

12. 64.50% of the female students are living in their own house, whereas 32.75% are living in rented houses and 2.75% of the respondents are living in hostels or rented rooms.

13. On family decision making authority in their families, among all the respondents, 53.25% have remarked that their fathers are making the decisions in their families, 38.00% of the respondents have mentioned that their mothers and fathers are making the family decisions together, 5.75% of the respondents have remarked that their mothers are making the family decisions and 3.00% of the respondents have stated that their brothers and sisters are making the family decisions. It is
highlighted that, in majority of the families, fathers of the respondents are making the family decisions; it shows that there may be gender inequality in the families of the respondents. Under such circumstances, the education of females is affected negatively.

14. On the status of females in family management, 13.75% of the respondents have expressed that females have higher role and status in family management, 28.25% have stated that the role of women in family management is equal with males, 32.25% of the respondents have remarked that the status of females is advisory in family management and 25.75% of the respondents have expressed that the role of females is neglected or no status in their family management.

15. All the respondents have agreed that females are essentially needed education. Hence, it can be said that they are aware significance of gender equality and emphasized for female education.

16. On the level of education required for females, among all the respondents, 27.75% of the respondents have remarked that females should be educated up to graduation, 29.0% of the respondents have mentioned that females should be educated up to professional degrees and 43.25% have expressed that females should be educated up to post-graduation or research level.

17. On the reasons for female education and among all the respondents, 19.50% of the respondents have expressed that the purpose of female education is to know reading, writing and to gain knowledge, 64.75% of the respondents have agreed that purpose of female education is to gain employment, professional practice or self-employment, 9.00% of the respondents have stated that purpose of female education is to gain respect and status in family and society, 5.50% have felt that purpose of female education is to gain better marriage prospects and 1.25% have mentioned other purposes of female education. It is highlighted that, employment, self-employment and professional practice are
emphasized by majority of the respondents as purpose of education rather than gaining knowledge.

18. On the support of their family members to their education, 59.25% of the respondents have agreed that their fathers likes them most, 15.25% of the respondents have mentioned that their mothers likes them most, 9.75% have remarked that their brothers likes them most, 3.00% of the respondents have felt that their sisters likes them most and 12.75% of the respondents are not liked by any of their family members.

19. Of all the respondents, 19.50% have agreed that they are fully preferred while making family decisions, 27.75% have felt that they are somewhat considered while making family decisions, 14.75% have agreed that they are treated equally with their brothers and other male embers while making family decisions and 38.00% have mentioned that they are never considered while making family decisions.

20. On whether male members are superiors in family and society in all aspects,

21. 60.50% of the respondents have agreed that male members are superiors in family and society in all aspects, whereas 31.75% of the respondents have not agreed to the same and 7.75% of the respondents are not aware about the same. Hence, it can be said that, there is gender inequality among the families of the majority of the respondents.

22. It is surprising to note that, 66.50% are facing gender inequality at their families, whereas 33.50% are not agreed to the same. It is surprising to note that a great majority of the female students are facing gender inequality at their families.

23. Many of the respondents are deprived in their families in more than one aspect. As expressed by all the respondents, 22.25% are deprived in educational aspects, 35.25% are deprived in social and family aspects, 33.50% are deprived in economic aspects, 19.75% are
deprived in political aspects or decision making, 7.75% are deprived in other aspects and 33.00% of all the respondents are not deprived in any of the aspects in their families.

24. On the ideal age for marriage of girls as stated by all the female students surveyed, 1.75% have mentioned that ideal age of girls’ marriage is between 16 to 18 years, 52.75% have stated that ideal age of marriage for girls is between 19 to 21 years, 29.75% have remarked that the ideal age of marriage for girls is between 22 to 25 years and 15.75% have expressed that ideal age of marriage for girls is more than 25 years. Though law has fixed minimum age for girls’ marriage as 18 years, still due to their educational knowledge, it is highlighted that, the respondents have stated higher age is essential for girls’ marriage.

25. On their family occupations, among all the respondents, 15.75% have agreed that their family occupation is agriculture, 25.25% have stated that their family occupation is business, industry or self-employment, 22.50% have stated that their family occupation is employment in organized sector and 36.50% have remarked that their family occupation is employment in unorganized sector.

26. Among the total respondents surveyed, on their family annual income, 21.0% have expressed that their annual family income is up to Rs. 24000 per annum, 27.50% have stated that their family income is between Rs. 24001 to Rs. 48000 per annum, 29.50% have remarked that their family income is between Rs. 48001 to Rs. 72000 per annum, 13.25% have opined that their family income is between Rs. 72001 to Rs. 1.2 lakh and 8.75% have mentioned that their family income is more than Rs. 1.2 lakh.

27. Social life satisfaction of the total respondents disclosed that, 61.50% are fully satisfied, 28.00% are satisfied to a greater extent and 10.50% are not satisfied in their social life.
28. Among all the respondents and on their mother’s education, 4.75% have expressed that their mothers are illiterates, 26.25% have stated that their mothers were completed primary or secondary education, 10.25% have remarked that their mothers were completed undergraduation, 54.00% have mentioned that their mothers were completed Graduation or Post-Graduation and only 2.25% have expressed that their mothers are completed research degrees. It is highlighted that, level of mothers’ education of majority of the respondents is higher.

29. Of all the respondents, on the education of their fathers, 5.25% have expressed that their fathers have not went to schools and are illiterates, 27.75% have stated that their fathers were completed primary or secondary education, 12.50% have mentioned that their fathers were completed under-graduation, 51.25% have remarked that their fathers were completed graduation or post-graduation and 3.25% have remarked that their fathers were completed research degrees. It is highlighted the level of education of fathers of majority of the respondents is higher.

30. On the attitudes of their parents on female education, 29.25% of the female students have remarked that their parents encouraging their girl children in education, 9.75% have mentioned that their parents prefer male children and suppress female children in education and 61.00% of the respondents have agreed that their parents are giving equal importance to all children’s education. It is emphasized that parents are much aware about gender equality and hence, as stated by majority of the respondents, their parents are encouraging or treating children as equal in education.

31. Many of the respondents have given more than one type of attitudes or feelings on female education. Specifically, 52.75% of the total respondents have agreed that female education is essential to achieve gender equality, 73.75% of the respondents have felt that female
education is essential to get employment and job, 31.0% of the respondents have agreed that female education is essentially needed to get better marriage prospects and 6.75% of the respondents have also given other attitudes on female education. It is concluded that, employment, job and gender equality are the main attitudes of female students to get education.

32. On the motivation of their family members to the respondents, 59.25% of the total respondents have agreed that their father is supporting and encouraging them to get further education, 15.25% have felt that their mother is encouraging them to get further education, 9.75% of the respondents have agreed that their brothers are encouraging and motivating them to get further education, 3.00% have felt that their sisters are motivating and encouraging them to get further education and 12.75% have stated that none of the family members are supporting, encouraging and motivating them to get further education.

33. On the nature of motivation got by them from their family members for studying, 31.75% of the respondents have agreed that they are going for private coaching or tuition, 20.25% of the female students have opined that they have got admission at best reputed college, 30.50% of the respondents have remarked that they have gained encouragement and guidance in reading and writing, 4.75% have mentioned other types of encouragement and motivation from their family members and it is not applicable to 12.75% of the female students as they are not getting encouragement or motivation from their family members.

34. 65.75% of all the respondents have agreed that their parents or guardians are concerned about their future, whereas 34.25% have not agreed to the same. Hence, it can be summarized that, though majority of the parents of the respondents are concerned about the career future of female children, still considerable numbers of parents are not concerned about the career future of their female children.
35. Career future of the respondents as thought by the parents, 5.00% of the respondents have agreed that their parents thought that the respondents should become medical practitioners or doctors, 17.75% have mentioned that their parents have thought that the respondents should become engineer or technocrats, 9.75% have remarked that their parents have thought that their children should pass administrative exams such as IAS, KAS, etc and become administrative officers, 30.00% have mentioned that their parents have thought that the respondents should get any government job, 20.50% have expressed that the respondents should get better marriage prospects, 2.00% have remarked that the parents have thought out other career options for the respondents and 15.00% have stated that their parents have not thought of anything towards the career future of the respondents.

36. Of the total respondents, 26.25% have agreed that their parents warning the respondents to make hard work and achieve success in particular career, whereas 73.75% have not agreed to the same.

37. Regarding the extent of freedom possessed compared to male members in their families, 8.50% of the respondents have gained more freedom compared to all their family members, 28.75% have got equal freedom with all family members, 40.50% of the respondents have not gained equal freedom as all the male members in their families have got more freedom and 22.25% have facing more restrictions rather than freedom as they are females.

38. On the annual fees paid by the female students, 17.50% of the respondents are not paying any fees, 43.50% of the respondents are paying fees up to Rs. 2500 per annum, 7.00% are paying annual fees between Rs. 2501 to Rs. 5000 per annum, 8.00% of the respondents are paying annual fees between Rs. 5001 to Rs. 10000 per annum, 21.00% of the respondents are paying annual fees to colleges between Rs.
10001 to Rs. 25000 and 3.00% of the respondents are paying annual fees of more than Rs. 25000 per annum.

39. It is noted that 19.00% of the total respondents have gained payment seats in their colleges; whereas 73.25% have gained merit or free seats in their colleges and 7.75% have not expressed their views on the same.

40. On the amount of payment or donations paid to colleges, 10.25% of the respondents have paid donations or payment between Rs. 25001 to Rs. 50000, 8.75% of the respondents have paid donations or payment between Rs. 50001 to Rs. 1 lakh and the remaining 81.00% of the respondents have not paid any amount of donations or payment.

41. It is noted that only 31.25% of the female students are going to get private coaching or tuitions, whereas majority that is, 68.75% are not getting private coaching or tuitions.

42. 39.75% of the total female students are getting financial assistance or scholarships, whereas 60.25% are not getting scholarships or financial assistance in their colleges for their studies.

43. On the reasons for choice of the present college for their studies, of all the respondents, 34.25% of the respondents have agreed that education is provided freely in the present college, 16.75% have remarked that college is near to their residence, 30.75% have felt that there is best teaching or education in the present college and 18.25% have felt that there is good infrastructure in their present college.

44. Many of the female students surveyed are facing more than one type of problem in their colleges. Particularly, 62.25% of the respondents are facing the problems of distance as their colleges are far away from their residence, 30.25% of the respondents are facing problems of poor teaching in their colleges, 29.25% are facing problems of caste or gender discrimination, 9.50% are facing problems of eve teasing, 15.25% are facing problem of inadequate class rooms, toilets, etc in
their colleges and 5.00% of the respondents are facing other types of problems in their colleges. It is noted that though private colleges are getting more fees and payment, still there are many problems in Private Colleges or Government Aided Colleges compared to Government colleges.

45. The further education and career aspirations of all the respondents revealed that, 24.25% of the respondents would like to go for professional education in future, 6.50% of the female students would like to complete their graduation, 14.00% wish to complete their post-graduation or research, 46.00% wish to continue their education till they get employment, 24.00% of the respondents wish to continue their education till their marriage, 7.50% wish to continue their education till they achieve professional ambitions and 12.75% of the respondents are not certain about their further education and future career.

46. On their future educational aims and career aspirations, as stated by total respondents, 5.00% of the female students aimed to become medical practitioners or doctors, 17.75% aimed to become engineer or technocrats, 7.50% aimed to become administrative officers by passing IAS, KAS, etc, 42.75% aimed to get any Government Job, 8.00% are aimed to get better marriage prospects and 19.00% have other career options or not thought anything.

47. On the future aims of girls’ education as observed by female students from their female friends studying in their colleges, 50.25% of the respondents have mentioned that other girls studying with them wish to get employment in organized sector, 26.75% have expressed that other female students studying with them are going for self-employment or professional practice, 5.75% have remarked that other female students wish to get better marriage prospects, 2.00% have given other career choices of other female students studying with them and 15.25% have
mentioned that they are not aware future career aims of other female students.

48. Regarding their parents’ cooperation to continue their education, 28.50% of the respondents have agreed that there is full cooperation from their parents to continue their education in future, 49.75% have agreed to a greater extent that there is parents’ cooperation to continue their education in future and 21.75% of the respondents have not agreed to the same.

49. On the extent to choose career on their own, 36.25% of the total respondents are fully free to choose their career on their own, 32.50% are somewhat free to choose their own career as they are depending suggestions from their parents to choose their career and 31.25% of the total respondents are not free to choose their own career and their career is entirely depends on parents’ interests.

50. 40.25% of the total respondents have agreed that females are not choosing their career in science and technology, whereas the remaining 59.75% have agreed that females are also choosing career in science and technology.

51. Among all the respondents and on the reasons for not choosing science and technology their career, 17.50% have agreed that science and technology subjects are masculine and needed hard work, which has not possible for females, 8.00% have stated that there are restrictions from parents to choose the career in science and technology, 7.00% have felt that science and technology are male dominated careers, 7.75% have remarked that household work of females prevents hard work needed to study science and technology subjects and it is not applicable to 59.75% of the respondents as they have already agreed that females are also choosing career in science and technology subjects.
52. After their completion of their education and of all the respondents surveyed, 50.25% have mentioned that they wish to get employment, 22.75% have stated that they would like to continue professional practice in different professions like medicine, engineering, law, etc, 8.00% have remarked that they are going for marriage and 19.00% are uncertain about their future after completion of their education and as they have thought that their future is determined by their parents.

53. On the factors that determine future career prospects, 38.75% of the female students have remarked that money or economic support determine their future career prospects followed by, 34.25% have mentioned that parents’ support and cooperation determine their future career prospects, 15.00% have expressed that their hard work, efforts and ambitions determine their future career prospects, 11.00% have stated that existing skills and knowledge determine their future career prospects and 1.0% have given other factors that determine their future career prospects respectively.

54. On the factors that influence future education and career of females, among all the respondents, 38.75% have stated that money influence the future education and career of females followed by, 34.25% have expressed that interests of parents influence the future education and career of females, 15.75% have remarked that caste or religion influence the future education and career of females, 10.25% have mentioned that interests of parents influence the future education and career of females and 1.00% have given other factors that influence the future career prospects respectively.

55. Only 23.00% of the female students have agreed that there is relationship of their future career with caste, religion and gender, whereas 77.00% have not agreed to the same.

56. On the secrets of success to achieve their career, 46.25% of the female students have stated that there is need for hard work and more efforts
to achieve success in career, 18.25% have remarked that the economic support and money is needed to achieve success in career, 33.25% of the respondents have mentioned that there is need for god’s blessings or good luck to achieve success in the future career and 2.25% of the respondents have given other factors that are needed to achieve success in career.

57. Few of the respondents have given more than one social barrier, which prevents education of girls. Of all the respondents, 29.25% have agreed that child marriage has become social barrier to prevent education of girls, 45.25%

58. have stated that the belief that girls’ education is an additional economic burden to parents prevented education of girls, 33.75% have expressed that the orthodox beliefs of parents such as girls are for household work and don’t need education, have become social barrier to prevent education of girls and 9.00% have also given other social barriers, which prevent education of girls.

59. On the economic barriers to prevent and restrict female education, 48.50% of the respondents are facing problem of poverty, 21.25% are facing problem of higher fees of their colleges, 29.00% are facing problem of household work as there is no one to look after their household work and 1.25% are also facing other economic barriers.

60. 21.00% of all the female students have agreed that their parents are spending lesser amount to their education compared to their brothers’ education, whereas 79.00% have not agreed to the same.

61. It is noted that, 38.00% of the female students have agreed that girls are getting lesser education and employment opportunities in family and society, whereas 45.75% have not agreed to the same and 16.25% of the respondents have not given their views on the same or are not aware about the same.
62. On the punctuality of attendance of female students to their colleges, 66.00% of the respondents are fully regular to their colleges, 27.00% are somewhat regular and the remaining 7.00% of the respondents are not regular to attend their colleges.

63. On the problems faced to attend their colleges regularly and as stated by all the respondents, 13.25% are facing problem of poverty, 14.50% are facing problem of household work, 4.50% are facing problem of suppression from their parents due to household work, 1.75% are facing problem of transport and it is not applicable to 66.00% of the respondents as they are going to their colleges regularly.

64. On their academic performance in exams, 1.75% of female students have mentioned that their academic performance is excellent, 18.75% of the respondents have remarked that their academic performance is very good, 51.00% of the total respondents have stated that their academic performance is good, 16.00% have expressed that their academic performance is satisfactory and 12.50% have stated that their academic performance is poor.

65. Of all the respondents, 79.50% have expressed that hard work and efforts influence to gain good marks in examinations, 4.75% have stated that caste or gender influence to gain good marks in examinations and 15.75% have remarked that good luck influence to get good marks in examinations.

66. Majority that is 68.00% of the total respondents have agreed that males have equal prospects compared to females, 23.75% have felt that males have better prospects in education compared to females and 8.25% of the respondents have not expressed their opinions on the same or are not aware about the same.

67. Few of the parents of the respondents are supporting more than one type of beliefs related to female subjugation or gender equality. Particularly, of all the respondents, 21.75% have mentioned that, their
parents think that, girls are for household work and boys are for outside work, 21.00% have stated that their parents think that education for girls is unproductive and economic burden, 45.50% have remarked that their parents think that males are always superior over females, 29.75% have expressed that their parents think that education empowers girl children in future and 38.25% have stated that their parents think that, both girls and boys are equal in education. From this discussion, it is clear that in majority of the families, there is gender inequality as supported by the parents.

68. Surprisingly, of the total respondents, 34.25% have mentioned that, if they were male children, then their parents were willing to send to good colleges, 8.75% have stated that if they were males, they were likely to get more status in society, 22.00% have remarked that if they were males, then they would have getting more freedom in society, 1.25% have given other privileges, they would get if they were females and 33.75% have stated that there is no change in their status, if they were born as males.

69. 4.25% of all the respondents have faced situations that affected to discontinue their education, whereas 95.75% have not faced any of such situations in their life.

70. Of all the respondents, only 2.75% have mentioned that poverty has become obstacle as there are incidences of poverty which were made them to discontinue their education, 0.75% have remarked that the restrictions to girls’ education were made them to discontinue their education, 0.75% have stated that they were thought to discontinue their education as they are unable to bear college fees and it is not applicable to 95.75% of the respondents as they have not faced any of such incidences, which affected them to discontinue their education.

71. All the respondents covered under the study, 47.50% of the respondents are very much agreed that education determine their future
marriage prospects, 41.00% are somewhat agreed on the same and 11.50% of the respondents have not agreed to the same.

72. As stated by the total respondents, 52.25% have agreed that girls’ education is given as per their interests, whereas 44.25% have felt that girls’ education is not given as per their personal interests and 3.50% have not expressed their opinions on the same.

73. 41.25% of all the respondents have mentioned that status of women is fully improved due to increase in education, 52.25% have agreed that the status of women is somewhat improved due to increase in education and 6.50% of the respondents have not agreed to the same.

74. On the factors for deprivation of girls from education, 23.50% of the total respondents have mentioned that orthodox or conventional beliefs in society caused deprivation of girls from education in society, 33.75% have stated that the feelings that girls are for household work has become responsible for deprivation of girls from education, 14.75% have expressed that poverty of the family caused deprivation of girls from education and 28.00% of the respondents have remarked that the suppression of girls from their parents caused deprivation of girls from their parents.

75. It is observed that, 21.75% of the total female students have agreed that girls are hesitating to go to their colleges after attaining their puberty, whereas majority that is, 64.00% have not agreed to the same and 14.25% have not expressed their views on the same.

76. The reasons for hesitation after attaining puberty and as reason for not attending to their colleges, 6.75% of the respondents have felt that after attaining puberty, the girls fear that someone observe them, 15.00% have agreed that after attaining puberty, girls feel shy and hesitation and it is not applicable to 78.25% of the respondents as they were agreed that girls are not hesitating after attaining puberty.
77. The role of teachers in encouraging girls’ education revealed that, 36.00% of the respondents have mentioned that teachers give importance of education to their students, 36.25% of the respondents have stated that teachers encourage students to learn and get knowledge, 13.25% have remarked that teachers console and solve the problems of girl students, 13.25% have expressed that teachers convince the parents to send their daughters to colleges to get education and 1.25% of the respondents have also given other roles of teachers to encourage girls’ education.

78. Only 8.75% of all the female students have expressed that girls are dominated in their colleges, 66.25% have mentioned that boys are dominated in their colleges, 11.75% of the respondents have remarked that both boys and girls are equal in number in their colleges and it is not applicable to 13.25% of the respondents as they are studying in girls’ colleges.

79. Surprisingly, 56.25% of the respondents have agreed that though got education, still the status of girls is lower in society, whereas 16.25% have not agreed to the same and 27.50% of the respondents have not expressed their views on the same or are not aware about the same.

80. On the factors for lower status of girls though educated, of all the respondents, 13.50% have mentioned that orthodox traditions in society is responsible to get lower status for educated girls, 37.50% have stated that male domination in society is responsible for lower status of educated girls in society, 5.25% have expressed that there are socio-economic and legal barriers which are responsible for the educated girls to get lower status in society and it is not applicable to 43.75% of the respondents as they have agreed that there is equal status for educated girls in society or not expressed their views on the same and even few of them are not aware about the lower status for educated girls.
81. All the respondents surveyed have agreed that Government is encouraging female education by formulating welfare schemes.

82. On their satisfaction in welfare schemes of Government, majority that is, 59.50% of all the respondents are satisfied to a greater extent, 23.50% are fully satisfied and the remaining 17.00% are not satisfied.

83. Among all the respondents, 82.75% have felt that there is need for more welfare schemes to encourage female education, whereas 17.25% have not agreed to the same.

84. Many of the respondents have given more than one area of welfare schemes to encourage girls’ education from the Government. Particularly, of all the respondents, 56.50% have agreed that there is need for more scholarships and incentives for girls to get education, 43.25% have felt that recruitment of female teachers is needed to encourage female education, 21.75% have agreed that there is need to open more girls’ colleges, 12.75% have felt that there is need to provide facilities at the colleges, 2.25% have given other suggestions for formulating more schemes from the Government to encourage female education and it is not applicable to 17.25% of the respondents as they are satisfied with the present schemes and not needed more schemes from the Government to encourage female education.

85. The study revealed that among all the respondents, 61.50% have agreed that female teachers increase and improve female education, whereas 15.75% have not agreed to the same and 22.75% have not expressed their views on the same.

86. Of the total respondents, only 47.75% are participating in extra-curricular activities freely and actively in their colleges, whereas 52.25% are not participating in these activities.

87. On the nature of extra-curricular activities in which the respondents are participating revealed that, 10.25% of the respondents are participating in dance, drama or singing, 5.25% are participating in sports, physical
education, yoga and meditation, 19.50% are participating in story or essay writing, 9.75% are participating in drawing or arts, 3.00% are participating in other extra-curricular activities and it is not applicable to 52.25% of the respondents as they are not participating in extra-curricular activities.

88. On the reasons for not participating in extra-curricular activities and as expressed by the total respondents, 25.00% are facing restrictions from their parents, 4.50% are feeling shy or are not interested to participate in these activities, 19.00% are not having adequate time due to their studies, 3.75% are not having adequate facilities in their colleges and it is not applicable to 47.75% of the respondents as they are actively participating in extra-curricular activities.

7.3. Discussion and Conclusion:

As discussed above, the present study is made to look into the career choice and career aspirations of the female students studying in different subject streams of the pre-university education. It is noted that Government colleges are providing free education or education at concessional fees to the students and Private Aided Colleges or Private Colleges are collecting more fees or payment along with fees to provide education. As such, females from poor families can’t afford to pay higher fees collected by private colleges. Hence, the collected primary data was separately analyzed by grouping female students studying in Government Colleges and Government Aided Colleges or Private Colleges. To analyze and compare the primary data, equal number (200) of female students from each of type of colleges were surveyed and the study is limited to 400 female students studying in pre-university education.

The analyzed primary data revealed that, more and more females are participating in all the three subjects, Arts, Science and Commerce and their
age is also correct as per their studies. The medium of instruction of majority of the female students is Kannada, it shows that many of the girls think that, English is hard subject to study. Hindu girls are dominated in pre-university education and majority of these girls belongs to other backward classes. Majority of the female students are living in nuclear families. It is noted that a great majority of the female students are having brothers and sisters. As the present study is made in urban area, almost all the female students are from Gulbarga city. As such, majority of the female students are living in their own houses.

It seems that parents of the female students are giving importance to female education; there is gender inequality in majority of the families. It is surprising to note that majority of the female students have agreed that father is the only authority to make the decisions in their families and considerable number of the respondents have also agreed that both their father and mothers are making the family decisions. Even considerable numbers of female students have agreed that the role of females in decision making and family management in their families is advisory or neglected. Only few of the respondents have agreed that there is higher or equal role of females in decision making and family management.

It is emphasized that all the female students have agreed that education for females is essential and necessary, even they have suggested professional or higher education for females and it shows that they know the importance of education in female’s life. But, majority of these female students have given purpose of education as employment, self-employment, professional practice and only few of the respondents have given purpose of education as knowledge. Fathers of the female students are mainly motivating for the education as stated by majority of the respondents. Still, majority of the respondents are not considered while making the family decisions.
Surprisingly, it is noted that majority of the female students are facing gender inequality at their families. Even these female students are deprived in socio-economic, religious, educational and decision making aspects in their families. Almost all the female students are aware about the importance of marital life and as such, they have stated that ideal age of marriage is more than 19 years. The family occupations of majority of the female students are employment and business or self-employment and only a few of the respondents are from families whose occupation is agriculture. It is highlighted that majority of the respondents are from poor income or middle income families. Though facing gender inequality at their own families, majority of the female students are fully satisfied or satisfied to a greater extent in their social life.

Educational background of a great majority of the respondents is good as the mothers and fathers of the respondents are highly educated. On female education, it is noted that the parents are encouraging or treating both male and female children as equal. As stated by female students there are different purposes of female education, achievement of gender equality, professional development, self-employment, better marriage prospects and employment. Majority of the respondents are getting motivation from their fathers to continue education and fathers and other family members are encouraging respondents by sending them to private coaching, tuition, good colleges, guidance in studying, etc. Even an overwhelming majority of the parents are mostly concerned about their female children’s career. As stated by female students covered under the study, their parents thinking more about the Government Job, better marriage prospects and modern career or professions like Doctors, Engineers, Administrative Officers, etc. for their female children.
It is noted that many of the parents strictly warn and punish their female children to work and study hard, so that they can choose good careers in future. Almost parents dreamt that, their female children should have to become doctors, engineers, administrative positions or Government job. In this regard, the punishment or warning creates irritation among the female children. But the study revealed that, majority of the respondents are not getting any warning or punishment on career choice from their parents. It is noted that only few of the respondents have freedom to choose their own career and profession and most of the respondents are not having such freedom as the careers are chosen by their parents.

The study revealed that, compared to the annual fee paid by the respondents studying at Government Colleges, the fee paid by female students studying Government Aided Colleges or Private Colleges is more. Even few of the respondents have paid high amount of donation or payment to private colleges to get admission. Further, few of the respondents are also getting private coaching or tuition in their studies. Even few respondents are getting scholarships and financial assistance for their studies.

Free education, better teaching and good infrastructure are the main reasons as stated by the female students to get admissions to their present colleges. Many of the female students are facing different problems in their colleges and such problems include distance of college is far away from their residences, poor teaching, caste or gender discrimination at their colleges, lack of basic facilities like adequate number of class rooms, toilets, etc. Education till employment, professional education, education till marriage, etc are few of the career aims of the respondents. The career aspirations of the female students revealed that, considerable majority of the respondents have aimed to get Government job. Further, a few of the respondents wish to become doctor, engineer, administrative officers, etc. As observed by
majority of the respondents, many of their female friends studying at their colleges have aimed to get Good job, self-employment or professional practice.

It is surprising to note that though the female students are studying, still a few of their parents are not willing to cooperate and wish that they should continue their education. Of course, majority of the respondents have agreed that their parents are cooperative and support their further education. Even considerable numbers of respondents have stated that they are not free to choose their career, but their parents are choosing their career.

Earlier, the scientific and technical subjects were treated as masculine and hard and as such, females were not going to study these subjects, as they were busy in household work. But, with the time, as stated by majority of the respondents, females are also choosing their career in science and technological subjects. Employment or job or even professional practice and self-employment are future aims of female students after completion of their education rather than just marriage. Money, economic support and parents are important factors apart from the hard work and knowledge to determine the future career prospects of female students. As such, to a greater extent, money, parents’ support, caste and gender influencing career aspirations of female students. On the other hand, caste or gender has no relationship with the profession chosen by the female students. As expressed by the respondents, hard work, efforts, knowledge, god’s blessings and good luck are secrets of success in future career.

The social barriers to female education as mentioned by the respondents include child marriage, additional economic burden and orthodox beliefs of parents. The economic barriers to female education are poverty, higher fees of colleges and household work of girls. As agreed by majority of
the female students, their parents are spending equal or more amount to female education compared to male education and only a few of the respondents have not agreed to the same. Though getting education equally with male students, few of female students have stated that girls are getting lesser opportunities compared to boys in education.

On the academic performance of female students, majority of the respondents are fully regular or regular to a greater extent in attendance. A few of the respondents are also not regular to their colleges as they are facing different problems such as household work, poverty, parents’ suppression, problem of transport, etc. Academic performance in terms of Marks or Grades, a great majority of the respondents have gained good or very good performance, whereas a few have satisfactory or poor performance. Hard work, efforts and good luck are essentially needed to get good marks in examinations as stated by the respondents. The collected data revealed that both males and females have equal prospects in education, whereas a few of the respondents have expressed that males have better prospects compared to females. As stated by the female students, few of the beliefs such as ‘Girls are for household work, boys are for outside work’, ‘education for girls is unproductive/ economic burden’, ‘males are always superior over females’, etc are few of the beliefs, which discouraging the female education. Few of the respondents have also mentioned that their parents are not willing to send their female children to good colleges or even parents are not giving adequate freedom to their female children compared to male children.

A few of the female students have also faced few incidences of poverty, higher school/ college fee, etc, which were become obstacle to their education. As thought by almost respondents, education also determines future marriage prospects. It is agreed by almost all the respondents that education increased the status of women in family and society. Household
work, poverty, conventional beliefs, suppression from parents, etc are few of the factors which have made females to deprive from education. Few of the female children also agreed that after attaining puberty, female students hesitate to go to their colleges to get education, as they feel shy or think that someone observe them.

Teachers are playing significant role in increasing education of female students by providing knowledge and console the problem of female students and even convince the parents to send their female children to college. To a greater extent, pre-university education is dominated by boys as majority of the female students have expressed that their colleges are dominated by boys. It is surprising to note that, though educated, the status of girls is lower as stated by majority of the respondents. The main factors for the same are male dominated society, orthodox beliefs, socio-economic and legal barriers. Nearly half of the respondents surveyed have agreed that status of educated girls is equal or higher in society.

It is agreed by all the respondents that Government is encouraging female education by formulating welfare schemes and programmes and an overwhelming majority of the respondents are fully satisfied or satisfied to a greater extent on these schemes. Still, the female students think there is need for more welfare schemes from the Government to encourage female education. The welfare schemes from the Government as stated by the respondents should concentrate on scholarships and incentives to the female students, opening more girls’ colleges, recruitment of female teachers, etc. To a greater extent, the female students have agreed that female teachers encourage, help to increase and improve female education. Half of all the female students surveyed are participating in extra-curricular activities such as drama, singing, dance, physical education, yoga, meditation, essay competition, cultural activities, etc. The remaining half of the respondents are
not participating in these extra-curricular activities as they have given reasons such as restrictions from parents, lack of time, no interests, etc.

To conclude, the study revealed that though female students have confidence to achieve gender equality through education, still they are facing gender inequality in socio-economic aspects and decision making in their own families. But as far as education is concerned, almost female students are getting equal opportunities in their families. As observed, there are also barriers such as orthodox beliefs of parents, restrictions and suppression from parents, poverty, higher fees of colleges, etc. are also having negative impact on education and career of the female students. It is noted that females have good knowledge about the career and have higher career aspirations, but their parents are determining their future careers. In this regard, it is essential that parents should understand the present careers and career aspirations of their female children and advise their children to choose their career on their own or leave their female children to choose their own career themselves.

Though, females are getting equal opportunities in education and employment, still the conventional and orthodox beliefs such as female education is additional economic burden, females are for household work, etc. are major barriers to become obstacles to female career aspirations. These ideas are results of gender inequality and gender discrimination. Hence, it is essential needed to increase awareness of parents to achieve gender equality and preference to female education and career. It is also needed on the part of the Government to regulate private colleges to collect lower fees from female students, so as to encourage female students to get education.
7.4 Suggestions:

Following suggestions are made from the present study:

1. It is suggested that females should be given authority to make the family decisions and manage families.

2. The female students should know the main purpose of education is to gain knowledge, gain respect and achieve gender equality.

3. It is suggested to all the family members of female children to support and encourage female education in family and society.

4. The families and society should realize the gender equality and should give equal status and respect to females in society.

5. The parents should understand that girls are also equal to boys and if opportunities are given girls exceeds boys in education, knowledge, skill development, etc.

6. It is suggested to parents of female children to provide more freedom to female children and don’t restrict them in family and society.

7. It is suggested to the Government to provide more scholarships to female students so as to encourage female education.

8. It is essential to inspect the pre-university colleges periodically, so as to maintain essential facilities such as adequate class rooms, ladies’ rooms, ladies toilets, etc in the colleges.

9. Eve teasing, ragging, etc. should be strictly banned in colleges.

10. It is the duty of the parents to know the career interests and career aspirations of female children and also assess the skills of their female children. Based on these aspects, the parents should advise their female children to continue education.

11. It is necessary to increase awareness against the conventional and orthodox beliefs such as ‘girls are for household work and don’t need education’, ‘female status is always subjugated and secondary in family’, ‘female education is additional economic burden to family’, etc. on status of females and girls’ education. Further, it is essentially
needed to restrict child marriage, which is a major obstacle to female education.

12. The parents should understand importance of education of their female children and should give adequate time to complete their studies daily and must give limited household work to female children.

13. There is need for constant interaction between teachers and parents of female students, so that the teachers can understand the family problems with reference to female children and parents can understand the college problems. It helps for increasing and improving female education.

14. Apart from teaching in the colleges, the teachers should increase awareness on gender equality and significance of female education in society.

15. It is suggested to College authorities to recruit more female teachers, who can console female students and understand their problems better and encourage female education.

16. It is suggested to parents of female students to encourage their children to participate in extra-curricular activities along with their academic studies in colleges.