

## Gender Inequality in Education among Adolescents

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### **Abstract**

Gender inequality in the education system affecting both men and women during and after their educational experience men are more likely to be literate with 100 men considered literate for every 88 women in modern time women are performing exceptionally well in different spheres of activities . The problem of gender inequality still prevails in all spheres of life thought Indian constitution has granted equality to women in principle in reality majority of India women are facing the problem of inequality. Gender inequality in education in India where the situation is paradoxical. On the hand of education many of them are topping the merit list the percentage of passing in more than the boys but at the same time according 2011 India census 35% women are illiterate. Out of remaining 65% literate women the percentage of higher education is very low there are education disparities on the ground of urban and semi urban poor rich, higher lower cast. The paper highlights the challenges in gender inequality in education girl's student the aim of the paper career choice in their education. Their experiences about gender inequality in the family; family background. The data was collected by the self designed questionnaire. The study will be limited to the student.

**Key Word-** Gender Inequality , Education , Adolescent.

**Introduction-** The word 'adolescent' has its origin from Latin word 'adolescent' which means to 'grow' or 'grow to maturity'. It is the process of development from childhood to maturity and adulthood, its period beginning with the appearance of secondary sex characteristics and terminating with cessation of somatic growth. Adolescence comprises nearly half of the total grown it period of human life. It has its beginning by about 10 to 12 year in boys and girls the end of this stage adolescence is not clearly delineate dated varies with physical, emotional, mental, social and cultural criteria that define the adult. Universal education for all children for both females and males was adopted as part of the child. In 1990 the world summit for children identified girls education as a development goals in 2000, 191 heads of state signed the Millennium Declaration with the aim of achieving gender parity in primary education by e 2015. The second most populous country in the world with a population close to 1.1 billion in 2006 and the seventh largest in land area. The population growth rate was 1.38 % per annum in 2006. Indians had a life expectancy at birth of 64.71 years with the male life expectancy at 63.9 year and that for female at 65.57 year in 2006. The literacy rate (for those over 15 year of age who can read and write) for the total population was 59.5% for the year 2003 the literacy rate for males was 70.2% and those females was 48.3ar% . In 2005 its military expenditures accounted for 2.5% of GDP (world average 2.0% of GDP) while the public spending on education was 4.1% of GDP. Educated Indians by and large,. It is held did not seriously oppose the neglect of the girls and mass education and went along with the selective education that was practiced as it suited them. Today India has a fairly large schooling system in the world. The primary, middle, high schools put together number close to a million. There are about 202 million student in these with 45% of the being girls. Around 5.5 million teachers (40% of whom are women) are engaged in them, implying an overall student teacher ratio of 30 to 1. The view of the paper that unless there is critical mass change in attitudes and mentality of both men and women in term of the importance of the role of education of women in nation building and economic development attaining gender parity and near universal education of adolescent in India would be fraught with difficulties. The change in attitude could be effected through adult literacy and mass education of all citizens in the sub region on the importance of education in general and that of female education in particular. The mobilization of citizens to change negative socio- cultural practices and attitude could eventually lead to lead to economic, political and social inclusion and increased participation of women in all spheres of their society.

**Objective-** To study about the educational status of urban and semi urban adolescent.

**Methodology-** The present study aim at purposive random sampling of gender inequality in education from deprived community like urban and semi urban area school student to a control group. The deprived sex , area and age the practices they follow form as independent variable which affect and alter the dependent variables. Therefore the proposed study intends to study the gender inequality in education of adolescent from different community.

**Study Area-** Lucknow district of Uttar Pradesh was selected as the study area the urban and semi urban areas school were selected- Army Public School, Kendirya Vidhyalaya C.R.P.F, Vivekananda Inter College, Vivekananda Girls College. Further from each areas student consisting boys and girls aged 15 to 19 year.

**Sample Selection-** The study samples of 15 to 19 year old boys and girls both from urban and semi urban area

were selected by self design questionnaire sampling technique purposive random sampling method was used to collected the sample comprise of (N=100) 50 boys and 50 girls (school going) from urban and semi urban area. To meet the requirements of a group of adolescent urban and semi urban areas student (boys and girls) 15 to 19 year old 4 different school were selected for the study.

**Result and Discussion-** The data on gender and area were collected majority of the respondent selected for the study were in 15 to 19 year of age group were in 50 % of urban areas and 50 % of semi urban areas and the 50% of boys and 50% the girls.

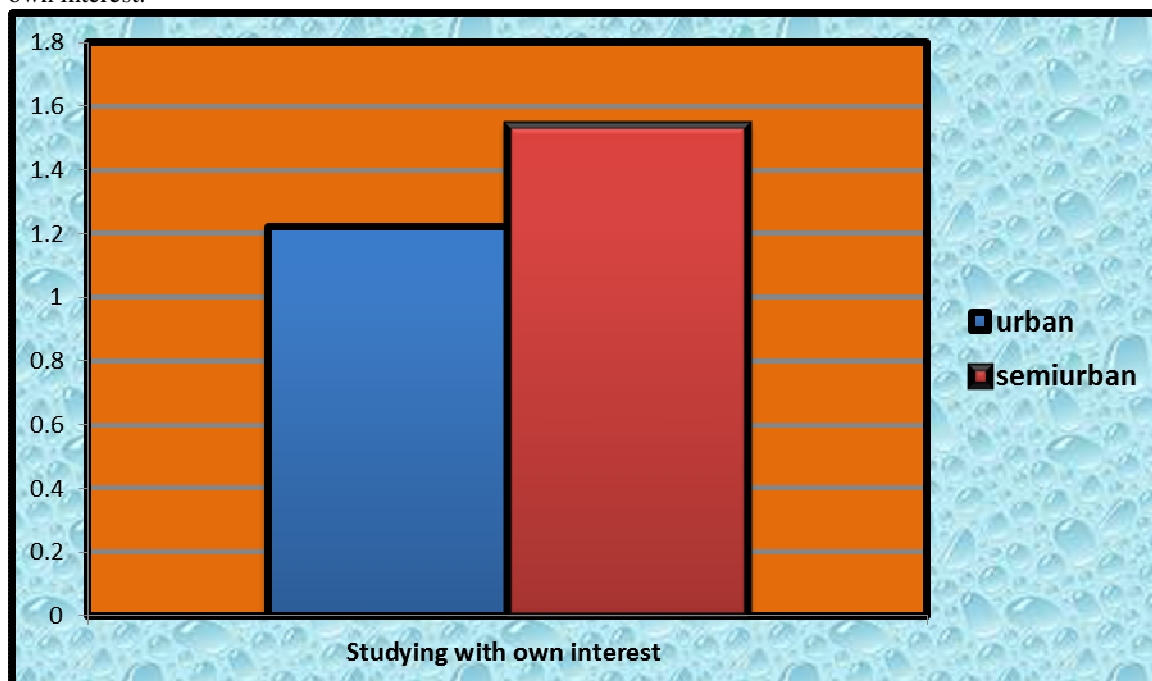
**Table-** To asses the education status of adolescent.

S. No.	Parameter	Urban		Semi urban		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.(P)
1.	Studying with own interest	1.22	.418	1.54	.503	17.473**	.000

**P<.000\*Highly Significant.**

The above table show that in urban area student ( $\mu=1.22$ ) was studying with own interest and , in Majority of semi urban area student ( $\mu=1.92$ ) was studying with own interest.

The data reported highly significant relationship between ( $P> .000$ ) urban and semi urban area studying with own interest.



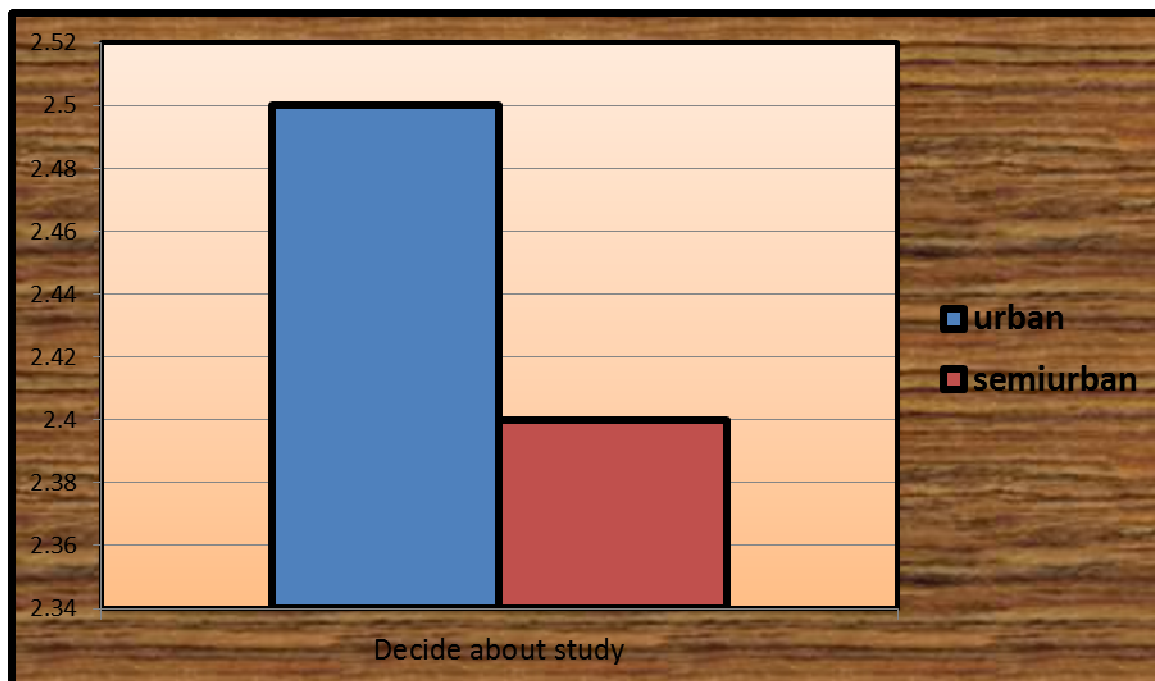
**Table-** To asses the educational status with study.

S. No.	Parameter	Urban		Semi urban		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.(p)
1.	Decide about study	2.50	.474	2.42	.575	17.473**	.000

**P<.000\*Highly Significant.**

The above table show that in urban area student ( $\mu=2.50$ ) was decide about study and , in Majority of semi urban area student ( $\mu=2.42$ ) was decide about study.

The data reported highly significant relationship between ( $P> .000$ ) urban and semi urban area decide about study.



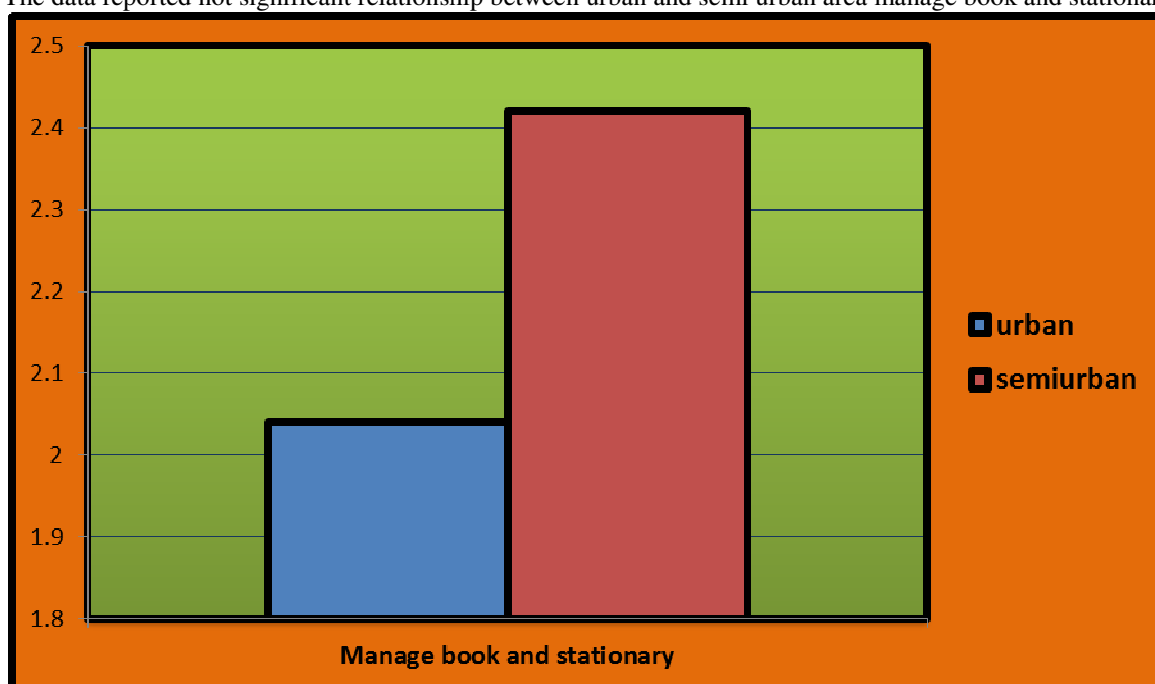
**Table-** To asses the educational with book and stationary status.

S. No.	Parameter	Urban		Semi urban		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.(P)
1.	Manage book and stationary	2.04	.832	2.42	.575	5.081	.026

**P<0.01 NS. Not Significant**

The above table show that in urban area student ( $\mu=2.02$ ) was manage book and stationary and, in Majority of semi urban area student ( $\mu=2.42$ ) was manage book and stationary.

The data reported not significant relationship between urban and semi urban area manage book and stationary.



**Conclusion-** In India gender inequality has known to exist since the time of immemorial – girls continued to be heavily disadvantaged at home, school, farms, workplace, education can play a decisive part in making aware of aspiration, real potential, rights. In light of slogan “Education for all”, the study on gender inequality among adolescents in urban areas and semi urban areas.

This study indicates the area factor has no significant difference between the educational status of adolescents.

**Recommendations for Future:**

- V. Programmers to further sensitize the parents on issue of inequality, can be organized.
- VI. Further research including the parental view on gender inequality can be conducted.
- VII. Communities programmed in mass – media can take up the promotion of girls’ education, discourage any inequality based on gender.

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