CHAPTER - II
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REVIEW OF RESEARCHES CONDUCTED ON
WOMEN'S EDUCATION

The researcher has made a comprehensive survey of studies already conducted pertaining to related aspects of her problem in order to make her study substantial. Mouly (1964) states;

Survey of related literature avoids the risk of duplicate, provides theories, ideas, explanations of hypotheses valuable in formulating the problems and contributes to the general scholarship of the investigator (P.95).

A research study without review of related literature cannot be considered full-fledged and worthwhile. Because related literature has much significance for research study since it provides necessary information, knowledge about the methods and techniques adopted for collection, analysis and interpretation of data. Moreover, related literature not only provides information regarding what has already been done in certain fields but also helps in conducting study on the facts which had remained unexplored. Therefore, the researcher has made attempts to go through literature, reference books, Government reports and records, research papers, journals and magazines, and international and national research abstracts on education in relation to the present study. The researcher has presented some studies which are relevant to the problem of collegiate education for women in India and abroad.

International studies, national studies and state studies have been reviewed for the purpose.
2.1 STUDIES AT THE INTERNATIONAL LEVEL

1. Bing (1990) conducted a study on "The relationship of the leader behaviour and the skills for excellence of women in higher education administration".

The purpose of the study was to investigate the correlation between the leader behaviours and cultural awareness and skills for excellence, insight, vision, versatility, sensitivity, focus and patience.

The findings of the study and resulting conclusions were:
(i) women find to present a balanced style of leadership,
(ii) They are not more patient or more tolerant of uncertainty than their male counterparts,
(iii) women are not as ingrained into tradition having a more tolerant attitude about charges,
(iv) They tend to downplay the more feminine skills and behaviours.

2. Capachietti (1991) conducted a study on "The effect of parenthood on senior female administrators in private institutions of higher education".

The objectives of the study were to examine
(i) their ability to compete with male cohorts for career advancements,
(ii) their attitudes concerning child care,
(iii) their perceptions of maternal employment and its effects on career advancement,
(iv) their perceptions of maternal employment and its risks and benefits to their children.

The findings of the study were:
(i) These women did not find their parenthood to be detrimental to their career development,
(ii) These women did not believe their working full time was detrimental to their children and possibly viewed themselves as role models for their daughters,
(iii) These women did not believe that their employment placed their children at risk. Rather, they perceived some benefits to their children in the areas of mental health, competence and independence, role perspective, and health and safety.

(iv) These women did not believe that their child rearing responsibilities were detrimental to their career status nor did they believe that their career status was detrimental to their children.

3. Mistr (1991) made a study on "A senior level women administrator in higher education: A case study of her leadership development".

The main objective of the study was to examine career development, leadership style and multiple role involvement.

The findings of the study revealed that the Subject did not have a specific career plan for the achievement of a particular position in higher education and administration, that her leadership style used components from several leadership models, and that she had skilfully managed her multiple roles.

Implications for further study included the examination of (i) the impact of gender on leadership, (ii) the impact of mentoring on career development, (iii) the effectiveness of leadership development programmes for senior level administrators (iv) The comparison of choices men and women make regarding career, marriage and parenthood; (v) The interrelationship between the climate of an institution and its leaders.

4. Own (1991) studied "The role of the Saudi University in meeting the needs of female students as perceived by females in two Saudi universities".
The purpose of the study concerned the needs of female students and their perceptions of satisfaction with the role of the two female institutions of higher education in Jeddah, Saudi Arabia: King Abdul Aziz University (KAU) and the college of Education for Girls (CEG).

The findings were: (i) There was a significant similarity in the students rankings of the 54 activities in terms of being done well by the two institutions, KAU and CEG, (ii) There was a significant difference in performance in terms of important to do and being done well in all the activities except activity six which concerned the requirements for admission, (iii) The greatest difference exists in activity 48 which concerned having a more suitable schedule nontraditional female students, (iv) There was a significant similarity in the student's rankings for the 54 activities in terms of significant to do by the two institutions, KAU and CEG, (v) There were some significant differences between students' perceptions of the 54 activities and all the demographic variables.

5. Reynolds (1991) carried out a study on "College women's beliefs about institutional support for women's intercollegiate athletics".

The objectives of the study were:

(i) To examine women students, beliefs about the adequacy of their institutions' support of women's intercollegiate athletics.

(ii) To examine whether quality of effort of involvement in activities or educational and background characteristics affected the women's beliefs,
(iii) To assess the extent to which women students believe there was equitable institutional support for athletics as compared to men in college,

(iv) To examine whether female students' beliefs about institutional support for women's intercollegiate athletics differed for women athletics as compared to women non-athletics, and if so, to what extent

The major conclusion was:

There was a moderately strong perception among the women studied, particularly the female athletes that there were inequities in institutional support to women's intercollegiate athletics at their institutions.

Stoecker (1990) conducted a study on "The effect of institutional gender on women's attainments".

The purpose of the study was to assess the effect of institutional gender on the early educational attainment, occupational status and annual income of women nine years after initial enrolment in college.

The finding were: (i) selectivity of the institution and college grades had the strongest of positive effect on educational attainment (ii) Occupational status and income were more influenced by attaining a degree, (iii) Institutional gender had no direct or indirect effect on women's attainments.

2.2 STUDIES AT NATIONAL LEVEL

1. Ahmad (1968) conducted a study on "Social background of women undergraduate of Delhi University".

The hypothesis of this study was that the attitudes and behaviour patterns of the students had functional relation with various aspects of their social background.
The major findings of the study were:

(i) Majority of girls studying in colleges were not seriously concerned with the future plan of action and career.

(ii) The role of housewife had been viewed by almost all students as the raising the family and bearing child being undifferent to their alternative future prospectus.

(iii) Girls choose their college of study mostly on personal considerations marriage as leaving academic reputational status of the college.

(iv) Economic status, educational and occupational levels, religion, caste in relation to marriage regional background, type of school etc. influenced the attitudes and behaviours of the students to life in Indian society.

(v) Students from families of high educational and occupational status manifested a broader social outlook, pattern of behaviour and attitudes which were congenial with modernisation.

(vi) Some intergenerational differences were found in attitudes towards marriage and work by women.

2. Baker (1973) undertook "A study of women students' values, goals and conflicts regarding studies, career, social life and marriage;" in Bombay University.

The major purpose of the study was to examine:

(i) the aim of the students in getting a degree
(ii) selection of subjects, (iii) their attitude towards career, iv) their social life and relationship with the opposite sex,
The main findings of the study were:

(i) Most of the parents, specially the mothers had no college education

(ii) Nearly 70% of the students were first graduate in the first generation or first women graduate in the family,

(iii) Many women students came to the college with no definite aims and objectives. Few prepared themselves for any occupation.

(iv) Only 12% families encourage students to accept jobs after graduation.

(v) Parents are conservative in connection with allowing their daughters with opposite sex.

3. Basu (1975) conducted a study on "Female Education in Bihar from 1904 A.D. to the present day" in Patna University.

The objectives of his study were:

i) To ascertain the causes of back-wardness of women's education in Bihar

ii) To suggest remedy to over come the problems such as illiteracy, promotion of girls' education, standardisation of primary education and science teaching in secondary schools.

This study revealed that:

(i) During 1904 to 1919 the progress of girl's education was not as per expectation due to non-co-operation movement and economic stress. The progress was slower during the period from 1919 to 1927 due to purdah system, child-marriage, paucity of trained women teachers, general hesitation of parents to spend money for girls.
(ii) In a high school the expenditure on girls' education was twice as that for boys.

4. Burua (1978) analysed on "Married women's education in SIE, Assam", the main purpose of which were;

(i) To know the level of education attained by married women,

(ii) To find out why women prosecute higher education after marriage.

(iii) To find out the cause of their accepting a job, and the impact of the status and income of their husbands on their willingness to work

(iv) To elicit their opinion regarding the best suitable education for married women in order to enable them to occupy a profitable job

(v) To study the attitude of the married women for continuation and utilisation of education.

This study revealed that:

(i) The educational level of married women ranged from matriculation to M.A., M.Sc. and B.T., some of them acquired these qualifications after marriage.

(ii) Sixty percent of women expressed willingness for further general education after marriage and 16% showed unwillingness for any job.

(iii) Women were willing for any job, both teaching and any other independent work or profession.

(iv) Most of the respondents appreciated the utility of the present education system with a view for a few significant changes in women's education

(v) Under graduates showed interest for general higher education.
(vi) Women's education was hardly effective for their day-to-day life, both social and economic.


The salient objects of his study were:

(i) To study factors encouraged adult women for education.

(ii) To know how rural people were conscious and participated in planning and execution of women's education.

The findings were:

i) Factors causing obstacle to girls in not getting any education were

(a) distance from the school,

(b) physical handicaps,

(c) constant domestic problems and

(d) continuous physical labour during the day

ii) Women had no attitudinal change about dowry, age of marriage and other social customs.

6. Chitnis, (1975) examined on "Traditional stereo types and roles of women- a report on a study on 'Co-education' and 'Professional education' as a factor influencing the attitudes and outlook of college girls" in Bombay city.

The objectives of this study were:

i) To study the degree to which the college girls agreed to the traditional stereotypes and customary roles and to know the extent of independence they availed.
ii) To examine the effect of co-education and professional education on these aspects.

This study manifested that:

i) A large portion of the respondents (more that 80%) agreed to the notion that women were naturally passive, submissive, disciplined, patient, and tradition-bound.

ii) Though freedom was available to them yet there were restriction to the hostels girls in the metropolitan city.

iii) Mixing between two sexes were not accepted.

iv) Middle class families did not favour co-education.

v) Higher education had been restricted to women in the middle class families due to their low level of education as well as orthodoxy of the parents.

vi) Co-education is strictly restricted in the lower class families.

7. Chitra (1969) undertook a study on "The social background of some under graduate women students in Mysore and Delhi University".

The study intended to identify the section of women who were the largest beneficiary of higher education and to establish the relationship between social origins inequalities in educational opportunities.

The findings of the study were:

i) Women from the upper strata of Mysore society were the greatest receivers of higher education than those women from the middle and lower strata.

ii) Among Hindus, Brahmins had the highest enrolment in higher education than other non-Brahmins castes.
iii) Among Backward classes, the upper layers were the recipients of free-ships and scholarships etc.

iv) Women from higher income group (Rs.500/- and above) had the largest enrolment in colleges.

8. Das, (1979) conducted a study on "Women's Education in Assam in the Post-Independence period (1947-1971) and its impact on the social life of the State" in Gujrat University,

The main purposes of the work were:

i) To study the growth and development of women's education at different levels in Assam.

ii) To examine its influence on the social life of Assam

The study proclaimed that:

i) The number of women's colleges did not increase proportionately with that of men,

ii) A wide-gap existed between the educational opportunities available to men and women,

iii) Enrolment of women had increased at all levels.

iv) Major portion of women studied male-oriented curriculum,

v) The growth of women's education had been affected by the dearth of women teachers.

vi) The total direct expenditure of women's education, had increased during the period of study.

vii) Women's education had a favourable impact on the cultural, political, economic and religious spheres of social life in the State,

9. Desai (1976) examined on "Girls' access to school Education in Gujrat State" in Bombay University.
The aims of the study were:

i) To find out the growth of girls school education in Gujrat from ancient to modern times.

ii) To assess the impact of religious beliefs, superstitions, customs, attitudes, administrative policies and acts, political climates, values, caste systems and economy on the promotion of girls' education.

The conclusion of this indicated that expansion of girls' education was rapid in the post-independence period.

10. Dave (1971) investigated on "Evolution of Female Education in Gujrat till independence".

The aims of this study were:

i) To enquire into the status of women in the society during the period 1854-1947.

ii) To examine the factors responsible for promotion of women's education as well as the factors obstructing the growth of the same.

The study announced that:

i) The factors affecting negatively the growth of female education were the attitude of parents towards girls as burden of the family until they were married; no right to property; custom of child-marriage; in-significant role of house-wife etc.

ii) Female education started in a formal way in 1854 and after independence female students had access in all branches of education.

The objectives were:

i) To study the development of women's education in greater Bombay from 1961 to 1975.

ii) To study the factors which facilitate the progress of women's higher education.

The findings were:

i) Fiftyfive percent of women and 69.7% of men were literate in 1973-74 in Greater Bombay.

ii) Percentage of girls to total enrolment in Arts, Science and Commerce facilities were 62, 31 and 14 respectively.

iii) Self-incentive was the main factor for seeking higher education.

12. Gondhalekar (1975) undertook a study on "Objectives of Women's Education as perceived by the students and their parents".

This study purposed to enquire into:

i) The objectives of girls at different ages regarding their education.

ii) Their attitude in respect of the choice of their career,

iii) Parents' attitude towards girls' education, and their future,

iv) Parents' attitude towards co-education at various levels.

13. Gorimar (1980) carried on a study on "Women's education; its forms, methods and effects as reflected in the works of the major women Novelists of Nineteenth century".
The purposes of the study were:

i) To examine the influence of the prevalent trends of thought educational tradition as well as social norms in the theory and practice of women's education.

ii) To explain the different ways in which women could be educated intellectually, emotionally, morally, socially and spiritually to make their restricted life meaningful at least tolerable.

iii) To examine the impact of 19th century approaches to the total education of middle class women.

The conclusions of the study were:

i) The women should be properly educated before marriage.

ii) The women should be capable of applying their knowledge and intellectual skills in daily living that could establish the value of their education.

iii) Right principles should be inculcated in women so that they would not compromise their moral standard and values when confronted with temptation.

iv) Education should foster self-awareness and self-assessment in women with a view to enable them to recognise their parent hood as serious commitment to humanity. They should not depend on marriage alone for self-fulfilment.

14. Kakkar (1983) undertook a study of "Job satisfaction in relation to attitudes, job values and vocational interests of women".

The objectives investigated were:

i) To find out the inter-relations between work attitudes, vocational interests, work values, age,
socio-economic status and marital status of women employees with vocational training.

ii) To determine the interrelationship and factor structure of job satisfaction and occupational aspirations of women employees, and to compare them with vocational girl students.

iii) Four categories of women employees viz. teaching, clerical, mechanical and medical were included in this study.

iv) Apart from the four categories occupational aspiration levels of girl students of vocational subjects were studied.

The conclusions were

i) Women employees of the four vocations differed significantly in their job satisfaction, vocational interest and attitudes towards work.

ii) Job satisfaction and the occupational level of employees were positively related.

iii) Vocational interest patterns of women employees of four vocations did not differ from those of vocational girls students significantly.

iv) There were positive relationship between job satisfaction, age, educational level, income, vocational attitude and work values.

v) Positive correlation was found between vocational interests and the occupational aspirations of girls students.

vi) Age and sex had significant effects on the occupational aspirations of girls vocational courses.

15. Mishra (1961) conducted a study on "Education of women in India from 1921 to 1955".
The aims of the study were

(i) To trace the history of women education in India in connection with their status and education.

(ii) To survey the education of women in India from 1921 to the end of Second Five year plan (1960-61)

(iii) To analyse the factors preventing progress and nature and extent of wastage, stagnation, the educational facilities available to contemporary Indian women and co-education.

The findings were

i) There was a quantitative growth in the number of institutions for women and a rapid spread of women's education along with the existing problem of wastage and stagnation continued.

ii) A national committee along with state councils in different states has been formed for proper planning of women's education.

iii) Enrolment of girls for vocational and special education was not satisfactory.

iv) Special courses for women such as home science, drawing, painting, music, nursing required improvement.

v) Physical education of women had been emphasised.

vi) Facilities for women though provided in co-educational colleges were not adequate.

vii) Funds available for women should be properly utilised.

16. NIEPA (1986) investigated into "Women's Education in India : A Regional Dimension".
The study consisted of two parts. The purposes were

i) The first part was to identify the level of development of female education with reference to the aspects such as literacy, enrolment at primary stage enrolment at higher education stage, women's share in science subjects at higher education level both at Urban and Rural.

ii) The second part dealt with level of educational development among females at each stage at each district.

The main findings of the study were

i) In only nine districts, level of female education was very high, 70 districts had a high level, 137 districts had a medium level an equal number has a low level of female education, 59 districts had a very low level of women's education.

ii) In the district of Jaisalmer in Rajasthan, the female literacy rate of 1.67% was the lowest in whole of India.


The objectives of the investigation were

i) To identify the problems of adolescent girls in co-educational institutions in socio-psychological relations, personal-psychological relations, courtship, sex and marriage, living conditions and employment, finance, health and physical development, recreational activities, adjustment to the institution and work, vocational and educational future, curriculum and teaching procedure.
ii) to find out problems of adolescent girls studying in segregated girls institutions.

iii) to find out relationship between socio-economic status (S.E.S) and adjustment problems of adolescent girls in co-educational and segregated institutions and

iv) to compare adjustment problems of girls in co-educational and segregated institutions.

The study revealed that

i) The major problems faced by girls in co-educational institutions were in the areas of social and recreational activities, courtship, sex, marriage, finance, living conditions and employment.

ii) Adjustment and socio-economic status (S.E.S) were positively related.

iii) The girls from upper SES of co-educational institutions were better adjusted in social, emotional and total adjustment than those from lower SES.

iv) In general, girls of middle SES of co-educational institutions had poorer adjustment than girls of upper and lower SES.


The main purpose of the study was to identify the growth progress of higher education of women in Madras Presidency during 1921-1947.

The study manifested that

i) There was rapid expansion of higher education of women during 1921-47. The number of institutions
increased. Christian missionaries took more remarkable initiative than the Government in starting colleges for women.

ii) The ratio between the enrolment of men and women students as well as the ratio between the number of colleges for men and those for women was the apparent revelation of growing interest for women's higher education.

iii) All the beginning, the daughters of high officials became interested for higher education which was followed by daughters of petty officials with educational concessions provided by the Government.

iv) The expenditure on higher education had been given importance in the scheme of provincial Government expenditure on education.

v) In Arts and professional colleges, the cost per female students was higher than that per male students.

vi) The percentage of expenditure from Government funds per scholar apart from fees collected and finance from other sources is quite significant.

vii) The pass percentage of women in intermediate and B.A. (Pass) examinations were higher than that of men. But in science men were better than women.

viii) Higher education was ceased to be the privilege of advanced communities and was made accessible to socially back ward communities as well as to Muslims and depressed sections.
ix) Educated women were participating in social legislation at the central provincial level for improvement of women.

x) The women were also participating in politics in Madras Presidency.

19. Ramadevi (1962) undertook study on "Women's education and traditional value".

The objectives were:

i) To investigate the attitude of Indian women towards traditional values;

ii) To find out the trend of change in the values, if there was any

The study announced that:

i) The subjects were traditional value oriented with much importance on moral and spiritual values.

ii) The low educated women group, married women group and non-working women group are more traditional than their respective counterpart.

iii) Women belonging to 40 years and above age group are more traditional and receptive than others. The women belonging 30-39 group are traditional and production oriented.

iv) The income group of Rs. 250-500 is more traditional.

20. Sareen (1959) conducted a study on "Women's education in Uttar Pradesh".

The study aimed to investigate:

i) The status of women through ages,

ii) Women's role true to our culture and suited to present day conditions.

iii) The objectives of women's education.
The objectives of women's education at various stages should be:

i) Development of habits and skills in connection with physical wellbeing.

ii) Training in emotion leading to inculcate sympathy, social outlook and brotherhood.

iii) Arousing practical interest in creative and purposeful activities.

iv) Growth of knowledge of Indian culture.

v) Active participation in the community life.

vi) Vocational preparation.

21. Vakil (1965) investigated "Girls' Education in modern India with special reference to its expansion in the State of Bombay". The study proposed to study the history of girls' education in modern India with special reference to its expansion in Bombay State.

The findings were:

i) When Britishers came to India, education as a whole was at low ebb and education for female was not taken into account on grounds of traditions and customs.

ii) Establishment of a girls' school in 1849 encouraged the eminent members of society along with the missionaries for the promotion of women's education.

iii) In 1901-02, there were 12 colleges for women in whole of India.

iv) In post independence period, the spread of women's education was quite remarkable.
v) A separate curriculum for girls was felt necessary.

vi) Private efforts for expansion of women's education was significant.

2.3. STUDIES OF STATE LEVEL

The researcher has not come across any study conducted on women's education in the State of Orissa.

2.4. STATEMENT OF AIM

From all the above considerations, she felt that there is a real need to study in detail the different aspects of the women's colleges and to offer suggestions for improvement. This study is an attempt in that direction. Hence, the statement of the problem is:

General Degree Education for Women
An analysis of the situation prevalent in the women's Degree Colleges of Orissa.