

# Socio-Psychological and Educational Problems of Women Students: A Study in Higher Educational Institutions of South Kashmir



**THESIS**

*SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
AWARD OF THE DEGREE OF*

**DOCTOR OF PHILOSOPHY IN EDUCATION**

**By**

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**2023**



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Date: January, 2023

## **DEDICATION**

*This research work is dedicated*

*to*

**MY BELOVED BROTHER**

**MR AJAZ AHMAD BHAT**

*for his endless love, unconditional support and  
encouragement throughout my pursuit of education.  
I hope this achievement will fulfil the dream he has  
envisioned for me.*



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## CERTIFICATE

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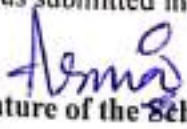
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Registration Date	24-07-2018
Submission Date	08-02-2023
Key words	Social Problem, Psychological Problem, Educational Problem, Women Students, Higher Educational Institutions and South Kashmir
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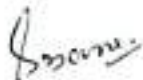


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of Women Students: A Study in Higher  
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## Acknowledgment

*All praises to Allah, the **Almighty** who graced me by showing the path of knowledge to accomplish this endeavour.*

*I express deep sense of gratitude and obligation to my Research Supervisor **Dr Sameena Basu**, Assistant Professor, DDE, MANUU, Hyderabad, and Co-Research Supervisor **Dr Abdul Raheem**, Professor, CTE, Bhopal, MANUU, whose planning, systematic guidance and patient persuasion helped me a lot in the conduct of the study. It was great privilege and honour to work under their guidance.*

*I am grateful to Prof Mohamad Mahmood Siddiqui, Dean School of Education and Trainings, MANUU Hyderabad and Prof Mohd Moshahid, Head Department of Education and Training, MANUU Hyderabad for arranging all the necessary facilities, necessary guidance and providing academic support required to complete my study.*

*I am highly thankful to my RAC member **Dr Rafeedali E** (Assistant Professor, MANUU CTE Bhopal), for being a source of inspiration and for rendering his help for the study.*

*I express my indebtedness to my teachers Dr Bilal Rafiq Shah, Dr Mohd Shakeel, Dr Tarique Ahmed Masoodi and Dr Raihana Malik, (RAC member) for giving valuable suggestions during my entire research work*

*I am also grateful to non-teaching staff of CTE Srinagar, Ms. Shabnam Nazir, Ms. Gowsia Jan, Ms. Ishrat Rafiq, Mr faizan & Mir Showkat. In addition, I am highly thankful to Dr Muzamil Shafi and Ms Maiser for their support to facilitate my access to the relevant study material and literature.*

*I also extend my deep gratitude to the head of the institutions of South Kashmir selected for my study especially Prof Muzaffar Ahmad Bhat (Principal Govt. Degree College Anantnag) for granting me permission for the collection of data. I would also like to express my appreciation to all the participant women students for providing me with their valuable time.*

*I am also thankful to Nodal officer AISHE Mr Wasim Hussain; DEO Examination Branch Mr Sheikh Ashiq Hussain & Internee Admission Branch Mr Owais Ahsan Bhat of Kashmir University for extending their co-operation and providing me the enrolment data related to my research.*

*This Research work is a token of dedication to my beloved parents, **Mr Gh Mohamad Bhat, Ms Atiqa Bano & Ms Aisha Bano**, Brother & Sister-in-law **Mr Aijaz Ahmad Bhat & Ms Masarat Aijaz**, Sister & Brother-in-law **Ms Hilala Akhter & Master Mohd Yasin** and my Beloved Nephews **Dr Shahid, Dr Faheem, Er Yasir, Mr Mohammad Hiban & Shahzada Mohammad Anas** and I thank them for their support and motivation and for staying patient throughout the period of my research work and incessantly praying for it to be a unique piece of Research. My Special thanks to my maternal uncle **Mr Bashir Ahmad** who helped me for the successful completion of the study.*

*I recognize the assistance and support of my fellow Research Scholars, Nazir Ahmad Meer, Asma Ara, Najamus Sahar, Subzar Ahmad Dar and my junior research scholars Mir Ibtisam Mohiuddin & Mohd Akram in focussing on strengthening my research work through research discussions. I heartily acknowledge the help provided by all other persons directly or indirectly in the successful completion of my research work.*

*Asma Gull  
January 2023*

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# Chapter-1

# *Introduction*

## **Chapter-1**

### **Introduction**

#### **1.1 Background**

Education is the main pillar of every knowledge society throughout the world irrespective of ethnicity and demography. It is the key device for the socio-economic revolution of the nation and lays the base for building a progressive, prosperous and scientific society. Education not only provides a state of concern, development and modernization but it enhances the morality, cultural integrity and gender equality within the society. The society becomes sound in all aspects if it functions with quality education, but the education has to reach out to the masses with genuine nature and in simple form that could be comprehended by the natives. Education modifies the behaviour of human beings irrespective of men, women and transgender. Development of a nation needs the entire welfare of every ethnic and gender in the society. This needs Inclusive and conducive environment that provides opportunities to all the citizens of the country irrespective of gender, cast and religion.

Education is a vital tool for social transformation and upward mobility of a society. Social stigma on gender is the main hindrance of social and national development. Gender discrimination starts from the womb and leads in the entire aspects of women's life. Social and cultural reasons pushed back the women from the mainstream of socio-economic development, especially in the educational scenario. It can be observed in the women's share of various political, social and economic activities, access to educational facilities, and various other

development programmes associated with improving the lifestyle and quality of human life. In the global perspectives: the condition of rural women is dejected and worse than the metropolitan women population. It can be seen in Indian Scenario at National, State and regional level as well.

Ideological and philosophical congruence is there regarding the care, protection and education of women. Still modern society ignores the importance of participating with their counterparts in socio economic and educational processes. Social reformers and national leaders have been facilitating women participation in national building. Many educational programmes, projects and thoughtful inspirational Endeavour has been made in this regard. A famous quote regarding women education, “You educate a man; you educate a man. You educate a woman; you educate a generation,” by Young emphasizes the scope and importance of women education in national building and human development.

### **1.1.1 Educational Status of Women in India**

Since the dawn of independence, the government of India has been initiating well planned educational programme for women population of its citizens. Even though, India continues to have lowest female literacy rates country among the Asian nations. As per the Indian Census (1991) less than 40% of 330 million women in India who have aged 7 and above were not able to read and write. If they were not benefitted any continuing or adult education programme, a major portion of women population in India; over 200 million women may fall under the category of illiterate today. This undesirable level of women literacy badly impacts their personal, familial and social living conditions. The low literacy of women population becomes the main hindrance for India’s economic development.

**Table 1.1**  
**Literacy Rate Trend in India-Since Independence**

Census Year	Literacy Population		
	Total	Male	Female
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.8
2001	64.8	75.3	53.7
2011	74.00	80.9	64.6

Table 1.1 reveals the progress of achievement in literacy of Indian population since independence. The first census of India was held in 1951 after independence. Then the total literacy rate was 18.3%, male 27.2% and female literacy rate was 8.9%. It shows a poor status of total population and huge gap between male and female literacy rate. Since then, many literacy programmes have been conducted by centre and state governments and have impacted the progress in literacy rate of the country. So, a progressive development is shown in the table in successive census years. Finally in 2011 it can be seen that 74% of Indian population achieved literacy and 80.9% of male population become literate while 64.6% female also achieved literacy. The table also exhibits that the literacy gap between the male and female population is reducing throughout the time.



**Table 1.2 A**  
**Stage-wise Enrolment Status in India (in '000')**

Level	Male	Female	Total
Primary (I-V)	67223	62769	129992
Upper Primary (VI-VIII)	33746	32035	65781
Secondary (IX-X)	19484	17477	36961
Senior Secondary (XI-XII)	11747	10406	22153
Under Graduate	12723	10815	23538
Post Graduate	1744	1631	3375
MPhil	16	19	35
PhD	50	34	84
PG Diploma	164	51	215
Diploma	1500	624	2124
Certificate	81	95	176
Integrated	51	32	83

**Table 1.2 B**  
**Stage-wise Enrolment Status in India (Consolidated) (in '000')**

Level	Male	Female	Total
Elementary (1-VIII)	100969	94804	195773
I-X	120453	112281	232734
I-XII	132199	122688	254887
Higher Education (Total)	16329	13301	29630

*Source: Educational Statistics at a Glance 2014*

The table 1.2A & 1.2B shows the stage wise enrolment of students in each stage from primary to higher education in 1000. Data shows a stable decline of

enrolment from primary to higher education stages of both male and female students. The enrolment of male students in primary stage was 67223 and enrolment of female students was 62769. The secondary stage enrolment of male is shown as 19484 and that of female is 17477. The table also reveals that the male enrolment at undergraduate level is 12723 and female students' enrolment is 10815. The enrolment status at post-graduation level of male is 1744 and female is 1631. It shows a huge decline in the enrolment at higher education level. The table shows that female enrolment is declining stage by stage.

**Table 1.3****Stage-wise Data on Number of Girls per hundred Boys Enrolled**

<b>Level/ Year</b>	<b>Primary</b>	<b>Upper Primary</b>	<b>Secondary</b>	<b>Senior Secondary</b>	<b>Higher Education</b>
1950-51	39	19	NA	15	13
1960-61	48	31	NA	26	21
1970-71	60	41	NA	33	28
1980-81	63	49	NA	45	36
1990-91	71	58	NA	49	46
2000-01	78	69	63	62	58
2005-06	87	81	73	72	62
2006-07	88	83	73	74	62
2007-08	91	84	77	76	63
2008-09	92	86	79	77	65
2009-10	92	88	82	80	67
2010-11	92	89	82	79	78
2011-12	93	90	84	81	80
2012-13 (p)	94	95	89	87	81
2013-14 (p)	93	95	90	89	NA

*Source: Educational Statistics at a Glance 2014*

Table 1.3 shows the girls enrolment in each stage of education per hundred boys. It can be seen that from the year 1950-1951 to 2000-2001 the enrolment of girls in higher education was progressively increasing. But for years, 2005-2006 to 2013-2014 the rate of enrolment in higher education was increasing but in declining rate.

Table 1.4

## Data on Enrolment in Higher Education from 2015-16 to 2019-20

Year	Enrolment			Growth (%) in enrolment over the previous year			% Female enrolment
	Female	Male	Total	Female	Male	Total	
2015-16	15990058	18594723	34584781	.....	.....	.....	46.2
2016-17	16725310	18980595	35705905	4.6	2.1	3.3	46.8
2017-18	17437703	19204675	36642378	4.3	1.2	2.5	47.6
2018-19	18189500	19209888	37399388	4.3	0.0	2.2	48.6
2019-20	18892612	19643747	38536359	3.9	2.3	3.0	49.0
<b>Growth (%) in enrolment during 2015-16 to 2019-20</b>				<b>18.2</b>	<b>5.6</b>	<b>11.3</b>	.....

Source: <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1744058>

(Compiled from AISHE reports of different years)

Table 1.4 exhibits the data of All India Survey on Higher Education (AISHE). It demonstrates that the overall enrolment of female students in higher education has been steadily increasing over the time. But it is not in a progressive rate. The table shows female, male and total higher education enrolment between 2015-2016 and 2019-2020. During the year 2015-2016 the female enrolment percentage was 46.2 and it has increased to 49% during 2019-2020. It indicates that the enrolment percentage of female was increased by about 18%, from 1.60 crore in 2015-2016 to 1.89 crore in 2019-2020.

### 1.1.2 Government Schemes for Advancement of Girls Education in India

The government of India has taken many initiatives to expand the educational opportunities and facilities for girls/women education. It has increased the accessibility and quality of education provided in the country. The programmes were initiated under the Ministry of Human Resource Development at Centre level and have been implemented under the Ministry of Education in all the UTs and states in the country. Details of some government schemes implemented for the improvements of girls/women school education and higher education are presented below:

#### 1.1.2.1 Schemes for School Education

**Kasturba Gandhi Balika Vidyalaya:** This scheme was launched in July, 2004, to provide educational access for girl students in primary education. The focus area of the project was girls in the underprivileged and rural areas of the country where the literacy level of the girls is very low. The schools were entirely set up for girls only. The intake reservation policy was 75% for girls from backward class and 25% for girls from BPL (below Poverty line).

**Beti Bachao, Beti Padhao:** Beti Bachao, Beti Padhao means ‘Save the girl child, Educate the girl child’. The government of India launched the scheme on 22<sup>nd</sup> January 2015. The main focus of the programme was to address the issue of declining the child sex ratio (CSR) matrix in India. The programmes initially focused on the states where there exist low CSR. The programme targeted to achieve prevention of gender biased sex selective elimination, ensuring survival & protection of the girl child and ensuring education and participation of the girl child in India

**UDAAN:** Udaan is a government of India project launched by Central Board of Secondary Education (CBSE) under guidance of Ministry of Human Resource Development (MHRD). The project aim was to solve the issue of the low enrolment of girl students in prestigious engineering institutions in the country and reduce the teaching gap between school education & engineering entrance examination. The platform empowers the girl students to set their level of aspiration there by achieving

admission in prestigious engineering institutions in India. The programme provides the girl students free coaching classes through offline as well as online mode and also provides the resources and study material on pre-loaded tablet. It facilitates the students to prepare for admission test to various premier engineering colleges in the country while studying in senior secondary classes.

**Mahila Samakhya-(MS):** In order to achieve the objectives of the New Education Policy (1986) and the Programme of Action, the government of India has launched the Mahila Samakhya programme in 1988. It was a practical initiative for the education and empowerment of women in rural areas, particularly those from socially and economically disadvantaged groups in India. The focus area of the programme is presented below:

- Enhancing self-esteem and self-confidence of women;
- Building a positive image of women by recognizing their contribution to the society, polity and the economy;
- Developing ability to think critically;
- Fostering decision making and action through collective processes;
- Enabling women to make informed choices in areas like education, employment and health (especially reproductive health);
- Ensuring equal participation in developmental processes;
- Providing information, knowledge and skill for economic independence; and
- Enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

**Saakshar Bharat:** Saakshar Bharat programme is a government initiative in India to build a literate society through a variety of teaching-learning programmes for non-literates and neo-literates aged 15 and above. It was introduced as a centrally funded programme on September 8, 2009. It is new version of National Literacy Mission (1988). It intends to restructure India's National Literacy Mission to put more of an emphasis on women's literacy, which is anticipated to raise the number of adults who

are literate by 70 million, including 60 million women. The programme was implemented through the Ministry of Education's Department of School Education in India. It seeks to hasten adult education, focusing on female literacy as a crucial tool for women's empowerment, especially for women (in the age range of 15 and above) who do not have access to formal education.

**Mid-Day Meal Scheme:** The mid-day meal programme was launched in 1995 to cater the needs of child nutrition in the country. Besides it was a programme to attract the parents and children towards school, especially girl child. As many children were not sent to schools because of poverty, instead they had been engaged in child labour to cater food needs. When school started to provide food, parents were ready to send their children to school.

### **1.1.2.2 Schemes for Higher Education**

- The University Grants Commission (UGC) has launched two particular schemes for promotion of Women's Studies in Universities & Colleges namely: (i) Development of Indian Studies in Indian Universities & Colleges and (ii) Capacity Building and Women Managers in Higher Education.
- To facilitate the educational access for women in premier institutions UGC issued new regulation for Open and Distance Learning that allows entry of reputed institutions to offer education in the distance mode.
- Providing Educational courses through SWAYAM portal and to made accessible for all and authenticated to certify the courses through universities as a part of credit accumulation.
- Opened a plenty of centrally funded institutions throughout the country, like central universities, institutes, skill development centres etc.
- Implementation of Rashtriya Uchchar Shiksha Abhiyan (RUSA), which aims to achieve equity, access and excellence in higher education. The project has provided financial supports to state governments to upgrade institutions and its infrastructure facilities.

- Scholarship Programmes for women students like AICTE Pragati Scholarship for Girls, Begum Hazrat Mahal National Scholarship, Post-Graduate Indira Gandhi Scholarship for Single Girl Child, Swami Vivekananda Single Girl Child Scholarship for Research in Social Science, CBSE Merit Scholarship Scheme for Single Girl Child, Women Scientist Scheme-B (WOS-B), etc.
- Establishment of eight women universities and funding for several women's colleges.
- Introduction of Special Scheme for promotion of women hostels in universities and colleges throughout India and establishment of Day Care Centres therein.
- To improve the female enrolment in the Indian Institute of Technology (IITs), the intake capacity for its B. Tech Programmes has been increased since 2018-19 (8% to 14%) in 2019-20 (17%) and in 2020-21(20%) by creating extra seats.

### **1.1.3 Status of Women in Jammu & Kashmir**

The position of women in Jammu & Kashmir remains unsatisfactory, much like in other Indian states/UTs. Despite the significance of women education in developing the nation, the educational status of women in Jammu & Kashmir has deteriorated significantly. Jammu and Kashmir has an overall literacy rating of 68.74 percent (Census 2011), making it one of India's most educationally disadvantaged regions. Additionally, there is a notable disparity in literacy rates between men and women. 78.26 percent of men and 58.01 percent of women are literate, yet there remains a gender difference of 20.25 percent. In spite of the fact that female literacy rates have increased significantly since the 2001 census (43.0 percent), there is still a gender discrepancy in education in the region. According to reports, female literacy rates have increased in urban areas, but the situation is still unacceptable in rural and remote areas. In terms of technical and professional training courses, women and girls in Jammu and Kashmir trail considerably behind their male counterparts. There is a shortage of women judges, pilots, and

administrators in Jammu and Kashmir because the number of women enrolled in these disciplines is quite low.

### **1.1.4 Schemes for Empowering Women in Jammu & Kashmir**

The Indian government, both at the national and state levels, has introduced a number of initiatives aimed at promoting the empowerment and welfare of women. The central government runs around 147 initiatives for women across the country, each of which is tailored to meet the specific requirements of women in society. These include programmes for women of all ages and from all walks of life, as well as from all social and economic sectors. In addition to the 147 welfare projects for women's empowerment managed by the central government, the state governments introduced around 195 schemes in their respective states for the welfare and wellbeing of women. Education, healthcare, self-employment and other areas are intended to help women advance their careers.

The primary objectives of all central, state and union territory government programmes for women are to provide them with protection, improved health care, and sufficient education to enable them to find gainful employment and become financially self-sufficient. In Jammu & Kashmir, various programmes have been launched by the central and union territory governments to promote the empowerment of women. The major women empowerment schemes are as follows:

**Awareness Generation Programme for Rural Women:** As part of an effort to empower women, an awareness generation programme tries to educate women on significant issues such as the status of women, female feticide, domestic abuse, trafficking, drug addiction, and population controlling measures.

**Condensed Course of Education for Adult Women:** The Condensed Courses of Education Scheme was established by the Central School of Women's Bureau (CSWB) in 1958 to meet the requirements of adult female students who could not or did not attend school. The scheme intends to provide educational opportunities for girls and women over 15 years of age, as well as vocational training. The scheme's



major goal is to tailor the course content to local needs, while concurrently targeting primary, middle, high school, secondary and higher levels. The initiative also strives to educate adult women, making them capable citizens. A committee comprised of the institution and the principal/representative of a local government school in the area where the course will be held must select candidates. The scheme is being conducted by NGOs and educational institutions with adequate infrastructure and experience in women/social development and education.

**Family Counselling Centre Programme:** Through the family counselling centre programme (FCCP), women who became victim of socio-moral contrition in their respective families or communities can get free counselling, referrals, and help to get back on their feet.

**Janani Suraksha Yojana Scheme:** The Janani Suraksha Yojana (JSY) is part of the National Rural Health Mission (NRHM) and aims to reduce maternal and neonatal mortality by encouraging low-income women to give birth in hospitals. So far, the Yojana has been implemented in all states and UTs, with a special focus on those that have been identified as underperforming. JSY is a government-sponsored programme that provides economic help to pregnant women and their families, as well as post-partum care. According to the Yojana, ASHA, an accredited social health worker, is an important link between the government and low-income pregnant women to take care of them.

**Super-75 Scholarship:** The Lt Governor launched the scheme of Super-75 scholarships in 2021 to assist the education of meritorious girls from low-income families so that they can flourish in varied disciplines. Scholarships are being given to girls who aspire to study disciplines like medicine, engineering, ITI, or humanity through this scheme.

**Scooty Scheme for Girl Students:** The scooty scheme is a part of the Jammu & Kashmir government's effort to empower girls and provide them with autonomous mobility. It was launched by the then Chief Minister, Mehbooba Mufti, in 2016. The government provides half of the cost of a scooty to college-aged women under this

scheme. These automobiles give girls mobility and independence while also instilling confidence in them.

**Education Loan Scheme:** The scheme is intended for meritorious Jammu & Kashmir higher education students between the ages of 16 and 32 who are interested in pursuing higher education or are currently enrolled in higher education. Admission, tuition, and examination fees are paid directly to the institution through this scheme. The maximum loan limit is Rs. 20 Lakh and the repayment period is 05 years with 60 easy instalments and only a 3% rate of interest.

**Tejaswini Scheme:** Union Finance Minister Nirmala Sitharaman launched this scheme in 2021. Under this scheme, the Jammu & Kashmir government provides financial assistance to women aged 18 to 35. A grant of Rs. 5 lakh is granted to selected female entrepreneurs who desire to start their own businesses. For the sake of empowerment and self-reliance, this is a funding initiative for women in Jammu & Kashmir.

**Special Scholarship Scheme for Jammu & Kashmir:** The Prime Minister's Special Scholarship Scheme (PMSSS J&K) 2021-22 is a scholarship programme for high school students, graduates, and diploma holders in Jammu & Kashmir and Ladakh. The award helps students pursue higher education outside the state. It facilitates students' access to quality education, preparing them for higher academic/professional levels. Students selected for PMSSS can receive a scholarship of Rs. 3 lakh per year in addition to other grants.

**Pragati Scholarship:** The Pragati Scholarship was introduced by the Ministry of Human Resource Development in 2014-15 and is administered by the All-India Council for Technical Education (AICTE). AICTE's Pragati is a programme designed to support the advancement of girls' involvement in technical education. One to two girls per family are granted Rs. 50,000 per academic year to cover college fees and other stationery expenditures.

**Saksham Scholarship Scheme:** Saksham is a Ministry of Human Resource Development scheme being conducted by the AICTE with the goal of encouraging

and supporting girls with disabilities to pursue technical education. Every young student who is otherwise specially-abled is given the opportunity to continue studies and prepare for a successful future through technical education and knowledge. Rs. 50000 per academic year to cover college fees and other stationery expenses are given to every selected girl student. The scheme is functional for 23 states/UT's, including Jammu & Kashmir.

**Reddy's Foundation Sashakt Scholarship:** Young women throughout India are being encouraged to pursue a career in science through the Dr. Reddy's Foundation Sashakt Scholarship 2021 project. It ensures that all female students, particularly those from rural India and low socio-economic families, have an equal opportunity to pursue quality education in some of India's premier science schools by providing financial assistance and mentorship during their undergraduate studies. The selected female students are awarded a scholarship worth Rs. 240000 (Rs.80000 per annum) for three years of study, which are paid out in instalments.

**Amrita University Admission Scholarship:** Financial assistance is available to students from economically disadvantaged backgrounds who are interested in pursuing an undergraduate or above graduate degree at Amrita University through the Amrita University Admission Scholarship 2021-2022. Scholarships at the university are awarded on the basis of academic merit, financial need, equal opportunity and affirmative action. Scholars and students of all backgrounds are protected from discrimination under the policy. The admission fee of those students awarded for the scholarship is partly or fully waived, depending on the applicable programme.

**Sharda University Admission Scholarships:** Sharda University Admission Scholarships 2022-23 are open to candidates who plan to enroll in undergraduate or postgraduate programmes at Sharda University. Scholarships are available for students who have excelled academically as well as in the arts and sports. Tuition expenses for the selected students are waived in full or in part. Academic merit scholarships are awarded to students based on their performance on the Sharda University Admission

Test (SUAT) and Personal Interview (PI), as well as their performance on prerequisite tests and other factors.

**Central University of Jammu Scholarships:** The Central University of Jammu offers financial aid. The university accepts various government scholarships for the upliftment of women in Jammu and Kashmir. There are various strategies available in the above-mentioned university to improve the overall status of women in Jammu & Kashmir. Among them are the Vivekananda Single Girl Child Social Science Research Scholarship, the Rajiv Gandhi National Fellowship for SC/ST and women candidates and the Maulana Azad National Fellowship for Minority Students, etc.

For women students pursuing higher education in colleges and universities in Jammu & Kashmir, or intended to pursue higher education but due to lack of financial means do not continue their studies, a variety of scholarships are available to them. The list of Jammu & Kashmir scholarships is not restricted to just the ones mentioned above. There are a good number of other scholarships available to women students as well.

### **1.1.5 Problems of Women Students in Higher Educational Stage**

#### **1.1.5.1 Background**

The chronic prejudice that has persisted throughout the educational system of Jammu and Kashmir since its inception has resulted in higher levels of gender disparity. Schooling opportunities for girls are significantly lower than those for boys. In order to compete for resources in the outside world, the male members of the family are urged to pursue a high-quality education. When it comes to household duties, women in the family are taught how to be good moms and wives (Khan, 2007; Maqsood, Maqsood & Raza, 2012). Due to a lack of resources at home, female education is not a top priority for parents. According to Khalid and Mukhtar (2002), the most common cause of the poor involvement of females in higher education is financial, such as the cost of textbooks and other supplies for students.

Higher education is a powerful tool for empowering women. Having a higher education degree can help women in two ways. For competent females, it gives them the opportunity to serve as role models for younger girls. Second thing is that with higher education, women own more authority and influence over her family's resources than a woman with no education. When they gain social acceptance, they gain insight and knowledge about the negative aspects of their present circumstances (Usha & Sharma, 2001). As a result, educated women gain greater prestige and authority in their communities. There are many places where they can benefit from this empowerment: at the local and regional level, as well as in their own families (Friedmann, 1992; Zafar, 2004).

Despite the significance of higher education for women, notable disparity has been seen in literacy rates between men and women. The noteworthy reasons behind low literacy rate of women in Jammu & Kashmir are summarised as under:

1. **Stereotyped thinking:** Women in Jammu & Kashmir lack the self-assurance to make their own decisions. Their parents (mostly male parents) are usually the decision makers, and because of their stereotyped thinking, they believe that educating their daughter is a waste of time, energy and money.
2. **Dearth of separate educational institutions for girls/women:** Because of their cultural and religious beliefs, most parents, especially those in rural areas, do not like co-education for their daughters.
3. **Inadequate transportation:** Traveling for girls becomes a huge problem especially in far flung areas of Kashmir valley as there are no educational institutions nearby. It's assumed that travel poses a danger to one's personal safety. College and university are usually a long way away for girls located in far-flung areas, so this is a big reason that girls are prohibited for higher education. Even if boarding facilities are available, there are still cases of sexual harassment and sexual abuse to think about (Sathar, Lloyd & Haque, 2000).

4. **Poverty:** Due to financial constraints, parents would rather educate their son than their daughter. Usually, sons are labelled as the earning pockets of the family and as we know education provides a better platform to upheaval the socio-economic status, therefore, male sex is attaining the most use of educational opportunities.
5. **Early marriage for girls:** The issue of early marriages for a girl becomes more acute. The financial strain of managing a dowry and preferential investment in male education is exacerbated by early marriage preparations (Maqsood, Maqsood & Raza, 2012; UNESCO, 2010).
6. **Conservative attitude of family:** Usually the women/girls in Kashmir valley are preferred to take care of the domestic activities and hence, they are being deprived of access to higher education.

#### **1.1.5.2 Existence of Gaps in Women Education in different perspective**

The problems of women pursuing higher education can be better overviewed in terms of gaps highlighted in the coming lines as under:

- a. **Gender Gaps in Women Education:** The Universal Declaration of Human Rights (UDHR) declares the right to education a basic right in Article 26(1). This is supported by our 86<sup>th</sup> Constitutional Amendment Act, 2002 which considers education a fundamental right for all children between the ages of 6 and 14, regardless of gender. Thus, there should be no discrimination on the basis of gender, and females should have the same educational accessibility as their male counterparts.

Over the last five decades, there has been a flood of data and also a plethora of guidelines and policy declarations on why gender discrepancies in education exist and how to reduce them. The negative attitudes developed by socio-cultural scenario, lack of knowledge among women about their fundamental rights, different role standard for boys and girls, lack of resources at home, long distances from home to school, lack of infrastructure facilities in schools for girls, lack of female teachers, lack of physical and emotional

security in the school, rigid curriculum, gender stereotyping in the curriculum, unconducive classroom environment, early marriage for girls and child bearing, conservative attitude of parents and family are the notable reasons found in the previous literature. Boosting community participation, opening new schools or colleges specifically for girls/women, developing parental awareness programmes, constructing and transacting gender-neutral curriculum, promoting gender equality norms, providing congenial school climate, and recruiting lady teachers are some of the significant strategies for reducing the gender disparity in education (Haq and Haq, 1998).

- b. Rural Urban Gaps in Women Education:** Although the educational system has grown, it has done so in an unequal and inadequate manner. There is a significant disparity between the educational attainment of boys and girls. In addition, there is a significant rural-urban disparity. In general, women who live in rural areas and belong to scheduled castes or tribes are expected to have the least educational success. In rural places, the girl child is expected to help with domestic and agricultural work, which she despises. This is just one of the many factors that prevent women from pursuing higher education. They shoulder a number of important responsibilities, including cleansing the house, cooking meals, caring for their siblings, the elderly, and the sick, grazing the cattle, and collecting firewood. As a result, families are hesitant to provide them with the opportunity to go to school.

The physical safety of the girls, particularly when they have to travel a considerable distance to school, as well as the fear of sexual harassment, are other factors that prevent girls from completing their educational goals. In urban areas, there are manifold options available to girls in terms of education and job opportunities. Urban people are more conscious of the issues of gender equality than the rural sections of society. Furthermore, urban environments provide girls with greater opportunities for personal autonomy. Despite the fact that the numbers for females are still low when compared to boys, it is encouraging to

note that when given the opportunity, girls have outperformed their male counterparts, e.g., in the Jammu & Kashmir Board of School Education (JKBOSE) examinations for grades 10 and 12, females have secured all the top positions and have achieved a higher overall percentage than boys.

- c. Economic Gaps in Women Education:** In higher education, there is insufficient representation of SC/ST students, and the proportion of women is minimal. Furthermore, socioeconomic issues influence access to higher education, particularly in the case of SC and ST students, whose representation in higher education remains low. They are marginalized and find it hard to satisfy familial basic needs; therefore, it is quite natural to spend all time over household chores.
- d. Disciplinary Gaps in Women Education:** Upper and middle-class women want higher education for their daughters, but it is not seen as an immediate professional commitment. Women's desires are driven by social factors. For example, in patriarchal societies, parents are not expected to invest on their daughter's education and thereby, to use their daughters' earnings. Even educated daughters are only encouraged to not work before marriage. The groom's family can decide whether or not she will work after marriage. So, higher education is not linked to professional careers for most young women. Consequently, women choose the arts and humanities over science and technical courses because they are cheaper, softer, and shorter.
- e. Government-Private Schooling Gaps in Women Education:** Professional courses are offered by the majority of private colleges/universities/institutions of national importance since they are more popular and lucrative. The privatization process has widened the gender disparity even further. Because of social and economic factors, professional education is denied to disadvantaged groups, including rural women in particular. As a result, more women are enrolling in general education courses, which are more readily available and less expensive than professional and technical courses.



Professional education necessitates several years of studentship as well as a greater financial investment than regular educational requirements. Numerous women enroll in general education programmes because they believe these programmes provide them with the opportunity to improve their qualifications while also waiting for the appropriate partner for marriage. The second reason is that parents may be hesitant to spend money on their daughters' schooling since they are expected to spend money on their daughters' marriages. Indian custom dictates that at the time of marriage, a girl's parents must present gifts and money to the groom's family. Hence, girls are generally enrolled in government schools and the boys are admitted in private schools.

- f. Infrastructure Gaps for Women Education:** Infrastructural facility refers to the availability of physical amenities at the educational institution. Whether or not college has a proper building set up, hostel facilities, computer lab with ICT based facilities, seating arrangement and other facilities like separate washrooms for girls, is what infrastructure facility stands for. It also looks if college has a transport facility and adequate faculty staff. Previous research has revealed that such facilities in higher education have been significantly influenced by gender and rural-urban factors.
- g. Social Gaps in Women Education:** The girls are not socially equipped to enter a higher education or training institution. When compared to male students, female students have more duties such as parents, husbands, and employees, and they face higher financial, school, and child care pressures (Bauer & Mott, 1990).

Adult students have duties such as employment, family, and other adult responsibilities. Both men and women struggle to balance their roles as a student, worker, and family member. The main issue for female students is balancing their many roles with the student role. They feature a large cast of characters, including mothers, spouses, partners, employees, and community members (Huston-Hoburg and Strange, 1986; Chartrand, 1990; Home, 1993, 1997; Padula, 1994). As a result,

the lifestyles of such students are broader and more sophisticated than those of their traditional counterparts (King & Bauer, 1988), and they have less time for extracurricular activities. From an early age, schools traditionally provided career counselling services to adult students (Thon, 1984). Benshoff and Lewis (1992) talked about how to help students with things like separate registration, a curricular choice, a career orientation, evening and weekend classes, and additional incentives for teachers and staff engaged with such counselling programmes.

Female adult students face unique obstacles and challenges that must be addressed by trained staff (Bauer & Mott, 1990). It is therefore necessary to provide additional assistance for female students, such as ways to manage their home and schoolwork. In addition, universities and colleges provide a wide range of courses and programmes for adults, including seminars. By providing these students with a wider range of educational and social experiences, they may be better prepared for their future academic endeavours and campus life.

- h. Psychological Gaps in Women Education:** Some individual personality traits of a woman including low self-esteem, low self-confidence, low interest & drive, low motivation, low readiness, pessimistic attitude can pull her out of mainstreaming education. Female adult students may experience higher levels of stress and anxiety than male students or their conventional counterparts because of their multiple responsibilities, weaker self-confidence, and lack of family and social support. It may increase the likelihood that these students will drop out of school. As a result, women students must develop their self-esteem and seek out assistance from others. Adult learners' life experiences serve as a foundation for their education, which in turn makes their academic work more interesting (Crawford, 2004).
- i) Cultural Gaps in Women Education:** The upbringing and socialization of girls portrays them as the weaker sections of society. From their earliest socialization

years, girls are taught to be good cooks and homemakers. Women are bound to the family by their cultural dominance and predetermined duties in the domestic realm. Inadequate awareness, uneven opportunity, and sex discrimination all contribute to the environment through which women's status declined.

### **1.1.5.3. Social, Psychological & Educational Problems of Women**

The women students in higher educational Institution encounter a variety of problem that limit their potential and negatively impact their personal, sociological, psychological, and educational development. In a nutshell, all the problems faced by women students in higher educational institutions are discussed under the three broader domains in the following lines:

#### **1.1.5.3.1 Social Problems of Women Students in Higher Educational Stage**

Human being is considered as a social animal. S/he lives together in a society. Society is a mixing up of lot of people with different culture, perception, thinking style etc. The happenings in the society create problems and happiness among the members and cause in activate or deactivate the members of society. A social problem can be defined as any annoying affairs created in the society which injects negative impact on its any member.

Several Social issues may arise for the women students while pursuing higher education. Multiple responsibilities in the society are one of the key social issues faced by women students. Many women students have to perform domestic responsibilities and academic responsibilities simultaneously. Domestic responsibilities are considered as priority by their families due to which they lag behind in academic performance. Another important social problem is the conservative mentality of the society. Many societies have a view that women is meant for domestic work and no need to go for higher education. Women travelling alone outside the limits of village are treated badly in society. Women's socio-economic participation has often been looked down upon in patriarchal Indian families. Despite their participation in the agricultural sector and as

labourers in industries and factories, women lack economic decision-making authority. They are economically depended on the male members in society. This creates problem for financing their education.

Woman students who go to the college for education face multiple social problems. These problems are related to travelling, public transportation concerns, teasing, and aggressive behaviour of co-passengers. Aside from that, they do not have time to attend social gatherings such as events and festivals. They are not receiving adequate assistance from their neighbours or family. They don't have time to entertain friends or relatives at their home. Due to their higher education studies, they do not have enough time to attend parents-teacher meetings.

Moreover, problems like maternal mortality, violence against women, gender disparity at institutions, gender bias, and sexual harassment at educational institutions/public places and political turmoil are the primary causes for women's poor participation in higher education. Besides, it is difficult for married women to work or study during their pregnancy and after the birth of their child. The majority of married female students prefer to discontinue their studies after becoming pregnant. The growing number of nuclear families, as well as urbanization, contributes to the stress experienced by women pursuing formal higher education.

#### **1.1.5.3.2 Psychological Problems of Women Students in Higher Education Stage**

Psychological problems are related to an individual's emotional, psychological, and social well-being. It has an impact on how we think, feel, and act. It also aids in the development of any individual's ability to deal with stressful situations when making judgments. Women engaged in higher education face a difficult existence in patriarchal Indian society since they must juggle family and academic responsibilities. Women students face a variety of challenges while pursuing formal higher education. The lack of family support causes issues with their schooling. Married women in higher education face difficulties in their marital

relationships, child care, and domestic responsibilities. They are dealing with shifting behaviours of family members and do not have adequate time for self-care.

Despite being a significant member of the family, they do not have equal participation in decision-making. Role conflict has an impact on the lives of female higher education students as well. Women students face role conflict as they are tugged in multiple directions while attempting to respond to the numerous statutes they hold (Pandit and Upadhaya, 2012). Now, female students face a new dilemma: they are constantly reminded that home is their original domain, which they must maintain under any circumstances. Women, on average, prefer to stay at home and do not attend formal education. They are constantly guilty of devoting less attention to family and parental responsibilities. This twin responsibility places a double weight on them, and as a result, they fight on two fronts at the same time.

Even if they are attending college or university all day, they must take care of their domestic matters. This is detrimental to their physical and emotional wellbeing. Many times, the family causes her to quit her thriving career to care for children. It becomes challenging for a woman to continue higher education while also looking after her home. It may become tough to coordinate and switch between the dual roles. Furthermore, people's attitudes toward such women are negative; they believe that being career-oriented is improper and not appropriate for women. They regarded that decision-making power is in the hands of the family's head, who is usually a male member.

In the Kashmiri socio-cultural set up, women students, whether married or unmarried, must meet the needs of their particular educational institutions as well as the obligations of their families. Women's social and psychological status is impacted by their multiple responsibilities, whether they are married or not. Mental issues arise as a result of the dual role and dual expectations. Stress, worry, tension, exhaustion, and fatigue all have an impact on one's mental and psychological health. Female students who have a lot of responsibility at home and at work have mental health problems, which affect their academic progress, working capacity, thinking level,

mood, and behaviour. Mental health is influenced by a combination of factors including genetics, environment, and family background. Anxiety refers to a condition of being concerned about the past, present, and future. Anxiety is rarely associated with a specific person, situation, or experience. It is a tense feeling that is difficult to define and regulate. Stress is related to the difference between fair and unreasonable demand. It is concerned with the physical and mental reactions of humans. Stress is perceptual and can be both positive and unpleasant. Tension is the psychological disequilibrium usually a resultant of uncongenial relationships for women. It is associated with anxiousness prior to any critical or tough situation. Tiredness has a detrimental impact on work performance, family life, and social interactions. Fatigue has a reputation for being a nebulous and difficult disease for doctors to investigate; usually people suffering from fatigue do not take it seriously.

To sum up, it is concluded that there is a significant gender imbalance in the country's educational landscape. This view is supported by Nandita Singh (2008) in her study investigating women's higher education in India. Hence, the school system should change to meet the needs of female students so that they could be made ready for a world of opportunities and challenges. Women will not be able to grow as self-sufficient individuals unless they have the opportunity to earn, seek, and engage in a democratic manner. Discrimination and unfair treatment of female students are a source of distress for them. Consequently, they must be made more aware of the need for higher education and they must be taught in order to advance their social standing.

### **1.1.5.3.3 Educational Problems of Women Students in Higher Educational Stage**

In India, it is a fundamental obligation to provide education to all citizens. In the Indian constitution's preamble, fundamental rights, fundamental duties, and directive principles, the principle of gender equality is incorporated. The Constitution not only guarantees women's equality, but also authorises the government to take affirmative discrimination measures in their favour. Literacy

rates were extremely low immediately after independence in 1951, at 25% for men and 9% for women. Literacy levels did not improve significantly during the next ten years. The education of girls was only viewed as a tool for quickening social transformation after the recommendations of the Indian Education Commission (1964) and the National Policy of Education (1968). The policy placed a strong emphasis on launching programmes that would provide equitable educational opportunities to all groups and genders. The constitution also granted state governments' primary responsibility for elementary education, while the central government was in charge of technical and higher education. After the 42nd Amendment to the Constitution was approved in 1976, all education became a concurrent responsibility of the central and state governments.

Gender equality was given top priority in the National Policy on Education (1986) and Program of Action (1992), which dedicated the entire educational system to working for women's empowerment. This point of view is reaffirmed in the National Perspective Plan 1988-2000, which argues that women must overcome their own obstacles. Women's and girls' education monitoring committees were established at the Ministry of Human Resource Development. The focus was on the enrolment and retention of girls in formal and non-formal education. Not only this, it equally emphasized the recruitment of rural women educators and the elimination of gender bias in the curriculum.

Adult Education Programs, Total Literacy Programs, Post-Literacy Programs, and Continuing Education Programs were among the mass literacy campaigns launched. In addition to this, media initiatives and parental awareness programmes aimed at creating a favourable environment for girls' education have been launched. It was a time when women's groups were also organised and programmes like Mahila

Samakhya, which talked about the importance of women's education, were started up. NEP (2020) has beautifully emphasised gender identities and placed women under socio-economically disadvantaged groups (SEDGs) in its para number 6.2. The policy under Para 6.7 further recognises that quality education must be provided to girls to uplift their socio-cultural status.

The primary educational issue in rural areas is dearth of higher educational institutions. There are no institutions or facilities for the education of women, especially in rural areas. Furthermore, there are no hostel facilities for female students in the colleges or other higher educational institutions. A significant improvement in enrolling women in higher education has been seen, especially after India gained independence, but the gender disparity is still present in educational, socio-cultural and psychological domains of life.

## **1.2 Justification of the Study**

In India, 48% of the population is constitutes women. The country's sex ratio has increased significantly after the 2011 census. While India has made significant progress in many areas, women are still facing inequality at different social situations. Social thinking has not developed along the rapid development of modern world. Equality, social justice, inclusion and many more slogans are being promoted by different agencies at national and global level to facilitate welfare and just society. Unfortunately, still women have been treated unfairly by the patriarchy. A nation cannot develop until and unless it hasn't addressed the main issues of major part of the population. The main factor that contributes the national welfare is to provide quality education to its population without any discrimination. But in our country the female population are being neglected in education, health, social participation, employment and many more areas. Besides poverty, conservative mentality of the



society, domestic violence and low access to education are the other most serious issues faced by women in modern society.

Education is the basic right of every woman which will equip women to shoulder the familial and social responsibilities in more efficient way. Education makes women stronger, more powerful, self-reliant, determined and goal directed. It sharpens their thinking, broadens their horizons and elevates their social status. Women benefit from education when they have a better understanding of their legal, social, political, and economic rights, entitlements, and benefits. United Nations agencies, Central and state governments have initiated many programmes to aware the society towards women education. So many citizens and stakeholders have recognized the fact and entered in the field of education. But to receive quality education women should be socially and psychologically healthy in a well-planned educational setting.

During the last decades a progressive women enrolment rate has been seen in every education sector throughout the nation. The same has been reported about the women students in Kashmir Province. Kashmir is historically a disturbed area, where people live in a politically polluted environment. Despite that, women have come at the fore to take admissions in higher educational Institution in Kashmir Valley, especially in the part of South Kashmir. South Kashmir is the region where most of the areas are politically and socially disturbed.

There are educational institutions like co-educational and women colleges functioning in South Kashmir. Women who are admitted to co-educational institutions experience prejudice in terms of accepting their higher ambitions and selecting professional course as well as dreaming high professional job. Male students are favoured in every spectrum of life situations such as educational, employment,

family and social and many more. Why this discrimination happening? This question needs to be seriously addressed.

Numerous studies have been carried out on the challenges that women have been facing in general social settings, such as dowry, harassment, human rights violations, sexual assault, and less educational opportunities etc., but the socio-psychological and educational problems faced by women students have not yet been thoroughly investigated. Hence the researcher initiated this research to fill up the gap and, in this context, selected the topic as “Socio-Psychological and Educational Problems of Women Students: A Study in Higher Educational Institutions of South Kashmir.” The present study is a modest attempt to bridge the gap between female higher education students and the social fabric in which they live. The present study is unique as it looks into the socio-psychological and educational issues that women in South Kashmir face when they go for higher education. Hopefully, the findings of the present study will encourage society to be more compassionate towards women.

### **1.3 Statement of the Problem**

The present study reads as:

*“Socio-Psychological and Educational Problems of Women Students: A Study in Higher Educational Institutions of South Kashmir”*

### **1.4 Operational Definition of the Key Terms and Variables**

Operational definition of the key terms and variables used in this study is presented below.

- a. **Social Problem:** The social problem for women students studying in various higher educational institutions of Kashmir Valley includes the problems with

regard to conservative mentality prevalent in society, gender disparity, socio-economic disparity, domestic responsibilities and the political situations.

For the present study, social problems refer to the scores obtained by women higher education students on Social Problem Scale developed by the researcher.

- b. **Psychological Problem:** The psychological problem envelops the problems in relation to stress, anxiety, adjustment problems and low self-esteem perceived by women students studying in various higher educational institutions of Kashmir Valley.

For the present study, psychological problems refer to the scores obtained by women higher education students on a Psychological Problem Scale developed by the researcher.

- c. **Educational Problem:** By Educational problem is meant the problems related to availability of infrastructural facilities, the transaction of curricular & co-curricular activities, strategies of teaching & learning process and the institutional climate as perceived by women students studying in various higher educational institutions of Kashmir Valley.

For the present study, educational problems refer to the scores obtained by women higher education students on Educational Problem Scale developed by the researcher.

- d. **Women Students:** Women students are the students pursuing undergraduate courses in Higher Educational Institutions of South Kashmir.
- e. **Higher Educational Institutions:** Higher educational institutions are the institutions recognized by the government/affiliated to University of Kashmir providing undergraduate courses on a regular time basis.
- f. **South Kashmir:** South Kashmir is one of the divisions of Jammu & Kashmir which includes four districts such as Anantnag, Pulwama, Kulgam and Shopian.

**1.5 Research Questions**

1. What is the enrolment status of women students in higher educational institutions of South Kashmir?
2. What are the social problems faced by women students in higher educational institutions of South Kashmir?
3. What are the social problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education?
4. What are the psychological problems faced by women students in higher educational institutions of South Kashmir?
5. What are the psychological problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education?
6. What are the educational problems faced by women students in higher educational institutions of South Kashmir?
7. What are the educational problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education?

**1.6 Objectives of the Study**

The following are the objectives of the study:

1. To study the enrolment status of women students in higher educational institutions of South Kashmir.

2. To identify the social problems faced by women students in higher educational institutions of South Kashmir.
3. To study the social problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
4. To identify the psychological problems faced by women students in higher educational institutions of South Kashmir.
5. To study the psychological problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
6. To identify the educational problems faced by women students in higher educational institutions of South Kashmir.
7. To study the educational problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.

### **1.7 Delimitation of the Study**

Keeping in view the availability of resources for the researcher, the following are the delimitations of the proposed study:

- The present study has been delimited to the degree colleges in South Kashmir.
- The present study has been delimited to the government higher educational institutions in South Kashmir.

- The present study has been confined to women undergraduate students of South Kashmir.
- Among the Social Problem areas like conservative mentality, gender related issues, socio-economic factor, domestic issues and political situations are studied.
- Among the psychological Problem areas like stress, anxiety, adjustment problems and low self-esteem are taken into the aspects of study.
- Among the Educational Problem areas like infrastructural facilities, curricular & co-curricular aspects, teaching & learning process and institutional climate are studied.

The next chapter, **2<sup>nd</sup> Chapter** deals with the **Review of Related Literature**.

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**Chapter-2**

*Review  
of the  
Related  
Literature*

**Chapter-2****Review of the Related Literature**

For clarity in presentation and understanding, the present chapter has been divided into four sections as under:

**2.1 Introduction****2.2 Reviewed Literature****2.3 Overview of the Reviewed Literature****2.4 Epilogue****2.1 Introduction**

The researcher attempted to show the theoretical basis of the investigation in the preceding chapter of the current study, followed by its rationale, aims, and research questions. The current chapter paints a picture of previous studies that have a direct or indirect influence on the current study. The review of related literature is the focus of this chapter. Review of related literature is helpful in multiple ways. Its prime importance is to get thorough understanding of the research problem under investigation. Research gaps, research trend and rationale of the study are located out only after having a comprehensive review of related literature.

The term ‘review’ in the review of related literature refers to relook at the domain specific knowledge that has been created in past and to synthesize it so that planning of new study or the addition to the existing body of knowledge can be treasured. The term literature refers to the body of knowledge stored or accumulated in the global library usually in written form (both online and offline mode). In this way review of related literature is of having utmost importance in identifying, utilizing and evaluating various sources of knowledge in relation to a particular field.



It helps in proper planning, executing and in ringing a right working call to a research problem and its solution.

Review of related literature helps to get a complete list of data collection instruments and tools which may prove useful in afresh study. It also provides an insight about the research design including the sampling technique so that scope of generalization gets established. Statistical treatments used in previous related studies help a researcher to support her/his findings of the study.

Duplicity of studies and unproductive studies are discouraged when a researcher has gone through intensive review of related literature. Hence, only those studies are accepted which may prove useful and additional to the contemporary society.

The knowledge of related literature brings the researcher up-to date on the work which others have done and thus to state the objectives clearly and concisely. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established. The final and important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers for further research which they have listed in the studies. In this way, after going through intensive review literature a researcher is acquainted with current and updated knowledge in the area s/he is interested.

After going through an intensive review of literature, researcher has found a good number of studies on various developmental aspects of women in higher education. These studies have been conducted both in India and outside India. Though the studies at an individual level have been found in an enormous number, at a government level such studies are rare. It is heartening, however, to note that studies on the socio-psychological and educational problems of women in higher education were found to be comparatively more in India than outside India.

**2.2 Reviewed Literature**

An effort in this chapter has been made to present only the most relevant studies having direct bearing on the present study. For the present study, the variables are social, psychological and educational problems of women in higher education. The theoretical orientation of these variables has been presented in chapter 1 so as to obtain a comprehensive grasp of these variables. The present section of the chapter 2 is a selective review of work done related to socio-psychological and educational problems of women students pursuing higher education and is presented below under two headings:

## 2.2.1 Studies conducted in India

## 2.2.2 Studies conducted Abroad

**2.2.1 Studies conducted in India****Chauhan & Kumar (2022): A Study on Problems and Challenges Faced by Girl Students in Higher Education**

**Objective:** The study aimed to explore need and importance of higher education to the girl students; to identify factors affecting girls' higher education; and to analyse educational development programme of women through Government initiatives and schemes. **Methodology:** Girl students in rural area during the year 2021 constituted the population of the study. 460 girls of UG and PG from Chamanlal Mahavidyalaya, Landhaura of Haridwar district (Uttarakhand) were taken as a sample. Questionnaire seeking information about the challenges faced by girls for higher education was developed on Google form to get data from sample students. **Major Findings:** Results of the study pointed out gender bias as major problem for majority of the girls at home and society level followed by early marriage and economic problem. The household chores are also reported as the factor affecting girls' education. The girl students are highly motivated to stay away from higher education. At college level, major factor affecting girls' education came out to be

economic problem, followed by lack of transportation, co-education institutions, gender discrimination, and harassment of girl students.

**Dar & Deb (2022): Prevalence of Trauma among Young Adults Exposed to Stressful Events of Armed Conflicts in South Asia: Experiences from Kashmir**

**Objective:** This study was undertaken to assess the prevalence of trauma among young adults vulnerable to stressful and violent events of armed conflict.

**Methodology:** This cross-sectional study was conducted in 10 districts of Kashmir Valley using multistage sampling technique. 693 students formed the sample for the present study. Data were collected by means of the Demographic Information Questionnaire and Kashmir Conflict Exposure Checklist (KCEC).

**Major Findings:** In the context of the Kashmir conflict, 33.3% of the respondents were exposed to high traumatic exposure; 23.7% of the participants reported extremely high traumatic exposure; 33.5% of the respondents were exposed to moderate traumatic exposure and 9.5% of the sample were exposed to low traumatic exposure. The prevalence of trauma in both males and females was found to be 100%. Highly prevalent traumatic events were “feeling stressed” (97.3%), followed by “fear of search operations, crackdowns or curfews” (89.2%); “witnessing a protest or being part of it” (88.3%); “a family member, relative or friend being hit with a bullet, pellet, or any other explosive” (76.5%); and “exposure to violent media portrayals” (74.3%). Thirteen of 17 traumatic events were significantly associated with gender wherein males reported significantly higher prevalence in all of these events than females, except one.

**Ashraf & Kumar (2021): Cultural Constraints of Muslim Girl’s Access to Higher Education in Bandipora District, Jammu and Kashmir India**

**Objective:** The study was carried out to explore the cultural constraints that hinder girls' education in Bandipora District in Kashmir Division India. **Methodology:** In this cross-sectional research systematic random sampling technique was used to select

404 girls from Government Degree Colleges of Bandipora District of Kashmir Division. Self-developed instrument with 07 items both positive as well negative was used to collect data. 450 copies of the questionnaire were administered on the respondents but only 404 copies of the questionnaire were retrieved back. Mean and Chi-Square test were used for analysis. **Major findings:** More than fifty percent of the girls are in the age group of up to 20 years and little less than eighty percent of them are living in rural areas and more than half of the girls have joint family background. It was also found that more than thirty five percent of the girls reported that their family members were optimistic towards their higher education. Being visible in public sphere during to and fro to college is not encouraged in culture was disagreed by nearly thirty five percent of the girls. Thirty percent of the girls agreed with the statement that they lack permission to study in far off places. Moreover, it was found that irrespective of the age, girls encountered lower cultural constraints in accessing higher education with varied intensity.

**Dar & Deb (2021): Mental Health in the Face of Armed Conflict: Experience from Young Adults of Kashmir**

**Objective:** The main aim of this qualitative study was to estimate the impact of armed conflict on mental health among young adults in Kashmir. **Methodology:** A total of 680 undergraduate and postgraduate students completed the semi-structured questionnaire covering areas like demographic information, perception about the Kashmir conflict, and its impact on health (mental and physical) and education. **Major Findings:** Results found that 99.7% of participants reported exposure to conflict, 95.4% experienced psychological distress, 60.3% mentioned physical sickness, and 91.2% found others mental health being affected and 99.3% expressed that their education was severely affected as a result of the conflict in Kashmir valley. Given the potential negative impact of conflict exposure, efforts are suggested in this direction to enhance the psychological support services to address the mental health issues in this trauma-exposed population of Kashmir.

**Dar & Deb (2020): Psychological Distress Among Young Adults Exposed to Armed Conflict in Kashmir**

**Objective:** The present study was conducted with the broad objective to examine the psychological distress among young adult college and university students exposed to distressing and traumatic events of armed conflict in Kashmir and its relationship with background variables. **Methodology:** For this cross-sectional study, data was collected from 693 college and university students. Semi-Structured Questionnaire and Mental Health Inventory (MHI-18) were used to collect relevant data. **Major findings:** Low monthly family income and being a male were found to be strongly linked with higher rates of depression and depression. Furthermore, low monthly family income and residing in rural areas were found to be substantially linked to a lack of behavioural control. Conflict affected places of residence and maternal educational backwardness were found to be substantially connected with greater rates of anxiety in rural areas. One-third of the youth found intra-family relationships to be disturbing. At the same time, as was revealed by majority of the participants, constant conflict had a negative impact on mental health. **Conclusion:** The study recommended that Kashmiri students receive mental health care through both institutional and community-based approaches.

**Shafi (2020): Problems Faced by Girl Students and their Redressal Mechanisms in the Institutions of Higher Education of Kashmir**

**Objectives:** This exploratory and cross-sectional study was conducted to study problems faced by female students in higher educational institutions and to find out the influence of problems on the academic and vocational pursuits of female students. **Methodology:** Quantitative research techniques were used in this study. 160 female students were selected from four universities by means of purposive sampling technique. Female Student's Perceived Problems Scale (FSPPS) was administered on sample subjects to collect data. Interview of faculty members and other institutional functionaries was conducted to get a better understanding of the

problem. IBM SPSS 22.2 was used to analyse the data. Qualitative data was analysed through manual coding. **Major findings:** Negative effect of experiencing stereotypes including family concerns about safety and security, carrier options based on gender, women have no job objectives, and marriage implies the end of education, gender standards and less independence for females. Dealing with difficulties included commuting, molestation, lack of informal interaction and departments without female teachers.

**Rashid & Ganie (2019): An Overview and Understanding of Gender Equality in Education in Jammu and Kashmir**

**Objectives:** This study aims to provide a broad overview and understanding of gender equality in education in Jammu & Kashmir. The study's goals were to first comprehend and investigate women's level of participation in education and to investigate the hurdles to women's education. **Methodology:** Data for the study was taken from census of India, Indian National Human Development Report of India and Jammu and Kashmir's Education Sector Report. **Major findings:** In Jammu and Kashmir, literacy rate and education of women is much lower than men and also lower than women nationally. Poverty, parental ignorance, and a lack of basic infrastructure appear to be major roadblocks to achieving gender equity in education. Educational and developmental programmes do not appear to have improved the situation of girls. Government, non-profit organisations, and other local entities must make substantial efforts to accelerate the pace of improvement in the education of women in Jammu and Kashmir.

**Roopa (2019): Women Empowerment Strategies-Role of Co-Curricular Activities & Higher Education-Opportunities and Challenges**

**Objective:** The study focussed on the importance of co-curricular activities for the empowerment of women. **Methodology:** The study is based on secondary source of data. Data were collected from the research articles and official reports. **Major**

**Findings:** It was found that different institutions at higher education level impart education in various ways such as teacher-centric approach, student-centric approach or the blend of teacher and centric approach of curriculum transaction. The study further found that managerial and leadership skills develop among women mostly in teacher-student centric approach of curriculum transaction.

**Rattan (2018): Educational Status of Women in Jammu Division of Jammu and Kashmir State**

**Objectives:** This study examines the trends of women education, sex ratio and female literacy rate of Jammu division of Jammu and Kashmir. It also examines various causes and remedies to improve the status of women education. **Methodology:** The study is based on secondary source of data. Data were collected from the research articles and books and census reports of J&K state. The sex ratio and female literacy status of all the districts of Jammu Division are compared with the state and India.

**Major Findings:** In 1981, District Udhampur has the highest sex ratio of 943 females per 1000 males whereas District Poonch has the lowest sex ratio of 889 females per 1000 males. In 2001, Poonch has the highest sex ratio 919 which is more than sex ratio of J&K but less than of India 933. And district Udhampur has the lowest sex ratio 846. In 2011, District Doda has highest sex ratio of 922 females per 1000 males is more than sex ratio of J&K 883 and less than of India 940. District Rajouri and Udhampur both have the lowest sex ratios of 863 but less than J&K and India. In 1981, District Jammu has the highest female literacy rate with 32.24% which is less than J&K female literacy rate 56.5% but more than India (29.76%) whereas District Doda has the lowest female literacy rate, i.e., 7.34 % very less than both J&K and India. In 2001, District Jammu once again the highest literacy rate 68.75% greater than both J&K and India. And District Doda with 28.36% has the lowest female literacy rate. In 2011 also Jammu has the highest literacy rate 77.41%, higher than J&K and that of India. District Ramban has the lowest female literacy rate of 40.04% which is less of J&K 58.01% and India 65.46%.

**Housen, et al. (2017): Prevalence of Anxiety, Depression and Post-Traumatic Stress Disorder in the Kashmir Valley**

**Objectives:** The present investigation was performed to study the predictors and prevalence of anxiety, depression and post-traumatic stress disorder in the 10 districts of Kashmir province of Jammu and Kashmir. **Methodology:** 5519 participants aged above 18 years were selected by cluster sampling design for the present study. Adopted forms of Hopkins Symptom Checklist (HSCL-25) and Harvard Trauma Questionnaire (HTQ-16) were administered to measure psychological disorder of participants. Statistical treatment including multivariate logistic regression was performed to analyse the collected data. **Major Findings:** 45% adults of Kashmir valley were found to have mental distress, 41% adults were having depression, 26% adults were found to have anxiety and 19% adults were having post-traumatic stress disorders. All these psychological disorders were attributed to being female, rural background and being widowed/divorced females.

**Yousuf & Maqbool (2017): Higher Education and Women Participation in Kashmir: A Trend towards Change**

**Objective:** The major objective of the present study was to identify the most influential factor responsible for women participation in higher education. **Methodology:** The present study is an evaluative study and secondary sources have been used to collect the data. **Major Findings:** Education of women is the most effective channel for reducing the inequalities between men and women and ensuring the maximum participation of women in the developmental process. In this regard various government schemes such as Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV) have been launched to improve the status of women folk. The most influential factor for empowering the status of women is to participate them in higher education as it acts to enhance social mobility and status for themselves and their families.



**Akhter & Kulshrestha (2016): Women's Education: A Case Study of Female Education in Rural Areas of District Budgam in Jammu and Kashmir**

**Objectives:** The present study was undertaken to identify the causes and factors responsible for the low female literacy rate in such areas; to find out the barriers (if any exists) to the education of the females in the district and to find out the reasons behind the increased number of the female drop-outs. **Methodology:** The study is based on secondary sources and data had been collected usually from District Planning Officer (DPO) Budgam. **Major Findings:** Certain causes which are responsible for low female literacy rate in rural areas of District Budgam were found as: ignorance among parents, poverty, lack of awareness regarding importance of education and various educational schemes provided by the government, inactive behaviour of Government officials and village heads to mobilize people, absence of separate female education institutes and lack of interest among girls towards education. It was also revealed that 57% parents and guardians are not aware and thus remain ignorant about female education. 28% of the girls are themselves not interested in education and prefer to stay at home to help their parents in household work and sibling care. About 1% of the people do not send their daughters to school due to poverty or they just portray poverty as one of the reasons.

**Ghara (2016): Status of Indian Women in Higher Education**

**Objective:** The prime objective of the present study was to find out the enrolment access and percentage of educational institutions for women in higher education. **Methodology:** All India Survey on Higher Education has been taken a major source for data collection in the study. **Major Findings:** Percentage of women institutes in India has been found 10.17% in the year 2011-12 and it is increased to 10.72% in the year 2015-16. In the year 2015-16, Chandigarh state is having the maximum percentage of women institutes followed by Rajasthan state. States having percentage of women institutes below national value are Bihar, Jammu & Kashmir, Karnataka,

Chhattisgarh, Andhra Pradesh, Tripura, Uttarakhand, Maharashtra, Orissa, Madhya Pradesh, Himachal Pradesh, Goa, and Kerala. Percentage of women population aged 18-23 years was 47.74 in the year 2011-12 and it increased to 48.21 in the year 2015-16. Percentage of women enrolment in the year 2011-12 was 44.29 and it increased to 45.91 in the year 2015-16.

**Lal & Arora (2016): Women Enrolment: Existing Trends in Higher Education**

**Objective:** The present investigation was carried out to study the enrolment ratio of women in higher education, to study the gross enrolment ratio in higher education and to explore the faculty wise distribution of women enrolment in higher education.

**Methodology:** Secondary data was collected to achieve the objectives of the study.

**Major Findings:** Number of females per hundred males enrolled in higher education is on steady increase from the past decades such as in 1950-51, it was 12, 21 in 1960-61, 28 in 1970-71, 36 in 1980-81, 46 in 1990-91, 58 in 2000-01, 78 in 2010-11, 85 in 2014-15. The maximum percentage for state-wise enrolment of women in higher education was found 70% in Lakshadweep and the minimum percentage for state-wise enrolment of women in higher education was found 41.78% in Bihar (census 2015-16). The gross enrolment ratio of women in higher education has been found increasing from 6.7% in 2001-2002 to 24.3% in 2014-2015. Faculty wise women enrolment has been found highest (41.13%) in Arts/Oriental learning and lowest (0.07%) in veterinary science.

**Selvan (2016): Problems of Rural Girl Students in Higher Educational Institutions**

**Objectives:** The major objective of the present study were: to explore the social, economic and educational problems of girl students in higher educational institutions.

**Methodology:** This study is a literature review based. Data has been collected after reviewing the past literature corresponding to the present study. Hence, secondary sources were used for data collection. **Major Findings:** The study explored that

social problems which hinders in getting higher education for girls are: purdah system in Muslim community, early marriages, parental illiteracy, availability of male teachers in educational institutions, lack of educational facilities at home, and domestic duties of girls at home. Economic problems rose where there is no source of income in a particular family and thus parents preferred males to get enrolled in higher education for the upheaval of social status and in turn females are usually kept for raising and nourishing the family children. Educational problems arise when there is lack of educational institutions in rural areas. Lack of hostel facilities for girls in most of undergraduate colleges is yet another hurdle for girls' higher education. The study recommended that parental awareness about girl's education in rural areas and women empowerment schemes should be strengthened. Higher educational institutions in rural areas for girls should also be set up.

**Bilal & Ganai (2015): Adjustment Problems of Kashmiri Graduate Students in Relation to their Gender and Educational Stream**

**Objectives:** The study was carried out to compare the overall adjustment and its dimensions such as home adjustment, social adjustment and emotional adjustment with gender and academic stream. **Methodology:** 300 Kashmiri graduate students including 158 male and 142 female were selected randomly as the sample for the study. Bell's Adjustment Inventory was used to collect the required data from participants. The collected data was analysed through mean, t-test and ANOVA (two-way). **Major Findings:** A significant difference between male and female graduate students was found on home adjustment and composite score of adjustment. Females were found to have more home adjustment problems than their male counterparts. Female graduate students have high overall adjustment problems than male graduate students. However, no such significant differences between male and female graduate students were found on social and emotional adjustments. Also no significant differences between arts and science graduate students were found on adjustment and its various dimensions.

**Ganai & Mohiduddin (2015): Impact of Insurgency on Education in Kashmir**

**Objective:** The major objective of the study was to investigate the impact of insurgency on education in Kashmir. **Methodology:** Data for the study was taken from secondary sources including government of Jammu and Kashmir digest of statistics, published and unpublished research papers and newspapers. **Major Findings:** It was found that literacy rate of Kashmir is at par with Bihar state which is the least literate state of India. Kashmir valley has literacy rate of 47% and Jammu region has 77% literacy rate. Females have below 30% literacy rate in Kashmir valley. The major reason behind the low literacy rate in Kashmir valley is insurgency often found in Kashmir from past several decades. This insurgency has created various socio-psychological problems such as unemployment, mental distress, depression and anxiety among youths.

**Rajkumar, Sarooj, Sandeep & Harish (2015): Psychosocial Problems among Students of Central University of Karnataka: A Comparative Study**

**Objective:** The study tried to find out a comparative analysis between male and female students of Central University of Karnataka on various psychosocial problems. **Methodology:** 50 students from Central University of Karnataka (25 male and 25 female) constituted the sample for the study selected by convenient sampling. General Health Questionnaire with having 28 items developed by Goldberg (1978) was administered in order to measure non-psychotic and minor psychiatric disorders among male and female students of Central University of Karnataka. Besides descriptive statistics, t-test was performed to analyse the data. **Major Findings:** No significant differences between male and female students of Central University of Karnataka were revealed on psychosomatic, anxiety and social dysfunction domains. However, a significant difference was explored between male and female students of Central University of Karnataka on depression dimension. Male students of Central University of Karnataka were having comparatively high depression than female students.

**Shaukat & Pell (2015): Personal and Social Problems faced by Women in Higher Education**

**Objective:** The present study has been conducted to find out the problems faced by female students and staff in higher education of Pakistan. **Methodology:** A sample of 2188 female students and teachers were randomly selected various degree colleges. Data were collected by ‘Scale for Women’s Problems in Higher Education’ which measures the personal and social problems of women in higher education; t-test, ANOVA and regression methods were employed as statistical treatments for the study. **Major Findings:** The study found that arts women who are in first semester of undergraduate courses were found to face high socio-personal problems in and outside the college premises than medical women students.

**Munshi (2014): Identifying the Problems and Challenges Faced by Female Students in Co-Educational System at University Level**

**Objective:** The study was aimed to explore the problems and difficulties faced by women students in higher education. **Methodology:** A sample size of 150 women students studying undergraduate and postgraduate courses were selected randomly from three universities. Questionnaire, interview and focussed group discussion were the major tools for data collection. **Major Findings:** The major problems faced by women students in higher education were: violence, harassment and insecurity. However, workload, less infrastructure facilities also act as the problems for women students. The study suggested that awareness, guidance and counselling services, personal security, material support and academic needs in tertiary education should be made at par.

**Walczak (2014): Contexts of Women Education and Women’s Studies in Kashmir**

**Objective:** The major objective of the present study was to find out problems of women’s education and their determinants in Kashmir valley. **Methodology:** The

present study is literature review based and secondary sources including research articles, book, government and non-government reports were used to collect the required data. **Major Findings:** The major problems of women's education and their determinants in Kashmir valley were found as the political tension, religious fundamentalism, inadequate number of female school and colleges, inadequate female teaching profession, Nikaab system and the overall system of education both at public and government level.

**Mehmood, Akhtar, Azam & Nadeem (2013): Appraising Emotional Problems in Co-education Set up-A step towards Institutional Development**

**Objectives:** The study was undertaken in order to find out the major emotional problems of male and female students and also to suggest various ways to overcome these problems. **Methodology:** A sample size of 150 students including 75 male and 75 female students was taken randomly. Self-constructed questionnaire measuring emotional problems of male and female students was employed by the investigators for collecting the required data. **Major Findings:** The study concluded that coeducation setup is significant for developing self confidence among problem solving abilities among male and female students. It was also found that majority of students' favoured coeducational setup.

**Sharma & Saini (2013): Health, Social and Emotional Problems of College Students**

**Objectives:** The study was undertaken to find out the adjustment problems of undergraduate students in relation to gender. Adjustment was studied under health, social and emotional problems. **Methodology:** A total number of 100 College students including 50 male and 50 female students were selected by stratified random technique. Adjustment inventory developed by Sinha & Sinha (1995) was administered & t-test was employed for differential analysis. **Major Findings:** Average levels of social and health adjustment was revealed by female students but they were having low emotional adjustment. No significant difference was revealed in

the study between male and female undergraduate students on health, social and emotional adjustment.

**Bhat, Khurshid & Hussain (2011): Islam, Gender and Education: A Case Study of Jammu and Kashmir**

**Objectives:** The present research attempts to examine the development of female education in Jammu and Kashmir in general and Muslim's women education in particular in past and present. It also examined the role of government and NGO's in promoting women education. **Methodology:** Data has been collected from various secondary sources. **Major Findings:** Women were found to have poor access to education when compared with their general population and male counterparts. Women Muslims were found to be educationally backward and this backwardness arises due to certain misconceptions of Islam. Government and non-governmental organizations were found to make serious attempts for bringing development in women education and Muslim women education in particular in Jammu and Kashmir. However, it was also realised that the seriousness with regard to the development of Muslim women education needs to be strengthened more.

**Var et al. (2011): Self-esteem and Psychosocial Problems among Kashmiri Youth**

**Objectives:** The present study was carried out to explore the impact of self-esteem on adolescent problems and their relationship with socio personal characteristics. **Methodology:** It was a cross-sectional study comprising of 300 higher secondary and college students, both male and female. Youth Problem Inventory and Rosenberg's Self Esteem Scale were administered in groups. Subjects were provided assistance when needed. The data obtained for the variables under study have been subjected to different statistical analysis such as percentage, mean, standard deviation (SD), Pearson's correlation, T-test, ANOVA and Tukey's post hoc to understand the impact and relationship between the variables. **Major findings:** The findings indicated significant negative correlation between self-

esteem and problem areas. No significant difference was found in self-esteem in males and females in urban and rural group. However significant difference was found between rural and urban adolescents in family, school, social and personal problems. Male and female groups differed significantly only in personal problems. Significant difference was found among all the three levels of self-esteem and their personal and family problems. Overall findings suggest that rural adolescents suffer more problems than urban adolescents and thus highlight the need of community based mental health care.

**Nair (2010): Women's Education in India: A Situational Analysis**

**Objective:** The present study was primarily conducted to examine some of the issues and barriers of women access to education in India. **Methodology:** The study is based on the review of previous studies relating to the issues and barriers of women access to education in India. **Major Findings:** A significant male female disparities were found in the enrolment of higher education across states of the country. Literacy rates of women in higher education also various across rural-urban areas. Women higher educational institutions were also found to be lower in number than male higher educational institutions. Various issues and barriers of women access to education in India are inadequate facilities in educational institutions, sociological issues such as gender discrimination, early marriages, economic constraint, fears of violence, domestic burden of females, psychological barriers such as de-motivation of females towards higher education.

**Amin & Khan (2009): Life in Conflict: Characteristics of Depression in Kashmir**

**Objective:** The major objective of the study was to explore the characteristics of depression in a conflict zone of Kashmir. **Methodology:** 1520 male and female participants aged 15-65 years were selected randomly as a sample for the study. The



Centre for Epidemiological Studies Depression (CES-D) Scale was employed for measuring the depression of participants. **Major Findings:** Overall 55.72% participants were found to exhibit various levels of depression. The prevalence of depression was found highest among participants aged between 15-25 years. A significant difference between male and female students on various levels of depression was found. Females were found to have high depression than males. A significant difference between rural and urban students on various levels of depression was also found. Rural students were found to have high depression than male students.

### **2.2.2 Studies conducted Abroad**

#### **Kabir (2018): A Study on Common Psychological Problems in Intermediate College Female Students in Bangladesh**

**Objective:** The present study aimed to explore the psychological problems of higher education students. **Methodology:** 300 female students of higher education with the age norms of 17-18 years selected randomly constituted the sample for the study. 2x2x2 factorial design constituting 2 levels of gender in the form of male and female, 2 levels of residence in the form of rural and urban students, and 2 levels of academic stream in the form of humanities and science were used in the study. Psychological problems checklist developed by Kabir (2017) consisting of 40 statements was administered to measure the four psychological problems such as anxiety, depression, eating disorder and obsessive-compulsive disorder (OCD). Correlation coefficient and ANOVA were employed for statistically treating the collected data. **Major Findings:** 2% female students were found to have anxiety issues, 2.33% female students were found to have depression, 2.67% female students were found to have obsessive compulsive disorder and 4.67% female students were found to have eating disorders.

**Iseselo, Kajula & Yahya (2016): The Psychosocial problems of families caring for Relatives with Mental Illness and their Coping Strategies**

**Objective:** The major objective of the study was to identify the psychosocial problems and coping strategies of families who are caring for their siblings enrolled in higher education. **Methodology:** The present study used an explorative qualitative approach. Forty participants were taken as the sample selected by purposive sampling. Four focus group discussion and two in-depth interviews were held for data collection. Each focussed group were having 3-4 members. **Major Findings:** Major psychosocial problems identified in the study were: lack of social support, financial constraints, broken family, disruptive behaviour, discrimination to female students, social stigma. The major coping strategies were found as acceptance and religious practices.

**Lin (2016): Barriers and Challenges of Female Adult Students Enrolled in Higher Education: A Literature Review**

**Objective:** The present study has been conducted to identify the barriers and challenges of women students enrolled in higher education of United States. **Methodology:** The data for the present study has been collected from secondary sources including research articles, research journals, government reports and non-governmental reports. It presented a literature review regarding the challenges and barriers of women students in higher education. **Major Findings:** Findings of the study revealed that there are multiple barriers and challenges for women in participating to higher education including their commitment in performing domestic tasks, insufficient family and social support, and lower levels of self-confidence.

**Madura & Cherotich (2016): Challenges Faced by Female-Students in Engineering Education**

**Objective:** The study was conducted to find out the challenges faced by female engineering students in higher education. **Methodology:** 50 female engineering students studying in school of economics, MOI University Kenya were randomly

taken as a sample for the study. **Major Findings:** The study has revealed that female engineering students faced numerous gender-related challenges, harassment from teachers and classmates.

**Malik & Nawaz (2016): Female Education Problems in Pakistan**

**Objectives:** The prime objective of the present study is to identify and explore the various problems faced by women students in higher education. **Methodology:** The present study is a review-based study and a good number of studies have been reviewed by the investigators. Secondary data has been taken for the present study. **Major Findings:** Various problems for females at higher education level have been identified. Some of the problems identified as age at marriage, cultural norms, domestic violence, poor security, family economic conditions, etc.

**Naeem & Dahar (2016): Investigation of Problems faced by Female Students at Higher Education Level**

**Objectives:** The study was conducted to investigate the problems faced by female students in higher education. Another objective was to explore the gender discrimination about female education and the third objective was to suggest guidelines to solve the problems of female students in higher education. **Methodology:** 125 female students of higher education selected by sampling random technique from one of the Rawalpindi districts constituted the sample for study. Four universities were taken in the study. A close ended questionnaire was administered to collect the required data. **Major Findings:** It was revealed in the study that female students of higher education have to face a good number of problems based on gender roles in a male dominant society. Among them parents' conservative attitude, gender discrimination, financial problems of parents, religious misconceptions, transportation problems, law and order issues, accommodation problems, coeducational problems, impact of media, repeated changes in educational policies and domestic duties of females were the biggest hurdles in uprooting the female literacy rate in higher education. All such threats need to be removed if female literacy is to be strengthened in higher education sector.

**Starovoytova (2016): Challenges Faced by Female Students in Engineering Education**

**Objectives:** The major objective of the present was to explore self-recognized challenges faced by undergraduate female students in engineering education.

**Methodology:** A sample of 50 female undergraduate students was selected randomly. Both qualitative and quantitative methods have been applied. 20 item-based questionnaire was used to find out the challenges faced by female students in higher education. **Major Findings:** It was found that gender-related problems and harassment from teachers, classmates and other in-members were revealed in the study.

**Irum, Bhatti, & Munshi (2015): Study of Problems Faced by Women in Higher Educational Institutions in Pakistan**

**Objectives:** This study aimed to explore the challenges and problems faced by women in higher education. It also aimed to investigate the current status of women in higher education in Pakistan. **Methodology:** The study has taken three public universities randomly and from these universities 10% female students and 60% female teachers were selected randomly as the sample of the study. Likert based questionnaires were employed for data collection. The collected data were analysed through Chi-square statistical technique. **Major Findings:** Women were bound to face harassment, discouragement and discrimination by their male counterparts. It was found that males have dominated the society and hence, they were highly regarded and educated than their female counterparts.

**Farid, Anwar, Iqbal, Jan & Socio-Economic Problems Faced by Women in Khattak (2014): Getting Higher Education**

**Objective:** The prime objective of the study was to find out the socio-economic problems faced by women in getting higher education. **Methodology:** Purposive sampling was taken to select the 80 respondents from district Karak. Interview was the

major tool for data collection. **Major Findings:** The study concluded that education is the prime force behind the empowerment of rural women. It was also found that educational opportunities for women were less favourable than men at higher level.

**Nawaz (2014): An Analytical Study on Gender Inequality and its Impact on Female Education**

**Objective:** The study was undertaken to find out the various socio-economic and patriarchal factors influencing female education at higher education level.

**Methodology:** 400 female students studying at university level was selected from Punjab Pakistan randomly. Open ended and close ended questionnaire regarding the problems faced by female students at higher education level was administered. Percentage, and chi square were employed as data analysis techniques.

**Major Findings:** Majority of female students were found to economic constraints for continuing their higher education. Female literacy rate was found quite low when compared with male literacy rate at higher level. 30.4% male students were found to engage with agriculture and 6.8% female students were found engaged with agriculture. Besides this male were preferred to higher education than females. Female students were found engaged with domestic duties and males were considered as bread earners.

**Sommer (2013): Psychosocial Factors Predicting the Adjustment and Academic Performance of Undergraduate Students**

**Objective:** The present study aimed to investigate the role of psychosocial factors in determining adjustment and academic performance of male and female undergraduate students. The psychosocial variables studied in the study were help-seeking, self-esteem, academic motivation, academic overload, perceived stress, test-anxiety, perceived social support from friends and family members. **Methodology:** A sample of 280 first- and second-year undergraduate students was selected randomly. Path analysis was conducted to analyse the data. **Major Findings:** A partially significant relationship between psychosocial factors, adjustment and academic performance of undergraduate students was found. The study further elaborated that female

undergraduate students have comparatively high-test anxiety and perceived high stress than male undergraduate students. It was also extended in the study that social supports from parents was found high among male undergraduate students and social support from friends was found high among female undergraduate students.

**Doygun & Gulec (2012): The Problems Faced by University Students and Proposals for Solution**

**Objectives:** The study is primarily aimed to investigate the problems with regard to accommodation, nutrition, adaptation, anxiety about future orientation faced by university students with respect to gender. **Methodology:** A sample of 320 university students studying at Uludag University during the academic year 2011-12 has been selected randomly for the present study. **Major Findings:** It was found that female university students preferred dormitories for accommodation. The study also revealed that students are not provided healthy nutritious regime. High anxiety level about the future of students and low-quality education were the other findings revealed in the study.

**Oti (2012): Psycho-Social and Organisational Climate Factors as Predictors of Female Academics' Career Growth and Leadership Positions**

**Objective:** The prime objective of the present study was to investigate Psycho-Social and Organisational Climate Factors as Predictors of Female Academics' Career Growth and Leadership Position in universities. **Methodology:** The present study includes a mix of qualitative and quantitative methodology. A sample of 898 respondents from 6 universities was selected through multistage sampling. Social Factors Questionnaire, Organisational Climate Factors Questionnaire, Female Academics Psychological Questionnaire, Female Academics Career Growth Questionnaire and Female Academics Leadership Questionnaire were employed for data collection. 27 in-depth interviews with female Professors were also conducted for collecting the required data. Multiple regression and content analysis were techniques employed for data analysis. **Major Findings:** The findings of the study revealed that psychological factors including self-efficacy and self-esteem, social factors including parental support,

spousal influence, male academics collegial support and attitude towards women, organizational climatic factors including work climate, fairness and inclusion are significantly correlated with the career growth of female academics. In-depth interviews revealed that female academicians are aware about that psychological factor including self-efficacy and self-esteem, social factors including parental support, spousal influence, male academics collegial support and attitude towards women, organizational climatic factors including work climate, fairness and inclusion are essential for their career advancements and attainment of good leadership positions.

**Salgur (2012): Psychosocial Problems of Adolescent Girls: A Social Work Perspective**

**Objectives:** The objectives of the present study were to find out the psychosocial problems adolescent girls related to family life, to find out psychosocial issues in relation to educational set up among adolescent girls, to understand the psychosocial problems in relation to emotional behaviour of adolescent girls. **Methodology:** 600 adolescent girls were selected randomly for the present study. The study is a mixed one and both qualitative and quantitative approaches were undertaken for collecting the data. In-depth interview and chi-square test were employed for data collection. **Major Findings:** 71% adolescent girls were found to have some problems in their respective families. It was also found that as the age of respondents increase, their psychosocial problems also multiplied in various forms. Major factors behind psychosocial problems of adolescent girls constituted family income, caste background, parental occupation, parental education, religious faith and residential background.

**Henry, Butler & West, (2011): Things Are Not as Rosy as They Seem: Psychosocial Issues of Contemporary Black College Women**

**Objective:** The study examined some psycho-social issues of Black college women and their influence on college enrolments and achievement rates. **Methodology:** The present study reviewed a good number of studies related to psycho-social issues of black women. **Major Findings:** It was found that black

women have surpassed the black men in college enrolments and achievement rates. However, when the status of black women were compared to white women and white men, a much lower rate of black women in terms of college enrolment and earning college degree was revealed in the study. Certain psychosocial problems faced by black women such as racism and sexism encountered on college campus have decreased their enrolments and achievement rates. This unsupportive climate of college campuses has caused psychological issues such as anger, depression and anxiety among black women. It has also given birth to social issues such as interpersonal issues, cultural incongruity, negative stereotypes that damage the self-identity of black women. The college climate was found favourable to white women and white men only, thereby, increasing their enrolment ratios and degree completion rates.

**Ngozi & Prince (2011): Challenges of Women Participation in Higher Education**

**Objective:** This research paper attempted to investigate the challenges faced by women in continuing their higher education. **Methodology:** 150 women students studying in higher education selected randomly constituted the sample for the present study. A 15-item based questionnaire was conducted to collect the relevant data. The questionnaire consisted of both open and close-ended questions. Descriptive analysis such as percentage was employed to analyse the collected data. **Major Findings:** The study revealed that major challenges faced by women in continuing their higher education were as: poor economic background, unconducive learning environment, lack of support from parents and teachers, increasing marital demand, poor psychological wellbeing and increasing social pressure.

**Okeke (2011): Impact of Sexual Harassment on Women Undergraduates' Educational Experience**

**Objectives:** The study investigated the impact of sexual harassment on women studying in private and public institutions of higher learning. Another objective was to identify the extent of harassment and its impact on academic life of women undergraduates. **Methodology:** 200 undergraduate women were randomly taken.



Sexual Harassment on Campus Survey (SHCS) tool was administered to collect the required data. **Major Findings:** It was found that women harassment cases were found high in the colleges where coeducation prevails as compared to gender specific colleges. The study also concluded that academic success of women undergraduates is high for those who are studying in gender specific colleges. In this way it was revealed in the study that there is significant impact of sexual harassment and academic life of women undergraduate students.

**Temple (2009): Factors That Influence Students' Desires to Attend Higher Education**

**Objective:** The prime objective of the study was to find out the factors influencing the decision of students towards joining the higher education.

**Methodology:** The descriptive study was conducted on 1483 students enrolled in class 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standard at Rossa Parks High School. The study was qualitative in nature and interview technique has been conducted to collect the required data. **Major Findings:** The study revealed that the factors influencing not to join the higher education are: lack of guidance support, lack of general college knowledge, lack of information about college expectations and lack of information about college application procedures.

**Engen (2008): Psychosocial Predictors of Psychological Distress and Life Satisfaction among Male and Female University Students**

**Objectives:** The present study is aimed to explore the relationship between psychosocial and mental health of university students with respect to gender. The psychosocial variables under study were demographic, social, academic and personality factors. The purpose of the study was also to find out the influence of psychosocial factors on psychological distress and life satisfaction of male and female university students. **Methodology:** 789 students of the University of Oslo from various levels of students were selected randomly by using probability sampling. Data collections tools were HSCL-25 and Satisfaction with Life Scale (SWLS). Comparative statistics, univariate analysis and multiple regressions were

employed as statistical techniques. **Major Findings:** The results indicated that female university students were having high psychological distress than male university students. Intrinsic academic motivation was found positively correlated to life satisfaction of both male and female university students. Personality attributes predicted to a large extent the psychological well-being of university students. Greater academic pressure was found to heighten the psychological distress of both male and female university students. Socio-emotional loneliness was found significantly correlated with mental distress and lower levels of life satisfaction among male and female university students.

**Kinzie (2007): Women Students at Coeducational and Women's Colleges: How Do Their Experiences Compare?**

**Objectives:** This study compared the experiences of women attending women's colleges with those of women attending coeducational institutions. **Methodology:** Analyses of data from the National Survey of Student Engagement (NSSE) from random samples of female first-year and senior students from 26 women's colleges and 264 other four-year institutions were conducted. **Major findings:** Women at single-sex institutions were more engaged in effective educational practices and reported higher levels of feelings of support and greater gains in college. With regard to the effect of different backgrounds on college experiences, transfer students at women's colleges were as engaged or more engaged than students who start at and graduate from the same school, and students of color tended to be less engaged than White student.

### **2.3 Overview of the Reviewed Literature**

The above discussion is a detailed review of various studies that have direct bearing on the present study. The researcher has included only relevant and recent studies focusing on the socio-psychological and educational problems of women in higher education. The studies varied from the years 2008 to 2022. The present chapter has been divided into two sections. Section 'A' deals with studies conducted in India; Section 'B' presents the studies conducted abroad. In sections A and B, the studies

have been organized in the form of author's name, year of publication, title of the study, objectives of the study, methodology used, and the major findings of the study. The studies conducted in India and abroad concerning the variables relevant to the present study were presented in chronological order.

In the above given review of related literature, a good number of studies supported that there is a significant difference between male and female students of higher education with regard to access to education (**Bhat, Khurshod & Hussain, 2011**). Women were found to have low literacy rates than their male counterparts in Kashmir valley (**Akhter & Kulshrestha, 2016**). Various reasons for low literacy rate among women in higher education were low parental income and parental education, lack of educational facilities at home, low percentage of women educational institutions, inadequate facilities in educational institutions, availability of male teachers in women educational institutions, gender discrimination, early marriages, domestic burden of females, insurgency from past decades in Kashmir valley, religious misconceptions (**Chauhan & Kumar, 2022; Ghara, 2016; Lal, & Arora, 2016; Selvan, 2016; Nair, 2010**).

A good number of socio-psychological problems for women in higher education were found such as conservative attitude, gender discrimination, transportation problems, sexual harassment, fears of violence, insurgency, law and order issues, accommodation problems, coeducational problems, repeated changes in educational policies, domestic burden of females, inadequate parental support, spousal influence, male academics collegial support, uncondusive organizational climatic factors, mental distress, depression, anxiety, stress, low self-efficacy, low self-esteem, disinterest and de-motivation of women towards higher education, obsessive compulsive disorder, political influence, military influence, conflict zone, increasing marital demands, poor economic background, inadequate female teachers in higher education, etc. (**Dar & Deb 2021; Kabir, 2018; Ganai & Mohidud Din, 2015; Irum, Bhatti & Munshi, 2015; Ngozi & Prince, 2011; Salgur, 2012; Nair, 2010; Amin & Khan, 2009; Engen, 2008**).

**2.4 Epilogue**

Both quantitative and qualitative studies were found in the literature. There were few mixed studies focusing on the variables such as socio-psychological and educational problems of women in higher education. The majority of the researchers were found to have selected the sample through randomization for their studies. Multistage sampling, systematic random sampling, purposive sampling, cluster sampling, convenient sampling, and stratified random sampling were the sampling methods used by most of the researchers for their study. Both primary and secondary sources were employed in the literature for data collection.

Self-constructed Questionnaire, In-depth interviews, focused group discussion, Kashmir Conflict Exposure Checklist (KCEC), Hopkins Symptom Checklist, The Harvard Trauma Questionnaire, Bell's Adjustment Inventory, General Health Questionnaire, Scale for Women's Problems in Higher Education, Youth Problem Inventory, Rosenberg's Self-Esteem Scale, Centre for Epidemiological Studies, The Depression Scale, Psychological Problems Checklist, The Sexual Harassment on Campus Survey (SHCS) were the tools used by researchers for the collection of required data for their research studies. Descriptive statistics, mean, t-test, ANOVA (two-way), Pearson's correlation, Chi-Square test, Regression method, Tukey's post hoc, and path analysis were the statistical techniques used by researchers for analysis of the collected data as reviewed by the present researcher.

After going through an intensive review of literature including India and abroad, the researcher has not found a holistic approach focusing on Socio-Psychological and Educational problems of women in higher education, that too in the South Kashmir division of Kashmir valley. The gaps identified by the researcher are addressed by the researcher in the present research study.

The next chapter, **3<sup>rd</sup> Chapter** deals with the **Methodology and Procedure**.

\*\*\*\*\*

**Chapter-3**

*Methodology  
and  
Procedure*

## Chapter-3

### Methodology and Procedure

The theoretical backdrop of the present study, its aims, assumptions, and a survey of related literature have all been explored in the chapters that have come before it. There are several elements to research design, including sample and sampling techniques employed, instruments of tools used, procedures for data collection and statistical techniques used for data analysis. The present chapter discusses the research design of the study, which encompasses elements such as sample and sampling techniques employed, instruments of tools used and statistical techniques used for data analysis.

Keeping this in mind, the following sections of the current chapter are addressed:

#### **3.1 Research Design of the Study**

#### **3.2 Population, Sample & Sampling Technique**

#### **3.3 Variables of the Study**

#### **3.4 Tools Used**

#### **3.5 Procedure of Data Collection**

#### **3.6 Statistical Techniques Used**

### **3.1 Research Design of the Study**

Choosing the appropriate research methodology approach is critical to arriving at the appropriate direction and conclusion. In ordinary terminology, a research design is essentially a mapping strategy, a blueprint of the process, and a work plan that must be completed before beginning the testing. Only a design that is scientifically realistic can give results that are good enough to be generalised inferences (Kerlinger, 1986).

In order to ensure that the present study procedures are carried out smoothly and efficiently, the researcher sought professional advice from her supervisors,

statisticians, instructors and other educationists. Various decisions regarding survey, sample size and research technique have been addressed with the supervisors in this section of study design and procedure. The research approach encompasses the methodologies used in the study as well as the tools used in the research. Research methodologies include the practical components of data collection as well as the manner in which the data collected is presented for examination. Tools are data-collection equipment used to collect information from participants that is being studied. For the purposes of this inquiry, quantifiable data was collected through the use of a survey approach.

The present research's goal is to discover socio-psychological and educational problems of women students studying in higher educational institutions of South Kashmir. The current study is descriptive in nature. Descriptive research studies are intended to gather relevant and exact information on the current state of a phenomenon or an event.

## **3.2 Population, Sample & Sampling Technique**

### **3.2.1 Population**

A gallery of any given group of people or non-human units is referred to as a population. Essentially, it refers to the whole of the unit that is being contemplated. For the present research-based study, the population consists of all women students pursuing higher education in various government degree colleges of South Kashmir during the academic sessions from 2018 to 2021. There are four districts in South Kashmir namely Anantnag, Kulgam, Pulwama and Shopian. Seven government degree colleges are located in Anantnag district, three government degree colleges are located in Kulgam district, four government degree colleges are in Pulwama district and just one government Degree College exists in Shopian district of South Kashmir.

The table 3.1A depicts the total number of government degree colleges located in all the four districts of South Kashmir:

Table 3.1A

Total number of government degree colleges in South Kashmir

S. No.	District	Name of the Government Degree College	Total
1.	Anantnag	Government Degree College, Anantnag	07
		Government Degree College for Women, Anantnag	
		Government Degree College, Bijbehara	
		Government Degree College, Dooru	
		Government Degree College, Kokernag	
		Government Degree College, Uterso	
		Government Degree College, Vailo, Larno	
2.	Kulgam	Government Degree College, Kulgam	03
		Government Degree College, Killam	
		Government Degree College, Dhamhal Hanjipora	
3.	Pulwama	Government Degree College, Pulwama	04
		Government Degree College for women, Pulwama	
		Government Degree College, Tral	
		Government Degree College, Pampore	
4.	Shopian	Government Degree College, Shopian	01
<b>Total number of Government Degree Colleges</b>			<b>15</b>

The table 3.1B shows the total population of women students pursuing higher education in various government degree colleges of South Kashmir:



**Table 3.1B**  
**Total population of women students pursuing higher education in various government degree colleges of South Kashmir**

S. No.	District	Name of the Government Degree Colleges	Total Population	
			Institution Wise	District Wise
1.	Anantnag	Government Degree College Anantnag	120	11515
		Government Degree College for Women, Anantnag	7177	
		Government Degree College Bijbehara	1619	
		Government Degree College Dooru	1025	
		Government Degree College Kokernag	894	
		Government Degree College Uterso	513	
		Government Degree College Vailo, Larno	167	
2.	Kulgam	Government Degree College Kulgam	3420	4174
		Government Degree College Killam	282	
		Government Degree College Dhamhal Hanjipora	472	
3.	Pulwama	Government Degree College Pulwama	667	6220
		Government Degree College for women, Pulwama	3652	
		Government Degree College Tral	1132	
		Government Degree College Pampore	769	
4.	Shopian	Government Degree College Shopian	3028	3028
<b>Total</b>			<b>24937</b>	<b>24937</b>

### 3.2.2 Sample and Sampling Technique

A sample is a unit of population that is typical of the entire population, and sampling is indeed the process by which a sample is selected and evaluated in order to learn anything about the entire population. There are two basic prerequisites of a sample: one is adequacy of the sample and the other is its representativeness. The sample for the present research-based study was drawn from each district of the South Kashmir by using probability sampling and randomization so as to make the sample both-adequate as well as representative.

The researcher selected the sample of 800 women students from all the fifteen government degree colleges located in South Kashmir by simple random probability sampling. By surveying all the government degree colleges of South Kashmir, the total population of women students was found to be 24937 (for the academic sessions from 2018 to 2021). By using the simple random sampling proportionate to the corresponding institutional population, 800 women students pursuing higher education in various government degree colleges of South Kashmir has been selected. The institution-wise as well as district-wise breakup of the sample is given in the table 3.2:

**Table 3.2**  
**Sample size taken from women students pursuing higher education in various government degree colleges of South Kashmir**

S. No.	District	Name of the Government Degree Colleges	Total Sample Taken	
			Institution Wise	District Wise
1.	Anantnag	Government Degree College Anantnag	3	290
		Government Degree College for Women, Anantnag	181	
		Government Degree College Bijbehara	41	
		Government Degree College Dooru	26	
		Government Degree College Kokernag	23	
		Government Degree College Uterso	13	
		Government Degree College Vailo, Larno	4	
2.	Kulgam	Government Degree College Kulgam	104	127
		Government Degree College Killam	9	
		Government Degree College Dhamhal Hanjipora	14	
3.	Pulwama	Government Degree College Pulwama	30	276
		Government Degree College for women, Pulwama	162	
		Government Degree College Tral	50	
		Government Degree College Pampore	34	
4.	Shopian	Government Degree College Shopian	107	107
<b>Total</b>			<b>24937</b>	<b>800</b>

### 3.3 Variables of the Study

In the present research study, the Enrolment status of the women students in higher educational institutions of South Kashmir is independent variable.

The other independent variables taken in the study are Type of college, Course of study, Locale of residence, Family economic status, Father's education and Mother's education of the women students of the higher educational institutions of South Kashmir:

Social problems, Psychological problems and Educational problems faced by the women students in the higher educational institutions of South Kashmir are taken as the dependent variables of the study.

### 3.4 Tools Used

In order to acquire tangible and valid findings, it is necessary to gather data using scientific tools and methods. The following data collection tools were employed in the course of the present research:

- 3.4.0 Enrolment Information Blank
- 3.4.1 Social Problem Scale
- 3.4.2 Psychological Problem Scale
- 3.4.3 Educational Problem Scale

#### 3.4.0 Enrolment Information Blank (EIB)

Enrolment Information Blank was constructed by the researcher to gather institutional information regarding the total enrolment status of students of all the 15 government degree colleges of South Kashmir from the year 2010 to 2022. Details about the nature of institution (Women College/Co-Educational College)

as well as gender and academic stream of students of the said colleges were also collected by means of Enrolment Information Blank.

### **3.4.1 Social Problem Scale (SPS)**

In order to assess the social problem of women undergraduate students, the researcher developed the Social Problem Scale in line with the normal protocol for test development. Given below are the steps incorporated while constructing and standardizing the Social Problem Scale for women students:

#### **3.4.1.1 Dimensions of the Social Problem Scale:**

After conducting an extensive literature search and discussion with supervisors, teachers, and experts in the related field, following five dimensions were selected for Social Problem Scale:

1. Conservative mentality (C)
2. Gender related issues (G)
3. Socio-economic factor (S)
4. Domestic issues (D)
5. Political situations (P)

These five dimensions are explained briefly below:

- 1) **Conservative Mentality (C):** A conservative mentality is a belief that supports the emphasis on an authoritative and discriminatory parenting style towards a girl child. The various beliefs planted by head of family regarding girl children include: decisions regarding their schooling, the tradition of early marriages, travel anxiety and stereotyped thinking of males as breadwinners.
- 2) **Gender Related Issues (G):** When members of society make assumptions about behaviour, abilities and aptitudes based on the male-female dichotomy,

gender issues arise. It is essentially a bias for men over women in numerous aspects of life, including education. It comprises the provision of facilities and specific possibilities for pursuing higher education at home or at an educational institution based on gender prejudice.

- 3) **Socio-Economic Factor (S):** Socio-economic factors are the factors including familial income, parents' educational levels, peer pressure and personal factors that have a significant association with the quality and availability of education as well as the academic achievement of women enrolled in higher educational programmes.
- 4) **Domestic Issues (D):** It is very challenging for a woman to continue with her higher education while also looking after her home. Coordinating and switching between the dual roles (domestic duties vs academic assignments) causes domestic issues for such women.
- 5) **Political Situations (P):** Political situation here refers to the political turbulence affecting education of women enrolled in various government degree colleges of South Kashmir. The political situation also encompasses issues such as the governance of higher educational institutions, the closure of these institutions as a result of insurgency, internet accessibility and parents' willingness to send their daughters for pursuing higher education in such political settings.

#### **3.4.1.2 Development of Social Problem Scale:**

Below given steps were followed for developing and standardizing the Social Problem Scale:

1. **Pooling of Items:** 93 items covering the five dimensions were aggregated after reviewing vast related literature as well as the psychological tests and various sources. Based on the opinion of the Experts, only 45 items were retained across five dimensions.

Dimension-wise distribution of the total number of items of the initial draft of the Scale has been presented in the table 3.3.

**Table 3.3**  
**Dimension-wise distribution of Statements of Social Problem Scale**  
**(Initial format)**

S. No.	Dimensions	Total Items
A.	Conservative Mentality	07
B.	Gender Related Issues	10
C.	Socio-Economic Factor	09
D.	Domestic Issues	11
E.	Political Situations	08
<b>Total</b>		<b>45</b>

2. **Initial Format:** The initial format of the Social Problem Scale consisted of 45 items/statements, both positive and negative in nature. Each statement was accompanied by five response categories such as: strongly agree (SA), agree (A), undecided (UD), disagree (DA), strongly disagree (SDA).
3. **Expert Rating:** Ten copies of the initial format of Social Problem Scale were delivered to ten experts (one copy to each expert) with a request to analyse the statements and evaluate their content, as well as to put forth their ideas for deletion, retention, or change of items.
4. **Final Format:** Based on expert recommendations and consensus of 80%, 30 items with five dimensions were chosen to be included in the final format of the Social Problem Scale. The dimension-wise distribution of statements in the modified version of Scale is presented in the table 3.4:

**Table 3.4**  
**Dimension-wise distribution of Statements (final format)**

S. No.	Dimensions	Total Items
A.	Conservative Mentality	06
B.	Gender Related Issues	06
C.	Socio-Economic Factor	06
D.	Domestic Issues	06
E.	Political Situations	06
<b>Total</b>		<b>30</b>

5. **Standardization:** Standardization of Social Problem Scale has been estimated by using validity and reliability measures.

**Reliability of the Social Problem Scale:** The accuracy and consistency with which a tool assesses its results is one of the most significant features of a tool, and reliability is one of those aspects. The split-half method (upper lower method) and Cronbach's Alpha formula were used to figure out the reliability coefficient of the test.

**Split-Half Method:** A total of 200 women undergraduate students studying in various government degree colleges of South Kashmir were administered Social Problem Scale. Their age ranged between from 19 to 25. Following the upper lower method, two sets were arranged in the form of odd even items. After that, reliability was calculated by dividing the data into two halves. The correlation coefficient was calculated and found to be 0.75. The coefficient indicates that the Social Problem Scale is reliable to a statistically significant degree.

**Cronbach's Alpha Method:** Cronbach's Alpha formula was used to estimate the internal consistency of results for a particular scale. The reliability coefficient of Social Problem Scale after applying Cronbach's Alpha formula was estimated as 0.84.

**Validity of the Social Problem Scale:** Validity is defined as the ability of an instrument to measure what it promises to measure. Apart from face validity, the validity of Social Problem Scale has been measured using content and inter-dimensional validity.

**Content Validity:** Content validity was determined by estimating the appropriateness of various items of Social Problem Scale. Additionally, its validity has been confirmed by the existing related literature and by a panel of specialists who voiced their opinion on the content items' acceptability.

The initial draft of Social Problem Scale included 45 items with a total of five dimensions. On the basis of a pilot study and expert opinion, 30 items and five dimensions were kept.

**Inter-Dimensional Validity:** Pearson's Correlation matrix was used to estimate the inter-dimensional correlation coefficient. Below given table describes the inter-dimensional correlation coefficient through correlation matrix.

**Table 3.5**  
**Correlation Matrix by Pearson's Method (N=200)**

Correlation Coefficient (Pearson)					
Dimensions	G	S	D	P	SPS
C	0.46**	0.33**	0.32**	0.24**	<b>0.66**</b>
G		0.58**	0.54**	0.35**	<b>0.81**</b>
S			0.46**	0.36**	<b>0.74**</b>
D				0.47**	<b>0.77**</b>
P					<b>0.65**</b>
**Correlation is significant at 0.01 level (table value=0.228)					
*Correlation is significant at 0.05 level (table value=0.174)					



The results in the preceding table demonstrate that correlation coefficients are positive, high, and significant.

### 3.4.1.3 Description of the Social Problem Scale:

The Social Problem Scale has two sections: Part A and Part B. Part 'A' seeks extensive information about the respondent's name, gender, course of the study, year of the programme, name of the college, type of the college, locale of residence, family economic status, father's education and mother's education. In Part 'B' the emphasis is on gathering data about social problems faced by women undergraduate students at home, in college, and in the community.

The Social Problem Scale has five major dimensions: conservative mentality, gender issues, socioeconomic factors, domestic issues and political situations. The scale is comprised of thirty statements. The scale contains both positive and negative items. Each statement is followed by a 5-point scale with responses like Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). The following table illustrates the distribution of positive and negative items across five categories:

**Table 3.6**  
**Distribution of Positive and Negative Statements**

Dimensions	Serial wise Item No.	Total Items
<b>C</b>	1*, 2, 3*, 4, 5*, 6	06
<b>G</b>	7*, 8*, 9*, 10*, 11, 12*	06
<b>S</b>	13*, 14*, 15*, 16*, 17*, 18	06
<b>D</b>	19, 20*, 21*, 22*, 23*, 24*	06
<b>P</b>	25, 26*, 27, 28, 29*, 30*	06
<b>Total</b>		30

The items with mark\* as shown in the preceding table represent the negative statements and without any mark are positive statements.

#### 3.4.1.4 Scoring of the Social Problem Scale:

The Social Problem Scale has nine positive statements and twenty-one negative statements. It is a five-point scale and the following table shows how each of five different responses to positive and negative statements is scored:

**Table 3.7**  
**Scoring for Positive and Negative Statements of Social Problem Scale**

Response Category	Positive Scale Value	Negative Scale value
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (UD)	3	3
Disagree (DA)	2	4
Strongly Disagree (SDA)	1	5

The Social Problem Scale is anticipated to have a maximum score of 150 and a minimum score of 30.

#### 3.4.2 Psychological Problem Scale (PPS)

In order to assess the psychological problems faced by women undergraduate students, the researcher developed the Psychological Problem Scale in line with the normal protocol for test development. Given below are the steps incorporated while constructing and standardizing the Psychological Problem Scale for women students:

**3.4.2.1 Dimensions of the Psychological Problem Scale:**

After conducting an extensive literature search and discussion with supervisors, teachers, and experts in the related field, following four dimensions were selected for Psychological Problem Scale:

1. Stress (S)
2. Anxiety (A)
3. Adjustment problem (Ad)
4. Low self-esteem (Ls)

These four dimensions are explained briefly below:

- 1) **Stress (S):** Any environmental event that threatens woman undergraduate students' physical, psychological or behavioural functioning is called stress in the present study. Stress is situational and if remains for a prolonged period may affect the academic success of women undergraduate students.
- 2) **Anxiety (A):** As a normal reaction to stress, our body releases anxiety. For the present study, it is a state of apprehension, worry, dread, nervousness about what is going to happen in psycho-academic life of women undergraduate students.
- 3) **Adjustment Problem (Ad):** Adjustment is the unique ability of a human being to cope with the new challenges of life. In the present study, adjustment problems represent an unsatisfactory situation that influences the overall adjustment of women undergraduate students at home or in educational institutions.
- 4) **Low Self-Esteem (Ls):** Self-esteem is a socio-psychological construct wherein an individual comes to know about her/his positive and negative feelings and attitudes. For the present study, low self-esteem is

characterized by a lack of confidence and feeling badly about oneself by women undergraduate students.

### 3.4.2.2 Development of Psychological Problem Scale:

Below given steps were followed for developing and standardizing the Psychological Problem Scale:

1. **Pooling of Items:** 87 items covering the four dimensions were aggregated after reviewing vast related literature as well as the psychological tests and various sources. Based on the opinion of the Experts, only 57 items were retained across four dimensions. Dimension-wise distribution of the total number of items of the initial draft of the Scale has been presented in the table 3.8.

**Table 3.8**  
**Dimension-wise distribution of Statements (initial format)**

S. No.	Dimensions	Total Items
A.	Stress	24
B.	Anxiety	11
C.	Adjustment Problem	14
D.	Low Self Esteem	08
<b>Total</b>		<b>57</b>

2. **Initial Format:** The initial format of the Psychological Problem Scale consisted of 57 items/statements, both positive and negative in nature. Each statement is accompanied by five response categories such as: strongly agree (SA), agree (A), undecided (UD), disagree (DA), strongly disagree (SDA).

3. **Expert Rating:** Ten copies of the initial format of Psychological Problem Scale were delivered to ten experts (one copy to each expert) with a request to analyse the statements and evaluate their content, as well as to put forth their ideas for deletion, retention or change of items.
4. **Final Format:** Based on expert recommendations and consensus of 80%, 32 items with four dimensions were chosen to be included in the final format of the Psychological Problem Scale. The dimension-wise distribution of statements in the modified version of the Scale is presented in the table 3.9:

Table 3.9

Dimension-wise distribution of Statements (final format)

S. No.	Dimensions	Total Items
A.	Stress	08
B.	Anxiety	08
C.	Adjustment Problem	08
D.	Low Self Esteem	08
<b>Total</b>		<b>32</b>

5. **Standardization:** Standardization of Psychological Problem Scale has been estimated by estimating validity and reliability measures.

**Reliability of the Psychological Problem Scale:** The accuracy and consistency with which a tool assesses its results is one of the most significant features of a tool, and reliability is one of those aspects. The split-half method (upper lower method) and Cronbach's Alpha formula were used to figure out the reliability coefficient of the test.

**Split-Half Method:** A total of 200 women undergraduate students studying in various government degree colleges of South Kashmir were administered Psychological Problem Scale. Their age ranged between from 19 to 25. Following the upper lower method, two sets were arranged in the form of odd even items. After that, reliability was calculated by dividing the data into two halves. The correlation coefficient was then calculated and found to be 0.81. The coefficient indicates that the Psychological Problem Scale is reliable to a statistically significant degree.

**Cronbach's Alpha Method:** Cronbach's Alpha formula is used to estimate the internal consistency of results for a particular scale. The reliability coefficient of Psychological Problem Scale after applying Cronbach's Alpha formula was estimated as 0.86.

**Validity of the Psychological Problem Scale:** Validity is defined as the ability of an instrument to measure what it promises to measure. Apart from face validity, the validity of Psychological Problem Scale has been measured using content and inter-dimensional validity.

**Content Validity:** Content validity was determined by estimating the appropriateness of various item of psychological problem scale. Additionally, its validity has been confirmed by the existing related literature and by a panel of specialists who voiced their opinion on the content items' acceptability. The initial Psychological Problem Scale included 57 items with a total of four dimensions. On the basis of a pilot study and expert opinion, 32 items and four dimensions were kept.

**Inter-Dimensional Validity:** Pearson's Correlation matrix was used to estimate the inter-dimensional correlation coefficient. Below given table describes the inter-dimensional correlation coefficient through correlation matrix:

**Table 3.10**  
**Correlation Matrix by Pearson's Method (N=200)**

<b>Dimensions</b>	<b>A</b>	<b>Ad</b>	<b>Ls</b>	<b>PPS</b>
<b>S</b>	0.50**	0.53**	0.49**	<b>0.78**</b>
<b>A</b>		0.61**	0.46**	<b>0.81**</b>
<b>Ad</b>			0.57**	<b>0.85**</b>
<b>Ls</b>				<b>0.77**</b>
**Correlation is significant at 0.01 level (table value=0.228)				
*Correlation is significant at 0.05 level (table value=0.174)				

The results in the preceding table demonstrate that correlation coefficients are positive, high, and significant.

#### **3.4.2.3 Description of the Psychological Problem Scale:**

The Psychological Problem Scale has two sections: Part A and Part B. Part 'A' seeks extensive information about the respondent's name, gender, course of the study, year of the programme, name of the college, type of the college, locale of residence, family economic status, father's education and mother's education. In Part 'B' the emphasis is on gathering data about psychological problems faced by women undergraduate students at home, in college, and in the community.

The Psychological Problem Scale has four major dimensions: stress, anxiety, adjustment problem and low self-esteem. The scale is comprised of thirty-two statements, with both positive and negative items. Each statement is followed by a 5-point scale with responses like Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). The following table illustrates the distribution of positive and negative items across five categories:

**Table 3.11**  
**Distribution of Positive and Negative Statements**

Dimensions	Serial wise Item No.	Total Items
S	1*, 2*, 3*, 4, 5, 6*, 7*, 8*	08
A	9*, 10, 11, 12*, 13, 14*, 15*, 16*	08
Ad	17, 18*, 19*, 20*, 21, 22*, 23*, 24	08
Ls	25*, 26, 27, 28*, 29, 30*, 31*, 32	08
<b>Total</b>		32

The items with mark\* as shown in the preceding table represent the negative statements and without any mark are positive statements.

#### **3.4.2.4 Scoring of the Psychological Problem Scale:**

The Psychological Problem Scale has twelve positive statements and twenty negative statements. It is a five-point scale, and the following table shows how each of five different responses to positive and negative statements is scored.

**Table 3.12**  
**Scoring for Positive and Negative Statements of Psychological Problem Scale**

Response Category	Positive Scale Value	Negative Scale value
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (UD)	3	3
Disagree (DA)	2	4
Strongly Disagree (SDA)	1	5

The Psychological Problem Scale is anticipated to have a maximum score of 160 and a minimum score of 32.



**3.4.3 Educational Problem Scale (EPS)**

In order to assess the educational problems faced by women undergraduate students, the researcher developed the Educational Problem Scale in line with the normal protocol for test development. Given below are the steps incorporated while constructing and standardizing the Educational Problem Scale for women students:

**3.4.3.1 Dimensions of the Educational Problem Scale:**

After conducting an extensive literature search and discussion with supervisors, teachers, and experts in the related field, following four dimensions were selected for Educational Problem Scale:

1. Infrastructural facility (I)
2. Curricular and co-curricular aspects (C)
3. Teaching and learning process (T)
4. Institutional climate (Ic)

These four dimensions are explained briefly below:

- 1) **Infrastructural Facility (I):** Infrastructural facility refers to the availability of physical amenities at the educational institution. Whether or not the government degree college has a proper building set up, hostel facilities, computer lab with ICT based facilities, seating arrangement, and other facilities like separate washroom for girls is what this test is for. It also checks to see if the government degree college has a transport facility and adequate faculty staff.

- 2) **Curricular and Co-Curricular Aspects (C):** This dimension measures various aspects of the curriculum and co-curriculum offered by government degree colleges to women students. Flexible curriculum, choice-based credit system, curriculum load, career guidance, and the scope of co-curriculum are some of the aspects that are included in this dimension.
- 3) **Teaching and Learning Process (T):** Using effective teaching techniques and strategies, as well as understanding the ways in which students' learning processes may be optimised, is what the teaching-learning process is all about. It means using eclectic teaching methods to get students excited and make sure they understand what they are learning.
- 4) **Institutional Climate (Ic):** Institutional climate is a long-term pattern of how students think about the structure and functions of an institution. It is based on how you feel about the values, norms, goals, beliefs, expectations, teaching learning strategies, leadership behaviour, trustworthy relationships, and discipline that make up the total institutional system.

#### **3.4.3.2 Development of Educational Problem Scale:**

Below given steps were followed for developing and standardizing the Educational Problem Scale:

1. **Pooling of Items:** 95 items covering the four dimensions were aggregated after reviewing vast related literature as well as the psychological tests and various sources. Based on the opinion of the Experts, only 58 items were retained across four dimensions. Dimension-wise distribution of the total number of items of the initial draft of the Scale has been presented in the table 3.13.

**Table 3.13**  
**Dimension-wise distribution of Statements (initial format)**

S. No.	Dimensions	Total Items
A.	Infrastructural Facility	21
B.	Curricular and Co-Curricular Aspects	13
C.	Teaching and Learning Process	12
D.	Institutional Climate	12
<b>Total</b>		<b>58</b>

2. **Initial Format:** The initial format of the Educational Problem Scale consisted of 58 items/statements, both positive and negative in nature. Each statement is accompanied by five response categories such as: strongly agree (SA), agree (A), undecided (UD), disagree (DA), strongly disagree (SDA).
3. **Expert Rating:** Ten copies of the initial format of Educational Problem Scale were delivered to ten experts (one copy to each expert) with a request that they analyse the statements and evaluate their content, as well as to put forth their ideas for deletion, retention, or change of items.
4. **Final Format:** Based on expert recommendations and consensus of 80%, 30 items with four dimensions were chosen to be included in the final format of the Educational Problem Scale. The dimension-wise distribution of statements in the modified version of Scale is presented in the table 3.14:

**Table 3.14**  
**Dimension-wise distribution of Statements (final format)**

S. No.	Dimensions	Total Items
A.	Infrastructural Facility	08
B.	Curricular and Co-Curricular Aspects	08
C.	Teaching and Learning Process	07
D.	Institutional Climate	07
<b>Total</b>		<b>30</b>

5. **Standardization:** Standardization of Educational Problem Scale has been estimated by estimating validity and reliability measures.

**Reliability of the Educational Problem Scale:** The accuracy and consistency with which a tool assesses its results is one of the most significant features of a tool, and reliability is one of those aspects. The split-half method (upper lower method) and Cronbach's Alpha formula were used to figure out the reliability coefficient of the test.

**Split-Half Method:** A total of 200 women undergraduate students studying in various government degree colleges of South Kashmir were administered Educational Problem Scale. Their age ranged between from 19 to 25. Following the upper lower method, two sets were arranged in the form of odd even items. After that, reliability was calculated by dividing the data into two halves. The correlation coefficient was then calculated and found to be 0.85. The coefficient indicates that the Educational Problem Scale is reliable to a statistically significant degree.

**Cronbach's Alpha Method:** Cronbach's Alpha formula is used to estimate the internal consistency of results for a particular scale. The reliability coefficient of Educational Problem Scale after applying Cronbach's Alpha formula was estimated as 0.88.

**Validity of the Educational Problem Scale:** Validity is defined as the ability of an instrument to measure what it promises to measure. Apart from face validity, the validity of Educational Problem Scale has been measured using content and inter-dimensional validity.

**Content Validity:** Content validity was determined by estimating the appropriateness of various item of Educational Problem Scale. Additionally, its validity has been confirmed by the existing related literature and by a panel of specialists who voiced their opinion on the content items' acceptability.

The initial Educational Problem Scale included 58 items with a total of four dimensions. On the basis of a pilot study and expert opinion, 30 items and four dimensions were kept.

**Inter-Dimensional Validity:** Pearson's Correlation matrix was used to estimate the inter-dimensional correlation coefficient. Below given table describes the inter-dimensional correlation coefficient through correlation matrix:

**Table 3.15**  
**Correlation Matrix by Pearson's Method (N=200)**

Dimensions	C	T	Ic	EPS
I	0.57**	0.52**	0.58**	<b>0.80**</b>
C		0.65**	0.65**	<b>0.87**</b>
T			0.65**	<b>0.83**</b>
Ic				<b>0.86**</b>
**Correlation is significant at 0.01 level (table value=0.228)				
*Correlation is significant at 0.05 level (table value=0.174)				

The results in the preceding table demonstrate that correlation coefficients are positive, high, and significant.

**3.4.3.3 Description of the Educational Problem Scale:**

The Educational Problem Scale has two sections: Part A and Part B. Part 'A' seeks extensive information about the respondent's name, gender, course of the study, year of the programme, name of the college, type of the college, locale of residence, family economic status, father's education and mother's education. In Part 'B' the emphasis is on gathering data about educational problems faced by women undergraduate students at home, in college, and in the community.

The Educational Problem Scale has four major dimensions: infrastructural facility, curricular and co-curricular aspects, teaching & learning process and institutional climate. The scale is comprised of thirty statements, with both positive and negative items. Each statement is followed by a 5-point scale with responses like Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). The following table illustrates the distribution of positive and negative items in five categories:

**Table 3.16**  
**Distribution of Positive and Negative Statements**

<b>Dimensions</b>	<b>Serial wise Item No.</b>	<b>Total Items</b>
<b>I</b>	1, 2*, 3*, 4, 5*, 6, 7, 8*	08
<b>C</b>	9*, 10*, 11, 12, 13*, 14*, 15*, 16*	08
<b>T</b>	17, 18*, 19*, 20, 21*, 22*, 23*	07
<b>Ic</b>	24, 25*, 26*, 27*, 28, 29, 30*	07
<b>Total</b>		<b>30</b>

The items with mark\* as shown in the preceding table represent the negative statements and without any mark are positive statements.

**3.4.3.4 Scoring of the Educational Problem Scale:**

The Educational Problem Scale has eleven positive statements and nineteen negative statements. It is a five-point scale and the following table shows how each of five different responses to positive and negative statements is scored:

**Table 3.17**  
**Scoring for Positive and Negative Statements of Educational Problem Scale**

Response Category	Positive Scale Value	Negative Scale value
Strongly Agree (SA)	5	1
Agree (A)	4	2
Undecided (UD)	3	3
Disagree (DA)	2	4
Strongly Disagree (SDA)	1	5

The Educational Problem Scale is anticipated to have a maximum score of 150 and a minimum score of 30.

**3.5 Procedure of Data Collection**

The researcher visited all the 15 government degree colleges in South Kashmir in order to accomplish the objectives of the present study. The researcher obtained approval from the Principal of each College to collect the relevant data from the students. Almost all the Principals cooperated wholeheartedly and were very helpful and hospitable during the entire data collection process. The arrangements were created by institutional authorities in the context of a real classroom environment.

Prior to administering the data collection instruments, all the sample students were seated in a comfortable but orderly manner and the researcher briefed them about the objective of data collection and the proper usage of all the Scales. Throughout the data gathering procedure, the same testing settings were used for all women students.

### **3.6 Statistical Techniques Used**

The data collected from women students studying in various government degree colleges of South Kashmir are subjected to the following statistical treatments:

- Percentage
- z-test to see the significance of difference between two percentages
- t-test to see the significance of difference between two means

The next chapter, **4<sup>th</sup> Chapter** deals with the **Analysis and Interpretation** of the Data.

\*\*\*\*\*



**Chapter-4**

*Analysis  
and  
Interpretation*

**Chapter-4****Analysis and Interpretation**

As per the objectives and design of the study, the needed data are collected and subjected to the statistical treatment to realize the stated objectives. This chapter presents the results of the statistical treatment in tabular as well as in graphical forms. For convenience and clarity in the presentation, the results have been presented objective wise under the following headings:

- 5.1** Enrolment status of women students in higher educational institutions of South Kashmir.
- 5.2** Social problems faced by women students in higher educational institutions of South Kashmir.
- 5.3** Social problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
- 5.4** Psychological problems faced by women students in higher educational institutions of South Kashmir.
- 5.5** Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
- 5.6** Educational problems faced by women students in higher educational institutions of South Kashmir.
- 5.7** Educational problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.

### 4.1 Enrolment Status of Women Students in Higher Educational Institutions of South Kashmir

To achieve the very first objective of the present research study, the year wise women's enrolment in the Higher Education Institutions (HEIs) along with the total enrolment has been presented starting from 2010 up to 2021 in the Table 4.1:

**Table 4.1**  
**Year Wise Enrolment in Higher Educational Institutions of South Kashmir**

Year Stream		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	BA	Total	3168	2461	10368	10017	7659	8806	7533	11260	9499	11040	5687
Fe		1548	1399	5261	5141	3896	4583	4050	5911	4998	6176	3382	5562
% Fe		49	57	51	51	51	52	54	52	53	56	59	54
BCom	Total	31	29	702	526	576	413	408	424	320	338	243	401
	Fe	9	3	164	115	125	89	87	104	65	78	71	89
	% Fe	29	10	23	22	22	22	21	25	20	23	29	22
BSc (Medical)	Total	19	40	1839	1753	1927	1987	1756	1868	2011	2074	1269	2023
	Fe	13	31	851	820	894	992	833	872	994	1087	657	999
	% Fe	68	78	46	47	46	50	47	47	49	52	52	49
BSc (Non- Medical)	Total	0	0	1380	1375	1273	1014	893	704	544	452	235	497
	Fe	0	0	243	254	240	193	157	135	88	71	44	176
	% Fe	0	0	18	18	19	19	18	19	16	16	19	35
Others	Total	0	0	212	213	194	209	258	304	344	370	279	354
	Fe	0	0	91	72	62	58	78	79	91	99	107	95
	% Fe	0	0	43	34	32	28	30	26	26	27	38	27
<b>Total</b>	Total	<b>3218</b>	<b>2530</b>	<b>14501</b>	<b>13884</b>	<b>11629</b>	<b>12429</b>	<b>10848</b>	<b>14560</b>	<b>12718</b>	<b>14274</b>	<b>7713</b>	<b>13494</b>
	Fe	<b>1570</b>	<b>1433</b>	<b>6610</b>	<b>6402</b>	<b>5217</b>	<b>5915</b>	<b>5205</b>	<b>7101</b>	<b>6236</b>	<b>7511</b>	<b>4261</b>	<b>6921</b>
	% Fe	<b>49</b>	<b>57</b>	<b>46</b>	<b>46</b>	<b>45</b>	<b>48</b>	<b>48</b>	<b>49</b>	<b>49</b>	<b>53</b>	<b>55</b>	<b>51</b>

Source: AISHE Portal and records from sample College of South Kashmir

From the observation of Table 4.1, it is evident that during the period 2010-2021, majority of the women students are enrolled in Arts Stream followed by Medical Stream which is approximately one fifth of the total enrolment in Arts stream. The lowest number of the women students are enrolled in Commerce stream followed by Non-Medical and Other Courses (BCA, BBA, BJMC, BAH, MCMP, BIT and BHSc).

Again, the table 4.1 shows that the enrolment of women students in Arts stream has increased from 49% in 2010 to 54% in 2021 thereby showing an increase of 5% whereas the enrolment of women students in Commerce stream has come down during last 12 years, from 29% in 2010 to 22% in 2021, thereby showing a decreased of 7%. In Medical Stream, enrolment of women students has decreased by 19% i.e., from 68% in 2010 it has come down to 49 % in 2021, however the enrolment of women students in non-medical stream has increased by 17% with 18% enrolment of women students in 2012 and 35% enrolment of women students in 2021. The table further shows that the enrolment of women students in Other Courses has decreased by 16 %, i.e., from 43% in 2012 and 27% in 2021.

Finally, the table reveals that overall enrolment of women students pursuing higher education in the Government Degree Colleges of South Kashmir has increased from 49% to 51% from the year 2010 to 2021 thereby showing an increase of 2% only.

It will be pertinent to mention that data is not available for the years 2010 & 2011 due to the 2014 flood, and the online data of the institution on AISHE portal is available only from the years 2012 for the colleges Govt. Degree College Anantnag; Govt. Degree College for Women, Anantnag; Govt. Degree College Dooru; Govt. Degree College Kulgam; Govt. Degree College Pulwama. Further, the colleges Govt. Degree College Vailoo, Larnoo and Govt. Degree College Damhal Hanji Pora were established in the year 2011, but the session started from the year 2012. Also, the other courses of study include BCA, BBA, BJMC, BAH, MCMP, BIT and BHSc. The enrolment data has been taken from the 15 institutions of districts Anantnag, Kulgam, Pulwama and Shopian of South Kashmir, the detail list has already been given in the third chapter.

## 4.2 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir

In the present section, to study the social problems faced by women students of South Kashmir in pursuing higher education, 30 issues have been identified and presented under five dimensions. The dimensions are given below:

1. Conservative Mentality (C)
2. Gender Related Issues (G)
3. Socio-Economic Factor (S)
4. Domestic Issues (D)
5. Political Situations (P)

The analysis of the result of each issue, dimension wise is presented in the following lines:

### 4.2.1 Conservative Mentality towards Women's Higher Education

Six items are selected for the perception of the women students regarding the Conservative Mentality as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Social Problem Scale by the intended respondents:

**C1: Parents think that girls do not need higher education.**

C2: Parents allow their daughters to go outside the valley for higher education.

**C3: Parents do not allow their daughters to travel alone.**

C4: Female education is considered as very important in my society.

**C5: Parents are afraid of the society to allow their girl child for higher education.**

C6: Girls have no pressure to quit their studies for the sake of marriage

C1, C2, etc. are item serial no. coding whereas **red coloured** indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.2.1 A.

**Table 4.2.1 A**  
**Conservative Mentality as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	C1		C2		C3		C4		C5		C6	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>SA</b>	222	27.8	297	37.1	393	49.1	479	59.9	262	32.8	285	35.6
<b>A</b>	104	13.0	89	11.1	130	16.3	88	11.0	111	13.9	104	13.0
<b>U</b>	118	14.8	126	15.8	84	10.5	71	8.9	129	16.1	116	14.5
<b>D</b>	72	9.0	101	12.6	58	7.3	59	7.4	104	13.0	112	14.0
<b>SD</b>	284	35.5	187	23.4	135	16.9	103	12.9	194	24.3	183	22.9
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means agreement and disagreement

From the observation of the table 4.2.1A, it is found that the strongly agree and agree together accounts for 40.8% whereas disagree and strongly disagree together accounts for 44.5% for the very first item C1 (Parents think that girls do not need higher education). This shows that the number of women students who agreed that parents think that girls do not need higher education is less (by 3.7%) as compared to their disagreed counterpart respondents. For the 2<sup>nd</sup> item C2 (Parents allow their daughters to go outside the valley for higher education), the agreement percentage together accounts for 48.2% whereas disagreement percentage together accounts for 36.0%. This indicate that the number of respondents who agreed that parents allow their daughters to go outside the valley for higher education is high (by 12.2%) as compared to the respondents who disagreed with the statement.

65.4% of respondents have the agreement with the third statement C3 (Parents do not allow their daughters to travel alone) whereas only 24.2% of the respondents have the disagreement with the statement. This shows that majority of the respondents who agreed that the parents do not allow their daughters to travel alone is more (by 41.2%) as compared to the disagreed counterpart respondents.

The fourth item in the conservative mentality dimension C4 (Female education is considered as very important in my society) have got the agreement percentage as 70.9% as compared to their disagreement counterpart respondents' percentage as 20.3%. This indicates that the number of respondents who considered that female education is very important in their society is more (by 50.6%) as compared to the respondents who disagreed that female education is considered very important in their society. The 5<sup>th</sup> item C5 (Parents are afraid of the society to allow their girl child for higher education) has got the agreement percentage as 46.7% as compared to the disagreement percentage as 37.3% of the respondents. This indicates that majority of women respondents agreed that parents are afraid of the society to allow their girl child for higher education as compared to the disagreed counterpart women respondents. The last item C6 (Girls have no pressure to quite their studies for the sake of marriage) of the conservative mentality dimension has also got the higher number of agreement percentage (48.6%) as opposed to the less percentage of disagreement (36.9%). This indicates that most of the respondents agreed that girls have no pressure to quit their studies for the sake of marriage in comparison to their disagreed counterpart respondents.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Conservative Mentality is presented in the table 4.2.1B:

**Table 4.2.1 B**  
**Conservative Mentality as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
C1	Parents think that girls do not need higher education.	Agree	40.8	0.53
		Disagree	44.5	
C2	Parents allow their daughters to go outside the valley for higher education.	Agree	48.2	1.75
		Disagree	36.0	
C3	Parents do not allow their daughters to travel alone.	Agree	65.4	5.86**
		Disagree	24.2	
C4	Female education is considered as very important in my society.	Agree	70.9	7.18**
		Disagree	20.3	
C5	Parents are afraid of the society to allow their girl child for higher education.	Agree	46.7	1.35
		Disagree	37.3	
C6	Girls have no pressure to quite their studies for the sake of marriage	Agree	48.6	1.67
		Disagree	36.9	

\*\*Significant z-value (at 0.01 level)

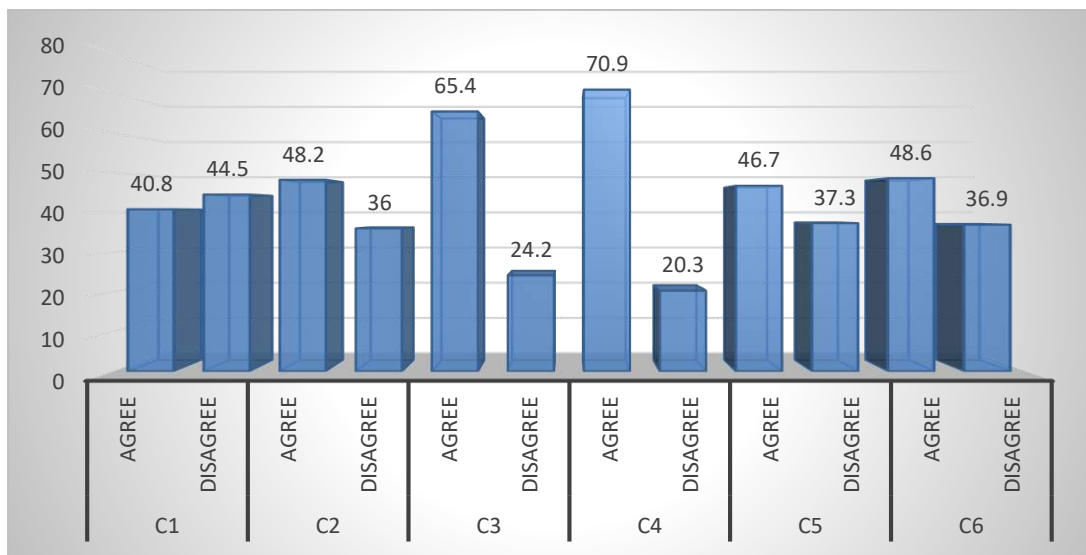
The table 4.2.1B shows that the z-values of item no. C1 to C6 are 0.53, 1.75, 5.86, 7.18, 1.35, and 1.67 respectively. The z-values for the items C3 and C4 are found to be significant at 0.01 level whereas all other z-values are found to be non-significant for the difference between agreement and disagreement proportions. This shows that there is no significant difference between the agreement and disagreement percentages for the items C1, C2, C5 & C6 whereas there is significant difference between the percentages of agreement and disagreement for the items C3 & C4. This means that the conservative mentality has been found to be significantly relevant with regard to the item C3 (Parents do not allow their daughters to travel alone). The women students significantly perceived that most of the parents do not allow their daughters to travel alone. The item C4 (Female education is considered as very important in my society) has the positive indication with reference to the conservative mentality because significantly better proportion of the respondents have agreed with this statement. Other item statement though got the non-significant difference in the proportions as it is obvious in the table 4.2.1B, yet their percentages of agreed or disagreed is itself a considerable figure and depict whether the statement has to be



considered as non-issue or not with reference to the conservative mentality towards women higher education.

Though parents think that girls do not need higher education has been disagreed by 44.8% of the respondent yet 40.8% of the respondents perceived and agreed that parents think that girls do not need higher education. And it may be a matter concern for the all those who want the education to prevail and sustain. Similarly, parents allow their daughters to go outside the valley for higher education agreed by 48.2% of the women students, but still there are 36.0% of women students who disagreed with the statement. This also demands for the consideration as one of the issues with reference to the conservative mentality. Again, the fifth item 'parents are afraid of the society to allow their girl child for higher education' has been agreed by 46.7% of the women students as opposed to 37.3% of being disagreed. Though these percentages have also been found to be differing non-significantly, yet a high proportion 46.7% of the women students having agreed demand a look into it as one the issue of conservative mentality. On similar lines, it can also be true with the last statement, 'girls have no pressure to quit their studies for the sake of marriage,' which has been disagreed by 36.9% of the women respondents.

The percentage of agree & disagree for the issues related with the conservative mentality towards the women higher education have been presented by the Fig. 4.2.1 as under:



**Fig. 4.2.1:** Percentage of agree & disagree for the issues related with the conservative mentality as perceived by women students

### 4.2.2 Gender Related Issues for Women's Higher Education

Six items are selected for the perception of the women students regarding the Gender Related Issues as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Social Problem Scale by the intended respondents:

G1: Boys can easily go outside for higher education as compared to girls.

G2: People prefer their sons to daughters for providing higher education.

G3: Boys are provided more facilities and opportunities than girls.

G4: Being a female member, all my decisions are taken by my family only.

G5: Girls are safe in co-educational institution.

G6: Girls face eve-teasing while going to college.

G1, G2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.2.2A:

**Table 4.2.2 A**  
**Gender Related Issues as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	G1		G2		G3		G4		G5		G6	
	N	%	N	%	N	%	N	%	N	%	N	%
SA	531	66.4	370	46.3	315	39.4	296	37.0	267	33.4	237	29.6
A	76	9.5	126	15.8	117	14.6	101	12.6	96	12.0	134	16.8
U	45	5.6	103	12.9	95	11.9	99	12.4	137	17.1	134	16.8
D	37	4.6	65	8.1	72	9.0	105	13.1	99	12.4	94	11.8
SD	111	13.9	136	17.0	201	25.1	199	24.9	201	25.1	201	25.1
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means agreement and disagreement

From the observation of the table 4.2.2A, it is found that the strongly agree and agree together accounts for 75.9% whereas disagree and strongly disagree together accounts for 18.5% for the very first item G1 (Boys can easily go outside for higher education as compared to girls). This shows that the percentage of respondents who agreed that boys can easily go outside for higher education as compared to girls is high (by 57.4%) as compared to their counterpart respondents.

For the 2<sup>nd</sup> item G2 (People prefer their sons to daughters for providing higher education), the agreement percentage together accounts for 62.1% whereas disagreement percentage together accounts for 25.1%. This indicates that the respondents who agreed that people prefer their sons to daughters for providing higher education is high (by 37.0%) as compared to the respondents who disagreed that people prefer their sons to daughters for providing higher education.

54.0% of respondents have the agreement with the third statement G3 (Boys are provided more facilities and opportunities than girls) whereas only 34.1% of the respondents have the disagreement with the statement. This shows that the number of women respondents who agreed that boys are provided more facilities and opportunities than girls is more (by 19.9%) as compared to the disagreed counterpart respondents.

The fourth item in the conservative mentality dimension G4 (Being a female member, all my decisions are taken by my family only) have got the agreement percentage as 49.6% as compared to their disagreement counterpart respondents' percentage as 38.0%. This indicates that the number of respondents who agreed that all decisions are taken by their family only is more as compared to the respondents who didn't agree that all decisions are taken by their family only by 11.6%.

The 5<sup>th</sup> item G5 (Girls are safe in co-educational institution) has got the agreement percentage as 45.4% as compared to the disagreement percentage as 37.5% of the respondents. This indicates that most of the respondents agreed that girls are safe in co-educational institution in comparison to their disagreed counterpart respondents.

The last item G6 (Girls face eve-teasing while going to college) of the gender related issues dimension has also got the higher number of agreement percentage (48.4%) as opposed to the less percentage of disagreement (36.9%). This indicate that most of the respondents agreed that girls face eve-teasing while going to college) in comparison to their disagreed counterpart women students.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Gender Related Issues is presented in the table 4.2.2B:

**Table 4.2.2 B**  
**Gender Related Issues as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
G1.	Boys can easily go outside for higher education as compared to girls.	Agree	75.9	8.13**
		Disagree	18.5	
G2.	People prefer their sons to daughters for providing higher education.	Agree	62.1	5.28**
		Disagree	25.1	
G3.	Boys are provided more facilities and opportunities than girls.	Agree	54.0	2.83**
		Disagree	34.1	
G4.	Being a female member, my all decisions are taken by my family only.	Agree	49.6	1.65
		Disagree	38.0	
G5.	Girls are safe in co-educational institution.	Agree	45.4	1.13
		Disagree	37.5	
G6.	Girls face eve-teasing while coming to college.	Agree	46.4	1.36
		Disagree	36.9	

\*\*Significant z-value (at 0.01 level)

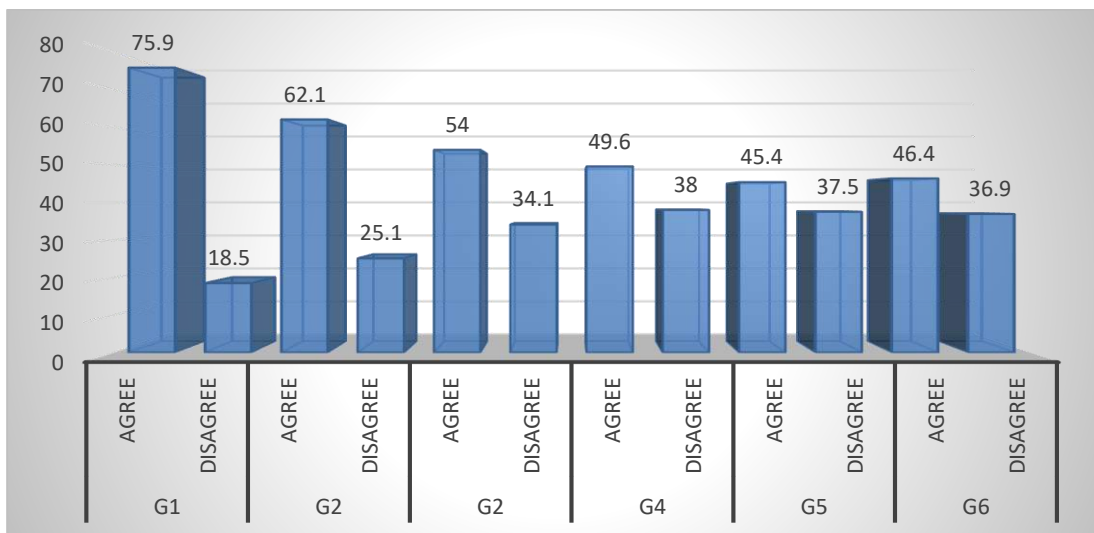
The table 4.2.2 B reveals z-values of item no. G1 to G6 of Gender Related Issues' dimension of social problems. The z-values of item no. G1 to G6 are 8.13, 5.28, 2.83, 1.65, 1.13 & 1.36 respectively. The z-values for the items G1, G2 & G3 are found to be significant at 0.01 level of significance, whereas z-values for the items

G4, G5 & G6 are found to be non-significant for the difference between the agreement and disagreement proportions. This shows that there is no significant difference between the agreement and disagreement percentages for the items G4, G5 and G6. This means that Gender related issues have been found to be significantly relevant with regard to the items G1, G2 and G3. Significantly large number of respondents agreed with the statements and perceived that boys can easily go outside for higher education as compared to girls; people prefer their sons to daughters for providing higher education and boys are provided more facilities and opportunities than girls and these have come up as the issues which need attention.

Items G4, G5 & G6 though got the non-significant difference in the proportions, yet their percentages of agree and disagree point out to the Gender related issues, being a female member, all my decisions are taken by my family has been agreed by majority of the respondents.

Though Girls are safe in co-educational institution has been agreed by majority of the respondents but there are still 37.5% of women students who disagreed with the statement. Similarly, 46.4% of respondents agreed and perceived that girls face eve-teasing while going to college.

The percentage of agree & disagree for the gender related issues related to women's higher education have been presented by the Fig. 4.2.2 as under:



**Fig. 4.2.2:** Percentage of agree & disagree for the gender related issues as perceived by women students

### 4.2.3 Socio-Economic Factor for Women's Higher Education

Six items are selected for the perception of the women students regarding the Socio-Economic Factor as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Social Problem Scale by the intended respondents:

**S1:** Due to poverty, parents are not able to give education to their daughters.

**S2:** Due to financial constraints, girls do not have learning facilities.

**S3:** Girls have been neglected in my college due to their poor financial conditions.

**S4:** Since girls have to earn money for their family, they could not focus on their study.

**S5:** Father's illiteracy hinders higher education of his girl child.

**S6:** Mother's literacy facilitates higher education of her girl child.

**S1, S2**, etc. are item serial no. coding whereas **red coloured** indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.2. 3 A.

**Table 4.2.3 A**

**Socio-Economic Factor as perceived by women students (N=800)**  
(Number and percentages of the respondents on the rating continuum)

Issues	S1		S2		S3		S4		S5		S6	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>SA</b>	402	50.3	352	44.0	183	22.9	207	25.9	242	30.3	343	42.9
<b>A</b>	146	18.3	159	19.9	66	8.3	88	11.0	115	14.4	117	14.6
<b>U</b>	90	11.3	108	13.5	107	13.4	133	16.6	152	19.0	104	13.0
<b>D</b>	55	6.9	77	9.6	92	11.5	93	11.6	85	10.6	93	11.6
<b>SD</b>	107	13.4	104	13.0	352	44.0	279	34.9	206	25.8	143	17.9
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means agreement and disagreement

From the observation of the table 4.2.3A, it is found that the strongly agree and agree together accounts for 68.6% whereas disagree and strongly disagree together accounts for 20.3% for the very first item S1 (Due to poverty, parents are not able to give education to their daughters). This indicates that the number of women students who considered that due to poverty, parents are not able to give education to their daughters is more (by 48.3%) as compared to the disagreed counterpart women students.

For the 2<sup>nd</sup> item S2 (Due to financial constraints, girls do not have learning facilities), the agreement percentage together accounts for 63.9% whereas disagreement percentage together accounts for 22.6%. This indicate that the number of respondents who considered due to financial constraints, girls do not have learning facilities is high (by 41.3%) in comparison to their disagreed counterpart respondents.

31.2% of respondents have the agreement with the third statement S3 (Girls have been neglected in my college due to their poor financial conditions) where as 55.5% of the women students have the disagreement with the statement. This indicates that the number of women students who considered that girls have been neglected in their college due to their poor financial conditions is less as compared to the disagreed counterpart respondents.

The fourth item in the conservative mentality dimension S4 (Since girls have to earn money for their family, they could not focus on their study) has got the agreement percentage as 36.9% as compared to their disagreement counterpart respondents' percentage as 46.5%. This indicates that the number of respondents who considered that since girls have to earn money for their family, they could not focus on their study is less (by 9.6%). as compared to the disagreed counterpart respondents

The 5<sup>th</sup> item S5 (Father's illiteracy hinders higher education of his girl child) has got the agreement percentage as 44.7% as compared to the disagreement percentage as 36.4% of the respondents. This indicates that the number of respondents who perceive that father's illiteracy hinders higher education of his girl

child is more as compared to the number of respondents who disagreed that father's illiteracy hinders higher education of his girl child.

The last item S6 (Mother's literacy facilitates higher education of her girl child) of the socio-economic factor dimension has also got the higher number of agreement percentage (57.5%) as opposed to the less percentage of disagreement (29.5%). This indicates that most of the women students agreed that the mother's literacy facilitates higher education of her girl child in comparison to their disagreed counterpart women students.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Socio-Economic Factor is presented in the table 4.2.3B:

**Table 4.2.3 B**  
**Socio-Economic Factor as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
S1	Due to poverty, parents are not able to give education to their daughters.	Agree	68.6	6.87**
		Disagree	20.3	
S2	Due to financial constraints, girls do not have learning facilities.	Agree	63.9	5.89**
		Disagree	22.6	
S3	Girls have been neglected in my college due to their poor financial conditions.	Agree	31.2	3.47**
		Disagree	55.5	
S4	Since girls have to earn money for their family, they could not focus on their study.	Agree	36.9	1.38
		Disagree	46.5	
S5	Father's illiteracy hinders higher education of his girl child.	Agree	44.7	1.20
		Disagree	36.4	
S6	Mother's literacy facilitates higher education of her girl child.	Agree	57.5	3.99**
		Disagree	29.5	

\*\*Significant z-value (at 0.01 level)

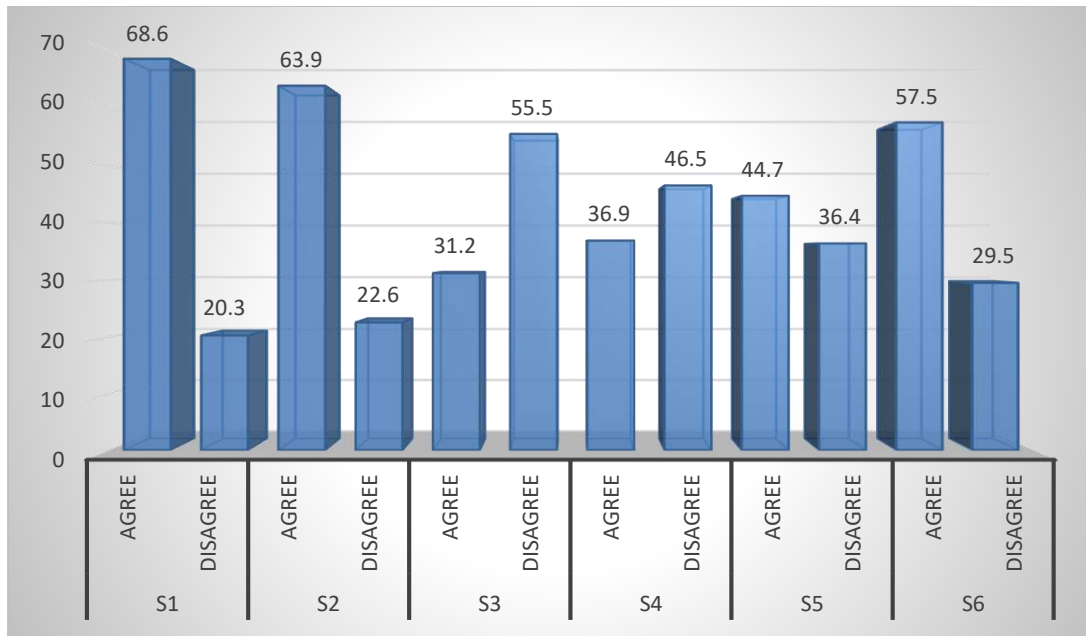


The table 4.2.3B reveals z-values of item no. S1 to S6 of ‘Socio-economic factor’ dimension of social problems. The z-values of item no. S1 to S6 are 6.87, 5.89, 3.47, 1.38, 1.20 & 3.99 respectively. The z-values for the items S1, S2, S3 & S6 are found to be significant at 0.01 level of significance, whereas z-values for the items S4 & S5 are found to be non-significant for the difference between the agreement and disagreement proportions. This shows that there is no significant difference between the agreement and disagreement percentages for the items S4 & S5 whereas there is significant difference between the agreement and disagreement percentages for the items S1, S2 S3 & S6.

The items S1 (Due to poverty, parents are not able to give education to their daughters) and S2 (Due to financial constraints, girls do not have learning facilities) have been agreed by large number of respondents and demands serious consideration with reference to socio-economic factor. Most women respondents disagree that girls have been neglected in their college due to their poor financial conditions (S3). A considerable number of women students perceive that mother’s literacy facilitates higher education of her girl child (S6).

Item S4 & S5 got the non-significant differences in the proportions of agreement and disagreement. Since girls have to earn money for their family, they could not focus on their study has been disagreed by 46.5% of respondents. Similarly, father’s illiteracy hinders higher education of his girl child has been agreed by 44.7% of respondents. The percentage of agree and disagree is itself a considerable figure and depict whether the statement has to be considered as non-issue or not with reference to socio-economic factors.

The percentage of agree & disagree for the issues related with the socio-economic factors for the women’s higher education have been presented by the Fig. 4.2.3 as under:



**Fig. 4.2.3:** Percentage of agree & disagree for the issues related with the socio-economic factors as perceived by women students

#### 4.2.4 Domestic Issues for Women's Higher Education

Six items are selected for the perception of the women students regarding the Domestic Issues as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Social Problem Scale by the intended respondents:

D1: Family conflicts do not affect girls' study.

D2: Girls have to take care of their sick family members.

D3: Due to heavy domestic work, girls are not able to devote time for their studies.

D4: Being the girl child of the family girls have to take care of the siblings.

D5: Because of the domestic burden girls could not attend the classes daily.

D6: Due to domestic work girls could not prepare well for the examinations.

D1, D2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.2. 4 A.

**Table 4.2.4 A**  
**Domestic Issues as perceived by the women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	D1		D2		D3		D4		D5		D6	
	N	%	N	%	N	%	N	%	N	%	N	%
SA	170	21.3	416	52.0	325	40.6	328	41.0	316	39.5	309	38.6
A	71	8.9	140	17.5	172	21.5	153	19.1	151	18.9	174	21.8
U	109	13.6	98	12.3	133	16.6	127	15.9	96	12.0	97	12.1
D	116	14.5	53	6.6	67	8.4	80	10.0	86	10.8	73	9.1
SD	334	41.8	93	11.6	103	12.9	112	14.0	151	18.9	147	18.4
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means agreement and disagreement

From the observation of the table 4.2.4A, it is found that the strongly agree and agree together accounts for 30.2% whereas disagree and strongly disagree together accounts for 56.3% for the very first item D1 (Family conflicts do not affect girls' study). This indicates that the number of respondents who considered that family conflicts do not affect girls' study is less (by 26.1%) as compared to the respondents who disagreed with the statement.

For the 2<sup>nd</sup> item D2 (Girls have to take care of their sick family members), the agreement percentage together accounts for 69.5% whereas disagreement percentage together accounts for 18.2%. This indicates that the number of respondents who

considered that the girls have to take care of their sick family members is high (by 51.3%) as compared to the disagreed counterpart respondents.

62.1% of respondents have the agreement with the third statement D3 (Due to heavy domestic work, girls are not able to devote time for their studies) where as 21.3% of the respondents have the disagreement with the statement. This indicates that the number of respondents who considered that due to heavy domestic work, girls are not able to devote time for their studies is more (by 40.8%) as compared to the disagreed counterpart respondents.

The fourth item in the Domestic Issues D4 (Being the girl child of the family girls have to take care of the siblings) have got the agreement percentage as 60.1% as compared to their disagreement counterpart respondents' percentage as 24.0%. This indicates that the number of respondents who considered that being the girl child of the family, girls have to take care of the siblings is more (by 36.1%) as compared to the disagreed counterpart respondents.

The 5<sup>th</sup> item D5 (Because of the domestic burden girls could not attend the classes daily) has got the agreement percentage as 58.4% as compared to the disagreement percentage as 29.7% of the respondents. This indicates that the number of respondents who considered that because of the domestic burden girls could not attend the classes daily is more as compared to the number of respondents who disagreed that because of the domestic burden girls could not attend the classes daily.

The last item D6 (Due to domestic work girls could not prepare well for the examinations) of the Domestic issue dimension has also got the higher number of agreement percentage (60.4%) as opposed to the less percentage of disagreement (27.5%). This indicates that most of the respondents agreed that the due to domestic work girls could not prepare well for the examinations in comparison to their disagreed counterpart respondents.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed

into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Domestic Issues is presented in the table 4.2.4B:

**Table 4.2.4 B**  
**Domestic Issues as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
D1.	Family conflicts do not affect girls' study.	Agree	30.2	3.73**
		Disagree	56.3	
D2.	Girls have to take care of their sick family members.	Agree	69.5	7.31**
		Disagree	18.2	
D3.	Due to heavy domestic work, girls are not able to devote time for their studies.	Agree	62.1	5.85**
		Disagree	21.3	
D4.	Being the girl child of the family girls have to take care of the siblings.	Agree	60.1	5.17**
		Disagree	24.0	
D5.	Because of the domestic burden girls could not attend the classes daily.	Agree	58.4	4.09**
		Disagree	29.7	
D6.	Due to domestic work girls could not prepare well for the examinations.	Agree	60.4	4.69**
		Disagree	27.5	

\*\*Significant z-value (at 0.01 level)

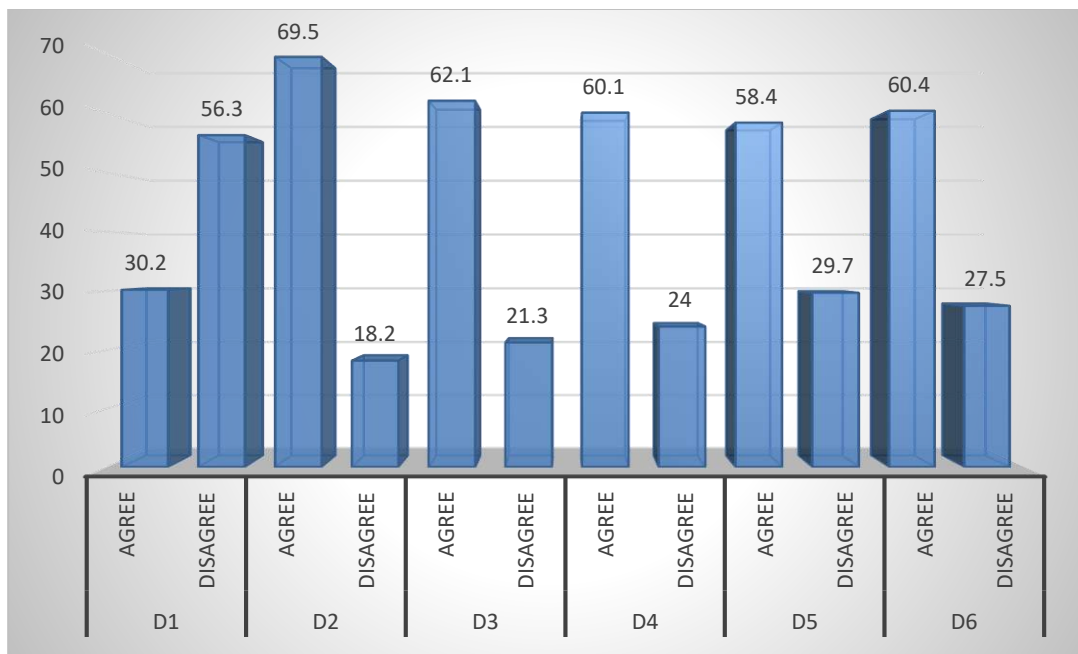
The table 4.2.4B reveals z-values of item no. D1 to D6 of 'Domestic Issues' dimension of social problems. The z-values of item no. D1 to D6 are 3.73, 7.31, 5.85, 5.17, 4.09 & 4.69 respectively. The z-values for all the items are found to be significant at 0.01 level of significance indicating that there is significant difference between the agreement and disagreement percentages for all the six items. This means that the domestic issues have been found significantly relevant with regard to the item D1 to D6.

The above table reveals that majority of the respondents perceive that Family conflicts affect girls' study. Similarly, a considerable number of women students

agree that Girls have to take care of their sick family members; Due to heavy domestic work, girls are not able to devote time for their studies and being a girl child of the family girls have to take care of the siblings. Again, Because of the domestic burden girls could not attend the classes daily and due to domestic work girls could not prepare well for the examinations has been agreed by majority of the respondents.

All the items under domestic issues have come out as the problems which may be a matter of concern so far as education of women students is concerned and may require immediate attention.

The percentage of agree & disagree for domestic issues for the women’ higher education has been presented by the Fig. 4.2.4 as under:



**Fig. 4.2.4:** Percentage of agree & disagree for domestic issues as perceived by women students

**4.2.5 Political Situations for Women’s Higher Education**

Six items are selected for the perception of the women students regarding the Political Situations as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Social Problem Scale by the intended respondents:

P1: Closure of educational institutions because of the political turmoil does not hinder girls' education.

P2: Unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career.

P3: Girls feel safe to go college even in insurgency.

P4: Parents allow girls to go to college even in the prevailing uncertain political situation.

P5: Due to continuous encounters girls are not able to concentrate on their study.

P6: Due to turmoil girls are mostly deprived of internet facilities that affect study.

P1, P2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.2. 5 A.

**Table 4.2.5 A**  
**Political Situations as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
SA	191	23.9	309	38.6	189	23.6	181	22.6	320	40.0	360	45.0
A	103	12.9	152	19.0	97	12.1	93	11.6	168	21.0	141	17.6
U	150	18.8	159	19.9	162	20.3	119	14.9	111	13.9	131	16.4
D	121	15.1	67	8.4	132	16.5	134	16.8	78	9.8	69	8.6
SD	235	29.4	113	14.1	220	27.5	273	34.1	123	15.4	99	12.4
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means agreement and disagreement

From the observation of the table 4.2.5A, it is found that the strongly agree and agree together accounts for 36.8% whereas disagree and strongly disagree

together accounts for 44.5 % for the very first item P1 (Closure of educational institutions because of the political turmoil does not hinder girls' education). This indicates that the number of respondents who considered that closure of educational institutions because of the political turmoil does not hinder girls' education is less (by 7.7%) as compared to the respondents who disagreed that the closure of educational institutions because of the political turmoil does not hinder girls' education.

For the 2<sup>nd</sup> item P2 (Unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career), the agreement percentage together accounts for 57.6% whereas disagreement percentage together accounts for 22.5%. This indicates that the number of respondents who considered that unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career is high (by 35.1%) as compared to the respondents who disagreed that unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career.

35.7% of respondents have the agreement with the third statement P3 (Girls feel safe to go college even in insurgency) where as 44.0% of the respondents have the disagreement with the statement. This indicates that the number of respondents who considered that girls feel safe to go college even in insurgency is less (by 8.3%).as compared to the respondents who disagreed that girls feel safe to go college even in insurgency.

The fourth item in the Domestic Issues P4 (Parents allow girls to go to college even in the prevailing uncertain political situation) have got the agreement percentage as 34.2% as compared to their disagreement counterpart respondents' percentage as 50.9%. This indicates that the number of respondents who considered that parents allow girls to go to college even in the prevailing uncertain political situation is less (by 16.7%) as compared to the disagreed counterpart respondents.

The 5<sup>th</sup> item P5 (Due to continuous encounters girls are not able to concentrate on their study) has got the agreement percentage as 61.0% as compared to the disagreement percentage as 25.2% of the respondents. This indicates that the number



of respondents who considered that due to continuous encounters girls are not able to concentrate on their study is more as compared to the disagreed counterpart respondents.

The last item P6 (Due to turmoil girls are mostly deprived of internet facilities that affects study) of the Domestic issue dimension has also got the higher number of agreement percentage (62.6%) as opposed to the less percentage of disagreement (21.0%). This indicates that most of the respondents agree that due to turmoil girls are mostly deprived of internet facilities that affect study in comparison to their disagreed counterpart respondents.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Domestic Issues is presented in the table 4.2.5B:

**Table 4.2.5 B**  
**Political Situations as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
P1	Closure of educational institutions because of the political turmoil does not hinder girls' education.	Agree	36.8	1.11
		Disagree	44.5	
P2	Unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career.	Agree	57.6	5.07**
		Disagree	22.5	
P3	Girls feel safe to go college even in insurgency.	Agree	35.7	1.20
		Disagree	44.0	
P4	Parents allow girls to go to college even in the prevailing uncertain political situation.	Agree	34.2	2.39*
		Disagree	50.9	
P5	Due to continuous encounters girls are not able to concentrate on their study.	Agree	61.0	5.11**
		Disagree	25.2	
P6	Due to turmoil girls are mostly deprived of internet facilities that affects study.	Agree	62.6	5.96**
		Disagree	21.0	

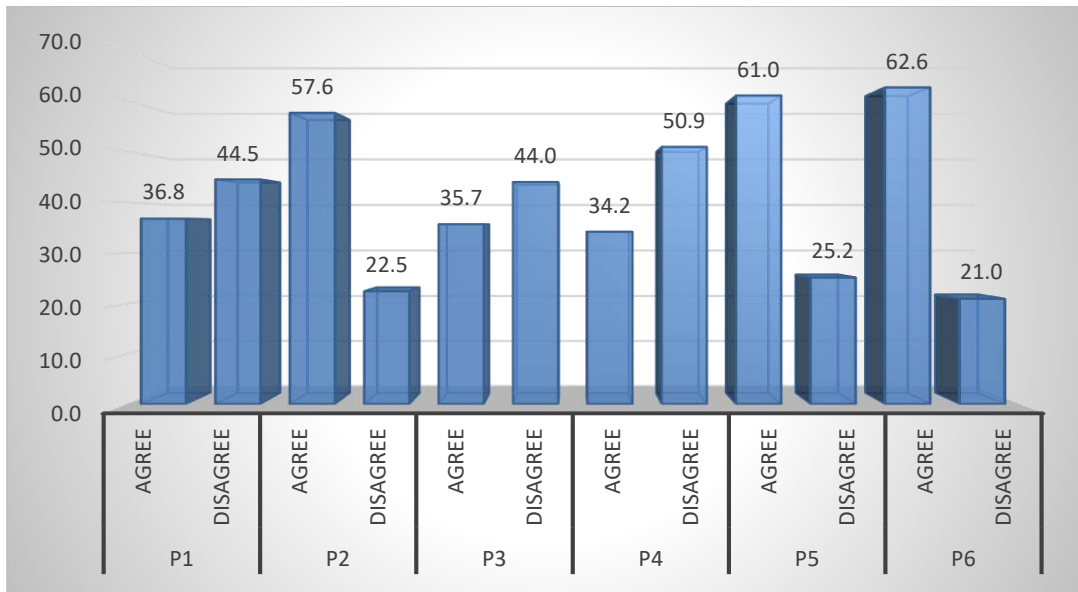
\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

The table 4.2.5B reveals z-values of item no. P1 to P6 of 'Political situations' dimension of social problems. The z-values of item no. P1 to P6 are 1.11, 5.07, 1.20, 2.39, 5.11, & 5.96 respectively. The z-values for the items P1 and P3 are found to be non-significant for the difference between the agreement and disagreement proportions. The z-values for the items P2, P5 & P6 are found to be significant at 0.01 level whereas the z-values for the items P4 are found to be significant at 0.05 level. This shows that there is no significant difference between the agreement and disagreement percentages for items P1 & P3 whereas there is significant difference between the percentages of agreement and disagreement for items P2, P4, P5 and P6.

The statement P1 & P3 though got the non-significant difference in the proportions, yet their percentages of agreed and disagreed is a considerable figure. Closure of educational institutions because of the political turmoil does not hinder girls' education and Girls feel safe to go college even in insurgency have been disagreed by majority of the respondents.

The above table also reveals that Unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career (P2); Due to continuous encounters girls are not able to concentrate on their study (P5) and Due to turmoil girls are mostly deprived of internet facilities that affects study (P6) have been agreed by majority of the respondents. Moreover, a considerable number of women students have disagreed that parents allow girls to go to college even in the prevailing uncertain political situations. These items under political situations demand serious consideration.

The percentage of agree & disagree for the issues related with political situation for women's higher education has been presented by the Fig. 4.2.5 as under:



**Fig. 4.2.5:** Percentage of agree & disagree for the issues related with political situation as perceived by women students

### **4.3 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to Their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education**

#### **4.3.1 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College**

In the present section, the social problems (SP) faced by women students of South Kashmir in pursuing higher education along with its dimensions, have been analysed with reference to type of college (Women's College vs Co-Educational):

1. Conservative Mentality (C)
2. Gender Related Issues (G)
3. Socio-Economic Factor (S)
4. Domestic Issues (D)
5. Political Situations (P)

To see the significance of difference in the dimensions of the Social Problem Scale among the women students in Women's College and women students in Co-Educational Institution, t-test has been applied and the result has been presented along with the mean and SD in the table 4.3.1. It will be pertinent to mention that the lower score on the scale have been assigned as having the more problem on the issue being taken.

**Table 4.3.1**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Type of College (Women's College/Co-Educational)**

Social Problem Dimension	Type of College	N	Mean	SD	t-value
Conservative Mentality (C)	Women's College	312	18.95	5.25	1.16
	Co-Educational	488	18.51	5.13	
Gender Related Issues (G)	Women's College	312	15.54	5.53	0.55
	Co-Educational	488	15.77	5.90	
Socio-Economic Factor(S)	Women's College	312	17.51	5.20	0.18
	Co-Educational	488	17.44	5.56	
Domestic Issues (D)	Women's College	312	14.23	6.02	0.18
	Co-Educational	488	14.31	6.15	
Political Situations (P)	Women's College	312	15.02	4.92	2.20*
	Co-Educational	488	15.84	5.51	
Social Problems (SP)	Women's College	312	81.25	20.04	0.42
	Co-Educational	488	81.88	21.01	

\*Significant t-value (at 0.05 level)

From the table 4.3.1, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students pursuing higher education in Women's College and students pursuing higher education in Co-Educational institution are found to be 18.95 and 18.51 whereas the SDs are 5.25 and 5.13 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.16 which is non-significant. This indicates that there is no significant difference in the conservative mentality as perceived by the two groups.

Further, from the observation of the table 4.3.1, the mean scores on dimension Gender Related Issues (G) for the two groups i.e., the women students pursuing

higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 15.54 and 15.77 whereas the SDs are 5.53 and 5.90 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.55 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.1, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 17.51 and 17.44 whereas the SDs are 5.20 and 5.56 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.18 which is non-significant. This indicates that there is no significant difference in the socio-economic factor of the two groups.

From the observation of the table 4.3.1, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 14.23 and 14.31 whereas the SDs are 6.02 and 6.15 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.18 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.1, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 15.02 and 15.84 whereas the SDs are 4.92 and 5.51 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.20 which is significant at 0.05 level. This indicates that there is significant difference in the political situations as perceived by the two groups. The women students pursuing higher education in the co-educational institution are found to have high score on political situation as compared to the women student pursuing higher education in women's college. This clearly depicts that the women college students are having political situation as the more prominent and significant issue

which adversely affect their higher education as compared their counterpart women student pursuing higher education in co-educational institution. It will be pertinent to mention that the lower score on the scale have been assigned as having the more problem on the issue being taken.

From the observation of the table 4.3.1, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 81.25 and 81.88 whereas the SDs are 20.04 and 21.01 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.42 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

### 4.3.2 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study

**Table 4.3.2 A**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/BSc Medical)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BA	616	18.41	5.17	2.05*
	BSc Medical	139	19.40	4.92	
Gender Related Issues (G)	BA	616	15.30	5.76	3.09**
	BSc Medical	139	16.96	5.59	
Socio-Economic Factor (S)	BA	616	17.22	5.64	2.42*
	BSc Medical	139	18.31	4.55	
Domestic Issues (D)	BA	616	13.98	6.16	2.05*
	BSc Medical	139	15.15	5.87	
Political Situations (P)	BA	616	15.54	5.39	0.40
	BSc Medical	139	15.35	4.98	
Social Problems (SP)	BA	616	80.46	20.91	2.44*
	BSc Medical	139	85.17	19.02	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.3.2 A, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 18.41 and 19.40 whereas the SDs are 5.17 and 4.92 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.05 which is significant at 0.05 level. This indicates that there is significant difference in the conservative mentality issue of these two groups. The women students pursuing BA have perceived conservative mentality as more significant issue as compared to the women students pursuing BSc Medical.

Further, from the observation of the table 4.3.2 A, the mean scores on Gender Related Issues (G) for the two groups, i.e., women students pursuing B.A and the women students pursuing BSc Medical are found to be 15.30 and 16.96 whereas the SDs are 5.76 and 5.59 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.09 which is significant at 0.01 level. This indicates that there is significant difference in the gender related issues of the two groups. The women students pursuing BA have perceived gender related issues as more significant issue as compared to the women students pursuing BSc Medical.

Again, from the observation of the table 4.3.2 A, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 17.22 and 18.31 whereas the SDs are 5.64 and 4.55 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.42 which is significant at 0.05 level. This indicates that there is significant difference in the socio-economic factor of the two groups. The women students pursuing BA have perceived socio-economic factor as more significant issue as compared to the women students pursuing BSc Medical.

From the observation of the table 4.3.2 A, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 13.98 and 15.15 whereas the SDs are 6.16 and 5.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.05 which is significant at 0.05 level. This indicates that there is significant difference in the domestic issues of the two groups. The women students pursuing BA have perceived domestic issues as more significant issue as compared to the women students pursuing BSc Medical.

Further, from the observation of the table 4.3.2 A, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 15.54 and 15.35 whereas the SDs are 5.39 and 4.98 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.40 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical.

From the observation of the table 4.3.2 A, it is clear that the total mean scores on Social Problems (SP) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found 80.46 and 85.17 whereas the SDs are 20.91 and 19.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.44 which is significant at 0.01 level. This indicates that there is significant difference in the social problems of the two groups. The women students pursuing BA have perceived social problem as more significant issue as compared to the women students pursuing BSc Medical.

**Table 4.3.2 B**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/BSc Non-Medical)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BA	616	18.41	5.17	1.77
	BSc Non-Medical	6	14.67	5.75	
Gender Related Issues (G)	BA	616	15.30	5.76	0.90
	BSc Non-Medical	6	13.17	7.71	
Socio-Economic Factor(S)	BA	616	17.22	5.64	0.60
	BSc Non-Medical	6	15.83	6.68	
Domestic Issues (D)	BA	616	13.98	6.16	0.52
	BSc Non-Medical	6	12.67	6.19	
Political Situations (P)	BA	616	15.54	5.39	1.91
	BSc Non-Medical	6	11.33	5.16	
Social Problems (SP)	BA	616	80.46	20.91	1.49
	BSc Non-Medical	6	67.67	30.30	



From the table 4.3.2 B, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 18.41 and 14.67 whereas the SDs are 5.17 and 5.75 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.77 which is non-significant. This indicates that there is no significant difference in the conservative mentality issue of these two groups.

Further, from the observation of the table 4.3.2 B, the mean scores on Gender Related Issues (G) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 15.30 and 13.17 whereas the SDs are 5.76 and 7.71 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.90 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.2 B, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 17.22 and 15.83 whereas the SDs are 5.64 and 6.68 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.60 which is non-significant. This indicates that there is no significant difference in the socio-economic factor of the two groups.

From the observation of the table 4.3.2 B, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 13.98 and 12.67 whereas the SDs are 6.16 and 6.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.52 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.2 B, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be

15.54 and 11.33 whereas the SDs are 5.39 and 5.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.91 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups.

From the observation of the table 4.3.2 B, it is clear that the total mean scores on Social Problems (SP) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found 80.46 and 67.67 whereas the SDs are 20.91 and 30.30 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.49 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

**Table 4.3.2 C**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/Other)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BA	616	18.41	5.17	3.06**
	Other	39	21.03	5.26	
Gender Related Issues (G)	BA	616	15.30	5.766	2.31*
	Other	39	17.49	5.21	
Socio-Economic Factor(S)	BA	616	17.22	5.64	1.99*
	Other	39	18.62	4.14	
Domestic Issues (D)	BA	616	13.98	6.16	2.13*
	Other	39	16.13	5.27	
Political Situations (P)	BA	616	15.54	5.39	1.01
	Other	39	16.44	4.86	
Social Problems (SP)	BA	616	80.46	20.91	2.71**
	Other	39	89.69	16.28	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.3.2 C, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 18.41 and 21.03 whereas the SDs are 5.17 and 5.26 respectively. When these two mean scores have been subjected

to t-test, it is found to be 3.06 which is significant at 0.01 level. This indicates that there is significant difference in the conservative mentality issue of these two groups. The women students pursuing BA have perceived conservative mentality as more significant issue as compared to the women students pursuing Other courses.

Further, from the observation of the table 4.3.2 C, the mean scores on Gender Related Issues (G) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 15.30 and 17.49 whereas the SDs are 5.76 and 5.21 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.31 which is significant at 0.05 level. This indicates that there is significant difference in the gender related issues of the two groups. The women students pursuing BA have perceived gender related issues as more significant issue as compared to the women students pursuing Other courses.

Again, from the observation of the table 4.3.2 C, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 17.22 and 18.62 whereas the SDs are 5.64 and 4.14 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.99 which is significant at 0.05 level. This indicates that there is significant difference in the socio-economic factor of the two groups. The women students pursuing BA have perceived socio-economic factor as more significant issue as compared to the women students pursuing Other courses.

From the observation of the table 4.3.2 C, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 13.98 and 16.13 whereas the SDs are 6.16 and 5.27 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.13 which is significant at 0.05 level. This indicates that there is significant difference in the domestic issues of the two groups. The women students pursuing BA have perceived domestic issues as more significant issue as compared to the women students pursuing other courses.

Further, from the observation of the table 4.3.2 C, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 15.54

and 16.44 whereas the SDs are 5.39 and 4.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.01 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses.

From the observation of the table 4.3.2 C, it is clear that the total mean scores on Social Problems (SP) for the two groups, i.e., the women students pursuing B.A and others are found 80.46 and 89.69 whereas the SDs are 20.91 and 16.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.71 which is significant at 0.01 level. This indicates that there is significant difference in the social problems of the two groups. The women students pursuing BA have perceived social problems as more significant issue as compared to the women students pursuing Other courses.

**Table 4.3.2 D**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/ BSc Non-Medical)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BSc Medical	139	19.40	4.92	2.29*
	BSc Non-Medical	6	14.67	5.75	
Gender Related Issues (G)	BSc Medical	139	16.96	5.59	1.60
	BSc Non-Medical	6	13.17	7.71	
Socio-Economic Factor(S)	BSc Medical	139	18.31	4.55	1.28
	BSc Non-Medical	6	15.83	6.68	
Domestic Issues (D)	BSc Medical	139	15.15	5.87	1.01
	BSc Non-Medical	6	12.67	6.19	
Political Situations (P)	BSc Medical	139	15.35	4.98	1.93
	BSc Non-Medical	6	11.33	5.16	
Social Problems (SP)	BSc Medical	139	85.17	19.02	2.15*
	BSc Non-Medical	6	67.67	30.30	

\*Significant t-value (at 0.05 level)

From the table 4.3.2 D, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 19.40 and 14.67 whereas the SDs are 4.92 and 5.75 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.29 which is significant at 0.05 level. This indicates that there is significant difference in the conservative mentality issue of these two groups. The women students pursuing BSc Non-Medical have perceived conservative mentality as more significant issue as compared to the women students pursuing BSc Medical.

Further, from the observation of the table 4.3.2 D, the mean scores on Gender Related Issues (G) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 16.96 and 13.17 whereas the SDs are 5.59 and 7.71 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.60 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.2 D, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 18.31 and 15.83 whereas the SDs are 4.55 and 6.68 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.28 which is found to be non-significant. This indicates that there is no significant difference in the socio-economic factor of the two groups.

From the observation of the table 4.3.2 D, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 15.15 and 12.67 whereas the SDs are 5.87 and 6.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.01 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.2 D, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 15.35 and 11.33 whereas the SDs are 4.98 and 5.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.93 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups.

From the observation of the table 4.3.2 D, it is clear that the total mean scores on Social Problems (SP) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found 85.17 and 67.67 whereas the SDs are 19.02 and 30.30 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.15 which is significant at 0.05 level. This indicates that there is significant difference in the social problems of the two groups. The women students pursuing BSc Non-Medical have perceived social problems as more significant issue as compared to the women students pursuing BSc Medical.

**Table 4.3.2 E**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/Other)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BSc Medical	139	19.40	4.92	1.80
	Other	39	21.03	5.26	
Gender Related Issues (G)	BSc Medical	139	16.96	5.59	0.52
	Other	39	17.49	5.21	
Socio-Economic Factor(S)	BSc Medical	139	18.31	4.55	0.38
	Other	39	18.62	4.14	
Domestic Issues (D)	BSc Medical	139	15.15	5.87	0.94
	Other	39	16.13	5.27	
Political Situations (P)	BSc Medical	139	15.35	4.98	1.22
	Other	39	16.44	4.86	
Social Problems (SP)	BSc Medical	139	85.17	19.02	1.35
	Other	39	89.69	16.28	

From the table 4.3.2 E, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 19.40 and 21.03 whereas the SDs are 4.92 and 5.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.80 which is non-significant. This indicates that there is no significant difference in the conservative mentality issue of these two groups.

Further, from the observation of the table 4.3.2 E, the mean scores on Gender Related Issues (G) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 16.96 and 17.49 whereas the SDs are 5.59 and 5.21 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.52 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.2 E, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 18.31 and 18.62 whereas the SDs are 4.55 and 4.14 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.38 which is non-significant. This indicates that there is no significant difference in the socio-economic factor as perceived by the two groups.

From the observation of the table 4.3.2 E, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 15.15 and 16.13 whereas the SDs are 5.87 and 5.27 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.94 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.2 E, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 15.35 and 16.44 whereas the SDs are 4.98 and 4.86 respectively. When these two

mean scores have been subjected to t-test, it is found to be 1.22 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups.

From the observation of the table 4.3.2 E, it is clear that the total mean scores on Social Problems (SP) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found 85.17 and 89.69 whereas the SDs are 19.02 and 16.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.35 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

**Table 4.3.2 F**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Non-Medical/Other)**

Social Problem	Course of Study	N	Mean	SD	t-value
Conservative Mentality (C)	BSc Non-Medical	6	14.67	5.75	2.72**
	Other	39	21.03	5.26	
Gender Related Issues (G)	BSc Non-Medical	6	13.17	7.71	1.77
	Other	39	17.49	5.21	
Socio-Economic Factor(S)	BSc Non-Medical	6	15.83	6.68	1.41
	Other	39	18.62	4.14	
Domestic Issues (D)	BSc Non-Medical	6	12.67	6.19	1.47
	Other	39	16.13	5.27	
Political Situations (P)	BSc Non-Medical	6	11.33	5.16	2.38*
	Other	39	16.44	4.86	
Social Problems (SP)	BSc Non-Medical	6	67.67	30.30	1.74
	Other	39	89.69	16.28	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.3.2 F, it is clear that the mean scores on Conservative Mentality (C) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 14.67 and 21.03 whereas the SDs are 5.75 and 5.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.72 which is significant at 0.01 level. This



indicates that there is significant difference in the conservative mentality issue of these two groups. The women students pursuing BSc Non-Medical have perceived conservative mentality as more significant issue as compared to the women students pursuing Other courses.

Further, from the observation of the table 4.3.2 F, the mean scores on Gender Related Issues (G) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 13.17 and 17.49 whereas the SDs are 7.71 and 5.21 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.77 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.2 F, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 15.83 and 18.62 whereas the SDs are 6.68 and 4.14 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.41 which is non-significant. This indicates that there is no significant difference in the socio-economic factor of the two groups.

From the observation of the table 4.3.2 F, it is clear that the mean scores on Domestic Issues (D) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 12.67 and 16.13 whereas the SDs are 6.19 and 5.27 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.47 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.2 F, it is clear that the mean scores on Political Situations (P) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 11.33 and 16.44 whereas the SDs are 5.16 and 4.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.38 which is significant at 0.05 level. This indicates that there is significant difference in the political situations

faced by the two groups. The women students pursuing BSc Non-Medical have perceived political situation as more significant issue as compared to the women students pursuing Other courses.

From the observation of the table 4.3.2 F, it is clear that the total mean scores on Social Problems (SP) for the two groups i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found 67.67 and 89.69 whereas the SDs are 30.30 and 16.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.74 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

### 4.3.3 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence

Table 4.3.3

Social problems faced by women students in higher educational institutions of South Kashmir with reference to Locale of Residence (Rural/ Urban)

Social Problem	Locale of Residence	N	Mean	SD	t-value
Conservative Mentality (C)	Rural	631	18.62	5.25	0.66
	Urban	169	18.92	4.90	
Gender Related Issues (G)	Rural	631	15.16	5.66	5.07**
	Urban	169	17.64	5.73	
Socio-Economic Factor(S)	Rural	631	17.24	5.45	2.35*
	Urban	169	18.34	5.26	
Domestic Issues (D)	Rural	631	13.99	6.10	2.60**
	Urban	169	15.36	5.95	
Political Situations (P)	Rural	631	15.34	5.35	1.87
	Urban	169	16.20	5.07	
Social Problems (SP)	Rural	631	80.34	20.70	3.44**
	Urban	169	86.45	19.67	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.3.3, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the Rural women students and the Urban women students are found to be 18.62 and 18.92 whereas the SDs are 5.25 and 4.90

respectively. When these two mean scores have been subjected to t-test, it is found to be 0.66 which is non-significant. This indicates that there is no significant difference in the conservative mentality issue of the two groups.

Further, from the observation of the table 4.3.3, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 15.16 and 17.64 whereas the SDs are 5.66 and 5.73 respectively. When these two mean scores have been subjected to t-test, it is found to be 5.07 which is significant at 0.01 level. This indicates that there is significant difference in the gender related issues of the two groups. The women students belonging to rural area have perceived gender related issues as more significant issue as compared to the women students belonging to urban area.

Again, from the observation of the table 4.3.3, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 17.24 and 18.34 whereas the SDs are 5.45 and 5.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.35 which is significant at 0.05 level. This indicates that there is significant difference in the socio-economic factor of the two groups. The women students belonging to rural area have perceived socio-economic factor as more significant issue as compared to the women students belonging to urban area.

From the observation of the table 4.3.3, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women student belonging to Rural area and the women students belonging to Urban area are found to be 13.99 and 15.36 whereas the SDs are 6.10 and 5.95 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.60 which is significant at 0.01 level. This indicates that there is significant difference in the domestic issues of the two groups. The women students belonging to rural area have perceived domestic issues as more significant issue as compared to the women students belonging to urban area.

Further, from the observation of the table 4.3.3, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 15.34 and 16.20

whereas the SDs are 5.35 and 5.07 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.87 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups.

From the observation of the table 4.3.3, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 80.34 and 86.45 whereas the SDs are 20.70 and 19.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.44 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups. The women students belonging to rural area have perceived social problems as more significant issue as compared to the women students belonging to urban area.

#### 4.3.4 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status

Table 4.3.4A

Social problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/BPL)

Social Problem	Family Economic Status	N	Mean	SD	t-value
Conservative Mentality (C)	APL (Above Poverty Line)	222	18.58	5.04	1.03
	BPL (Below Poverty Line)	446	19.02	5.29	
Gender Related Issues (G)	APL (Above Poverty Line)	222	15.78	5.48	0.16
	BPL (Below Poverty Line)	446	15.71	5.86	
Socio-Economic Factor(S)	APL (Above Poverty Line)	222	18.19	4.73	2.13*
	BPL (Below Poverty Line)	446	17.31	5.63	
Domestic Issues (D)	APL (Above Poverty Line)	222	14.62	5.76	0.86
	BPL (Below Poverty Line)	446	14.19	6.28	
Political Situations (P)	APL (Above Poverty Line)	222	15.10	5.09	1.43
	BPL (Below Poverty Line)	446	15.72	5.38	
Social Problems (SP)	APL (Above Poverty Line)	222	82.27	18.49	0.21
	BPL (Below Poverty Line)	446	81.94	21.03	

\*Significant t-value (at 0.05 level)

From the table 4.3.4 A, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the APL women students and the BPL women students are found to be 18.58 and 19.02 whereas the SDs are 5.04 and 5.29 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.03 which is non-significant. This indicates that there is no significant difference in the conservative mentality issue of the two groups.

Further, from the observation of the table 4.3.4 A, the mean scores on Gender Related Issues (G) for the two groups i.e., the APL women students and the BPL women students are found to be 15.78 and 15.71 whereas the SDs are 5.48 and 5.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.16 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.4 A, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the APL women students and the BPL women students are found to be 18.19 and 17.31 whereas the SDs are 4.73 and 5.63 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.13 which is significant at 0.05 level. This indicates that there is significant difference in the socio-economic factor of the two groups. The BPL women students have perceived socio-economic factor as more significant issue as compared to the APL women students.

From the observation of the table 4.3.4 A, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the APL women students and the BPL women students are found to be 14.62 and 14.19 whereas the SDs are 5.76 and 6.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.86 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.4 A, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the APL women students and the BPL women students are found to be 15.10 and 15.72 whereas the SDs are 5.09

and 5.38 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.43 which is non-significant. This indicates that there is no significant difference in the political situations as perceived by the two groups.

From the observation of the table 4.3.4 A, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the APL women students and the BPL women students are found to be 82.27 and 81.94 whereas the SDs are 18.49 and 21.03 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.21 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

**Table 4.3.4 B**  
**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/AAY)**

Social Problem	Family Economic Status	N	Mean	SD	t-value
Conservative Mentality (C)	APL (Above Poverty Line)	222	18.58	5.04	1.59
	AAY (Antyodaya Anna Yojana)	132	17.71	4.90	
Gender Related Issues (G)	APL (Above Poverty Line)	222	15.78	5.48	0.58
	AAY (Antyodaya Anna Yojana)	132	15.42	5.93	
Socio-Economic Factor(S)	APL (Above Poverty Line)	222	18.19	4.73	2.37*
	AAY (Antyodaya Anna Yojana)	132	16.80	5.70	
Domestic Issues (D)	APL (Above Poverty Line)	222	14.62	5.76	0.96
	AAY (Antyodaya Anna Yojana)	132	14.00	6.03	
Political Situations (P)	APL (Above Poverty Line)	222	15.10	5.10	0.81
	AAY (Antyodaya Anna Yojana)	132	15.56	5.37	
Social Problems (SP)	APL (Above Poverty Line)	222	82.27	18.49	1.26
	AAY (Antyodaya Anna Yojana)	132	79.49	22.57	

\*Significant t-value (at 0.05 level)

From the table 4.3.4 B, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the APL women students and the AAY women students are found to be 18.58 and 17.71 whereas the SDs are 5.04 and 4.90 respectively. When these two mean scores have been subjected to t-test, it is found to

be 1.59 which is non-significant. This indicates that there is no significant difference in the conservative mentality issue of the two groups.

Further, again from the observation of the table 4.3.4 B, the mean scores on Gender Related Issues (G) for the two groups i.e., the APL women students and the AAY women students are found to be 15.78 and 15.42 whereas the SDs are 5.48 and 5.93 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.58 which is non-significant. This indicates that there is no significant difference in the gender related issues of the two groups.

Again, from the observation of the table 4.3.4 B, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the APL women students and the AAY women students are found to be 18.19 and 16.80 whereas the SDs are 4.73 and 5.70 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.37 which is significant at 0.05 level. This indicates that there is significant difference in the socio-economic factor of the two groups. The AAY women students have perceived socio-economic factor as more significant issue as compared to the APL women students.

From the observation of the table 4.3.4 B, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the APL women students and the AAY women students are found to be 14.62 and 14.00 whereas the SDs are 5.76 and 6.03 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.96 which is non-significant. This indicates that there is no significant difference in the domestic issues of the two groups.

Further, from the observation of the table 4.3.4 B, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the APL women students and the AAY women students are found to be 15.10 and 15.56 whereas the SDs are 5.10 and 5.37 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.81 which is non-significant. This indicates that there is no significant difference in the political situations of the two groups.

From the observation of the table 4.3.4 B, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the APL women students and the AAY women students are found to be 82.27 and 79.49 whereas the SDs are 18.49 and

22.57 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.26 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

**Table 4.3.4C**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (BPL/ AAY)**

Social Problem	Family Economic Status	N	Mean	SD	t-value
Conservative Mentality (C)	BPL (Below Poverty Line)	446	19.02	5.29	2.54**
	AAY (Antyodaya Anna Yojana)	132	17.71	4.90	
Gender Related Issues (G)	BPL (Below Poverty Line)	446	15.71	5.86	0.49
	AAY (Antyodaya Anna Yojana)	132	15.42	5.93	
Socio-Economic Factor(S)	BPL (Below Poverty Line)	446	17.31	5.63	0.92
	AAY (Antyodaya Anna Yojana)	132	16.80	5.70	
Domestic Issues (D)	BPL (Below Poverty Line)	446	14.19	6.28	0.30
	AAY (Antyodaya Anna Yojana)	132	14.00	6.03	
Political Situations (P)	BPL (Below Poverty Line)	446	15.72	5.38	0.30
	AAY (Antyodaya Anna Yojana)	132	15.56	5.37	
Social Problems (SP)	BPL (Below Poverty Line)	446	81.94	21.03	1.16
	AAY (Antyodaya Anna Yojana)	132	79.49	22.57	

\*\*Significant t-value (at 0.01 level)

From the table 4.3.4 C, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the BPL women students and the AAY women students are found to be 19.02 and 17.71 whereas the SDs are 5.29 and 4.90 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.54 which is significant at 0.01 level. This indicates that there is significant difference in the Conservative Mentality of the two groups. The AAY women students have perceived conservative mentality as more significant issue as compared to the BPL women students.

Further, again from the observation of the table 4.3.4 C, the mean scores on Gender Related Issues (G) for the two groups i.e., the BPL women students and the



AAY women students are found to be 15.71 and 15.42 whereas the SDs are 5.86 and 5.93 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.49 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.4 C, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the BPL women students and the AAY women students are found to be 17.31 and 16.80 whereas the SDs are 5.63 and 5.70 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.92 which is non-significant. This indicates that there is no significant difference in the Socio-Economic Factor of the two groups.

From the observation of the table 4.3.4 C, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the BPL women students and the AAY women students are found to be 14.19 and 14.00 whereas the SDs are 6.28 and 6.03 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.30 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.4 C, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the BPL women students and the AAY women students are found to be 15.72 and 15.56 whereas the SDs are 5.38 and 5.37 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.30 which is non-significant. This indicates that there is no significant difference in the political situations as perceived by the two groups.

From the observation of the table 4.3.4 C, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the BPL women students and the AAY women students are found to be 81.94 and 79.49 whereas the SDs are 21.03 and 22.57 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.16 which is non-significant. This indicates that there is no significant difference in the social problems of the two groups.

### 4.3.5 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Father's Education

Table 4.3.5 A

Social problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/School Education)

Social Problem	Father's Education	N	Mean	SD	t-value
Conservative Mentality (C)	No formal Education	246	18.39	5.14	0.93
	School Education	443	18.77	5.27	
Gender Related Issues (G)	No formal Education	246	15.65	6.17	0.06
	School Education	443	15.67	5.68	
Socio-Economic Factor(S)	No formal Education	246	16.96	6.05	1.35
	School Education	443	17.57	5.19	
Domestic Issues (D)	No formal Education	246	14.40	6.56	0.49
	School Education	443	14.15	5.98	
Political Situations (P)	No formal Education	246	15.93	5.54	1.04
	School Education	443	15.50	5.12	
Social Problems (SP)	No formal Education	246	81.33	22.03	0.21
	School Education	443	81.67	20.40	

From the table 4.3.5 A, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 18.39 and 18.77 whereas the SDs are 5.14 and 5.27 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.93 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.

Further, from the observation of the table 4.3.5 A, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 15.65 and 15.67 whereas the SDs are 6.17 and 5.68 respectively. When these two mean scores have been subjected to t-test, it is found to

be 0.06 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.5 A, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 16.96 and 17.57 whereas the SDs are 6.05 and 5.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.35 which is non-significant. This indicates that there is no significant difference in the Socio-Economic Factor of the two groups.

From the observation of the table 4.3.5 A, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 14.40 and 14.15 whereas the SDs are 6.56 and 5.98 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.49 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.5 A, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 15.93 and 15.50 whereas the SDs are 5.54 and 5.12 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.04 which is non-significant. This indicates that there is no significant difference in the Political Situations as perceived by the two groups.

From the observation of the table 4.3.5 A, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 81.33 and 81.67 whereas the SDs are 22.03 and 20.40 respectively. When these two mean scores have been subjected to t-test, it is found to

be 0.21 which is non-significant. This indicates that there is no significant difference in the Social Problems of the two groups with respect to their father's education.

**Table 4.3.5 B**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/Higher Education)**

Social Problem	Father's Education	N	Mean	SD	t-value
Conservative Mentality (C)	No formal Education	246	18.39	5.14	0.99
	Higher Education	111	18.96	4.88	
Gender Related Issues (G)	No formal Education	246	15.65	6.17	0.23
	Higher Education	111	15.79	5.13	
Socio-Economic Factor(S)	No formal Education	246	16.96	6.05	2.09*
	Higher Education	111	18.20	4.76	
Domestic Issues (D)	No formal Education	246	14.40	6.56	0.16
	Higher Education	111	14.50	5.50	
Political Situations (P)	No formal Education	246	15.93	5.54	1.98*
	Higher Education	111	14.69	5.39	
Social Problems (SP)	No formal Education	246	81.33	22.03	0.35
	Higher Education	111	82.15	18.33	

\*Significant t-value (at 0.05 level)

From the table 4.3.5 B, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 18.39 and 18.96 whereas the SDs are 5.14 and 4.88 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.99 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.

Further, again from the observation of the table 4.3.5 B, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 15.65 and 15.79 whereas the SDs are 6.17 and 5.13 respectively. When these two mean scores have been subjected to t-test, it is

found to be 0.23 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.5 B, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 16.96 and 18.20 whereas the SDs are 6.05 and 4.76 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.09 which is significant at 0.05 level. This indicates that there is significant difference in the Socio-Economic Factor of the two groups. The women students whose fathers have not received any formal education have perceived Socio-Economic Factor as more significant issue as compared to the women students whose fathers have received higher education.

From the observation of the table 4.3.5 B, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 14.40 and 14.50 whereas the SDs are 6.56 and 5.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.16 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.5 B, it is clear that the mean scores on Political Situations (P) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 15.93 and 14.69 whereas the SDs are 5.54 and 5.39 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.98 which is significant at 0.05 level. This indicates that there is significant difference in the Political Situations of the two groups.

From the observation of the table 4.3.5 B, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have

received higher education are found to be 81.33 and 82.15 whereas the SDs are 22.03 and 18.33 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.35 which is non-significant. This indicates that there is no significant difference in in the Social Problems (SP) of the two groups with respect to their father's education.

**Table 4.3.5 C**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (School Education/Higher Education)**

Social Problem	Father's Education	N	Mean	SD	t-value
Conservative Mentality (C)	School Education	443	18.77	5.27	0.36
	Higher Education	111	18.96	4.88	
Gender Related Issues (G)	School Education	443	15.67	5.68	0.21
	Higher Education	111	15.79	5.13	
Socio-Economic Factor(S)	School Education	443	17.57	5.19	1.21
	Higher Education	111	18.20	4.76	
Domestic Issues (D)	School Education	443	14.15	5.98	0.60
	Higher Education	111	14.50	5.50	
Political Situations (P)	School Education	443	15.50	5.12	1.42
	Higher Education	111	14.69	5.39	
Social Problems (SP)	School Education	443	81.67	20.40	0.24
	Higher Education	111	82.15	18.33	

From the table 4.3.5 C, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 18.77 and 18.96 whereas the SDs are 5.27 and 4.88 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.36 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.

Further, from the observation of the table 4.3.5 C, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received

higher education are found to be 15.67 and 15.79 whereas the SDs are 5.68 and 5.13 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.21 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.5 C, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 17.57 and 18.20 whereas the SDs are 5.19 and 4.76 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.21 which is non-significant. This indicates that there is no significant difference in the Socio-Economic Factor of the two groups.

From the observation of the table 4.3.5 C, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 14.15 and 14.50 whereas the SDs are 5.98 and 5.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.60 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.5 C, it is clear that the mean scores on Political Situations (PS) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 15.50 and 14.69 whereas the SDs are 5.12 and 5.39 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.42 which is non-significant. This indicates that there is no significant difference in the Political Situations as perceived by the two groups.

From the observation of the table 4.3.5 C, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 81.67 and 82.15 whereas the SDs are

20.40 and 18.33 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.24 which is non-significant. This indicates that there is no significant difference in the Social Problems of the two groups with respect to their father's education.

### 4.3.6 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Mother's Education

Table 4.3.6A

Social problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/ School Education)

Social Problem	Mother's Education	N	Mean	SD	t-value
Conservative Mentality (C)	No formal Education	473	18.66	5.19	0.32
	School Education	305	18.78	5.033	
Gender Related Issues (G)	No formal Education	473	15.50	5.99	1.09
	School Education	305	15.95	5.41	
Socio-Economic Factor(S)	No formal Education	473	17.12	5.54	2.22*
	School Education	305	18.00	5.19	
Domestic Issues (D)	No formal Education	473	14.21	6.13	0.28
	School Education	305	14.33	6.06	
Political Situations (P)	No formal Education	473	15.78	5.30	1.37
	School Education	305	15.25	5.38	
Social Problems (SP)	No formal Education	473	81.27	20.95	0.69
	School Education	305	82.32	20.11	

\*Significant t-value (at 0.05 level)

From the table 4.3.6 A, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 18.66 and 18.78 whereas the SDs are 5.19 and 5.033 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.32 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.



Further, again from the observation of the table 4.3.6 A, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 15.50 and 15.95 whereas the SDs are 5.99 and 5.41 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.09 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.6 A, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 17.12 and 18.00 whereas the SDs are 5.54 and 5.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.22 which is significant at 0.05 level. This indicates that there is significant difference in the Socio-Economic Factor of the two groups. The women students whose mothers have not received any formal education have perceived Socio-Economic Factor as more significant issue as compared to the women students whose mothers have received school education.

From the observation of the table 4.3.6 A, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 14.21 and 14.33 whereas the SDs are 6.13 and 6.06 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.28 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.6 A, it is clear that the mean scores on Political Situations (PS) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 15.78 and 15.25 whereas the SDs are 5.30 and 5.38 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.37 which is non-significant. This indicates that there is no significant difference in the Political Situations as perceived by the two groups.

From the observation of the table 4.3.6 A, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 81.27 and 81.32 whereas the SDs are 20.95 and 20.11 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.69 which is non-significant. This indicates that there is no significant difference in the Social Problems of the two groups with respect to their mother's education.

**Table 4.3.6 B**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/ Higher Education)**

Social Problem	Mother's Education	N	Mean	SD	t-value
Conservative Mentality (C)	No formal Education	473	18.66	5.19	0.73
	Higher Education	22	17.82	6.91	
Gender Related Issues (G)	No formal Education	473	15.50	5.99	0.24
	Higher Education	22	15.82	5.40	
Socio-Economic Factor(S)	No formal Education	473	17.12	5.54	0.35
	Higher Education	22	17.55	5.47	
Domestic Issues (D)	No formal Education	473	14.21	6.13	0.53
	Higher Education	22	14.91	5.87	
Political Situations (P)	No formal Education	473	15.78	5.30	2.59**
	Higher Education	22	13.77	3.46	
Social Problems (SP)	No formal Education	473	81.27	20.95	0.31
	Higher Education	22	79.86	21.24	

\*\*Significant t-value (at 0.01 level)

From the table 4.3.6 B, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 18.66 and 17.82 whereas the SDs are 5.19 and 6.91 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.73 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.

Further, from the observation of the table 4.3.6 B, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose mothers have

not received any formal education and the women students whose mothers have received higher education are found to be 15.50 and 15.82 whereas the SDs are 5.99 and 5.40 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.24 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.6 B, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 17.12 and 17.55 whereas the SDs are 5.54 and 5.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.35 which is non-significant. This indicates that there is no significant difference in the Socio-Economic Factor as perceived by the two groups.

From the observation of the table 4.3.6 B, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 14.21 and 14.91 whereas the SDs are 6.13 and 5.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.53 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.6 B, it is clear that the mean scores on Political Situations (PS) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 15.78 and 13.77 whereas the SDs are 5.30 and 3.46 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.59 which is significant at 0.01 level. This indicates that there is significant difference in the Political Situations of the two groups. The women students whose mothers have received higher education have perceived political situations as more significant issue as compared to the women students whose mothers have not received formal education.

From the observation of the table 4.3.6 B, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 81.27 and 79.86 whereas the SDs are 20.95 and 21.24 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.31 which is non-significant. This indicates that there is no significant difference in the Social Problems of the two groups with respect to their mother's education.

**Table 4.3.6 C**

**Social problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (School Education/Higher Education)**

<b>Social Problem</b>	<b>Mother's Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Conservative Mentality (C)	School Education	305	18.78	5.03	0.84
	Higher Education	22	17.82	6.91	
Gender Related Issues (G)	School Education	305	15.95	5.41	0.11
	Higher Education	22	15.82	5.40	
Socio-Economic Factor(S)	School Education	305	18.00	5.19	0.40
	Higher Education	22	17.55	5.47	
Domestic Issues (D)	School Education	305	14.33	6.06	0.43
	Higher Education	22	14.91	5.87	
Political Situations (P)	School Education	305	15.25	5.38	1.85
	Higher Education	22	13.77	3.45	
Social Problems (SP)	School Education	305	82.32	20.11	0.55
	Higher Education	22	79.86	21.24	

From the table 4.3.6 C, it is clear that the mean scores on Conservative Mentality (C) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 18.78 and 17.82 whereas the SDs are 5.03 and 6.91 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.84 which is non-significant. This indicates that there is no significant difference in the Conservative Mentality issue of the two groups.

Further, again from the observation of the table 4.3.6 C, the mean scores on Gender Related Issues (G) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 15.95 and 15.82 whereas the SDs are 5.41 and 5.40 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.11 which is non-significant. This indicates that there is no significant difference in the Gender Related Issues of the two groups.

Again, from the observation of the table 4.3.5 B, it is clear that the mean scores on Socio-Economic Factor (S) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 18.00 and 17.55 whereas the SDs are 5.19 and 5.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.40 which is non-significant. This indicates that there is no significant difference in the Socio-Economic Factor of the two groups.

From the observation of the table 4.3.6 C, it is clear that the mean scores on Domestic Issues (D) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 14.33 and 14.91 whereas the SDs are 6.06 and 5.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.43 which is non-significant. This indicates that there is no significant difference in the Domestic Issues of the two groups.

Further, from the observation of the table 4.3.6 C, it is clear that the mean scores on Political Situations (PS) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 15.25 and 13.77 whereas the SDs are 5.38 and 3.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.85 which is non-significant. This indicates that there is no significant difference in the Political Situations as perceived by the two groups.

From the observation of the table 4.3.6 C, it is clear that the mean scores on Social Problems (SP) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 82.32 and 79.86 whereas the SDs are 20.11 and 21.24 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.55 which is non-significant. This indicates that there is no significant difference in the Social Problems of the two groups with respect to their mother's education.

#### **4.4 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir**

In the present section, to study the psychological problems faced by women students of South Kashmir in pursuing higher education, 32 issues have been identified and presented under four dimensions. The dimensions are given below:

1. Stress (S)
2. Anxiety (A)
3. Adjustment Problem (Ad)
4. Low Self Esteem (Ls)

The analysis of the result of each issue, dimension wise, is presented in the following lines:

##### **4.4.1 Stress Among Women Students Pursuing Higher Education**

Eight items are selected for the perception of the women students regarding the Stress (S) as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Psychological Problem Scale by the intended respondents:

- S1: I feel stressed due to too bulky syllabus for the study.
- S2: I feel pressure in completing too many assignments in a short period of time.
- S3: I think I may not be able to complete the course successfully.
- S4: I am confident enough in my subject of study.
- S5: I always complete my assignments on time.

S6: I feel distress when things do not happen as I planned.

S7: I am not able to concentrate on my studies.

S8: It is very difficult to get a sound sleep.

S1, S2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

The number along with its percentage in the different response continuum has been presented in the table 4.4.1 A:

**Table 4.4.1 A**  
**Stress as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	S1		S2		S3		S4		S5		S6		S7		S8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	295	36.9	298	37.3	147	18.4	399	49.9	531	66.4	413	51.6	141	17.6	257	32.1
A	135	16.9	149	18.6	79	9.9	120	15.0	90	11.3	147	18.4	95	11.9	144	18.0
U	109	13.6	109	13.6	101	12.6	100	12.5	51	6.4	83	10.4	110	13.8	120	15.0
D	109	13.6	88	11.0	109	13.6	82	10.3	52	6.5	59	7.4	119	14.9	109	13.6
SD	152	19.0	156	19.5	364	45.5	99	12.4	76	9.5	98	12.3	335	41.9	170	21.3
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.4.1A, it is found that the strongly agree and agree together accounts for 53.8% whereas disagree and strongly disagree together accounts for 32.6% for the very first item S1 (I feel stressed due to too bulky syllabus for the study). This shows that the percentage of women students who feel stressed due to too bulky syllabus for the study is more (by 21.2%) as compared to their counterpart women students who disagreed that they feel stressed due to too bulky syllabus for the study.

For the 2<sup>nd</sup> item S2 (I feel pressure in completing too many assignments in a short period of time) the agreement percentage together accounts for 55.9% whereas disagreement percentage together accounts for 30.5%. This indicates that the percentage of women students who feel pressure in completing too many assignments in a short period of time is high (by 25.4%) as compared to the disagreed counterpart women students.

28.3% of respondents have the agreement with the third statement S3 (I think I may not be able to complete the course successfully) whereas 59.1% of the respondents have the disagreement with the statement. This shows that the respondents who think they may not be able to complete the course successfully is less (by 30.8%) as compared to the disagreed counterpart respondents.

The fourth item in Stress dimension S4 (I am confident enough in my subject of study) have got the agreement percentage as 64.9% as compared to their disagreement counterpart women students' percentage as 22.7%. This indicates that the number of respondents who are enough confident in the subject of study is more (by 42.2%) as compared to the disagreed counterpart respondents.

The 5<sup>th</sup> item S5 (I always complete my assignments on time) has got the agreement percentage as 77.7% as compared to the disagreement percentage of the respondents as 16.0%. This indicates that the number of women student respondents who complete their assignments on time is more as compared to the number of respondents who disagreed that they always complete their assignments on time.

The 6<sup>th</sup> item S6 (I feel distress when things do not happen as I planned) of the Stress dimension has also got the higher number of agreement percentage (70.0%) as opposed to the less percentage of disagreement (19.7%). This indicates that majority of the women students agreed that they feel distressed when things do not happen as they planned in comparison to their disagreed counterpart women students.

The 7<sup>th</sup> item in the Stress dimension S7 (I am not able to concentrate on my studies) has got the agreement percentage as 29.5% as compared to their disagreement counterpart respondents' percentage as 56.8%. This indicates that the



number of respondents who are not able to concentrate on studies is less (by 27.3%) as compared to the disagreed counterpart respondents.

The last item in the Stress dimension S8 (It is very difficult to get a sound sleep) have got the agreement percentage as 50.1% as compared to their disagreement counterpart women students' percentage as 34.9%. This indicates that the number of respondents who agreed that it is very difficult to get a sound sleep is more (by 15.2%) as compared to the respondents who disagreed the statement.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Stress is presented in the table 4.4.1B:

**Table 4.4.1 B**  
**Stress as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
S1	I feel stressed due to too bulky syllabus for the study.	Agree	53.8	3.03**
		Disagree	32.6	
S2	I feel pressure in completing too many assignments in a short period of time.	Agree	55.9	3.63**
		Disagree	30.5	
S3	I think I may not be able to complete the course successfully.	Agree	28.3	4.39**
		Disagree	59.1	
S4	I am confident enough in my subject of study.	Agree	64.9	6.01**
		Disagree	22.7	
S5	I always complete my assignments on time.	Agree	77.7	8.74**
		Disagree	16.0	
S6	I feel distress when things do not happen as I planned.	Agree	70.0	7.15**
		Disagree	19.7	
S7	I am not able to concentrate on my studies.	Agree	29.5	3.90**
		Disagree	56.8	
S8	It is very difficult to get a sound sleep.	Agree	50.1	2.17*
		Disagree	34.9	

\*Significant z-value (at 0.01 level); \*\*Significant z-value (at 0.01 level)

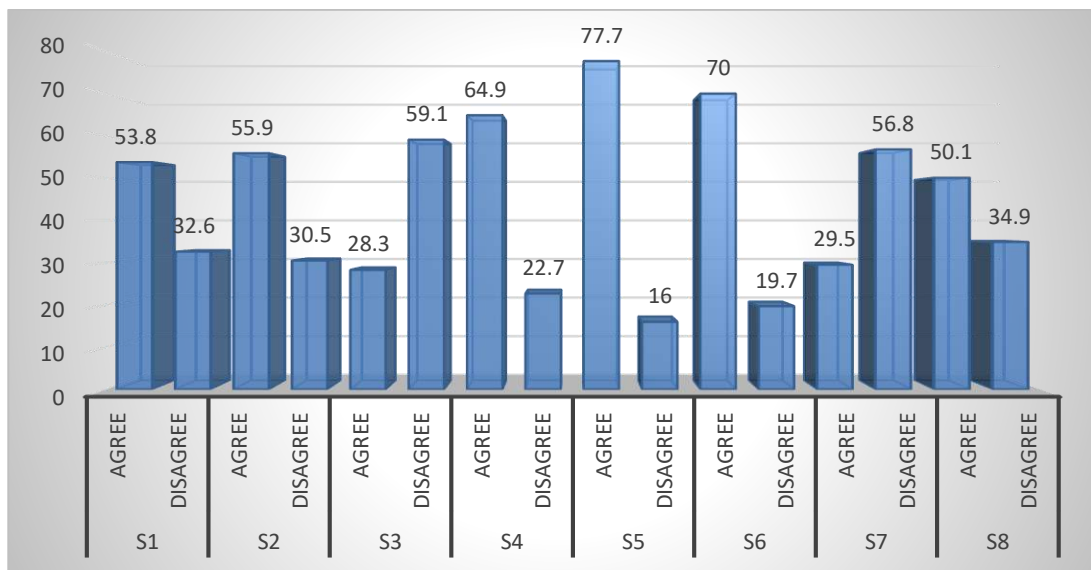
The table 4.4.1B reveals z-values of item no. S1 to S8 of 'Stress' dimension under psychological problem. The z- values of item no. S1 to S8 are 3.03, 3.63, 4.39, 6.01, 8.74, 7.15, 3.90 & 2.17 respectively. The z-values for the items S1 to S7 are found to be significant at 0.01 level whereas the z-values for S8 is found to be significant at 0.05 level. This indicates that there is significant difference between the agreement and disagreement percentages for all the items under this dimension.

Significantly better proportion of women students have agreed to the items 'I feel stressed due to too bulky syllabus for the study (S1); I feel pressure in completing too many assignments in a short period of time (S2); I feel distress when things do not happen as I planned (S6) and it is very difficult to get a sound sleep (S8). These are the issues that may hamper education of women students and demand a serious thought.

The table further reveals that the statement I am confident enough in my subject of study (S4) and I always complete my assignments on time (S5) have positive indication as majority of the women students have agreed with these statements.

Furthermore, table 4.4.1B depicts that large no of respondents disagree with the statement (S3) I think I may not be able to complete the course successfully and (S7) I am not able to concentrate on my studies.

The percentage of agree & disagree for the issues related with stress perceived by women students of higher education have been presented by the Fig. 4.4.1 as under:



**Fig. 4.4.1:** Percentage of agree & disagree for the issues related with stress as perceived by women students

### 4.4.2 Anxiety Among the Women Students Pursuing Higher Education

Eight items are selected for the perception of the women students regarding the Anxiety (A) as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Psychological Problem Scale by the intended respondents:

**A1: I feel hopelessness in my life.**

A2: I am satisfied with my study.

A3: I am not worried about my family life.

**A4: I am anxious about my career.**

A5: I can easily recover from unpleasant situation.

**A6: I am afraid of what people think about me.**

**A7: I cannot relax as others relax in their life.**

**A8: I could not enjoy the life as much as I can.**

A1, A2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.4.2 A**

**Anxiety as perceived by women students (N=800)**

**(Number and percentages of the respondents on the rating continuum)**

Issues	A1		A2		A3		A4		A5		A6		A7		A8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	193	24.1	428	53.5	237	29.6	379	47.4	290	36.3	190	23.8	180	22.5	221	27.6
A	83	10.4	111	13.9	71	8.9	155	19.4	139	17.4	103	12.9	125	15.6	155	19.4
U	81	10.1	83	10.4	60	7.5	81	10.1	128	16.0	83	10.4	112	14.0	98	12.3
D	109	13.6	80	10.0	103	12.9	69	8.6	102	12.8	83	10.4	109	13.6	101	12.6
SD	334	41.8	98	12.3	329	41.1	116	14.5	141	17.6	341	42.6	274	34.3	225	28.1
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.4.2 A, it is found that the strongly agree and agree together accounts for 34.5% whereas disagree and strongly disagree together accounts for 55.4% for the very first item A1 (I feel hopelessness in my life) This shows that the percentage of respondents who feel hopelessness in life is less (by 20.9%) as compared to their counterpart women students who disagreed that they feel hopelessness in life.

For the 2<sup>nd</sup> item A2 (I am satisfied with my study) the agreement percentage together accounts for 67.4% whereas disagreement percentage together accounts for 22.3%. This indicate that the percentage of women students who are satisfied with study is high (by 45.1%) as compared to the disagreed counterpart respondents.

38.5 % of respondents have the agreement with the third statement A3 (I am not worried about my family life) whereas 54.0% of the respondents have the disagreement with the statement. This shows that the women students who are not worried about their family life is less (by 15.5%) as compared to the respondents who disagreed that they are not worried about their family life.

The fourth item in Anxiety dimension A4 (I am anxious about my career) have got the agreement percentage as 66.8% as compared to their disagreement counterpart respondents' percentage as 23.1%. This indicates that the number of women students who are anxious about their career is more (by 43.7%) as compared to the disagreed counterpart respondents.

The 5<sup>th</sup> item A5 (I can easily recover from unpleasant situation) has got the agreement percentage as 53.7 % as compared to the disagreement percentage as 30.4% of the women students. This indicates that the number of women students who can easily recover from unpleasant situation is more as compared to the number of disagreed counterpart respondents.

The 6<sup>th</sup> item A6 (I am afraid of what people think about me) of the Stress dimension has got the lower number of agreement percentage (36.7%) as opposed to the higher percentage of disagreement (53.0%). This indicates that a smaller number of the respondents agreed that they are afraid of what people think about them in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Anxiety of dimension A7 (I cannot relax as others relax in their life) has got the agreement percentage as 38.1% as compared to their disagreement counterpart respondents' percentage as 47.9%. This indicates that the

number of respondents who cannot relax as others relax in their life is less (by 9.8%) as compared to the disagreed counterpart respondents.

The last item in the Anxiety dimension A8 (I could not enjoy the life as much as I can) have got the agreement percentage as 47.0% as compared to their disagreement counterpart respondents' percentage as 40.7%. This indicates that the number of respondents who could not enjoy the life as much as they can is less (by 6.3%) as compared to the disagreed counterpart respondents.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Anxiety is presented in the table 4.4.2B:

**Table 4.4.2 B**  
**Anxiety as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
A1	I feel hopelessness in my life.	Agree	34.5	2.97**
		Disagree	55.4	
A2	I am satisfied with my study.	Agree	67.4	6.41**
		Disagree	22.3	
A3	I am not worried about my family life.	Agree	38.5	2.20*
		Disagree	54.0	
A4	I am anxious about my career.	Agree	66.8	6.21**
		Disagree	23.1	
A5	I can easily recover from unpleasant situation.	Agree	53.7	3.34**
		Disagree	30.4	
A6	I am afraid of what people think about me.	Agree	36.7	2.32*
		Disagree	53.0	
A7	I cannot relax as others relax in their life.	Agree	38.1	1.40
		Disagree	47.9	
A8	I could not enjoy the life as much as I can.	Agree	47.0	0.90
		Disagree	40.7	

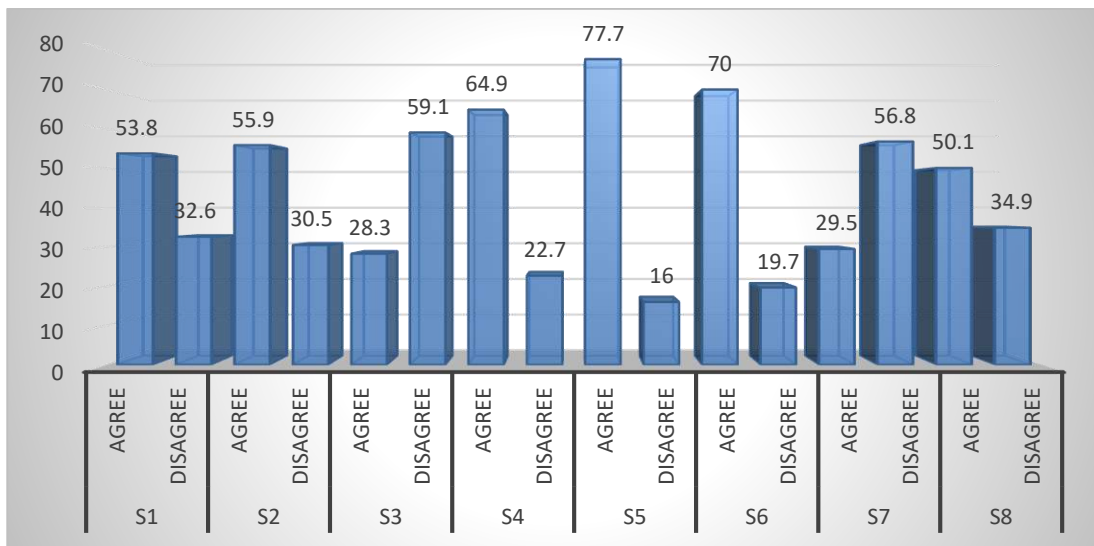
\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

The table 4.4.2B reveals z-values of item no. A1 to A8 of 'Anxiety' dimension under psychological problem. The z- values of item no. A1 to A8 are 2.97,

6.41, 2.20, 6.21, 3.34, 2.32, 1.40 & 0.90 respectively. The z-values for the items A1, A2 & A5 are found to be significant at 0.01 level whereas the z- values for the items A3 & A6 are found to be significant at 0.05 level. The z- values for the items A7 & A8 are found to be non-significant for the difference between the agreement and disagreement proportions. This indicates there is significant difference between the agreement and disagreement percentages for items A1 to A6 whereas there is no significant difference between the percentages of agreement and disagreement for the items A7 & A8. The item A1 (I feel hopelessness in my life) & A6 (I am afraid of what people think about me) have been disagreed by large number of women respondents. The items A2 & A5 (I am satisfied with my study and I can easily recover from unpleasant situation) have positive indication as majority of the respondents have agreed with the statements.

The table further reveals that a considerable number of respondents have disagreed with item A3 (I am not worried about my family life) and agreed with item A4 (I am anxious about my career). Last two items got the non-significant difference in the proportions. However, most of the students have disagreed to item A7 (I cannot relax as others relax in their life) and agreed to A8 (I could not enjoy the life as much as I can).

The percentage of agree & disagree for the issues related with anxiety perceived by women students of higher education have been presented by the Fig. 4.4.2 as under:



**Fig. 4.4.2:** Percentage of agree & disagree for the issues related with anxiety as perceived by women students

### 4.4.3 Adjustment Problem Among Women Students Pursuing Higher Education

Eight items are selected for the perception of the women students regarding the Adjustment (Ad) as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Psychological Problem Scale by the intended respondents:

Ad1: I never feel nervous in facing a new situation.

Ad2: I fear even on a small problem.

Ad3: I feel that I couldn't make wise decisions.

Ad4: I could not keep promises.

Ad5: I can easily control my emotions.

Ad6: I feel humiliated when others make fun of me.

Ad7: I feel inconvenience in mixed classroom environment.

Ad8: I can easily manage my personal problems.

Ad1, Ad2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.4.3 A**  
Adjustment Problem as perceived by women students (N=800)  
(Number and percentages of the respondents on the rating continuum)

Issues	Ad1		Ad2		Ad3		Ad4		Ad5		Ad6		Ad7		Ad8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	278	34.8	225	28.1	172	21.5	160	20.0	353	44.1	283	35.4	210	26.3	400	50.0
A	118	14.8	115	14.4	106	13.3	85	10.6	91	11.4	121	15.1	115	14.4	119	14.9
U	108	13.5	96	12.0	115	14.4	112	14.0	92	11.5	111	13.9	122	15.3	87	10.9
D	103	12.9	109	13.6	124	15.5	98	12.3	105	13.1	83	10.4	114	14.3	86	10.8
SD	193	24.1	255	31.9	283	35.4	345	43.1	159	19.9	202	25.3	239	29.9	108	13.5
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.4.3 A, it is found that the strongly agree and agree together accounts for 49.6% whereas disagree and strongly disagree together accounts for 37.0% for the very first item Ad1 (I never feel nervous in facing a new situation). This shows that the percentage of women students who never feel nervous in facing a new situation is more (by 12.6%) as compared to their counterpart respondents.

For the 2<sup>nd</sup> item Ad2 (I fear even on a small problems) the agreement percentage together accounts for 42.5% whereas disagreement percentage together accounts for 45.5%. This indicates that the percentage of women students who fear even on a small problem is less (by 3.0%) as compared to the counterpart women students.

34.8% of respondents have the agreement with the third statement Ad3 (I feel that I couldn't make wise decisions) whereas 50.9% of the respondents have the disagreement with the statement. This shows that the women students who agreed that they couldn't make wise decisions is less (by 16.1%) as compared to the counterpart respondents.

The fourth item in Adjustment Problem dimension Ad4 (I could not keep promises) have got the agreement percentage as 30.6% as compared to their disagreement counterpart women students' percentage as 55.4%. This indicates that the number of respondents who could not keep promises is less as compared to the counterpart women students by 24.8%.

The 5<sup>th</sup> item Ad5 (I can easily control my emotions) has got the agreement percentage as 55.5 % as compared to the disagreement percentage as 33.0% of the respondents. This indicates that the number of women students who can easily control emotions is more as compared to the number of women students who disagreed that they can easily control emotions.

The 6<sup>th</sup> item Ad6 (I feel humiliated when others make fun of me) of the Adjustment Problem dimension has got the higher number of agreement percentage (50.5%) as opposed to the less percentage of disagreement (35.7%). This indicates that most of the respondents agreed that they feel humiliated when others make fun of them in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Adjustment Problem of dimension Ad7 (I feel inconvenience in mixed classroom environment) has got the agreement percentage as 40.7% as compared to their disagreement counterpart respondents' percentage as 44.2%. This



indicates that the number of respondents who feel inconvenience in mixed classroom environment is high as compared to the disagreed respondents by 3.5%.

The last item in the Adjustment Problem dimension Ad8 (I can easily manage my personal problems) have got the agreement percentage as 64.9% as compared to their disagreement counterpart respondents' percentage as 24.3%. This indicates that the number of respondents who can easily manage personal problems is more as compared to the disagreed respondents by 40.6%.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Adjustment Problem is presented in the table 4.4.3B:

**Table 4.4.3 B**  
**Adjustment Problem as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
Ad1	I never feel nervous in facing a new situation.	Agree	49.6	1.80
		Disagree	37.0	
Ad2	I fear even on a small problem.	Agree	42.5	0.43
		Disagree	45.5	
Ad3	I feel that I couldn't make wise decisions.	Agree	34.8	2.30*
		Disagree	50.9	
Ad4	I could not keep promises.	Agree	30.6	3.54**
		Disagree	55.4	
Ad5	I can easily control my emotions.	Agree	55.5	3.20**
		Disagree	33.0	
Ad6	I feel humiliated when others make fun of me.	Agree	50.5	2.11*
		Disagree	35.7	
Ad7	I feel inconvenience in mixed classroom environment.	Agree	40.7	0.50
		Disagree	44.2	
Ad8	I can easily manage my personal problems.	Agree	64.9	5.78**
		Disagree	24.3	

\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

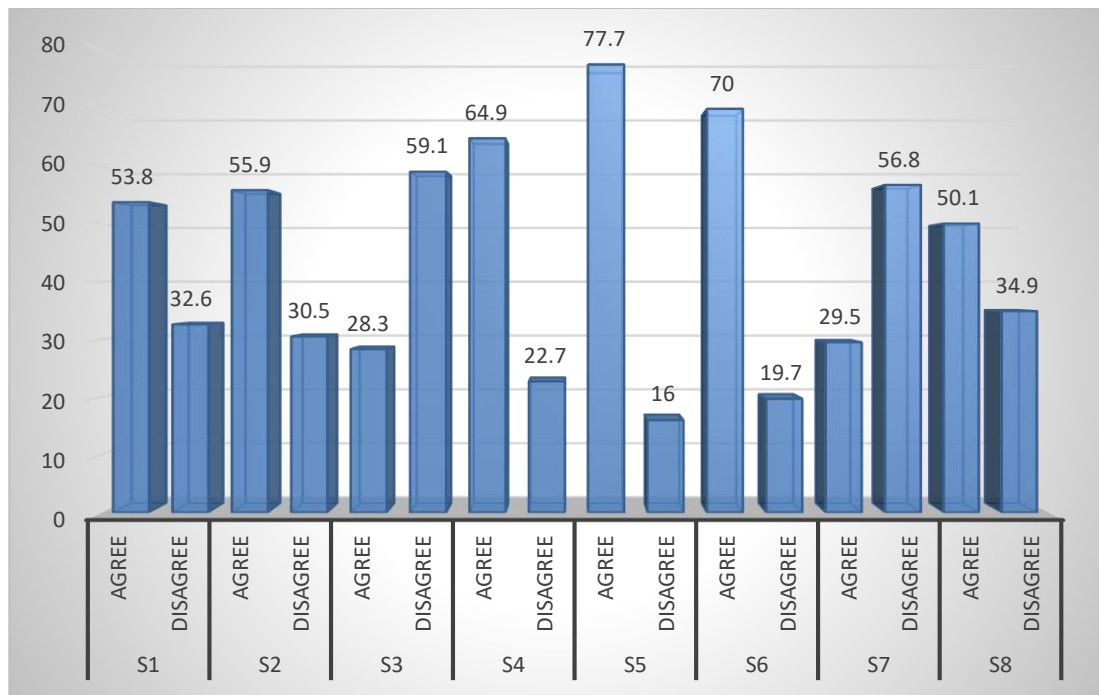
The table 4.4.3B reveals z-values of item no. Ad1 to Ad8 of 'Adjustment problem' dimension of psychological problem. The z-values of item no. Ad1 to Ad8 are 1.80, 0.43, 2.30, 3.54, 3.20, 2.11, 0.50 & 5.78 respectively. The z-values for the items Ad1, Ad2 & Ad7 are found to be non-significant for the difference between the agreement and disagreement proportions. The table further reveals that z-values for the items Ad3 & Ad6 are found to be significant at 0.05 level whereas the z-values for the items Ad4, Ad5 & A8 are found to be significant at 0.01 level of significance. This indicates that there is no significant difference between the agreement and disagreement percentages for the items Ad1, Ad2 & Ad7 whereas there is significant difference between the percentages of agreement and disagreement for the items Ad3, Ad4, Ad5, Ad6 & A8.

Item Ad1, Ad2 & Ad7 got the non-significant difference in the percentages of agreed and disagreed. Most of the women student respondents (49.6%) agreed with the statement 'I never feel nervous in facing a new situation; 45.5% disagreed with the item 'I fear even on a small problem and 44.2% disagreed with the item 'I feel inconvenience in mixed classroom environment.

Above table further reveals that majority of the women student respondents disagree with the statements Ad3 & Ad4 'I feel that I couldn't make wise decisions,' and 'I could not keep promises.'

Item Ad5 & Ad8 have positive indication as a considerable number of respondents agreed to item Ad5 & Ad8 (I can easily control my emotions and I can easily manage my personal problems). Item Ad6 (I feel humiliated when others make fun of me) has been agreed by majority of respondents and have a negative indication.

The percentage of agree & disagree for the issues related with adjustment problem perceived by women student respondents of higher education have been presented by the Fig. 4.4.3 as under:



**Fig. 4.4.3:** Percentage of agree & disagree for the issues related with adjustment problem as perceived by women students

#### 4.4.4 Low Self Esteem Among Women Students Pursuing Higher Education

Eight items are selected for the perception of the women students regarding the Low Self Esteem (Ls) as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Psychological Problem Scale by the intended women student respondents:

**Ls1:** I think I have not selected the right course of study.

Ls2: I am able to think clearly.

Ls3: I feel I am capable of doing everything.

**Ls4:** I prefer to be alone even in social gatherings.

Ls5: I prefer to shoulder the responsibilities.

**Ls6:** I feel nervous during examination.

**Ls7:** I avoid tasks that require mental effort.

Ls8: I can achieve my goals easily.

Ls1, Ls2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.4.4 A**  
**Low Self Esteem as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	Ls1		Ls2		Ls3		Ls4		Ls5		Ls6		Ls7		Ls8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	138	17.3	416	52.0	396	49.5	274	34.3	393	49.1	274	34.3	205	25.6	329	41.1
A	71	8.9	117	14.6	141	17.6	110	13.8	136	17.0	150	18.8	101	12.6	128	16.0
U	58	7.3	96	12.0	104	13.0	94	11.8	90	11.3	102	12.8	134	16.8	147	18.4
D	86	10.8	83	10.4	75	9.4	109	13.6	83	10.4	91	11.4	118	14.8	96	12.0
SD	447	55.9	88	11.0	84	10.5	213	26.6	98	12.3	183	22.9	242	30.3	100	12.5
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.4.4 A, it is found that the strongly agree and agree together accounts for 26.2% whereas disagree and strongly disagree together accounts for 66.7% for the very first item Ls 1 (I think I have not selected the right course of study) This shows that the percentage of the women student respondents who think that they have not selected the right course of study is less as compared to their counterpart respondents by 40.5%.

For the 2<sup>nd</sup> item Ls 2 (I am able to think clearly) the agreement percentage together accounts for 66.6% whereas disagreement percentage together accounts for 21.4%. This indicates that the percentage of respondents who are able to think clearly is more as compared to the disagreed counterpart women students by 45.2%.

67.1% of respondents have the agreement with the third statement Ls 3 (I feel I am capable of doing everything) whereas 19.9% of the respondents have the

disagreement with the statement. This shows that the women student respondents who feel they are capable of doing everything is high as compared to the disagreed counterpart women respondents by 47.2%.

The fourth item in Low Self Esteem dimension Ls 4 (I prefer to be alone even in social gatherings) have got the agreement percentage as 48.1% as compared to their disagreement counterpart respondents' percentage as 40.2%. This indicates that the number of respondents who prefer to be alone even in social gatherings is more (by 7.9%) as compared to the respondents who disagreed that they prefer to be alone even in social gatherings.

The 5<sup>th</sup> item Ls 5 (I prefer to shoulder the responsibilities) has got the agreement percentage as 66.1 % as compared to the disagreement percentage as 22.7% of the respondents. This indicates that the number of women students who prefer to shoulder the responsibilities is more as compared to the number of respondents who disagreed to prefer to shoulder the responsibilities.

The 6<sup>th</sup> item Ls 6 (I feel nervous during examination) of the Low Self Esteem dimension has got the higher number of agreement percentage (53.1%) as opposed to the less percentage of disagreement (34.3%). This indicates that most of the women students agreed that they feel nervous during examination in comparison to their disagreed counterpart women students.

The 7<sup>th</sup> item in the Low Self Esteem of dimension Ls 7 (I avoid tasks that require mental effort) has got the agreement percentage as 38.2% as compared to their disagreement counterpart respondents' percentage as 45.1%. This indicates that the number of women students who avoid tasks that require mental effort is low as compared to the disagreed counterpart women students by 6.9%.

The last item in the Low Self Esteem dimension Ls 8 (I can achieve my goals easily) have got the agreement percentage as 57.1% as compared to their disagreement counterpart respondents' percentage as 24.5%. This indicates that the number of respondents who can achieve goals easily is more as compared to the disagreed counterpart respondents by 32.6%.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Low Self Esteem is presented in the table 4.4.4B:

**Table 4.4.4 B**  
**Low Self Esteem as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
Ls1	I think I have not selected the right course of study.	Agree	26.2	5.74**
		Disagree	66.7	
Ls2	I am able to think clearly.	Agree	66.6	6.44**
		Disagree	21.4	
Ls3	I feel I am capable of doing everything.	Agree	67.1	6.73**
		Disagree	19.9	
Ls4	I prefer to be alone even in social gatherings.	Agree	48.1	1.12
		Disagree	40.2	
Ls5	I prefer to shoulder the responsibilities.	Agree	66.1	6.18**
		Disagree	22.7	
Ls6	I feel nervous during examination.	Agree	53.1	2.68**
		Disagree	34.3	
Ls7	I avoid tasks that require mental effort.	Agree	38.2	0.99
		Disagree	45.1	
Ls8	I can achieve my goals easily.	Agree	57.1	4.69**
		Disagree	24.5	

\*\*Significant z-value (at 0.01 level)

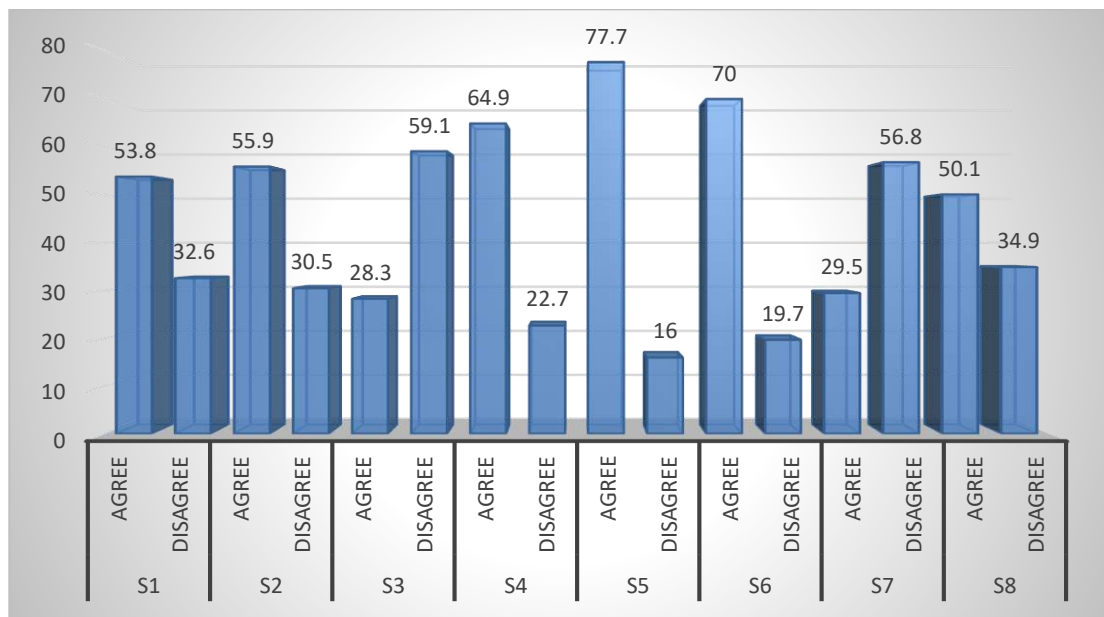
The table 4.4.4B reveals z-values of item no. Ls1 to Ls8 of 'Low self- esteem' dimension under psychological problem. The z-values of item no. Ls1 to Ls8 are 5.74, 6.44, 6.73, 1.12, 6.18, 2.68, 0.99 & 4.69 respectively. From the table it is clear that z-values for the items Ls1, Ls2, Ls3, Ls5, Ls6 & Ad8 are found to be significant at 0.01 level of significance whereas z- values for the items Ls4 & Ls7 are found to be non-significant for the difference between the agreement and disagreement percentages. This means that low self-esteem has been found significantly relevant with regard to the items Ls2 (I am able to think clearly); Ls3 (I feel I am capable of

doing everything) Ls5 (I prefer to shoulder the responsibilities) and Ls8 (I can achieve my goals easily) because a significantly better proportion of the women respondents have agreed with the statements.

Table 4.4.4B further reveals that majority of the respondents think that they have selected the right course of the study. Item Ls6 (I feel nervous during examination) have negative indication with reference to low self-esteem as majority of respondents have agreed with the statement. Item number Ls4 & Ls7 got the non-significant difference in the proportions as it is evident in the table 4.44B, yet their percentages of agreed or disagreed is itself a significant figure and depicts whether the statement has to be considered as issue or not with reference to low self-esteem.

Though I prefer to be alone even in social gatherings has been disagreed by 40.2% of women students yet there are 48.1% of respondents who agree with the statement. Similarly, I avoid tasks that require mental effort has been disagreed by 45.1% of respondents, yet 38.2% of women students have agreed that they avoid tasks that require mental effort.

The percentage of agree & disagree for the issues related with low self-esteem perceived by women students of higher education have been presented by the Fig. 4.4.4 as under:



**Fig. 4.4.4:** Percentage of agree & disagree for the issues related with low self-esteem as perceived by women students

#### 4.5 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education

##### 4.5.1 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College

Table 4.5.1

Psychological problems faced by the women students in the higher educational institutions of South Kashmir with reference to type of college (Women's College/Co-Educational)

Psychological Problem	Type of College	N	Mean	SD	t-value
Stress (S)	Women's College	312	25.00	6.66	0.35
	Co-Educational	488	25.16	6.44	
Anxiety (A)	Women's College	312	24.87	7.41	0.85
	Co-Educational	488	25.32	7.02	
Adjustment Problem (Ad)	Women's College	312	25.84	7.40	0.95
	Co-Educational	488	26.33	7.01	
Low Self Esteem (Ls)	Women's College	312	27.14	6.90	1.55
	Co-Educational	488	27.88	6.35	
Psychological problems (PP)	Women's College	312	102.85	23.80	1.11
	Co-Educational	488	104.68	22.33	

From the table 4.5.1, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational Institution are found to be 25.00 and 25.16 whereas the SDs are 6.66 and 6.44 respectively. When



these two mean scores have been subjected to t-test, it is found to be 0.35 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups.

Further, again from the observation of the table 4.5.1, the mean scores on Anxiety (A) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational Institution are found to be 24.87 and 25.32 whereas the SDs are 7.41 and 7.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.85 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.1, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students pursuing higher education in Women's College and the women student pursuing higher education in Co-Educational Institution are found to be 25.84 and 26.33 whereas the SDs are 7.40 and 7.01 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.95 which is non-significant. This indicates that there is no significant difference in the Adjustment Problems of the two groups.

From the observation of the table 4.5.1, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational Institution are found to be 27.14 and 27.88 whereas the SDs are 6.90 and 6.35 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.55 which is non-significant. This indicates that there is no significant difference in the Low Self Esteem of the two groups.

From the observation of the table 4.5.1, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational Institution are found to be 102.85 and 104.68 whereas

the SDs are 23.80 and 22.33 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.11 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational Institution.

#### 4.5.2 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study

Table 4.5.2 A

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/ BSc Medical)

Psychological Problem	Type of College	N	Mean	SD	t-value
Stress (S)	BA	616	24.79	6.59	2.08*
	BSc Medical	139	26.06	6.16	
Anxiety (A)	BA	616	25.19	7.11	0.52
	BSc Medical	139	24.83	7.42	
Adjustment Problem (Ad)	BA	616	25.93	7.13	1.52
	BSc Medical	139	26.95	7.34	
Low Self Esteem (Ls)	BA	616	27.32	6.60	1.99*
	BSc Medical	139	28.55	6.28	
Psychological problems (PP)	BA	616	103.23	22.94	1.48
	BSc Medical	139	106.40	22.23	

\*Significant t-value (at 0.05 level)

From the table 4.5.2 A, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 24.79 and 26.06 whereas the SDs are 6.59 and 6.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.08 which is significant at 0.05 level. This indicates that there is significant difference in the Stress of these two groups. The women students pursuing BA course are found to be more stressed as compared to the women students pursuing BSc Medical.

Further, from the observation of the table 4.5.2 A, the mean scores on Anxiety (A) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 25.19 and 24.83 whereas the SDs are 7.11 and 7.42 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.52. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 A, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 25.93 and 26.95 whereas the SDs are 7.13 and 7.34 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.52 which is non-significant. This indicates that there is no significant difference in the Adjustment problem of the two groups.

From the observation of the table 4.5.2 A, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 27.32 and 28.55 whereas the SDs are 6.60 and 6.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.99 which is significant at 0.05 level. This indicates that there is significant difference in the Low Self Esteem of the two groups. The women students pursuing BA course are found to have low self-esteem as compared to the women students pursuing BSc Medical.

Further, from the observation of the table 4.5.2 A, it is clear that the mean scores on Political Situations (PP) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 15.54 and 15.35 whereas the SDs are 5.39 and 4.98 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.40 which is non-significant. This indicates that there is no significant difference in the political situations faced by the two groups.

From the observation of the table 4.5.2 A, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found 103.23 and

106.40 whereas the SDs are 22.94 and 22.23 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.48 which is non-significant. This indicates that there is no significant difference in the psychological problems of the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical.

**Table 4.5.2 B**

**Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/BSc Non-Medical)**

Psychological Problem	Course of Study	N	Mean	SD	t-value
Stress (S)	BA	616	24.79	6.59	1.46
	BSc Non-Medical	6	20.83	9.79	
Anxiety (A)	BA	616	25.19	7.11	1.72
	BSc Non-Medical	6	20.17	8.819	
Adjustment Problem (Ad)	BA	616	25.93	7.13	1.51
	BSc Non-Medical	6	21.50	9.18	
Low Self Esteem (Ls)	BA	616	27.32	6.60	2.58**
	BSc Non-Medical	6	20.33	7.97	
Psychological problems (PP)	BA	616	103.23	22.94	2.16*
	BSc Non-Medical	6	82.83	35.18	

\*Significant t-value (at 0.05 level) \*\*Significant t-value (at 0.01 level)

From the table 4.5.2 B, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing B.A and women students pursuing BSc Non- Medical are found to be 24.79 and 20.83 whereas the SDs are 6.59 and 9.79 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.46 which is non-significant. This indicates that there is no significant difference in the Stress of these two groups.

Further, from the observation of the table 4.5.2 B, the mean scores on Anxiety (A) for the two groups, i.e., the women students pursuing B.A and the women

students pursuing BSc Non- Medical are found to be 25.19 and 20.17 whereas the SDs are 7.11 and 8.819 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.72 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 B, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 25.93 and 21.50 whereas the SDs are 7.13 and 9.18 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.51 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.2 B, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 27.32 and 20.33 whereas the SDs are 6.60 and 7.79 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.58 which is significant at 0.01 level. This indicates that there is significant difference in the Low Self Esteem of the two groups. The women students pursuing BSc Non-Medical courses are found to be low self-esteemed as compared to the women students pursuing BA course.

From the observation of the table 4.5.2 B, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Non- Medical are found 103.23 and 82.83 whereas the SDs are 22.94 and 35.18 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.16 which is significant at 0.05 level. This indicates that there is significant difference in the psychological problems of the two groups. The women students pursuing BSc Non-Medical courses are found to have more psychological problems as compared to the women students pursuing BA course.

**Table 4.5.2 C**  
**Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/Other)**

Psychological Problem	Course of Study	N	Mean	SD	t-value
Stress (S)	BA	616	24.79	6.59	2.17*
	Other	39	27.13	5.44	
Anxiety (A)	BA	616	25.19	7.11	0.96
	Other	39	26.31	6.99	
Adjustment Problem (Ad)	BA	616	25.93	7.13	1.13
	Other	39	27.26	6.58	
Low Self Esteem (Ls)	BA	616	27.32	6.60	2.07*
	Other	39	29.56	5.94	
Psychological problems (PP)	BA	616	103.23	22.94	1.87
	Other	39	110.26	20.67	

\*Significant t-value (at 0.05 level)

From the table 4.5.2 C, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 24.79 and 27.13 whereas the SDs are 6.59 and 5.44 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.17 which is significant at 0.05 level. This indicates that there is significant difference in the Stress of these two groups. The women students pursuing BA courses are found to be more stressed as compared to the women students pursuing other courses.

Further, from the observation of the table 4.5.2 C, the mean scores on Anxiety (A) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 25.19 and 26.31 whereas the SDs are

7.11 and 6.99 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.96 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 C, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 25.93 and 27.26 whereas the SDs are 7.13 and 6.58 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.13 which is non-significant. This indicates that there is no significant difference in the Adjustment problem of the two groups.

Further, from the observation of the table 4.5.2 C, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 27.32 and 29.56 whereas the SDs are 6.60 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.07 which is significant at 0.05. This indicates that there is significant difference in the Low Self Esteem of the two groups. The women students pursuing BA courses are found to be low self-esteemed as compared to the women students pursuing other courses.

From the observation of the table 4.5.2 C, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing B.A and the women students pursuing Other courses are found 103.23 and 110.26 whereas the SDs are 22.94 and 20.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.87 which is found to be non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses.

Table 4.5.2 D

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/BSc Non-Medical)

Psychological Problem	Course of Study	N	Mean	SD	t-value
Stress (S)	BSc Medical	139	26.06	6.16	1.30
	BSc Non-Medical	6	20.83	9.79	
Anxiety (A)	BSc Medical	139	24.83	7.42	1.50
	BSc Non-Medical	6	20.17	8.82	
Adjustment Problem (Ad)	BSc Medical	139	26.95	7.34	1.76
	BSc Non-Medical	6	21.50	9.18	
Low Self Esteem (Ls)	BSc Medical	139	28.55	6.28	3.11**
	BSc Non-Medical	6	20.33	7.97	
Psychological Problems (PP)	BSc Medical	139	106.40	22.23	2.48*
	BSc Non-Medical	6	82.83	35.18	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.5.2 D, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 26.06 and 20.83 whereas the SDs are 6.16 and 9.79 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.30 which is non-significant. This indicates that there is no significant difference in the Stress of these two groups.

Further, from the observation of the table 4.5.2 D, the mean scores on Anxiety (A) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 24.83 and 20.17 whereas the SDs are 7.42 and 8.82 respectively. When these two mean scores have



been subjected to t-test, it is found to be 1.50 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 D, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 26.95 and 21.50 whereas the SDs are 7.34 and 9.18 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.76 which is found to be non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.2 D, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 28.55 and 20.33 whereas the SDs are 6.28 and 7.97 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.11 which is significant at 0.01 level. This indicates that there is significant difference in the Low Self Esteem of the two. The women students pursuing BSc Non-Medical courses are found to be low self-esteemed as compared to the women students pursuing BSc Medical.

From the observation of the table 4.5.2 D, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found 106.40 and 82.83 whereas the SDs are 22.23 and 35.18 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.48 which is significant at 0.05 level. This indicates that there is significant difference in the psychological problems of the two groups. The women students pursuing BSc Non-Medical courses are found to have more psychological problems as compared to the women students pursuing BSc Medical.

Table 4.5.2 E

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/ Other)

Psychological Problem	Course of Study	N	Mean	SD	t-value
Stress (S)	BSc Medical	139	26.06	6.16	0.98
	Other	39	27.13	5.44	
Anxiety (A)	BSc Medical	139	24.83	7.42	1.11
	Other	39	26.31	6.99	
Adjustment Problem (Ad)	BSc Medical	139	26.95	7.34	0.24
	Other	39	27.26	6.58	
Low Self Esteem (Ls)	BSc Medical	139	28.55	6.28	0.91
	Other	39	29.56	5.94	
Psychological problems (PP)	BSc Medical	139	106.40	22.23	0.97
	Other	39	110.26	20.67	

From the table 4.5.2 E, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 26.06 and 27.13 whereas the SDs are 6.16 and 5.44 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.98 which is non-significant. This indicates that there is no significant difference in the Stress of these two groups.

Further, from the observation of the table 4.5.2 E, the mean scores on Anxiety (A) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 24.83 and 26.31 whereas the SDs are 7.42 and 6.99 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.11 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 E, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 26.95 and 27.26 whereas the SDs are 7.34 and 6.58 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.24 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.2 E, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 28.55 and 29.56 whereas the SDs are 6.28 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.91 which is non-significant. This indicates that there is no significant difference in the Low Self Esteem of the two groups.

From the observation of the table 4.5.2 E, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found 106.40 and 110.26 whereas the SDs are 22.23 and 20.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.97 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses.

**Table 4.5.2 F**

**Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Non-Medical/ Other)**

Psychological Problem	Course of Study	N	Mean	SD	t-value
Stress (S)	BSc Non-Medical	6	20.83	9.79	1.54
	Other	39	27.13	5.44	
Anxiety (A)	BSc Non-Medical	6	20.17	8.82	1.94
	Other	39	26.31	6.99	
Adjustment Problem (Ad)	BSc Non-Medical	6	21.50	9.18	1.89
	Other	39	27.26	6.58	
Low Self Esteem (Ls)	BSc Non-Medical	6	20.33	7.97	3.39**
	Other	39	29.56	5.94	
Psychological problems (PP)	BSc Non-Medical	6	82.83	35.18	1.86
	Other	39	110.26	20.67	

\*\*Significant t-value (at 0.01 level)

From the table 4.5.2 F, it is clear that the mean scores on Stress (S) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 20.83 and 27.13 whereas the SDs are 9.79 and 5.44 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.54 which is non-significant. This indicates that there is no significant difference in the Stress of these two groups.

Further, from the observation of the table 4.5.2 F, the mean scores on Anxiety (A) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 20.17 and 26.31 whereas the SDs are 8.82 and 6.99 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.94 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.2 F, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 21.50 and 27.26 whereas the SDs are 9.18 and 6.58 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.89 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.2 F, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 20.33 and 29.56 whereas the SDs are 7.97 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.39 which is significant at 0.01 level. This indicates that there is significant difference in the Low Self Esteem of the two groups. The women students pursuing BSc Non-Medical are found to be low self-esteemed as compared to the women students pursuing Other courses.

From the observation of the table 4.5.2 F, it is clear that the total mean scores on Psychological Problems (PP) for the two groups i.e., the women students pursuing

BSc Non- Medical and the women students pursuing Other courses are found 82.83 and 110.26 whereas the SDs are 35.18 and 20.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.86 which is found to be non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses.

#### 4.5.3 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence

Table 4.5.3

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Locale of Residence (Rural/ Urban)

Psychological Problem	Locale of Residence	N	Mean	SD	t-value
Stress (S)	Rural	631	24.75	6.68	3.21**
	Urban	169	26.40	5.71	
Anxiety (A)	Rural	631	24.91	7.26	1.80
	Urban	169	26.02	6.77	
Adjustment Problem (Ad)	Rural	631	25.84	7.33	2.49*
	Urban	169	27.26	6.41	
Low Self Esteem (Ls)	Rural	631	27.34	6.68	2.07*
	Urban	169	28.52	6.10	
Psychological problems (PP)	Rural	631	102.84	23.31	2.71*
	Urban	169	108.20	20.93	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.5.3, it is clear that the mean scores on Stress (S) for the two groups i.e., the Rural women students and the Urban women students are found to be 24.75 and 26.40 whereas the SDs are 6.68 and 5.71 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.21 which is significant at 0.01 level. This indicates that there is significant difference in the Stress of the two groups. The rural women students are found to be more stressed as compared to their counterpart urban women students.

Further, from the observation of the table 4.5.3, the mean scores on Anxiety (A) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 24.91 and 26.02 whereas the SDs are 7.26 and 6.77 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.80 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.3, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students belonging to Rural area and Urban areas are found to be 25.84 and 27.26 whereas the SDs are 7.33 and 6.41 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.49 which is significant at 0.05 level. This indicates that there is significant difference in the Adjustment Problem of the two groups. The rural women students are found to have more adjustment problem as compared to their counterpart urban women students.

From the observation of the table 4.5.3, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the women students belonging to Rural area and the women student belonging to Urban area are found to be 27.34 and 28.52 whereas the SDs are 6.68 and 6.10 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.07 which is significant at 0.01 level. This indicates that there is significant difference in the Low Self Esteem of the two groups. The rural women students are found to be low esteemed as compared to their counterpart urban women students.

From the observation of the table 4.5.3, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students belonging to Rural area and the women student belonging to Urban area are found to be 102.84 and 108.20 whereas the SDs are 23.31 and 20.93 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.71 which significant at 0.05 level. This indicates that there is significant difference in the Psychological Problems of the two groups. The rural women students are found to have more psychological problems as compared to their counterpart urban women students.

#### 4.5.4 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status

Table 4.5.4 A

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/ BPL)

Psychological Problem	Family Economic Status	N	Mean	SD	t-value
Stress (S)	APL (Above Poverty Line)	222	25.47	5.77	0.86
	BPL (Below Poverty Line)	446	25.04	6.81	
Anxiety (A)	APL (Above Poverty Line)	222	24.91	6.86	0.53
	BPL (Below Poverty Line)	446	25.23	7.39	
Adjustment Problem (Ad)	APL (Above Poverty Line)	222	26.91	6.88	1.74
	BPL (Below Poverty Line)	446	25.89	7.26	
Low Self Esteem (Ls)	APL (Above Poverty Line)	222	27.35	5.91	0.92
	BPL (Below Poverty Line)	446	27.82	6.91	
Psychological problems (PP)	APL (Above Poverty Line)	222	104.64	20.22	0.36
	BPL (Below Poverty Line)	446	103.98	24.07	

From the table 4.5.4 A, it is clear that the mean scores on Stress (S) for the two groups i.e., the APL women students and the BPL women students are found to be 25.47 and 25.04 whereas the SDs are 5.77 and 6.81 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.86 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups.

Further, again from the observation of the table 4.5.4 A, the mean scores on Anxiety (A) for the two groups i.e., the APL women students and the BPL women students are found to be 24.91 and 25.23 whereas the SDs are 6.86 and 7.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.53 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.4 A, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the APL women students and the BPL women students are found to be 26.91 and 25.89 whereas the

SDs are 6.88 and 7.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.74 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem (Ad) of the two groups.

From the observation of the table 4.5.4 A, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the APL women students and the BPL women students are found to be 27.35 and 27.82 whereas the SDs are 5.91 and 6.91 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.92 which is non-significant. This indicates that there is no significant difference in the Low Self Esteem (Ls) of the two groups.

From the observation of the table 4.5.4 A, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the APL women students and the BPL women students are found to be 104.64 and 103.98 whereas the SDs are 20.22 and 24.07 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.36 which is non-significant. This indicates that there is no significant difference in the Psychological problems of the two groups, i.e., the APL women students and the BPL women students.

**Table 4.5.4 B**

**Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/ AAY)**

Psychological Problem	Family Economic Status	N	Mean	SD	t-value
Stress (S)	APL (Above Poverty Line)	222	25.47	5.77	1.20
	AAY (Antyodaya Anna Yojana)	132	24.67	6.72	
Anxiety (A)	APL (Above Poverty Line)	222	24.91	6.86	0.43
	AAY (Antyodaya Anna Yojana)	132	25.24	6.97	
Adjustment Problem (Ad)	APL (Above Poverty Line)	222	26.91	6.88	1.60
	AAY (Antyodaya Anna Yojana)	132	25.67	7.28	
Low Self Esteem (Ls)	APL (Above Poverty Line)	222	27.35	5.91	0.18
	AAY (Antyodaya Anna Yojana)	132	27.23	6.50	
Psychological problems (PP)	APL (Above Poverty Line)	222	104.64	20.22	0.78
	AAY (Antyodaya Anna Yojana)	132	102.81	23.33	



From the table 4.5.4 B, it is clear that the mean scores on Stress (S) for the two groups i.e., the APL women students and the AAY women students are found to be 25.47 and 24.67 whereas the SDs are 5.77 and 6.72 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.20 which is non-significant. This indicates that there is no significant difference in the Stress (ST) of the two groups.

Further, again from the observation of the table 4.5.4 B, the mean scores on Anxiety (A) for the two groups i.e., the APL women students and the AAY women students are found to be 24.91 and 25.24 whereas the SDs are 6.86 and 6.97 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.43 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.4 B, it is clear that the mean scores of Adjustment Problem (Ad) for the two groups i.e., the APL women students and the AAY women students are found to be 26.91 and 25.67 whereas the SDs are 6.88 and 7.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.60 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.4 B, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the APL women students and the AAY women students are found to be 27.35 and 27.23 whereas the SDs are 5.91 and 6.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.18 which is non-significant. This indicates that there is no significant difference in the Low Self Esteem of the two groups.

From the observation of the table 4.5.4 B, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the APL women students and

the AAY women students are found to be 104.64 and 102.81 whereas the SDs are 20.22 and 23.33 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.78 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the APL women students and the AAY women students.

Table 4.5.4 C

**Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (BPL/AAY)**

Psychological Problem	Family Economic Status	N	Mean	SD	t-value
Stress (S)	BPL (Below Poverty Line)	446	25.04	6.81	0.55
	AAY (Antyodaya Anna Yojana)	132	24.67	6.72	
Anxiety (A)	BPL (Below Poverty Line)	446	25.23	7.39	0.02
	AAY (Antyodaya Anna Yojana)	132	25.24	6.97	
Adjustment Problem (Ad)	BPL (Below Poverty Line)	446	25.89	7.26	0.30
	AAY (Antyodaya Anna Yojana)	132	25.67	7.28	
Low Self Esteem (Ls)	BPL (Below Poverty Line)	446	27.82	6.91	0.88
	AAY (Antyodaya Anna Yojana)	132	27.23	6.50	
Psychological problems (PP)	BPL (Below Poverty Line)	446	103.98	24.07	0.49
	AAY (Antyodaya Anna Yojana)	132	102.81	23.33	

From the table 4.5.4 C, it is clear that the mean scores on Stress (S) for the two groups i.e., the BPL women students and the AAY women students are found to be 25.04 and 24.67 whereas the SDs are 6.81 and 6.72 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.55 which is non-significant. This indicates that there is no significant difference in the Stress (S) of the two groups.

Further, from the observation of the table 4.5.4 C, the mean scores on Anxiety (A) for the two groups i.e., the BPL women students and the AAY women students are found to be 25.23 and 25.24 whereas the SDs are 7.39 and 6.97 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.02 which is a non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.4 C, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the BPL women students and the AAY women students are found to be 25.89 and 25.67 whereas the SDs are 7.26 and 7.28 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.30 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.4 C, it is clear that the mean scores on Low Self Esteem (Ls) for the two groups i.e., the BPL women students and the AAY women students are found to be 27.82 and 27.23 whereas the SDs are 6.91 and 6.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.88 which is non-significant. This indicates that there is no significant difference in the Low Self Esteem of the two groups.

From the observation of the table 4.5.4 C, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the BPL women students and the AAY women students are found to be 103.98 and 102.81 whereas the SDs are 24.07 and 23.33 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.49 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the BPL women students and the AAY women students.

### 4.5.5 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Father's Education

Table 4.5.5 A

Psychological problems faced by the women students in the higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/ School Education)

Psychological Problem	Father's Education	N	Mean	SD	t-value
Stress (S)	No formal Education	246	24.68	6.895	0.66
	School Education	443	25.03	6.490	
Anxiety (A)	No formal Education	246	24.85	7.318	0.83
	School Education	443	25.33	7.180	
Adjustment Problem (Ad)	No formal Education	246	25.57	7.052	1.71
	School Education	443	26.54	7.216	
Low Self Esteem (Ls)	No formal Education	246	26.98	7.177	2.13*
	School Education	443	28.14	6.308	
Psychological problems (PP)	No formal Education	246	102.07	24.015	1.61
	School Education	443	105.04	22.770	

\*Significant t-value (at 0.05 level)

From the table 4.5.5 A, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 24.68 and 25.03 whereas the SDs are 6.895 and 6.490 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.66 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups.

Further, from the observation of the table 4.5.5 A, the mean scores on Anxiety (A) for the two groups i.e. the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 24.85 and 25.33 whereas the SDs are 7.318 and 7.180

respectively. When these two mean scores have been subjected to t-test, it is found to be 0.83 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.5 A, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 25.57 and 26.54 whereas the SDs are 7.052 and 7.216 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.71 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.5 A, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 26.98 and 28.14 whereas the SDs are 7.177 and 6.308 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.13 which is significant at 0.05 level. This indicates that there is significant difference in the Low self- esteem of the two groups. The women students whose fathers have not received any formal education are found to be low self-esteemed as compared to the women students whose fathers have received school education.

From the observation of the table 4.5.5 A, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 102.07 and 105.04 whereas the SDs are 24.015 and 22.770 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.61 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their father's education.

Table 4.5.5 B

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/ Higher Education)

Psychological Problem	Father's Education	N	Mean	SD	t-value
Stress (S)	No formal Education	246	24.68	6.90	2.35*
	Higher Education	111	26.31	5.64	
Anxiety (A)	No formal Education	246	24.85	7.32	0.28
	Higher Education	111	25.07	6.85	
Adjustment Problem (Ad)	No formal Education	246	25.57	7.05	0.25
	Higher Education	111	25.77	7.17	
Low Self Esteem (Ls)	No formal Education	246	26.98	7.18	0.31
	Higher Education	111	26.74	6.04	
Psychological problems (PP)	No formal Education	246	102.07	24.02	0.69
	Higher Education	111	103.89	20.87	

\*Significant t-value (at 0.05 level)

From the table 4.5.5 B, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 24.68 and 26.31 whereas the SDs are 6.90 and 5.64 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.35 which is significant at 0.05 level. This indicates that there is significant difference in the Stress of the two groups. The women students whose fathers have not received any formal education are found to be more stressed as compared to the women students whose fathers have received higher education.

Further, from the observation of the table 4.5.5 B, the mean scores on Anxiety (A) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher

education are found to be 24.85 and 25.07 whereas the SDs are 7.32 and 6.85 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.28 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.5 B, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 25.57 and 25.77 whereas the SDs are 7.05 and 7.17 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.25 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.5 B, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 26.98 and 26.74 whereas the SDs are 7.18 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.31 which is non-significant. This indicates that there is no significant difference in the Low self- esteem of the two groups.

From the observation of the table 4.5.5 B, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 102.07 and 103.89 whereas the SDs are 24.02 and 20.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.69 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their father's education.

Table 4.5.5 C

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (School Education/Higher Education)

Psychological Problem	Father's Education	N	Mean	SD	t-value
Stress (S)	School Education	443	25.03	6.49	2.07*
	Higher Education	111	26.31	5.64	
Anxiety (A)	School Education	443	25.33	7.18	0.34
	Higher Education	111	25.07	6.85	
Adjustment Problem (Ad)	School Education	443	26.54	7.22	1.01
	Higher Education	111	25.77	7.17	
Low Self Esteem (Ls)	School Education	443	28.14	6.31	2.12*
	Higher Education	111	26.74	6.04	
Psychological problems (PP)	School Education	443	105.04	22.77	0.48
	Higher Education	111	103.89	20.87	

\*Significant t-value (at 0.05 level)

From the table 4.5.5 C, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 25.03 and 26.31 whereas the SDs are 6.49 and 5.64 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.07 which is significant at 0.05 level. This indicates that there is significant difference in the Stress of the two groups. The women students whose fathers have received school education are found to be more stressed as compared to the women students whose fathers have received higher education.

Further, again from the observation of the table 4.5.5 C, the mean scores on Anxiety (A) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 25.33 and 25.07 whereas the SDs are 7.18 and 6.85



respectively. When these two mean scores have been subjected to t-test, it is found to be 0.34 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.5 C, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 26.54 and 25.77 whereas the SDs are 7.22 and 7.17 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.01 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.5 C, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 28.14 and 26.74 whereas the SDs are 6.31 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.12 which is significant at 0.05 level. This indicates that there is significant difference in the Low self- esteem of the two groups. The women students whose fathers have received higher education are found to be low self-esteemed as compared to the women students whose fathers have received school education.

From the observation of the table 4.5.5 C, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 105.04 and 103.89 whereas the SDs are 22.77 and 20.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.48 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their father's education.

### 4.5.6 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Mother's Education:

Table 4.5.6 A

Psychological problems faced by the women students in the higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/School Education)

Psychological Problem	Mother's Education	N	Mean	SD	t-value
Stress (S)	No formal Education	473	24.81	6.755	1.61
	School Education	305	25.58	6.13	
Anxiety (A)	No formal Education	473	24.94	7.17	1.04
	School Education	305	25.48	7.06	
Adjustment Problem (Ad)	No formal Education	473	25.82	7.04	1.46
	School Education	305	26.58	7.31	
Low Self Esteem (Ls)	No formal Education	473	27.27	6.93	2.06*
	School Education	305	28.22	5.83	
Psychological problems (PP)	No formal Education	473	102.84	23.54	1.81
	School Education	305	105.87	21.50	

\*Significant t-value (at 0.05 level)

From the table 4.5.6 A, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 24.81 and 25.58 whereas the SDs are 6.75 and 6.13 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.61 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups.

Further, from the observation of the table 4.5.6 A, the mean scores on Anxiety (A) for the two groups, i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 24.94 and 25.48 whereas the SDs are 7.17 and 7.06

respectively. When these two mean scores have been subjected to t-test, it is found to be 1.04 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.6 A, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 25.82 and 26.58 whereas the SDs are 7.04 and 7.31 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.46 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.6 A, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 27.27 and 28.22 whereas the SDs are 6.93 and 5.83 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.06 which is significant at 0.05 level. This indicates that there is significant difference in the Low self- esteem of the two groups. The women students whose mothers have not received any formal education are found to be low self-esteemed as compared to the women students whose mothers have received school education.

From the observation of the table 4.5.6 A, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 102.84 and 105.87 whereas the SDs are 23.54 and 21.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.81 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their mother's education.

Table 4.5.6 B

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/Higher Education)

Psychological Problem	Mother's Education	N	Mean	SD	t-value
Stress (S)	No formal Education	473	24.81	6.75	0.21
	Higher Education	22	24.50	6.68	
Anxiety (A)	No formal Education	473	24.94	7.17	0.02
	Higher Education	22	24.91	8.80	
Adjustment Problem (Ad)	No formal Education	473	25.82	7.04	0.02
	Higher Education	22	26.82	7.73	
Low Self Esteem (Ls)	No formal Education	473	27.27	6.93	1.02
	Higher Education	22	25.73	7.78	
Psychological problems (PP)	No formal Education	473	102.84	23.54	0.17
	Higher Education	22	101.95	27.50	

From the table 4.5.6 B, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 24.81 and 24.50 whereas the SDs are 6.75 and 6.68 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.21 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups.

Further, from the observation of the table 4.5.6 B, the mean scores on Anxiety (A) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 24.94 and 24.91 whereas the SDs are 7.17 and 8.80

respectively. When these two mean scores have been subjected to t-test, it is found to be 0.02 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.6 B, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 25.82 and 26.82 whereas the SDs are 7.04 and 7.73 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.02 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.6 B, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 27.27 and 25.73 whereas the SDs are 6.93 and 7.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.02 which is non-significant. This indicates that there is no significant difference in the Low self- esteem of the two groups.

From the observation of the table 4.5.6 B, it is clear that the mean scores on Psychological Problems (PP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 102.84 and 101.95 whereas the SDs are 23.54 and 27.50 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.17 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their mother's education.

Table 4.5.6 C

Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (School Education/Higher Education)

Psychological Problem	Mother's Education	N	Mean	SD	t-value
Stress (S)	School Education	305	25.58	6.13	0.80
	Higher Education	22	24.50	6.68	
Anxiety (A)	School Education	305	25.48	7.06	0.36
	Higher Education	22	24.91	8.80	
Adjustment Problem (Ad)	School Education	305	26.58	7.31	0.15
	Higher Education	22	26.82	7.73	
Low Self Esteem (Ls)	School Education	305	28.22	5.83	1.89
	Higher Education	22	25.73	7.78	
Psychological problems (PP)	School Education	305	105.87	21.50	0.81
	Higher Education	22	101.95	27.45	

From the table 4.5.6 C, it is clear that the mean scores on Stress (S) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 25.58 and 24.50 whereas the SDs are 6.13 and 6.68 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.80. This indicates that there is no significant difference in the Stress of the two groups.

Further, again from the observation of the table 4.5.6 C, the mean scores on Anxiety (A) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 25.48 and 24.91 whereas the SDs are 7.06 and 8.80 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.36 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups.

Again, from the observation of the table 4.5.6 C, it is clear that the mean scores on Adjustment Problem (Ad) for the two groups i.e., the women students

whose mothers have received school education and the women students whose mothers have received higher education are found to be 26.58 and 25.73 whereas the SDs are 7.31 and 7.73 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.15 which is non-significant. This indicates that there is no significant difference in the Adjustment Problem of the two groups.

From the observation of the table 4.5.6 C, it is clear that the mean scores on Low self- Esteem (Ls) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 28.22 and 25.73 whereas the SDs are 5.83 and 7.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.89 which is non-significant. This indicates that there is no significant difference in the Low self- esteem of the two groups.

From the observation of the table 4.5.6 C, it is clear that the mean scores of Psychological Problems (PP) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 105.87 and 101.95 whereas the SDs are 21.50 and 27.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.81 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups with respect to their mother's education.

#### **4.6 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir**

In the present section, to study the Educational Problems faced by women students of South Kashmir in pursuing higher education, 30 issues have been identified and presented under four dimensions. The dimensions are given below:

1. Infrastructural Facility (I)
2. Curricular & Co-Curricular Aspect (C)
3. Teaching and Learning Process (T)
4. Institutional Climate (Ic)

The analysis of the result of each issue is dimension wise in the following lines:

### 4.6.1 Infrastructural Facility for Women's Higher Education

Eight items are selected for the perception of the women students regarding the Infrastructural Facility as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Educational Problem Scale by the intended respondents:

I1: The institution is functioning in a proper building set up.

I2: Inadequate hostel facilities are hampering studies.

I3: Lack of uninterrupted internet facilities in the institution impact studies.

I4: Functional computer lab with modern IT devices is available in my college.

I5: The seating arrangement in the college library is not proper, pleasant and effective.

I6: Separate hygienic washrooms for females are available in the institution.

I7: Availability of effective transport facilities would help students to attend college regularly.

I8: The college does not have the adequate number of teaching staff.

I1, I2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.6.1 A**

**Infrastructural Facility as perceived by women students (N=800)**  
(Number and percentages of the respondents on the rating continuum)

Issues	I1		I2		I3		I4		I5		I6		I7		I8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	435	54.4	179	22.4	277	34.6	391	48.9	128	16.0	438	54.8	400	50.0	129	16.1
A	116	14.5	115	14.4	122	15.3	121	15.1	63	7.9	102	12.8	82	10.3	68	8.5
U	86	10.8	172	21.5	123	15.4	98	12.3	93	11.6	82	10.3	78	9.8	87	10.9
D	73	9.1	94	11.8	113	14.1	84	10.5	118	14.8	62	7.8	76	9.5	113	14.1
SD	90	11.3	240	30.0	165	20.6	106	13.3	398	49.8	116	14.5	164	20.5	403	50.4
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement



From the observation of the table 4.6.1A, it is found that the strongly agree and agree together accounts for 68.9% whereas disagree and strongly disagree together accounts for 20.4% for the very first item I1 (The institution is functioning in a proper building set up). This shows that the percentage of respondents whose institution is functioning in a proper building set up is more as compared to their counterparts who disagreed that their institution is functioning in a proper building set up by 48.5%.

For the 2<sup>nd</sup> item I2 (Inadequate hostel facilities are hampering studies) the agreement percentage together accounts for 36.8% whereas disagreement percentage together accounts for 41.8%. This indicates that the percentage of respondents who agreed that inadequate hostel facilities are hampering their studies is low as compared to the respondents who did not agree that inadequate hostel facilities are hampering their studies by 5.0% as perceived by the respondents.

49.9% of respondents have the agreement with the third statement I3 (Lack of uninterrupted internet facilities in the institution impact studies) whereas 34.7% of the respondents have the disagreement with the statement. This shows that the respondents who agreed that lack of uninterrupted internet facilities in the institution impacting studies is high as compared to the respondents who did not agree that lack of uninterrupted internet facilities in the institution impact studies by 15.2% as perceived by the respondents.

The fourth item in Infrastructural Facility dimension I4 (Functional computer lab with modern IT devices is available in my college) have got the agreement percentage as 64.0% as compared to their disagreement counterpart respondents' percentage as 23.8%. This indicates that the number of respondents who have functional computer lab with modern IT devices available in college is more as compared to the respondents who disagreed to have functional computer lab with modern IT devices in college by 40.2%.

The 5<sup>th</sup> item I5 (The seating arrangement in the college library is not proper, pleasant and effective) has got the agreement percentage as 23.9% as compared to the

disagreement percentage as 64.6% of the respondents. This indicates that the number of respondents who agreed that seating arrangement in the college library is not proper, pleasant and effective is less as compared to their disagreed counterpart respondents.

The 6<sup>th</sup> item I6 (Separate hygienic washrooms for females are available in the institution) of the Infrastructural Facility dimension has also got the higher number of agreement percentage (67.6%) as opposed to the less percentage of disagreement (22.3%). This indicates that most of the respondents agreed that separate hygienic washrooms for females are available in the institution in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Infrastructural Facility dimension I7 (Availability of effective transport facilities would help students to attend college regularly) has got the agreement percentage as 60.3% as compared to their disagreement counterpart respondents' percentage as 30.0%. This indicates that the number of respondents who agreed that the availability of effective transport facilities would help students to attend college regularly is more as compared to their disagreed counterparts by 30.3%.

The last item in the Infrastructural Facility dimension I8 (The college does not have the adequate number of teaching staff) have got the agreement percentage as 24.6% as compared to their disagreement counterpart respondents' percentage as 64.5%. This indicates that the number of respondents who agreed that the college does not have the adequate number of teaching staff is less as compared to their disagreed counterparts by 39.9%.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Infrastructural Facility is presented in the table 4.6.1B:

**Table 4.6.1 B**  
**Infrastructural Facility as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
I1	The institution is functioning in a proper building set up.	Agree	68.9	6.90**
		Disagree	20.4	
I2	Inadequate hostel facilities are hampering studies.	Agree	36.8	0.72
		Disagree	41.8	
I3	Lack of uninterrupted internet facilities in the institution impact studies.	Agree	49.9	2.18*
		Disagree	34.7	
I4	Functional computer lab with modern IT devices is available in my college.	Agree	64.0	5.73**
		Disagree	23.8	
I5	The seating arrangement in the college library is not proper, pleasant and effective.	Agree	23.9	5.79**
		Disagree	64.6	
I6	Separate hygienic washrooms for females are available in the institution.	Agree	67.6	6.44**
		Disagree	22.3	
I7	Availability of effective transport facilities would help students to attend college regularly.	Agree	60.3	4.31**
		Disagree	30.0	
I8	The college does not have the adequate number of teaching staff.	Agree	24.6	5.68**
		Disagree	64.5	

\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

The table 4.6.1B shows the z-value of items I1 to A8 of dimension 'Infrastructural Facility' under Educational Problems. The z-value of the item no I1 to 18 are 6.90, 0.72, 2.18, 5.73, 5.79, 6.44, 4.31 and 5.68 respectively. The z-value for the items I1, I4, I5, I6, I7 and I8 are found to be significant at 0.01 level whereas z-value for item I3 is found to be significant at 0.05 level of significance. Table 4.6.1 further reveals that z-value for the item I2 came out to be insignificant for the difference between the agreement and disagreement proportions. This shows that there is significant difference between the agreement and disagreement percentages for the items I1, I3, I4, I5, I6, I7 & I8 whereas there is no significant difference between the percentages of agreement and disagreement for the item I2.

Significantly better proportion of the students have agreed with the items I1, I4, I6 and I7 which indicate that the women students significantly agreed that the institution is functioning in a proper building set up; Functional computer lab with

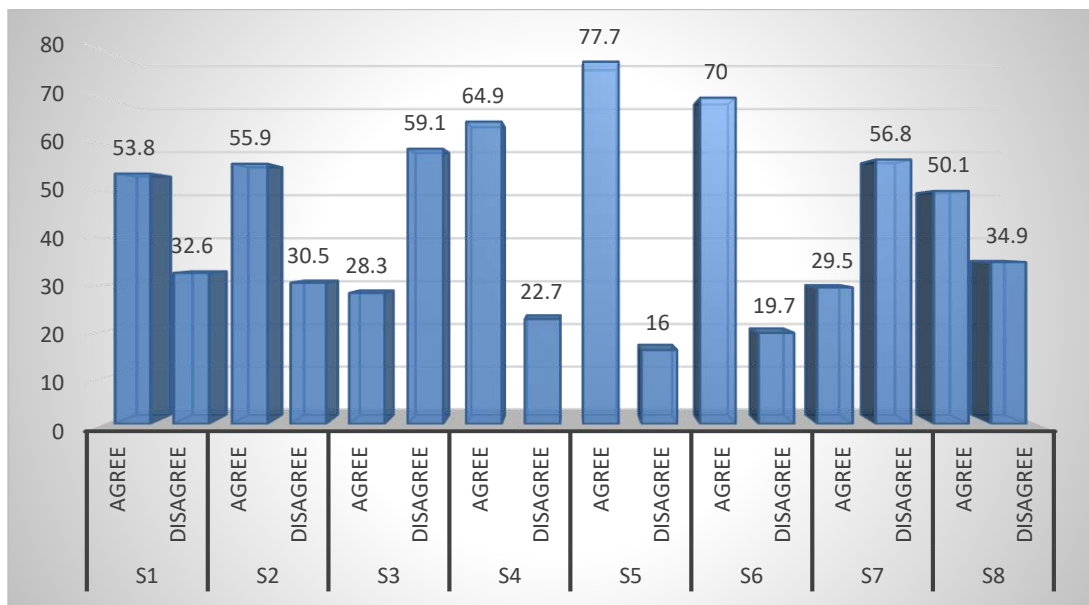
modern IT devices is available in my college; Separate hygienic washrooms for females are available in the institution; Availability of effective transport facilities would help students to attend college regularly.

Table 4.6.1B further reveals that a considerable number of women students disagreed with the items I5 and I8 that the seating arrangement in the college library is not proper, pleasant and effective and the College does not have the adequate number of teaching staff.

Item no I3 Lack of uninterrupted internet facilities in the institution impact studies has been agreed by majority of the women students and it has come out as an issue with reference to the educational problems and demand serious consideration.

Item no I2 of the Table 4.6.1B inadequate hostel facilities are hampering studies has been disagreed by 41.8% of respondent’s yet 36.8% of respondents agree that inadequate hostel facilities are hampering studies.

The percentage of agree & disagree for the issues related with infrastructural facility perceived by women students of higher education have been presented by the Fig. 4.6.1 as under:



**Fig. 4.6.1:** Percentage of agree & disagree for the issues related with infrastructural facility as perceived by women students

### 4.6.2 Curricular & Co-Curricular Aspect for Women's Higher Education

Eight items are selected for the perception of the women students regarding the Curricular & Co-Curricular Aspects as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Educational Problem Scale by the intended respondents:

**C1: Co-curricular activities are not given importance in the college/institution.**

**C2: Career guidance for female students is not adequately addressed in the college.**

C3: 21<sup>st</sup> century skill-based curriculum is followed in my institution.

C4: The participation of the student(s) is being ensured in curriculum construction.

**C5: The curriculum is not designed as per the present-day requirement.**

**C6: The curriculum is overburdened.**

**C7: Flexibility in selection of subjects across the disciplines is not provided.**

**C8: Theoretical aspects are more emphasized compared to the practicum and life skill development.**

C1, C2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.6.2 A**

**Curricular & Co-Curricular Aspect as perceived by women students (N=800)  
(Number and percentages of the respondents on the rating continuum)**

Issues	C1		C2		C3		C4		C5		C6		C7		C8	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	137	17.1	141	17.6	333	41.6	320	40.0	155	19.4	118	14.8	169	21.1	219	27.4
A	70	8.8	99	12.4	151	18.9	159	19.9	100	12.5	101	12.6	91	11.4	128	16.0
U	121	15.1	138	17.3	124	15.5	151	18.9	153	19.1	162	20.3	128	16.0	190	23.8
D	118	14.8	117	14.6	85	10.6	75	9.4	142	17.8	143	17.9	133	16.6	115	14.4
SD	354	44.3	305	38.1	107	13.4	95	11.9	250	31.3	276	34.5	279	34.9	148	18.5
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.6.2A, it is found that the strongly agree and agree together accounts for 25.9% whereas disagree and strongly disagree together accounts for 59.1% for the very first item C1 (Co-curricular activities are not given importance in the college/institution). This shows that the percentage of respondents who agreed that co-curricular activities are not given importance in their college/institution is less as compared to their disagreed counterpart respondents by 33.2%.

For the 2<sup>nd</sup> item C2 (Career guidance for female students is not adequately addressed in the college) the agreement percentage together accounts for 30.0% whereas disagreement percentage together accounts for 52.7%. This indicates that the percentage of respondents who agreed that the career guidance for female students is not adequately addressed in their college is less as compared to their counterpart respondents by 22.7%.

60.5% of respondents have the agreement with the third statement C3 (21<sup>st</sup> century skill-based curriculum is followed in my institution) whereas 24.0% of the respondents have the disagreement with the statement. This shows that the respondents who agreed that 21<sup>st</sup> century skill-based curriculum is followed in the institution is high as compared to the respondents who disagreed that 21<sup>st</sup> century skill-based curriculum is followed in the institution by 36.5%.

The 4<sup>th</sup> item in Infrastructural Facility dimension C4 (The participation of the student(s) is being ensured in curriculum construction) has got the agreement percentage as 59.9% as compared to their disagreement counterpart respondents' percentage as 21.3%. This indicates that the number of respondents who agreed that the participation of the student(s) is being ensured in curriculum construction is more as compared to the respondents who do not agree that the participation of the student(s) is being ensured in curriculum construction by 38.6%.

The 5<sup>th</sup> item C5 (The curriculum is not designed as per the present-day requirement) has got the agreement percentage as 31.9% as compared to the

disagreement percentage as 49.1% of the respondents. This indicates that the number of respondents who agreed that the curriculum is not designed as per the present-day requirement is less as compared to their disagreed counterparts.

The 6<sup>th</sup> item C6 (The curriculum is overburdened) of the Infrastructural Facility dimension has also got the lower number of agreement percentage (27.4%) as opposed to the high percentage of disagreement (52.4%). This indicates that least of the respondents agreed that the curriculum is overburdened in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Infrastructural Facility dimension C7 (Flexibility in selection of subjects across the disciplines is not provided) has got the agreement percentage as 32.5% as compared to their disagreement counterpart respondents' percentage as 51.5%. This indicates that the number of respondents who agreed that flexibility in selection of subjects across the disciplines is not provided is less as compared to their disagreed counterparts by 19.0%.

The last item in the Infrastructural Facility dimension C8 (Theoretical aspects are more emphasized compared to the practicum and life skill development) have got the agreement percentage as 43.4% as compared to their disagreement counterpart respondents' percentage as 32.9%. This indicates that the number of respondents who agreed that theoretical aspects are more emphasized compared to the practicum and life skill development is less as compared to their disagreed counterparts by 10.5%.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Infrastructural Facility is presented in the table 4.6.2B:

**Table 4.6.2 B**  
**Curricular & Co-Curricular Aspect as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	%age	z-value
C1	Co-curricular activities are not given importance in the college/institution.	Agree	25.9	4.75**
		Disagree	59.1	
C2	Career guidance for female students is not adequately addressed in the college.	Agree	30.0	3.26**
		Disagree	52.7	
C3	21 <sup>st</sup> century skill-based curriculum is followed in my institution.	Agree	60.5	5.23**
		Disagree	24.0	
C4	The participation of the student(s) is being ensured in curriculum construction.	Agree	59.9	5.56**
		Disagree	21.3	
C5	The curriculum is not designed as per the present-day requirement.	Agree	31.9	2.48*
		Disagree	49.1	
C6	The curriculum is overburdened.	Agree	27.4	3.61**
		Disagree	52.4	
C7	Flexibility in selection of subjects across the disciplines is not provided.	Agree	32.5	2.72**
		Disagree	51.5	
C8	Theoretical aspects are more emphasized compared to the practicum and life skill development.	Agree	43.4	1.53
		Disagree	32.9	

\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

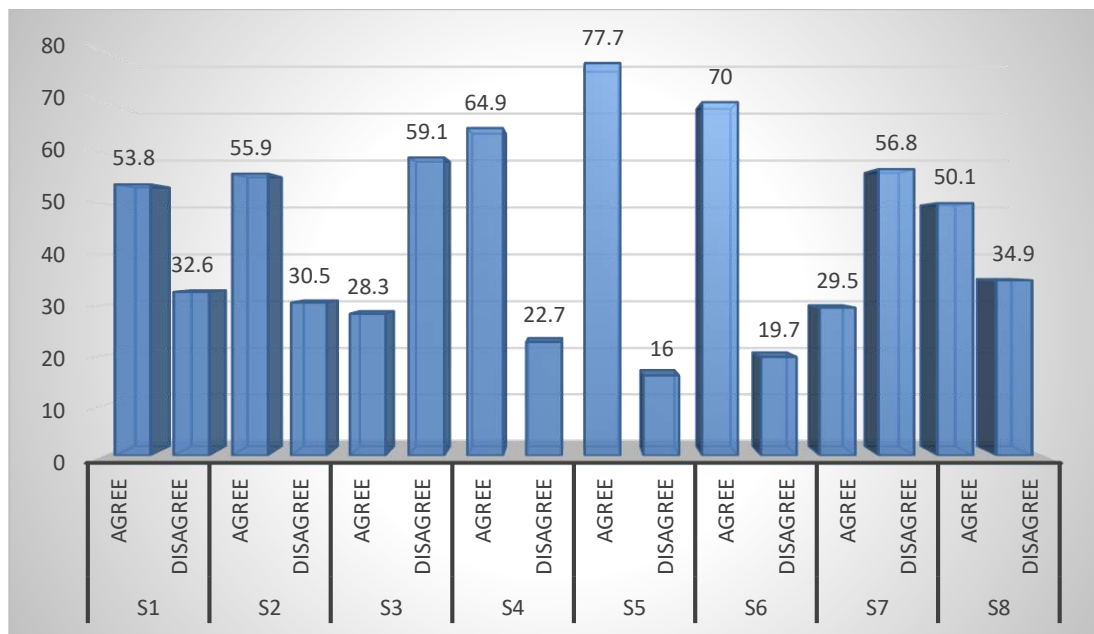
The table 4.6.2B shows the z-value of items C1 to C8 of dimension 'Curricular & Co-Curricular Aspect' under Educational Problems. The z-value of the item no C1 to C8 are 4.75, 3.26, 5.23, 5.56, 2.48, 3.61, 2.72 and 1.53 respectively. The z-value for the items C1, C2, C3, C4, C6 and C7 are found to be significant at 0.01 level; z-value for item C5 is found to be significant at 0.05 level of significance whereas z-value for the item C8 is found to be non-significant. This shows that there is significant difference between the percentages of agreement and disagreement for the items C1, C2, C3, C4, C6 and C7 whereas there is no significant difference between the percentages of agreement and disagreement for the item C8. This means that the curricular and co-curricular aspect have not been found significantly relevant with regard to the item C1 (Co-curricular activities are not given importance in the college/institution); C2 (Career guidance for female students is not adequately addressed in the college); C5 (The curriculum is not designed as per the present day requirement); C6 (The curriculum is overburdened) and C7 (Flexibility in selection of subjects across the disciplines is not provided) as a



considerable number of respondents have disagreed with the above mentioned statements.

The item C3 (21<sup>st</sup> century skill-based curriculum is followed in my institution) and C4 (The participation of the student(s) is being ensured in curriculum construction has been agreed by a considerable number of respondents and has the positive indication with reference to curricular and co- curricular aspect. Item C8 though got the non-significant difference in the proportions as is evident from the table 4.6.2B, yet their percentages of agreed & disagreed is itself considerable figure. Item C8 (Theoretical aspects are more emphasized compared to the practicum and life skill development) has been disagreed by 32.9% of the respondents but there are 43.4% of the women students who agree with the statement. This has come out as one of the issues that need consideration with reference to curricular and co-curricular aspects.

The percentage of agree & disagree for the issues related with curricular and co-curricular aspect perceived by women students of higher education have been presented by the Fig. 4.6.2 as under:



**Fig. 4.6.2:** Percentage of agree & disagree for the issues related with curricular and curricular aspect as perceived by women students

### 4.6.3 Teaching and Learning Process for Women's Higher Education

Seven items are selected for the perception of the women students regarding the Teaching and Learning Process as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Educational Problem Scale by the intended respondents:

T1: College is creating lot of space and opportunities to express ideas creatively and freely.

T2: Teachers use traditional methods of teaching in the classroom.

T3: Lack of innovative teaching strategies is making the classes too boring.

T4: My teachers make the lessons more interesting.

T5: Attendance is given more importance than quality teaching.

T6: There is a dearth of inspirational teachers in the college.

T7: The teachers do not create adequate space for students to share their problems freely.

T1, T2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.6.3 A**

**Teaching and Learning Process as perceived by women students (N=800)  
(Number and percentages of the respondents on the rating continuum)**

Issues	T1		T2		T3		T4		T5		T6		T7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	377	47.1	242	30.3	177	22.1	442	55.3	256	32.0	206	25.8	169	21.1
A	136	17.0	128	16.0	101	12.6	136	17.0	107	13.4	109	13.6	106	13.3
U	112	14.0	141	17.6	113	14.1	93	11.6	116	14.5	181	22.6	118	14.8
D	72	9.0	113	14.1	128	16.0	55	6.9	122	15.3	114	14.3	126	15.8
SD	103	12.9	176	22.0	281	35.1	74	9.3	199	24.9	190	23.8	281	35.1
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.6.3A, it is found that the strongly agree and agree together accounts for 64.1% whereas disagree and strongly disagree together accounts for 21.9% for the very first item T1 (College is creating lot of space and opportunities to express ideas creatively and freely). This shows that the percentage of respondents who agreed that college is creating lot of space and opportunities to express ideas creatively and freely is more as compared to their counterpart respondents by 42.2%.

For the 2<sup>nd</sup> item T2 (Teachers use traditional methods of teaching in the classroom.) the agreement percentage together accounts for 43.3% whereas disagreement percentage together accounts for 36.1%. This indicates that the percentage of respondents who agreed that the most of the teachers use traditional methods of teaching in the classroom is high as compared to their counterpart respondents by 10.2%.

34.7% of respondents have the agreement with the third statement T3 (Lack of innovative teaching strategies is making the classes too boring) whereas 51.1% of the respondents have the disagreement with the statement. This shows that the respondents who agreed that the lack of innovative teaching strategies are making the classes too boring is less as compared to the respondents who did not agree that the lack of innovative teaching strategies are making the classes too boring by 16.4%.

The fourth item in Teaching and Learning Process dimension T4 (My teachers make the lessons more interesting) has got the agreement percentage as 72.3% as compared to their disagreement counterpart respondents' percentage as 16.2%. This indicates that the number of respondents who agreed that their teachers make the lessons more interesting is more as compared to the respondents who disagreed that their teachers make the lessons more interesting by 54.1%.

The 5<sup>th</sup> item T5 (Attendance is given more importance than quality teaching) has got the agreement percentage as 45.4% as compared to the disagreement percentage as 40.2% of the respondents. This indicates that the number of respondents who agreed that attendance is given more importance than quality teaching is more as compared to their disagreed counterparts.

The 6<sup>th</sup> item T6 (There is a dearth of inspirational teachers in the college) of the Teaching and Learning Process dimension has also got the higher number of agreement percentage (39.4%) as opposed to the percentage of disagreement (38.1%). This indicates that most of the respondents agreed that there is a dearth of inspirational teachers in the college in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Teaching and Learning Process dimension T7 (The teachers do not create adequate space for students to share their problems freely) has got the agreement percentage as 34.4% as compared to their disagreement counterpart respondents' percentage as 50.9%. This indicates that the number of respondents who agreed that the teachers do not create adequate space for students to share their problems freely is less as compared to their disagreed counterparts by 16.5%.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Teaching and Learning Process is presented in the table 4.6.3B:

**Table 4.6.3 B**  
**Teaching and Learning Process as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

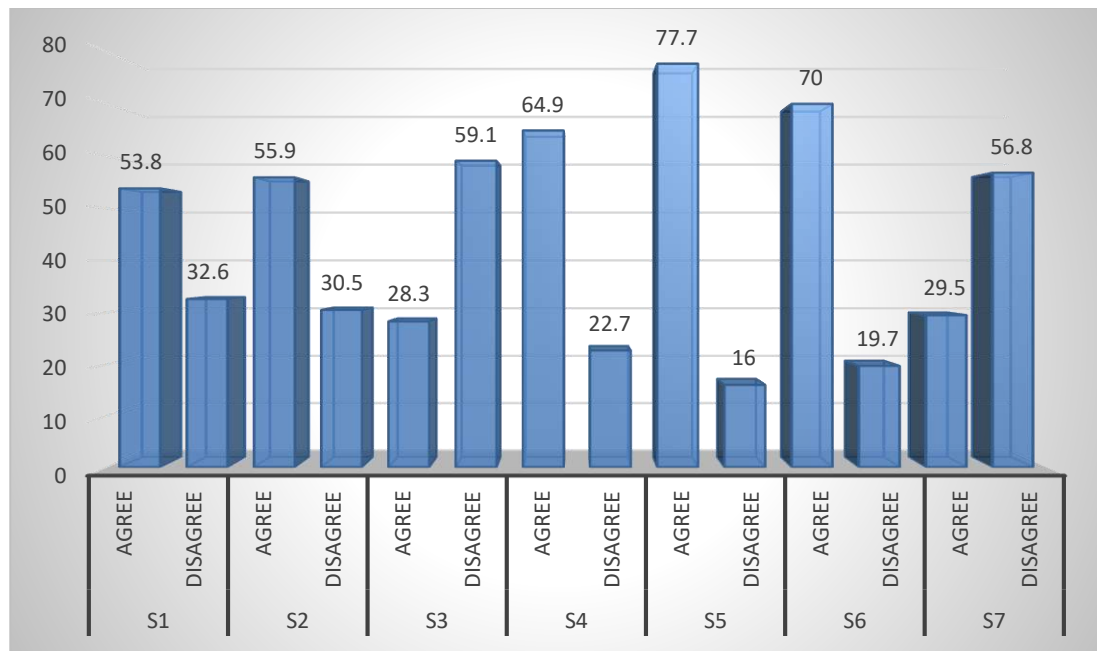
S. No.	Issues	Category	%age	z-value
T1	College is creating lot of space and opportunities to express ideas creatively and freely.	Agree	64.1	6.03**
		Disagree	21.9	
T2	Teachers use traditional methods of teaching in the classroom.	Agree	46.3	1.47
		Disagree	36.1	
T3	Lack of innovative teaching strategies is making the classes too boring.	Agree	34.7	2.34*
		Disagree	51.1	
T4	My teachers make the lessons more interesting.	Agree	72.3	7.99**
		Disagree	16.2	
T5	Attendance is given more importance than quality teaching.	Agree	45.4	0.74
		Disagree	40.2	
T6	There is a dearth of inspirational teachers in the college.	Agree	39.4	0.19
		Disagree	38.1	
T7	The teachers do not create adequate space for students to share their problems freely.	Agree	34.4	2.36*
		Disagree	50.9	

\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

Table 4.6.3B shows the z-values of items T1 to T7 'Teaching and Learning Process' dimension of Educational problems. The z-value of the item no T1 to T7 are 6.03, 1.47, 2.34, 7.99, 0.74, 0.19 and 2.36 respectively. The z-value for the items T1 and T4 are found to be significant at 0.01 level whereas z-value for items T3 & T7 are found to be significant at 0.05 level of significance. For the item T2, T5 & T6, the z-value are found to be non-significant for the difference between the of agreement and disagreement proportions. This shows that there is no significant difference between the agreement and disagreement percentage's for the items T1, T5 & T6 whereas there is significant difference between the of agreement and disagreement for the items T1, T3, T4 & T7. The items T1 & T4 have been agreed by majority of students. Most women students perceived that college is creating lot of space and opportunities to express ideas creatively and freely and the teachers make the lessons more interesting. A high proportion of students disagree that Lack of innovative teaching strategies is making the classes too boring (item T3). Women students significantly disagree with the items T7. The teachers do not create adequate space for students to share their problems freely.

Other items though got the non-significant difference in the proportions, as is evident from the table 4.6.3 B, yet their percentage of agreed or disagreed in itself is a considerable figure and depict whether the statements, are to be considered as non-issue or not with reference to the teaching and learning process. Though item T2, T5 & T6 have been disagreed by 36.1%, 40.2% & 38.1% of the respondents respectively yet there are good number of students who perceive that teachers use traditional methods of teaching in the classroom (46.3% of respondents); Attendance is given more importance than quality teaching (45.4% of respondents) and There is a dearth of inspirational teachers in the college (39.4%). These are the three issues which call for serious consideration with reference to teaching and learning process.

The percentage of agree & disagree for the issues related with teaching and learning process perceived by women students of higher education have been presented by the Fig. 4.6.3 as under:



**Fig. 4.6.3:** Percentage of agree & disagree for the issues related with teaching and learning as perceived by women students

#### 4.6.4 Institutional Climate for Women's Higher Education

Seven items are selected for the perception of the women students regarding the Institutional Climate as given in the following lines in terms of agreement and disagreement on the basis of the data obtained on Educational Problem Scale by the intended respondents:

Ic1: I feel comfortable in a co-educational class room setting.

Ic2: Co-educational environment restricts females to get higher education.

Ic3: The classrooms are not spacious in my college.

Ic4: Teachers are not cooperative in the college.

Ic5: Healthy teacher-pupil relationship exists in my institution.

Ic6: Teachers encourage asking questions during the class interaction.

Ic7: The college administration does not care for the needs of the students.

Ic1, Ic2, etc. are item serial no. coding whereas red coloured indicates the negative items. Rating continuum is from strongly agree (SA) to strongly disagree (SD) through agree (A), undecided (U) and disagree (D).

**Table 4.6.4 A**  
**Institutional Climate as perceived by women students (N=800)**  
**(Number and percentages of the respondents on the rating continuum)**

Issues	Ic1		Ic2		Ic3		Ic4		Ic5		Ic6		Ic7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
SA	311	38.9	184	23.0	100	12.5	89	11.1	348	43.5	458	57.3	122	15.3
A	100	12.5	104	13.0	71	8.9	68	8.5	133	16.6	116	14.5	68	8.5
U	118	14.8	104	13.0	113	14.1	77	9.6	134	16.8	88	11.0	79	9.9
D	114	14.3	122	15.3	129	16.1	108	13.5	80	10.0	62	7.8	134	16.8
SD	157	19.6	286	35.8	387	48.4	458	57.3	105	13.1	76	9.5	397	49.6
Total	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0	800	100.0

**Note:** A/D means Agreement and Disagreement

From the observation of the table 4.6.4A, it is found that the strongly agree and agree together accounts for 51.4% whereas disagree and strongly disagree together accounts for 33.9% for the very first item Ic1 (I feel comfortable in a co-educational class room setting). This shows that the percentage of respondents who feel comfortable in a co-educational class room setting is more as compared to the counterpart respondents by 17.5%.

For the 2<sup>nd</sup> item Ic2 (Co-educational environment restricts females to get higher education) the agreement percentage together accounts for 36.0% whereas disagreement percentage together accounts for 51.1%. This indicates that the percentage of respondents who agreed that the co-educational environment restricts females to get higher education is less as compared to their counterpart respondents by 15.1%.

21.4% of respondents have the agreement with the third statement Ic3 (The classrooms are not spacious in my college) whereas 64.5% of the respondents have

the disagreement with the statement. This shows that the respondents who agreed that the classrooms are not spacious in my college are low as compared to their counterpart respondents by 43.1%.

The fourth item in Institutional Climate dimension Ic4 (Teachers are not cooperative in the college) has got the agreement percentage as 19.6% as compared to their disagreement counterpart respondents' percentage as 70.8%. This indicates that the number of respondents who agreed that the teachers are not cooperative in the college is less as compared to the respondents who disagreed that teachers are not cooperative in the college by 51.2%.

The 5<sup>th</sup> item Ic5 (Healthy teacher-pupil relationship exists in my institution) has got the agreement percentage as 60.1% as compared to the disagreement percentage as 23.1% of the respondents. This indicates that the number of respondents who agreed that healthy teacher-pupil relationship exists in my institution is high as compared to their disagreed counterparts.

The 6<sup>th</sup> item Ic6 (Teachers encourage asking questions during the class interaction) of the Institutional Climate dimension has also got the higher number of agreement percentage (71.8%) as opposed to the high percentage of disagreement (17.3%). This indicates that most of the respondents agreed that teachers encourage asking questions during the class interaction in comparison to their disagreed counterpart respondents.

The 7<sup>th</sup> item in the Institutional Climate dimension Ic7 (The college administration does not care for the needs of the students) has got the agreement percentage as 23.8% as compared to their disagreement counterpart women student respondents' percentage as 66.4%. This indicates that the number of respondents who agreed that the college administration does not care for the needs of the students is less as compared to their disagreed counterparts.

To find out the significance of difference between the percentages of agreement and disagreement, strongly agree and agree percentages have been clubbed into



agreement whereas strongly disagree and disagree percentages have been clubbed into the disagreement. The z-values are obtained for the significance of difference between the percentages of agreement and disagreement of women students' perception related with the Institutional Climate is presented in the table 4.6.4B:

**Table 4.6.4 B**  
**Institutional Climate as perceived by women students (N=800)**  
**(Issue wise percentage of agreement and disagreement)**

S. No.	Issues	Category	Percentage	z-value
Ic1	I feel comfortable in a co-educational class room setting.	Agree	51.4	2.50*
		Disagree	33.9	
Ic2	Co-educational environment restricts females to get higher education.	Agree	36.0	2.15*
		Disagree	51.1	
Ic3	The classrooms are not spacious in my college	Agree	21.4	6.16**
		Disagree	64.5	
Ic4	Teachers are not cooperative in the college.	Agree	19.6	7.27**
		Disagree	70.8	
Ic5	Healthy teacher-pupil relationship exists in my institution.	Agree	60.1	5.31**
		Disagree	23.1	
Ic6	Teachers encourage asking questions during the class interaction.	Agree	71.8	7.75**
		Disagree	17.3	
Ic7	The college administration does not care for the needs of the students.	Agree	23.8	6.05**
		Disagree	66.4	

\*Significant z-value (at 0.05 level); \*\*Significant z-value (at 0.01 level)

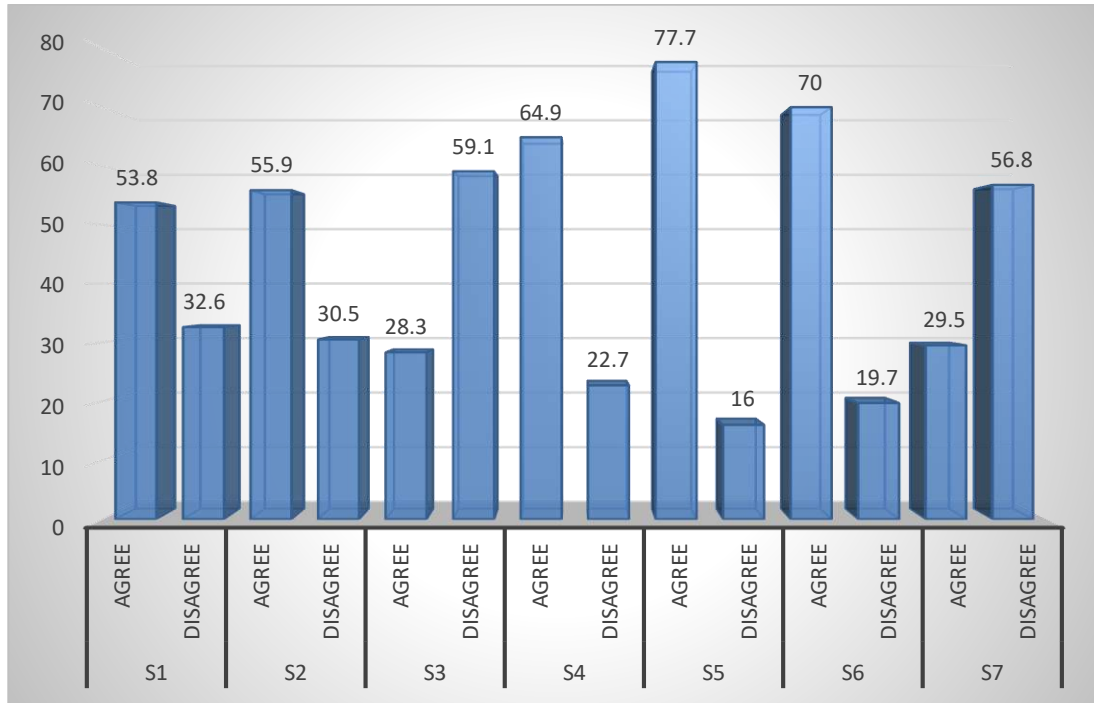
Table 4.6.4B shows the z-value of items Ic1 to Ic7 of 'Institutional Climate' dimension of Educational Problems. The z-value of the item no Ic1 to Ic7 are 2.50, 2.15, 6.16, 7.27, 5.31, 7.75 and 6.05 respectively. The z-value for the items Ic1 and Ic2 are found to be significant at 0.05 level whereas z- value for item Ic3, Ic4, Ic5, Ic6 and Ic7 are found to be significant at 0.01 level of significance.

The item Ic1, Ic5 and Ic6 has the positive indication with reference to institutional climate as significantly better proportions of women students have

agreed that they feel comfortable in a co-educational class room setting; Healthy teacher-pupil relationship exists in their institution and Teachers encourage asking questions during the class interaction. Further, the significant number of women students disagreed that Co-educational environment restricts females to get higher education (Ic2); the classrooms are not spacious in my college (Ic3), Teachers are not cooperative in the college (Ic4) and that the college administration does not care for the needs of the students (Ic7).

Though, these all are also indicative of positive sign because significant percentage of the women students disagreed with the negative statements, yet, a considerable percentage of the counterpart respondents felt that these were problems for them and needed to be tackled.

The percentage of agree & disagree for the issues related with institutional climate perceived by women students of higher education have been presented by the Fig. 4.6.4 as under:



**Fig. 4.6.4:** Percentage of agree & disagree for the issues related with institutional climate as perceived by women students

### 4.7 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education

#### 4.7.1 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College

Table 4.7.1

Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Type of College (Women's College/ Co-Educational)

Educational Problem	Type of College	N	Mean	SD	t-value
Infrastructural Facility (I)	Women's College	312	28.83	6.95	1.29
	Co-Educational	488	28.20	6.55	
Curricular & Co-Curricular Aspect (C)	Women's College	312	28.03	7.50	2.49*
	Co-Educational	488	26.70	7.24	
Teaching and Learning Process (T)	Women's College	312	23.14	6.28	0.37
	Co-Educational	488	22.98	5.94	
Institutional Climate (Ic)	Women's College	312	25.47	6.17	1.47
	Co-Educational	488	26.13	6.32	
Educational problems (EP)	Women's College	312	105.47	23.60	0.89
	Co-Educational	488	104.02	21.87	

\*Significant t-value (at 0.05 level)

From the table 4.7.1, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 28.83 and 28.20 whereas the SDs are 6.95 and 6.55 respectively. When these two mean scores have been subjected to t-test, it is

found to be 1.29 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of the two groups.

Further, from the observation of the table 4.7.1, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 28.03 and 26.70 whereas the SDs are 7.50 and 7.24 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.49 which is significant at 0.05 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women student respondents pursuing higher education in Co-Educational institutions perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing higher education in Women's College.

Again, from the observation of the table 4.7.1, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 23.14 and 22.98 whereas the SDs are 6.28 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.37 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.1, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 25.47 and 26.13 whereas the SDs are 6.17 and 6.32 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.47 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.1, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution are found to be 105.47 and 104.02 whereas the SDs are 23.60 and 21.87 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.89 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups, i.e., the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution.

#### 4.7.2 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study

Table 4.7.2 A

Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/BSc Medical)

Educational Problem	Course of study	N	Mean	SD	t-value
Infrastructural Facility (I)	BA	616	27.88	6.74	4.41**
	BSc Medical	139	30.62	6.05	
Curricular & Co-Curricular Aspect (C)	BA	616	26.63	7.26	4.05**
	BSc Medical	139	29.39	7.25	
Teaching and Learning Process (T)	BA	616	22.72	6.04	2.77**
	BSc Medical	139	24.29	6.00	
Institutional Climate (Ic)	BA	616	25.55	6.22	2.15*
	BSc Medical	139	26.80	6.16	
Educational problems (EP)	BA	616	102.77	22.27	4.00**
	BSc Medical	139	111.09	21.74	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.2 A, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 27.88 and 30.62 whereas the SDs are

6.74 and 6.05 respectively. When these two mean scores have been subjected to t-test, it is found to be 4.41 which is significant at 0.01 level. This indicates that there is significant difference in the Infrastructural Facility of these two groups. Women student respondents pursuing BA course perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing BSc Medical.

Further, from the observation of the table 4.7.2 A, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 26.63 and 29.39 whereas the SDs are 7.26 and 7.25 respectively. When these two mean scores have been subjected to t-test, it is found to be 4.05 which is significant at 0.01 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women student respondents pursuing BA course perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BSc Medical.

Again, from the observation of the table 4.7.2 A, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 22.72 and 24.29 whereas the SDs are 6.04 and 6.00 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.77 which is significant at 0.01 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. A significant percentage of women student respondents pursuing BA course perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BSc Medical.

From the observation of the table 4.7.2 A, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found to be 25.55 and 26.80

whereas the SDs are 6.22 and 6.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.15 which is significant at 0.05 level. This indicates that there is significant difference in the Institutional Climate (Ic) of the two groups. Women student respondents pursuing BA course perceived that there are problems related with the Institutional Climate as compared to their counterpart women students pursuing BSc Medical.

From the observation of the table 4.7.2 A, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Medical are found 102.77 and 111.09 whereas the SDs are 22.27 and 21.74 respectively. When these two mean scores have been subjected to t-test, it is found to be 4.00 which is found to be significant at 0.01 level. This indicates that there is significant difference in the Educational Problem of the two groups. Women student respondents pursuing BA course perceived that there are Educational Problems in the institution as compared to their counterpart women students pursuing BSc Medical.

**Table 4.7.2 B**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/BSc Non-Medical)**

<b>Educational Problem</b>	<b>Course of study</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	BA	616	27.88	6.74	2.18*
	BSc Non-Medical	6	21.83	9.02	
Curricular & Co-Curricular Aspect (C)	BA	616	26.63	7.26	2.55*
	BSc Non-Medical	6	19.00	9.45	
Teaching and Learning Process (T)	BA	616	22.72	6.04	3.04**
	BSc Non-Medical	6	15.17	8.31	
Institutional Climate (Ic)	BA	616	25.55	6.22	3.21**
	BSc Non-Medical	6	17.33	8.26	
Educational problems (EP)	BA	616	102.77	22.27	3.21**
	BSc Non-Medical	6	73.33	33.22	

\*Significant t-value (at 0.05 level) \*\*Significant t-value (at 0.01 level)

From the table 4.7.2 B, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 27.88 and 21.83 whereas the SDs are 6.74 and 9.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.18 which is significant at 0.05 level. This indicates that there is significant difference in the Infrastructural Facility of these two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing BA.

Further, from the observation of the table 4.7.2 B, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 26.63 and 19.00 whereas the SDs are 7.26 and 9.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.55 which is significant at 0.05 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BA.

Again, from the observation of the table 4.7.2 B, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found to be 22.72 and 15.17 whereas the SDs are 6.04 and 8.31 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.04 which is significant at 0.01 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BA.

From the observation of the table 4.7.2 B, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing B.A



and the women students pursuing BSc Non-Medical are found to be 25.55 and 17.33 whereas the SDs are 6.22 and 8.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.21 which is significant at 0.01 level. This indicates that there is significant difference in the Institutional Climate (Ic) of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Institutional Climate as compared to their counterpart women students pursuing BA.

From the observation of the table 4.7.2 B, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing B.A and the women students pursuing BSc Non-Medical are found 102.77 and 73.33 whereas the SDs are 22.27 and 33.22 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.21 which is found to be significant at 0.01 level. This indicates that there is significant difference in the Educational Problem of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are Educational Problems in the institution as compared to their counterpart women students pursuing BA.

Table 4.7.2 C

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BA/Other)**

<b>Educational Problem</b>	<b>Course of study</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	BA	616	27.88	6.74	2.55*
	Other	39	30.69	5.94	
Curricular & Co-Curricular Aspect (C)	BA	616	26.63	7.26	2.91**
	Other	39	30.10	6.47	
Teaching and Learning Process (T)	BA	616	22.72	6.04	2.31*
	Other	39	25.00	4.86	
Institutional Climate (Ic)	BA	616	25.55	6.22	3.44**
	Other	39	29.05	5.19	
Educational problems (EP)	BA	616	102.77	22.27	3.31**
	Other	39	114.85	18.56	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.2 C, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 27.88 and 30.69 whereas the SDs are 6.74 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.55 which is significant at 0.05 level. This indicates that there is significant difference in the Infrastructural Facility of these two groups. Women student respondents pursuing BA course perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing Other courses.

Further, from the observation of the table 4.7.2 C, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses are found to be 26.63 and 30.10 whereas the SDs are 7.26 and 6.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.91 which is significant at 0.01 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women student respondents pursuing BA course perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing other courses.

Again, from the observation of the table 4.7.2 C, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing B.A and the women students pursuing Other courses found to be 22.72 and 25.00 whereas the SDs are 6.04 and 4.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.31 which is significant at 0.05 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. Women student respondents pursuing BA course perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing Other courses.

From the observation of the table 4.7.2 C, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing B.A

and the women students pursuing Other courses are found to be 25.55 and 29.05 whereas the SDs are 6.22 and 5.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.44 which is significant at 0.01 level. This indicates that there is significant difference in the Institutional Climate of the two groups. Women student respondents pursuing BA course perceived that there are problems related with the Institutional Climate as compared to their counterpart women students pursuing other courses.

From the observation of the table 4.7.2 C, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing B.A and the women students pursuing Other courses are found 102.77 and 114.85 whereas the SDs are 22.27 and 18.56 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.31 which is significant at 0.01 level. This indicates that there is significant difference in the Educational Problem of the two groups. Women student respondents pursuing BA course perceived that there are Educational Problems in the institution as compared to their counterpart women students pursuing other courses.

**Table 4.7.2 D**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/ BSc Non-Medical)**

<b>Educational Problem</b>	<b>Course of study</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	BSc Medical	139	30.62	6.05	3.41**
	BSc Non-Medical	6	21.83	9.02	
Curricular & Co-Curricular Aspect (C)	BSc Medical	139	29.39	7.25	3.40**
	BSc Non-Medical	6	19.00	9.45	
Teaching and Learning Process (T)	BSc Medical	139	24.29	6.00	3.59**
	BSc Non-Medical	6	15.17	8.31	
Institutional Climate (Ic)	BSc Medical	139	26.80	6.16	3.64**
	BSc Non-Medical	6	17.33	8.26	
Educational problems (EP)	BSc Medical	139	111.09	21.74	4.07**
	BSc Non-Medical	6	73.33	33.22	

\*\*Significant t-value (at 0.01 level)

From the table 4.7.2 D, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 30.62 and 21.83 whereas the SDs are 6.05 and 9.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.41 which is significant at 0.01 level. This indicates that there is significant difference in the Infrastructural Facility (I) of these two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing BSc Medical.

Further, from the observation of the table 4.7.2 D, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 29.39 and 19.00 whereas the SDs are 7.25 and 9.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.40 which is significant at 0.01 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BSc Medical.

Again, from the observation of the table 4.7.2 D, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found to be 24.29 and 15.17 whereas the SDs are 6.00 and 8.31 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.59 which is found to be significant 0.01 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BSc Medical.

From the observation of the table 4.7.2 D, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing BSc

Medical and the women students pursuing Non-Medical are found to be 26.80 and 17.33 whereas the SDs are 6.16 and 8.26 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.64 which is significant at 0.01 level. This indicates that there is significant difference in the Institutional Climate of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are problems related with the Institutional Climate as compared to their counterpart women students pursuing BSc Medical.

From the observation of the table 4.7.2 D, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Non-Medical are found 111.09 and 73.33 whereas the SDs are 21.74 and 33.22 respectively. When these two mean scores have been subjected to t-test, it is found to be 4.07 which is significant at 0.01 level. This indicates that there is significant difference in the Educational Problems of the two groups. Women student respondents pursuing BSc Non-Medical perceived that there are Educational Problems in the institution as compared to their counterpart women students pursuing BSc Medical.

**Table 4.7.2 E**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Medical/Other)**

<b>Educational Problem</b>	<b>Course of study</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	BSc Medical	139	30.62	6.05	0.07
	Other	39	30.69	5.94	
Curricular & Co-Curricular Aspect (C)	BSc Medical	139	29.39	7.25	0.56
	Other	39	30.10	6.47	
Teaching and Learning Process (T)	BSc Medical	139	24.29	6.00	0.68
	Other	39	25.00	4.86	
Institutional Climate (Ic)	BSc Medical	139	26.80	6.16	2.09*
	Other	39	29.05	5.19	
Educational problems (EP)	BSc Medical	139	111.09	21.74	0.98
	Other	39	114.85	18.56	

\*Significant t-value (at 0.05 level)

From the table 4.7.2 E, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 30.62 and 30.69 whereas the SDs are 6.05 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.07 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of these two groups.

Further, from the observation of the table 4.7.2 E, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 29.39 and 30.10 whereas the SDs are 7.25 and 6.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.56 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.2 E, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 24.29 and 25.00 whereas the SDs are 6.00 and 4.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.68 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.2 E, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found to be 26.80 and 29.05 whereas the SDs are 6.16 and 5.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.09 which is significant at 0.05 level. This indicates that there is significant difference in the Institutional Climate as perceived by the two groups. Women student respondents pursuing BSc Medical perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart women students pursuing other courses.

From the observation of the table 4.72 E, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing BSc Medical and the women students pursuing Other courses are found 111.09 and 114.85 whereas the SDs are 21.74 and 18.56 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.98 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups, i.e., the women students pursuing BSc Medical and the women students pursuing Other courses.

Table 4.7.2 F

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Course of Study (BSc Non-Medical/Other)**

Educational Problem	Course of study	N	Mean	SD	t-value
Infrastructural Facility (I)	BSc Non-Medical	6	21.83	9.02	3.17**
	Other	39	30.69	5.94	
Curricular & Co-Curricular Aspect (C)	BSc Non-Medical	6	19.00	9.45	3.68**
	Other	39	30.10	6.47	
Teaching and Learning Process (T)	BSc Non-Medical	6	15.17	8.31	2.83*
	Other	39	25.00	4.86	
Institutional Climate (Ic)	BSc Non-Medical	6	17.33	8.26	3.37*
	Other	39	29.05	5.19	
Educational problems (EP)	BSc Non-Medical	6	73.33	33.22	2.99*
	Other	39	114.85	18.56	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.2 F, it is clear that the mean scores on Infrastructural Facility (I) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 21.83 and 30.69 whereas the SDs are 9.02 and 5.94 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.17 which is found to be significant at 0.01 level. This indicates that there is significant difference in the Infrastructural Facility

of these two groups. Women students pursuing BSc Non-Medical perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing Other courses.

Further, from the observation of the table 4.7.2 F, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 19.00 and 30.10 whereas the SDs are 9.45 and 6.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.68 which is significant at 0.01 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women students pursuing BSc Non-Medical perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing Other courses.

Again, from the observation of the table 4.7.2 F, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups, i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 15.17 and 25.00 whereas the SDs are 8.31 and 4.86 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.83 which is significant at 0.05 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. Women students pursuing BSc Non-Medical perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing Other courses.

From the observation of the table 4.7.2 F, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students pursuing BSc Non-Medical and the women students pursuing Other courses are found to be 17.33 and 29.05 whereas the SDs are 8.26 and 5.19 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.37 which is significant at 0.05 level. This indicates that there is significant difference in the Institutional Climate of



the two groups. Women students pursuing BSc Non-Medical perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart women students pursuing Other courses.

From the observation of the table 4.7.2 F, it is clear that the total mean scores on Educational Problems (EP) for the two groups i.e., the women students pursuing BSc Non- Medical and the women students pursuing Other courses are found 73.33 and 114.85 whereas the SDs are 33.22 and 18.56 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.99 which is significant at 0.05 level. This indicates that there is significant difference in the Educational Problems of the two groups. Women students pursuing BSc Non-Medical perceived that there are Educational Problems in the institution as compared to their counterpart women students pursuing Other courses.

### 4.7.3 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence

**Table 4.7.3**  
**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Locale of Residence (Rural/Urban)**

<b>Educational Problem</b>	<b>Locale of Residence</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	Rural	631	28.41	6.87	0.28
	Urban	169	28.57	6.13	
Curricular & Co-Curricular Aspect (C)	Rural	631	27.01	7.53	1.66
	Urban	169	28.00	6.68	
Teaching and Learning Process (T)	Rural	631	22.98	6.15	0.61
	Urban	169	23.30	5.78	
Institutional Climate (Ic)	Rural	631	25.73	6.43	1.32
	Urban	169	26.40	5.62	
Educational problems (EP)	Rural	631	104.14	23.07	1.09
	Urban	169	106.27	20.52	

From the table 4.7.3, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the Rural women students and the Urban women students are found to be 28.41 and 28.57 whereas the SDs are 6.87 and 6.13 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.28 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of the two groups.

Further, from the observation of the table 4.7.3, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 27.01 and 28.00 whereas the SDs are 7.53 and 6.68 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.66 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.3, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 22.98 and 23.30 whereas the SDs are 6.15 and 5.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.61 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.3, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students belonging to Rural area and the women students belonging to Urban area are found to be 25.73 and 26.40 whereas the SDs are 6.43 and 5.62 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.32 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.3, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students belonging to

Rural area and the women students belonging to Urban area are found to be 104.14 and 106.27 whereas the SDs are 23.07 and 20.52 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.09 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups, i.e., the women students belonging to Rural area and the women students belonging to Urban area.

#### 4.7.4 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status

Table 4.7.4 A

Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/BPL)

Educational Problem	Family Economic Status	N	Mean	SD	t-value
Infrastructural Facility (I)	APL (Above Poverty Line)	222	29.43	5.99	1.79
	BPL (Below Poverty Line)	446	28.45	7.00	
Curricular & Co-Curricular Aspect (C)	APL (Above Poverty Line)	222	27.89	6.98	1.16
	BPL (Below Poverty Line)	446	27.19	7.59	
Teaching and Learning Process (T)	APL (Above Poverty Line)	222	23.55	5.72	0.80
	BPL (Below Poverty Line)	446	23.15	6.22	
Institutional Climate (Ic)	APL (Above Poverty Line)	222	26.18	5.96	0.25
	BPL (Below Poverty Line)	446	26.06	6.35	
Educational problems (EP)	APL (Above Poverty Line)	222	107.05	20.18	1.20
	BPL (Below Poverty Line)	446	104.85	23.43	

From the table 4.7.4 A, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the APL women students and the BPL women students are found to be 29.43 and 28.45 whereas the SDs are 5.99 and 7.00 respectively. When these two mean scores have been subjected to t-test, it is found to

be 1.79 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of the two groups.

Further, again from the observation of the table 4.7.4 A, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the APL women students and the BPL women students are found to be 27.89 and 27.19 whereas the SDs are 6.98 and 7.59 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.16 which is again non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.4 A, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e. the APL women students and the BPL women students are found to be 23.55 and 23.15 whereas the SDs are 5.72 and 6.22 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.80 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.4 A, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the APL women students and the BPL women students are found to be 26.18 and 26.06 whereas the SDs are 5.96 and 6.35 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.25 which is again non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.4 A, it is clear that the mean scores on Educational Problems (EPS) for the two groups i.e., the APL women students and the BPL women students are found to be 107.05 and 104.85 whereas the SDs are 20.18 and 23.43 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.20 which is again non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups, i.e., the APL women students and the BPL women students.

Table 4.7.4 B

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (APL/AAY)**

<b>Educational Problem</b>	<b>Family Economic Status</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	APL (Above Poverty Line)	222	29.43	5.99	3.85**
	AAY (Antyodaya Anna Yojana)	132	26.80	6.61	
Curricular & Co-Curricular Aspect (C)	APL (Above Poverty Line)	222	27.89	6.98	2.19*
	AAY (Antyodaya Anna Yojana)	132	26.20	7.16	
Teaching and Learning Process (T)	APL (Above Poverty Line)	222	23.55	5.72	2.69**
	AAY (Antyodaya Anna Yojana)	132	21.83	6.04	
Institutional Climate (Ic)	APL (Above Poverty Line)	222	26.18	5.96	2.17*
	AAY (Antyodaya Anna Yojana)	132	24.73	6.40	
Educational problems (EP)	APL (Above Poverty Line)	222	107.05	20.18	3.23**
	AAY (Antyodaya Anna Yojana)	132	99.55	22.72	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.4 B, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the APL women students and the AAY women students are found to be 29.43 and 26.80 whereas the SDs are 5.99 and 6.61 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.85 which is significant at 0.01 level. This indicates that there is significant difference in the Infrastructural Facility of the two groups. AAY women students perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart APL women students.

Further, again from the observation of the table 4.7.4 B, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the APL women students and the AAY women students are found to be 27.89 and 26.20 whereas the SDs are 6.98 and 7.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.19 which is significant at 0.05. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the

two groups. AAY women students perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart APL women students.

Again, from the observation of the table 4.7.4 B, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the APL women students and the AAY women students are found to be 23.55 and 21.83 whereas the SDs are 5.72 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.69 which is significant at 0.01 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. AAY women respondents perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart APL women respondents.

From the observation of the table 4.7.4 B, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the APL women students and the AAY women students are found to be 26.18 and 24.73 whereas the SDs are 5.96 and 6.40 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.17 which is significant at 0.05 level. This indicates that there is significant difference in the Institutional Climate of the two groups. AAY women respondents perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart APL women respondents.

From the observation of the table 4.7.4 B, it is clear that the mean scores on Educational Problems (EPS) for the two groups i.e., the APL women students and the AAY women students are found to be 107.05 and 99.55 whereas the SDs are 20.18 and 22.72 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.23 which is significant at 0.01 level. This indicates that there is a significant difference in the Educational Problems of the two groups. AAY women respondents perceived that there are Educational Problems in the institution as compared to their counterpart APL women respondents.

Table 4.7.4 C

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Family Economic Status (BPL/AAY)**

<b>Educational Problem</b>	<b>Family Economic Status</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	BPL (Below Poverty Line)	446	28.45	7.00	2.41*
	AAY (Antyodaya Anna Yojana)	132	26.80	6.61	
Curricular & Co-Curricular Aspect (C)	BPL (Below Poverty Line)	446	27.19	7.59	1.34
	AAY (Antyodaya Anna Yojana)	132	26.20	7.16	
Teaching and Learning Process (T)	BPL (Below Poverty Line)	446	23.15	6.22	2.17*
	AAY (Antyodaya Anna Yojana)	132	21.83	6.04	
Institutional Climate (Ic)	BPL (Below Poverty Line)	446	26.06	6.35	2.11*
	AAY (Antyodaya Anna Yojana)	132	24.73	6.40	
Educational problems (EPS)	BPL (Below Poverty Line)	446	104.85	23.43	2.30*
	AAY (Antyodaya Anna Yojana)	132	99.55	22.72	

\*Significant t-value (at 0.05 level)

From the table 4.7.4 C, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the BPL women students and the AAY women students are found to be 28.45 and 26.80 whereas the SDs are 7.00 and 6.61 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.41 which is significant at 0.05 level. This indicates that there is significant difference in the Infrastructural Facility of the two groups. AAY Women students perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart BPL women students.

Further, from the observation of the table 4.7.4 C, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the BPL women students and the AAY women students are found to be 27.19 and 26.20 whereas the SDs are 7.59 and 7.16 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.34 which is non-significant. This indicates that there is no

significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.4 C, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the BPL women students and the AAY women students are found to be 23.15 and 21.83 whereas the SDs are 6.22 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.17 which is significant at 0.05 level. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. AAY women students perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart BPL women students.

From the observation of the table 4.7.4 C, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the BPL women students and the AAY women students are found to be 26.06 and 24.73 whereas the SDs are 6.35 and 6.40 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.11 which is significant at 0.05 level. This indicates that there is significant difference in the Institutional Climate of the two groups. AAY women students perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart BPL women students.

From the observation of the table 4.7.4 C, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the BPL women students and the AAY women students are found to be 104.85 and 99.55 whereas the SDs are 23.43 and 22.72 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.30 which is significant at 0.05 level. This indicates that there is significant difference in the Educational Problems of the two groups. AAY women student respondents perceived that there are Educational Problems in the institution as compared to their counterpart BPL women student respondents.



### 4.7.5 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Father's Education

**Table 4.7.5 A**  
Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/School Education)

<b>Educational Problem</b>	<b>Father's Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	No formal Education	246	27.36	7.19	2.51*
	School Education	443	28.70	6.41	
Curricular & Co-Curricular Aspect (C)	No formal Education	246	26.76	7.83	0.71
	School Education	443	27.19	6.99	
Teaching and Learning Process (T)	No formal Education	246	22.08	6.27	2.75**
	School Education	443	23.40	5.92	
Institutional Climate (Ic)	No formal Education	246	25.13	6.62	1.72
	School Education	443	25.98	6.08	
Educational problems (EPS)	No formal Education	246	101.33	24.12	2.21*
	School Education	443	105.28	21.38	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.5 A, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 27.36 and 28.70 whereas the SDs are 7.19 and 6.41 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.51 which is significant to 0.05 level. This indicates that there is significant difference in the Infrastructural Facility as perceived by the two groups. Women students whose fathers have not received any formal education perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students whose fathers have received school education.

Further, from the observation of the table 4.7.5 A, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 26.76 and 27.19 whereas the SDs are 7.83 and 6.99 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.71 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.5 A, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 22.08 and 23.40 whereas the SDs are 6.27 and 5.92 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.75 which is significant at 0.01. This indicates that there is significant difference in the Teaching and Learning Process of the two groups. Women student respondents whose fathers have not received any formal education perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students whose parents have received school education.

From the observation of the table 4.7.5 A, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received school education are found to be 25.13 and 25.98 whereas the SDs are 6.62 and 6.08 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.72 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.5 A, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have

received school education are found to be 101.33 and 105.04 whereas the SDs are 24.12 and 21.38 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.21 which is significant at 0.05 level. This indicates that there is significant difference in the Educational Problems of the two groups. Women students whose fathers have not received any formal education perceived that there are Educational problems in the institution as compared to their counterpart women students whose parents have received school education.

**Table 4.7.5 B**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (No formal Education/Higher Education)**

<b>Educational Problem</b>	<b>Father's Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	No formal Education	246	27.36	7.19	3.12**
	Higher Education	111	29.86	6.52	
Curricular & Co-Curricular Aspect (C)	No formal Education	246	26.76	7.83	1.78
	Higher Education	111	28.35	7.71	
Teaching and Learning Process (T)	No formal Education	246	22.08	6.27	2.35*
	Higher Education	111	23.75	6.02	
Institutional Climate (Ic)	No formal Education	246	25.13	6.62	2.66**
	Higher Education	111	27.09	6.04	
Educational problems (EPS)	No formal Education	246	101.33	24.12	2.85**
	Higher Education	111	109.05	22.75	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.5 B, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 27.36 and 29.86 whereas the SDs are 7.19 and 6.52 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.12 which is significant to 0.01 level. This indicates that there is significant difference in the Infrastructural Facility of the two groups. Women students whose fathers have not received any formal education perceived that that there are problems

related with the Infrastructural Facility in the institution as compared to their counterpart women students whose parents have received higher education.

Further, again from the observation of the table 4.7.5 B, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 26.76 and 28.35 whereas the SDs are 7.83 and 7.71 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.78 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.5 B, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 22.08 and 23.75 whereas the SDs are 6.27 and 6.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.35 which is significant at 0.05. This indicates that there is significant difference in the Teaching and Learning Process as perceived by the two groups. Women students whose fathers have not received any formal education perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students whose parents have received higher education.

From the observation of the table 4.7.5 B, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 25.13 and 27.09 whereas the SDs are 6.62 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.66 which is significant at 0.01 level. This indicates that there is significant difference in the Institutional Climate as perceived by the two groups. Women student respondents whose fathers have not received any formal education

perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart women students whose parents received higher education.

From the observation of the table 4.7.5 B, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 101.33 and 109.05 whereas the SDs are 24.12 and 22.75 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.85 which is significant at 0.01 level. This indicates that there is significant difference in the Educational Problems of the two groups. Women students whose fathers have not received any formal education perceived that there are Educational problems in the institution as compared to their counterpart women students whose parents have received higher education.

**Table 4.7.5 C**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Father's Education (School Education/Higher Education)**

<b>Educational Problem</b>	<b>Father's Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	School Education	443	28.70	6.41	1.70
	Higher Education	111	29.86	6.52	
Curricular & Co-Curricular Aspect (C)	School Education	443	27.19	6.99	1.44
	Higher Education	111	28.35	7.709	
Teaching and Learning Process (T)	School Education	443	23.40	5.92	0.55
	Higher Education	111	23.75	6.02	
Institutional Climate (Ic)	School Education	443	25.98	6.08	1.72
	Higher Education	111	27.09	6.04	
Educational problems (EPS)	School Education	443	105.28	21.38	1.64
	Higher Education	111	109.05	22.75	

From the table 4.7.5 C, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher

education are found to be 28.70 and 29.86 whereas the SDs are 6.41 and 6.52 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.70 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of the two groups.

Further, from the observation of the table 4.7.5 C, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 27.19 and 28.35 whereas the SDs are 6.99 and 7.71 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.44 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect as perceived by the two groups.

Again, from the observation of the table 4.7.5 C, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose fathers have not received any formal education and the women students whose fathers have received higher education are found to be 23.40 and 23.75 whereas the SDs are 5.92 and 6.02 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.55 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.5 C, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students whose fathers have received school education and the women students whose fathers have received higher education are found to be 25.98 and 27.09 whereas the SDs are 6.08 and 6.04 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.72 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.5 C, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students whose fathers

have received school education and the women students whose fathers have received higher education are found to be 105.28 and 109.05 whereas the SDs are 21.38 and 22.75 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.64 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups with respect to their father's education.

#### 4.7.6 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Mother's Education

Table 4.7.6 A

Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/School Education)

Educational Problem	Mother's Education	N	Mean	SD	t-value
Infrastructural Facility (I)	No formal Education	473	27.73	6.93	3.85**
	School Education	305	29.54	6.05	
Curricular & Co-Curricular Aspect (C)	No formal Education	473	26.72	7.45	2.34*
	School Education	305	27.96	6.92	
Teaching and Learning Process (T)	No formal Education	473	22.74	6.03	1.67
	School Education	305	23.47	5.91	
Institutional Climate (Ic)	No formal Education	473	25.38	6.38	2.50*
	School Education	305	26.51	5.90	
Educational problems (EPS)	No formal Education	473	102.56	22.81	3.03**
	School Education	305	107.48	20.90	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

From the table 4.7.6 A, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 27.73 and 29.54 whereas the SDs are 6.93 and 6.05 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.51 which is significant to 0.01 level. This indicates that there is significant

difference in the Infrastructural Facility of the two groups. Women students whose mothers have not received any formal education perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students whose mothers have received school education.

Further, from the observation of the table 4.7.6 A, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 26.72 and 27.96 whereas the SDs are 7.45 and 6.92 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.34 which is significant at 0.05 level. This indicates that there is significant difference in the Curricular & Co-Curricular Aspect of the two groups. Women students whose mothers have not received any formal education perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students whose mothers have received school education.

Again, from the observation of the table 4.7.6 A, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 22.74 and 23.47 whereas the SDs are 6.03 and 5.91 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.67 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.6 A, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 25.38 and 26.51 whereas the SDs are 6.38 and 5.90 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.50 which is significant at 0.05 level. This indicates that there is



significant difference in the Institutional Climate of the two groups. Women students whose mothers have not received any formal education perceived that there are problems related with the Institutional Climate in the institution as compared to their counterpart women students whose mothers have received school education.

From the observation of the table 4.7.6 A, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received school education are found to be 102.56 and 107.48 whereas the SDs are 22.81 and 20.90 respectively. When these two mean scores have been subjected to t-test, it is found to be 3.03 which is significant at 0.01 level. This indicates that there is significant difference in the Educational Problems of the two groups. Women students whose mothers have not received any formal education perceived that there are Educational problems in the institution as compared to their counterpart women students whose mothers have received school education.

**Table 4.7.6 B**

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (No formal Education/Higher Education)**

<b>Educational Problem</b>	<b>Mother's Education</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
Infrastructural Facility (I)	No formal Education	473	27.73	6.93	0.71
	Higher Education	22	28.82	8.78	
Curricular & Co-Curricular Aspect (C)	No formal Education	473	26.72	7.45	0.50
	Higher Education	22	27.82	10.47	
Teaching and Learning Process (T)	No formal Education	473	22.74	6.03	0.48
	Higher Education	22	23.64	8.67	
Institutional Climate (Ic)	No formal Education	473	25.38	6.38	1.61
	Higher Education	22	27.64	7.78	
Educational problems (EPS)	No formal Education	473	102.56	22.81	0.74
	Higher Education	22	107.91	33.45	

From the table 4.7.6 B, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received

higher education are found to be 27.73 and 28.82 whereas the SDs are 6.93 and 8.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.71 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility of the two groups.

Further, from the observation of the table 4.7.6 B, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 26.72 and 27.82 whereas the SDs are 7.45 and 10.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.50 which is non-significant. This indicates that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.6 B, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 22.74 and 23.64 whereas the SDs are 6.03 and 8.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.48 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.6 B, it is clear that the mean scores on Institutional Climate (Ic) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose mothers have received higher education are found to be 25.38 and 27.64 whereas the SDs are 6.38 and 7.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 1.61 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.6 B, it is clear that the mean scores on Educational Problems (EP) for the two groups i.e., the women students whose mothers have not received any formal education and the women students whose

mothers have received higher education are found to be 102.56 and 107.91 whereas the SDs are 22.81 and 33.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.74 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups with respect to their mother's education.

Table 4.7.6 C

**Educational problems faced by women students in higher educational institutions of South Kashmir with reference to Mother's Education (School Education/Higher Education)**

Educational Problem	Mother's Education	N	Mean	SD	t-value
Infrastructural Facility (I)	School Education	305	29.54	6.05	0.38
	Higher Education	22	28.82	8.78	
Curricular & Co-Curricular Aspect (C)	School Education	305	27.96	6.92	0.06
	Higher Education	22	27.82	10.47	
Teaching and Learning Process (T)	School Education	305	23.47	5.91	0.09
	Higher Education	22	23.64	8.67	
Institutional Climate (Ic)	School Education	305	26.51	5.90	0.84
	Higher Education	22	27.64	7.78	
Educational problems (EPS)	School Education	305	107.48	20.90	0.06
	Higher Education	22	107.91	33.45	

From the table 4.7.6 C, it is clear that the mean scores on Infrastructural Facility (I) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 29.54 and 28.82 whereas the SDs are 6.05 and 8.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.38 which is non-significant. This indicates that there is no significant difference in the problems related with the Infrastructural Facility as perceived by the two groups.

Further, from the observation of the table 4.7.6 C, the mean scores on Curricular & Co-Curricular Aspect (C) for the two groups i.e., the women students whose mothers have received school education and the women student respondents whose mothers have received higher education are found to be 27.96 and 27.82 whereas the SDs are 6.92 and 10.47 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.06 which is non-significant. This indicates

that there is no significant difference in the problems related with the Curricular & Co-Curricular Aspect of the two groups.

Again, from the observation of the table 4.7.6 C, it is clear that the mean scores on Teaching and Learning Process (T) for the two groups i.e., the women students whose mothers have received school education and the women student respondents whose mothers have received higher education are found to be 23.47 and 23.64 whereas the SDs are 5.91 and 8.67 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.09 which is non-significant. This indicates that there is no significant difference in the problems related with the Teaching and Learning Process of the two groups.

From the observation of the table 4.7.6 C, it is clear that the mean scores on Institutional Climate (Ic) for the two groups, i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 26.51 and 27.64 whereas the SDs are 5.91 and 7.78 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.84 which is non-significant. This indicates that there is no significant difference in the problems related with the Institutional Climate of the two groups.

From the observation of the table 4.7.6 C, it is clear that the mean scores on Educational Problems (EPS) for the two groups i.e., the women students whose mothers have received school education and the women students whose mothers have received higher education are found to be 107.48 and 107.91 whereas the SDs are 20.90 and 33.45 respectively. When these two mean scores have been subjected to t-test, it is found to be 0.06 which is non-significant. This indicates that there is no significant difference in the Educational Problems of the two groups with respect to their mother's education.

The next chapter, **5<sup>th</sup> chapter** deals with the **Findings, Conclusion, Educational Implications & Suggestions.**

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**Chapter-5**

*Findings,  
Conclusion,  
Educational  
Implications  
and  
Suggestions*

## **Chapter-5**

### **Findings, Conclusion, Educational Implications and Suggestions**

For clarity in presentation, the present chapter has been divided into four parts:

- 5.1** Findings of the Study
- 5.2** Conclusion
- 5.3** Educational Implications
- 5.4** Suggestions for further Researches

#### **5.1 Findings of the Study**

The findings of the study have been presented objective-wise under the following headings:

- 5.1.1** Enrolment status of women students in higher educational institutions of South Kashmir.
- 5.1.2** Social problems faced by women students in higher educational institutions of South Kashmir.
- 5.1.3** Social problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
- 5.1.4** Psychological problems faced by women students in higher educational institutions of South Kashmir.
- 5.1.5** Psychological problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.
- 5.1.6** Educational problems faced by women students in higher educational institutions of South Kashmir.

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**5.1.7** Educational problems faced by women students in higher educational institutions of South Kashmir with reference to their type of college, course of study, locale of residence, family economic status, father's education and mother's education.

### **5.1.1 Enrolment Status of Women Students in Higher Educational Institutions of South Kashmir**

- The majority of the women students are enrolled in Arts Stream followed by Medical Stream.
- The lowest number of the women students are enrolled in Commerce stream followed by Non-Medical and Other courses (BCA, BBA, BJMC, BAH, MCMP, BIT and BHSc).
- The enrolment of women students in Arts stream has increased from 49% in 2010 to 54% in 2021 thereby showing an increase of 5%.
- The enrolment of women students in Commerce stream has come down during last 12 years, from 29% in 2010 to 22% in 2021, thereby showing a decreased of 7%.
- In Medical Stream, enrolment of women students has decreased by 19% i.e., from 68% in 2010 it has come down to 49 % in 2021.
- The enrolment of women students in non- medical stream has increased by 17% with 18% enrolment of women students in 2012 and 35% enrolment of women students in 2021.
- The enrolment of women students in Other Courses (BCA, BBA, BJMC, BAH, MCMP, BIT and BHSc) has decreased by 16%, i.e., from 43% in 2012 and 27% in 2021.
- Overall enrolment of women students pursuing higher education in the Government Degree Colleges of South Kashmir has increased from 49% to 51% from the year 2010 to 2021 thereby showing an increase of 2% only.

**5.1.2 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir**

In the present section, the findings related with the social problems faced by women students of South Kashmir in pursuing higher education have been presented under five sections/dimensions:

- 5.1.2.1. Conservative Mentality (C)
- 5.1.2.2. Gender Related Issues (G)
- 5.1.2.3. Socio-Economic Factor (S)
- 5.1.2.4. Domestic Issues (D)
- 5.1.2.5. Political Situations (P)

**5.1.2.1 Conservative Mentality towards Women's Higher Education**

- Parents think that girls do need higher education has been agreed by 40.8% of the women students as compared to their counterpart 44.5% respondents who disagreed with the statement. As a considerable number of women students perceived and agreed that parents think that girls do not need higher education, it may be a matter concern for the all those who want the education to prevail and sustain.
- Parents allow their daughters to go outside the valley for higher education agreed by 48.2% of the women students, but still there are 36.0% of women students who disagreed with the statement. This also demands consideration as one of the issues with reference to the conservative mentality.
- Most of the women students (65.4%) agreed that parents do not allow their daughters to travel alone as compared to their counterparts.
- Most of the women students (70.9%) perceived that the female education is considered very important in their society as compared to their counterpart women students.
- Parents are afraid of the society to allow their girl child for higher education is perceived by 46.7% of the women students as compared to their counterpart



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- 37.3% of the women students. Though these percentages have also been found to be in differing non-significantly, yet a high proportion of the women student having agreed, demand for a look into as one the issue of conservative mentality.
- Most of the respondents (48.6%) agreed that the girls have no pressure to quit their studies for the sake of marriage in comparison to their disagreed counterparts (36.9%). The difference is non-significant, yet it has to be tackled as an issue because a reasonable percentage of women students have disagreed with the statement, ‘girls have no pressure to quit their studies for the sake of marriage.’

### **5.1.2.2 Gender Related Issues for Women’s Higher Education**

- Most of the women students (75.9%) perceived that boys can easily go outside for higher education as compared to girls. This has come up as the issue which need attention.
- Most of the women students (62.1%) perceived that the parents prefer their sons to daughters for providing higher education as compared to 25.1% of their counterpart women students.
- Most of the women students (54.0%) agreed that the boys are provided more facilities and opportunities than girls as compared their 34.1% counterpart women students who disagreed that the boys are provided more facilities and opportunities than girls.
- The percentage of women students who agreed that all decisions are taken by their family only (49.6%) is more as compared to the women students who didn’t agree that all decisions are taken by their family only (38.0%).
- Though most of the women students (45.4%) agreed that girls are safe in co-educational institutions but there are still 37.5% of women students who disagree with the statement and that is a matter of great concern.
- Most of the respondents (48.4%) agreed that girls face eve-teasing while going to college in comparison to their disagreed counterpart respondents (36.9%).

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### **5.1.2.3 Socio-Economic Factor for Women's Higher Education**

- The percentage of respondents who considered that due to poverty, parents are not able to give education to their daughters is more (66.6%) as compared to their 20.3% counterpart respondents.
- The percentage of respondents who considered due to financial constraints, girls do not have learning facilities is high (63.9%) as compared to their 22.6% counterpart respondents.
- The percentage of respondents who considered that girls have been neglected in college due to poor financial conditions is less (31.2%) as compared to the respondents who disagreed that the girls have been neglected in college due to their poor financial conditions (55.5%).
- The percentage of respondents who considered that girls have to earn money for their family so they could focus on their study is less (36.9%) as compared to their counter respondents (46.5%).
- Most of the respondents (44.7%) agreed that the father's illiteracy hinders higher education of the girl child as compared to their disagreed counterpart respondents (36.4%).
- Most of the respondents (57.5%) agreed that the mother's literacy facilitates higher education of the girl child in comparison to their disagreed counterpart respondents (29.5%).

### **5.1.2.4 Domestic Issues for Women's Higher Education**

- Most of the respondents (56.3%) disagreed that family conflicts don't affect girls' study as compared to their counterpart respondents (30.2%) who agreed that family conflicts don't affect girls' study.
- Most of the respondents (69.5%) considered that the girls have to take care of their sick family members as compared to their counterpart respondents (18.2%).
- Most of the respondents (62.1%) agreed that due to heavy domestic work, girls are not able to devote time for their studies as compared to their counterpart

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- respondents (21.3%) who disagreed that due to heavy domestic work, girls are not able to devote time for their studies.
- Most of the respondents (60.1%) considered that being the girl child of the family girls have to take care of the siblings as compared to their counterpart girl respondents (24.0%) who disagreed that being the girl child of the family girls have to take care of the siblings.
  - Most of the respondents (58.4%) considered that because of the domestic burden girls could not attend the classes daily as compared to their counterpart girl respondents (29.7%) who disagreed that because of the domestic burden girls could not attend the classes daily.
  - Most of the respondents (60.4%) agreed that due to domestic work girls could not prepare well for the examinations in comparison to their disagreed counterparts (27.5%).

### **5.1.2.5 Political Situations for Women's Higher Education**

- The percentage of respondents who considered that closure of educational institutions because of the political turmoil does not hinder girls' education is less (36.8%) as compared to the respondents who disagreed that closure of educational institutions because of the political turmoil does not hinder girls' education (44.5%).
- The percentage of respondents who considered that the unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career is high (57.6%) as compared to those disagreed with the statement (22.5%).
- The percentage of respondents who considered that girls feel safe to go college even in insurgency is less (35.7%) as compared to the 44.0% counterpart respondents.
- The percentage of respondents who considered that parents allow girls to go to college even in the prevailing uncertain political situation is less (34.2%) as compared to the 50.9% counterpart respondents.

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- The percentage of respondents who considered that due to continuous encounters girls are not able to concentrate on their study is more (61.0%) as compared to the number of respondents who disagreed with the statement (25.2%).
- Most of the respondents (62.6%) agreed that due to turmoil girls are mostly deprived of internet facilities that affect study in comparison to their disagreed counterpart respondents (21.0%).

### **5.1.3 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education**

#### **5.1.3.1 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College**

- No significant difference has been found in the conservative mentality of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the gender related issues of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution.
- No significant difference has been found in the socio-economic factor of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the domestic issues the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- Significant difference has been found in the political situations of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institution. The women students of Co-Educational institution are found to have high score on political situation as

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compared to the women students of Women's College. This clearly depicts that the Women College students are having political situation as the more prominent and significant issue which affect adversely their higher education as compared to their counterpart Co-Educational institution women students.

- No significant difference has been found in the social problems of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.

### **5.1.3.2 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study**

#### **Course of Study (BA / BSc Medical)**

- The women students pursuing BA have perceived conservative mentality as more significant issue as compared to the women students pursuing BSc Medical.
- The women students pursuing BA have perceived gender related issues as more significant issue as compared to the women students pursuing BSc Medical.
- The women students pursuing BA have perceived socio-economic factor as more significant issue as compared to the women students pursuing BSc Medical.
- The women students pursuing BA have perceived domestic issues as more significant issue as compared to the women students pursuing BSc Medical.
- No significant difference has been found in the political situations faced by the women students pursuing B.A and those pursuing BSc Medical.
- The women students pursuing BA have perceived social problem as more significant issue as compared to the women students pursuing BSc Medical.

#### **Course of Study (BA / BSc Non-Medical)**

- No significant difference has been found in the conservative mentality issue of women students pursuing B.A and women students pursuing BSc Non- Medical.
- No significant difference has been found in the gender related issues of the women students pursuing B.A and women students pursuing BSc Non- Medical.

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- No significant difference has been found in the socio-economic factor of the women students pursuing B.A and the women students pursuing BSc Non- Medical.
- No significant difference has been found in the domestic issues of the women students pursuing B.A and the women students pursuing BSc Non-Medical.
- No significant difference has been found in the political situations faced by the women students pursuing B.A and the women students pursuing Non-BSc Medical.
- No significant difference has been found in the social problems of the women students pursuing B.A and the women students pursuing BSc Non-Medical.

### **Course of Study (BA / Other courses)**

- The women students pursuing BA have perceived conservative mentality as more significant issue as compared to the women students pursuing Other courses.
- The women students pursuing BA have perceived gender related issues as more significant issue as compared to the women students pursuing Other courses.
- The women students pursuing BA have perceived socio-economic factor as more significant issue as compared to the women students pursuing Other courses.
- The women students pursuing BA have perceived domestic issues as more significant issue as compared to the women students pursuing Other courses.
- No significant difference has been found in the political situations faced by the women students pursuing B.A and Other courses.
- The women students pursuing BA have perceived social problems as more significant issue as compared to the women students pursuing Other courses.

### **Course of Study (BSc Medical / BSc Non-Medical)**

- The women students pursuing BSc Non-Medical have perceived conservative mentality as more significant issue as compared to the women students pursuing BSc Medical.

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- No significant difference has been found in the gender related issues of the women students pursuing BSc Medical and the women students pursuing BSc Non-Medical.
- No significant difference has been found in the socio-economic factor of the women students pursuing BSc Medical and the women students pursuing Non-Medical.
- No significant difference has been found in the domestic issues of the women students pursuing BSc Medical and the women students pursuing Non-Medical.
- No significant difference has been found in the political situations faced by the women students pursuing BSc Medical and the women students pursuing Non-Medical.
- The women students pursuing BSc Non-Medical have perceived social problems as more significant issue as compared to the women students pursuing BSc Medical.

### **Course of Study (BSc Medical / Other courses)**

- No significant difference has been found in the conservative mentality issue of women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the gender related issues of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the socio-economic factor of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the domestic issues of the women students pursuing BSc Medical and the women students pursuing Other courses.

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- No significant difference has been found in the political situations faced by the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the social problems of the women students pursuing BSc Medical and the women students pursuing Other courses.

### **Course of Study (BSc Non-Medical / Other courses)**

- The women students pursuing BSc Non-Medical have perceived conservative mentality as more significant issue as compared to the women students pursuing Other courses.
- No significant difference has been found in the gender related issues of the women students pursuing BSc Non- Medical and women students pursuing Other courses.
- No significant difference has been found in the socio-economic factor of the women students pursuing BSc Non-Medical and the women students pursuing Other courses.
- No significant difference has been found in the domestic issues of the women students pursuing BSc Non-Medical and the women students pursuing Other courses.
- The women students pursuing BSc Non-Medical have perceived political situation as more significant issue as compared to the women students pursuing Other courses.
- No significant difference has been found in the social problems of the women students pursuing BSc Non-Medical and women students pursuing Other courses.

### **5.1.3.3. Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence**

- No significant difference has been found in the conservative mentality issue of the women students belonging to Rural area and Urban area.



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- The women students belonging to rural area have perceived gender related issues as more significant issue as compared to the women students belonging to urban area.
- The women students belonging to rural area have perceived socio-economic factor as more significant issue as compared to the women students belonging to urban area.
- The women students belonging to rural area have perceived domestic issues as more significant issue as compared to the women students belonging to urban area.
- No significant difference has been found in the political situations of the women students belonging to Rural area and the women students belonging to Urban area.
- The women students belonging to rural area have perceived social problems as more significant issue as compared to the women students belonging to urban area.

### **5.1.3.4 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status**

#### **Family Economic Status (APL / BPL)**

- No significant difference has been found in the conservative mentality issue of the APL women students and the BPL women students.
- No significant difference has been found in the gender related issues of the APL women students and the BPL women students.
- The BPL women students have perceived socio-economic factor as more significant issue as compared to the APL women students.
- No significant difference has been found in the domestic issues of the APL women students and the BPL women students.
- No significant difference has been found in the political situations of the APL women students and the BPL women students.

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- No significant difference has been found in the social problems of the APL women students and the BPL women students.

### **Family Economic Status (APL / AAY)**

- No significant difference has been found in the conservative mentality issue of the APL women students and the AAY women students.
- No significant difference has been found in the gender related issues of the APL women students and the AAY women students.
- The AAY women students have perceived socio-economic factor as more significant issue as compared to the APL women students.
- No significant difference has been found in the domestic issues of the APL women students and the AAY women students.
- No significant difference has been found in the political situations of the APL women students and the AAY women students.
- No significant difference has been found in the social problems of the APL women students and the AAY women students.

### **Family Economic Status (BPL / AAY)**

- The AAY women students have perceived conservative mentality as more significant issue as compared to the BPL women students.
- No significant difference has been found in the gender related issues of the BPL women students and the AAY women students.
- No significant difference has been found in the socio-economic factor of the BPL women students and the AAY women students.
- No significant difference has been found in the domestic issues of the BPL women students and the AAY women students.
- No significant difference has been found in the political situations of the BPL and the AAY women students
- No significant difference has been found in the social problems of the BPL and the AAY women students.

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### **5.1.3.5 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to Father's Education**

#### **Father's Education (No Formal Education/ School Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the gender related issues of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the socio-economic factor of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the domestic issues of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the political situations of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the social problems of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.

#### **Father's Education (No Formal Education/Higher Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- No significant difference has been found in the gender related issues of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.

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- The women students whose fathers have not received any formal education have perceived socio-economic factor as more significant issue as compared to the women students whose fathers have received higher education.
- No significant difference has been found in the domestic issues of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- The women students whose fathers have received higher education have perceived political situations as more significant issue as compared to the women students whose fathers have not received any formal education.
- No significant difference has been found in the social problems of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.

### **Father's Education (School Education/Higher Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the gender related issues of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the socio-economic factor of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the domestic issues of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the political situations of the women students whose fathers have received school education and the women students whose fathers have received higher education.

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- No significant difference has been found in the social problems of the women students whose fathers have received school education and the women students whose fathers have received higher education.

### **5.1.3.6 Social Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to Mother's Education**

#### **Mother's Education (No Formal Education/ School Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- No significant difference has been found in in the gender related issues of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- The women students whose mothers have not received any formal education have perceived socio-economic factor as more significant issue as compared to the women students whose mothers have received school education.
- No significant difference has been found in the domestic issues of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- No significant difference has been found in the political situations of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- No significant difference has been found in the social problems of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.

#### **Mother's Education (No Formal Education/Higher Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.

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- No significant difference has been found in the gender related issues of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the socio-economic factor of the women students whose mothers have not receive any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the domestic issues of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- The women students whose mothers have received higher education have perceived political situations as more significant issue as compared to the women students whose mothers have not received formal education.
- No significant difference has been found in the social problems of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.

### **Mother's Education (School Education/Higher Education)**

- No significant difference has been found in the conservative mentality issue of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the gender related issues of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the socio-economic factor of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the domestic issues of the women students whose mothers have received school education and the women students whose mothers have received higher education.

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- No significant difference has been found in the political situations of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the social problems of the women students whose mothers have received school education and the women students whose mothers have received higher education.

### **5.1.4 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir**

In the present section, the findings pertaining to the psychological problems faced by women students of South Kashmir in pursuing higher education have been presented under four sections/dimensions:

- 5.1.4.1. Stress (S)
- 5.1.4.2. Anxiety (A)
- 5.1.4.3. Adjustment Problem (Ad)
- 5.1.4.4. Low Self Esteem (Ls)

#### **5.1.4.1. Stress Among Women Students Pursuing Higher Education**

- Most of the women students (53.8%) feel stressed due to too bulky syllabus for the study as compared to their counterpart respondents (21.2%).
- Most of the women students (55.9%) feel pressure in completing too many assignments in a short period of time as compared to the counterpart respondents (30.5%).
- The percentage of women students who think that they may not be able to complete the course successfully is less (28.3%) as compared to the (59.1%) counterpart respondents.
- Most of the women students (64.9%) are confident in the subject of study as compared to the 22.7% counterpart respondents.

## **Chapter 5 Findings, Conclusion, Educational Implications and Suggestions**

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- The percentage of respondents who agreed that they complete their assignments on time is more (77.7%) as compared to the number of respondents (16.0%) who disagreed with the statement.
- Most of the respondents (70.0%) as compared to their disagreed counterparts (19.7%), agreed that they are distressed when the things do not happen as they planned.
- Most of the women students (56.8%) are able to concentrate on studies as compared to the 29.5% counterpart women students who disagreed that they are able to concentrate on the studies.
- Most of the women students (50.1%) feel very difficult to get a sound sleep as compared to their 34.9% women students who disagreed with the statement.

### **5.1.4.2. Anxiety Among Women Students Pursuing Higher Education**

- The percentage of women students who feel hopelessness in life is less (34.5%) as compared to the 55.4% of women students who disagreed with the statement.
- Most of the women students (67.4%) are satisfied with study as compared to their 22.3% counterpart women students.
- Most of the women students (54.0%) disagreed that they are not worried about their family life as compared to their 38.5% agreed counterpart women students.
- Most of the women students (66.8%) are anxious about their career as compared to their 23.1% counterpart women students.
- Most of the women students (53.7%) can easily recover from unpleasant situations as compared to their 30.4% counterpart women students.
- Most of the women students (53.0%) disagreed that they are afraid of what the people think about them as compared to their agreed counterparts (36.7%).
- 38.1% women students agreed that they cannot relax as others relax in their life as compared to 47.9% women students who disagreed with the statement.
- Most of the women students (47.0%) agreed that they could not enjoy their life as much as they can as compared to their 40.7% disagreed counterpart women students.



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### **5.1.4.3. Adjustment Among Women Students Pursuing Higher Education**

- The percentage of women students who never feel nervous in facing a new situation is more (49.6%) as compared to their 37.0% disagreed counterpart women students.
- The percentage of women students who fear even a small problem is less (42.5%) as compared to the 45.5% counterpart women students. Further, it is matter of great concern that a considerable number of women students agreed that they fear even a small problem though it is a little bit less than their counterparts.
- Most of the women students (50.9%) disagreed that they couldn't make wise decisions as compared to their 34.8% counterpart women students who agreed that they couldn't make wise decisions.
- The percentage of women students who could not keep promises is less (30.6%) as compared to the 55.4% disagreed counterpart women students.
- Most of the women students (55.55%) agreed that they can easily control emotions as compared to their 33.0% disagreed counterpart women students.
- Most of the women students (50.5%) agreed that they feel humiliated when others make fun of them as compared to their disagreed counterparts (35.7%).
- The percentage of respondents who feel inconvenience in a mixed classroom environment is high (44.2%) as compared to their 40.7% counterpart respondents.
- The percentage of women students who can easily manage personal problems is more (64.9%) as compared to their 24.3% counterpart respondents.

### **5.1.4.4. Low Self Esteem Among Women Students Pursuing Higher Education**

- The percentage of women students who think that they have not selected the right course of study is less (26.2%) as compared to their 66.7% counterpart women students.
- Most of the women students (66.6%) are able to think clearly as compared to their 21.4% counterpart women students.

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- Most of the women students (67.1%) feel that they are capable of doing everything as compared to their 19.9% counterpart women students.
- Most of the women students (48.1%) prefer to be alone even in social gatherings as compared to their 40.2% counterpart women students.
- Most of the women students (66.1%) prefer to shoulder the responsibilities as compared to their 22.7% counterpart women students.
- Most of the women students (53.1%) feel nervous during examinations as compared to their disagreed counterparts (34.3%).
- The percentage of women students who avoid tasks that require mental effort is less (38.2%) as compared to their 45.1% counterpart women students.
- Most of the women students (57.1%) feel that they can achieve goals easily as compared to their 24.5% counterpart respondents.

### **5.1.5 Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education**

#### **5.1.5.1. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College**

- No significant difference has been found in the Stress of women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the Anxiety of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the Adjustment Problems of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.

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- No significant difference has been found in the Low Self Esteem of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the Psychological Problems faced by the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.

### **5.1.5.2. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study**

#### **Course of Study (BA/BSc Medical)**

- The women students pursuing BA course are found to be more stressed as compared to the women students pursuing BSc Medical.
- No significant difference has been found in the Anxiety of the women students pursuing B.A and women students pursuing BSc Medical.
- No significant difference has been found in the Adjustment problem of the women students pursuing B.A and the women students pursuing BSc Medical.
- The women students pursuing BA course are found to have low self-esteem as compared to the women students pursuing BSc Medical.
- No significant difference has been found in the political situations faced by the women students pursuing B.A and the women students pursuing BSc Medical.
- No significant difference has been found in the psychological problems faced by the women students pursuing B.A and the women students pursuing BSc Medical.

#### **Course of Study (BA/BSc Non-Medical)**

- No significant difference has been found in the Stress of the women students pursuing B.A and the women students pursuing BSc Non-Medical.
- No significant difference has been found in the Anxiety of the women students pursuing B.A and the women students pursuing BSc Non-Medical.

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- No significant difference has been found in the Adjustment Problem of the women students pursuing B.A and the women students pursuing BSc Non-Medical.
- The women students pursuing BSc Non-Medical are found to be low self-esteemed as compared to the women students pursuing BA course.
- The women students pursuing BSc Non-Medical are found to have more psychological problems as compared to the women students pursuing BA course.

### **Course of Study (BA/Other courses)**

- The women students pursuing BA are found to be more stressed as compared to the women students pursuing other courses.
- No significant difference has been found in the Anxiety of the women students pursuing B.A and the women students pursuing Other courses.
- No significant difference has been found in the Adjustment problem of the women students pursuing B.A and the women students pursuing Other courses.
- The women students pursuing BA course are found to be low self-esteemed as compared to the women students pursuing other courses.
- No significant difference has been found in the Psychological Problems faced by the women students pursuing B.A and the women students pursuing Other courses.

### **Course of Study (BSc Medical/BSc Non-Medical)**

- No significant difference has been found in the Stress of the women students pursuing BSc Medical and the women students pursuing Non-Medical.
- No significant difference has been found in the Anxiety of the women students pursuing BSc Medical and the women students pursuing BSc Non-Medical.
- No significant difference has been found in the Adjustment Problem of the women students pursuing BSc Medical and the women students pursuing Non-Medical.
- The women students pursuing BSc Non-Medical are found to be low self-esteemed as compared to the women students pursuing BSc Medical.
- The women students pursuing BSc Non-Medical courses are found to have more Psychological Problems as compared to the women students pursuing BSc Medical.

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### **Course of Study (BSc Medical/Other courses)**

- No significant difference has been found in the Stress of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the Anxiety of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the Adjustment Problem of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the Low Self Esteem of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the Psychological Problems of the women students pursuing BSc Medical and the women students pursuing Other courses.

### **Course of Study (BSc Non-Medical/Other courses)**

- No significant difference has been found in the Stress of the women students pursuing BSc Non- Medical and women students pursuing Other courses
- No significant difference has been found in the Anxiety of the women students pursuing BSc Non- Medical and the women students pursuing Other courses.
- No significant difference has been found in the Adjustment Problem of the women students pursuing BSc Non-Medical and the women students pursuing Other courses.
- The women students pursuing BSc Non-Medical are found to be low self-esteemed as compared to the women students pursuing Other courses.
- No significant difference has been found in the Psychological Problems of the women students pursuing BSc Non-Medical and the women students pursuing Other courses.

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### **5.1.5.3. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence**

- The rural women students are found to be more stressed as compared to their counterpart urban women students.
- No significant difference has been found in the Anxiety of the women students belonging to Rural area and the women students belonging to Urban area.
- The rural women students are found to have more adjustment problem as compared to their counterpart urban women students.
- The rural women students are found to be low esteemed as compared to their counterpart urban women students.
- The rural women students are found have more psychological problems as compared to their counterpart urban women students.

### **5.1.5.4. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status**

#### **Family Economic Status (APL/BPL)**

- No significant difference has been found in the Stress of the APL women students and the BPL women students.
- No significant difference has been found in the Anxiety of the APL women students and the BPL women students.
- No significant difference has been found in the Adjustment Problem of the APL women students and the BPL women students.
- No significant difference has been found in the Low Self Esteem of the APL women students and the BPL women students.
- No significant difference has been found in the psychological problems of the APL women students and the BPL women students.

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### **Family Economic Status (APL/AAY)**

- No significant difference has been found in the Stress of the APL women students and the AAY women students.
- No significant difference has been found in the Anxiety of the APL women students and the AAY women students.
- No significant difference has been found in the Adjustment Problem of the APL women students and the AAY women students.
- No significant difference has been found in the Low Self Esteem of the APL women students and the AAY women students.
- No significant difference has been found in the Psychological Problems of the APL women students and the AAY women students.

### **Family Economic Status (BPL/AAY)**

- No significant difference has been found in the Stress of the BPL women students and the AAY women students.
- No significant difference has been found in the Anxiety of the BPL women students and the AAY women students.
- No significant difference has been found in the Adjustment Problem of the BPL women students and the AAY women students.
- No significant difference has been found in the Low Self Esteem of the BPL women students and the AAY women students.
- No significant difference has been found in the Psychological Problems of the BPL women students and the AAY women students.

#### **5.1.5.5. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Father's Education**

##### **Father's Education (No Formal Education/ School Education)**

- No significant difference has been found in the Stress of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.

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- No significant difference has been found in the Anxiety of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- No significant difference has been found in the Adjustment Problem of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- The women students whose fathers have not received any formal education are found to be low self-esteeming as compared to the women students whose fathers have received school education.
- No significant difference has been found in the Psychological Problems of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.

### **Father's Education (No Formal Education/ Higher Education)**

- The women students whose fathers have not received any formal education are found to be more stressed as compared to the women students whose fathers have received higher education.
- No significant difference has been found in the Anxiety of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- No significant difference has been found in the Adjustment Problem of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- No significant difference has been found in the Low self-esteem of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- No significant difference has been found in the Psychological Problems of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.



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### **Father's Education (School Education/Higher Education)**

- The women students whose fathers have received school education are found to be more stressed as compared to the women students whose fathers have received higher education.
- No significant difference has been found in the Anxiety of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the Adjustment Problem of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- The women students whose fathers have received higher education are found to be low self-esteemed as compared to the women students whose fathers have received school education.
- No significant difference has been found in the Psychological Problems of the women students whose fathers have received school education and the women students whose fathers have received higher education.

### **5.1.5.6. Psychological Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Mother's Education**

#### **Mother's Education (No Formal Education/ School Education)**

- No significant difference has been found in the Stress of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- No significant difference has been found in the Anxiety of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.

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- No significant difference has been found in the Adjustment Problem of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- The women students whose mothers have not received any formal education are found to be low self-esteeming as compared to the women students whose mothers have received school education.
- No significant difference has been found in the Psychological Problems of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.

### **Mother's Education (No Formal Education/Higher Education)**

- No significant difference has been found in the Stress of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the Anxiety of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the Adjustment Problem of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the Low self- esteem of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the Psychological Problems of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.

### **Mother's Education (School Education/Higher Education)**

- No significant difference has been found in the Stress of the women students whose mothers have received school education and the women students whose mothers have received higher education.

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- No significant difference has been found in the Anxiety of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the Adjustment Problem of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the Low self- esteem of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the Psychological Problems of the women students whose mothers have received school education and the women students whose mothers have received higher education.

### **5.1.6 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir**

In the present section, the findings related with the Educational Problems faced by women students of South Kashmir in pursuing higher education, have been presented under four sections/dimensions:

- 5.1.6.1. Infrastructural Facility (I)
- 5.1.6.2. Curricular & Co-Curricular Aspect (C)
- 5.1.6.3. Teaching and Learning Process (T)
- 5.1.6.4. Institutional Climate (Ic)

#### **5.1.6.1. Infrastructural Facility for Women's Higher Education**

- The percentage of respondents whose institution is functioning in a proper building set up is more (68.9%) as compared to their counterpart women respondents (20.4%).
- The percentage of respondents who agreed that the inadequate hostel facilities are hampering their studies are less (36.8%) as compared to the percentage of

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respondents (41.8%) who did not agree with the statement that inadequate hostel facilities are hampering their studies.

- Most of the women students (49.9%) agreed that the lack of uninterrupted internet facilities in the institution are impacting their studies is high as compared to the 34.8% respondents who disagreed with the statement that lack of uninterrupted internet facilities in the institution are impacting their studies.
- Most of the women students (64.0%) have functional computer lab with modern IT devices available in college as compared to the 23.8% counterpart respondents.
- Most of the women students (64.6%) disagreed that the seating arrangement in the college library is not proper, pleasant and effective as compared to their 23.9% agreed counterparts.
- Most of the women students (67.6%) agreed that separate hygienic washrooms for females are available in the institution as compared to their 22.3% disagreed counterpart respondents.
- Most of the women students (60.3%) agreed that the availability of effective transport facilities would help students to attend college regularly as compared to their 30.0% disagreed counterparts.
- Most of the women students (64.5%) disagreed that the college does not have the adequate number of teaching staff as compared to their 24.6% agreed counterparts.

### **5.1.6.2. Curricular & Co-Curricular Aspect for Women's Higher Education**

- Most of the women students (59.1%) disagreed that the co-curricular activities are not given importance in their college/institution as compared to their 25.9% counterpart respondents who agreed with the statement.
- Most of the women students (52.7%) agreed that the career guidance for female students is adequately addressed in their college as compared to their 30.0% disagreed counterpart respondents.

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- Most of the women students (60.5%) agreed that 21<sup>st</sup> century skill-based curriculum is followed in the institution as compared to their 24.0% counterpart respondents disagreed with the statement that 21<sup>st</sup> century skill-based curriculum is followed in the institution.
- Most of the women students (59.9%) agreed that the participation of the students are ensured in curriculum construction as compared to the 21.3% counterpart respondents who disagreed with the statement that the participation of the students are ensured in curriculum construction.
- Most of the women students (49.1%) disagreed that the curriculum is not designed as per the present-day requirement as compared to their 31.9% agreed counterparts.
- Most of the women students (52.4%) disagreed that the curriculum is overburdened as compared to their 27.4% agreed counterpart respondents.
- Most of the women students (51.5%) disagreed that the flexibility in selection of subjects across the disciplines is not provided as compared to their 32.5% agreed counterpart respondents.
- Most of the women students (43.4%) agreed that the theoretical aspects are more emphasized in comparison to the practicum and life skill development as compared to their 32.9% disagreed counterpart respondents.

### **5.1.6.3. Teaching and Learning Process for Women's Higher Education**

- Most of the women students (64.1%) agreed that the college is creating a lot of space and opportunities to express ideas creatively and freely as compared to their 21.9% counterpart women students.
- Most of the women students (43.3%) agreed that the most of the teachers use traditional methods of teaching in the classroom as compared to their 36.1% counterpart women students.
- Most of the women students (51.1%) disagreed that the lack of innovative teaching strategies is making the classes too boring as compared to the 34.7% counterpart women students who agreed that the lack of innovative teaching strategies are making the classes too boring.

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- Most of the women students (72.3%) agreed that their teachers make the lessons more interesting as compared to their 16.2% counterpart women students who disagreed that their teachers make the lessons more interesting.
- Most of the women students (45.4%) agreed that the attendance is given more importance than quality teaching as compared to their 40.2% disagreed counterpart women students.
- The percentage of women students who agreed that there is a dearth of inspirational teachers in the college is more (39.4%) as compared to their 38.1% disagreed counterparts.
- Most of the women students (50.9%) disagreed that the teachers do not create adequate space for students to share their problems freely as compared to their 34.4% agreed counterpart women students.

### **5.1.6.4. Institutional Climate for Women' Higher Education**

- Most of the women students (51.4%) feel comfortable in a co-educational classroom setting as compared to their 33.9% counterpart women students. This figure (33.9%) itself pose a challenge that a reasonable percentage of women students didn't feel comfortable in a co-educational classroom setting.
- Most of the women students (51.1%) disagreed that the co-educational environment restricts females to get higher education as compared to their 36.0% agreed counterpart women students. Here also, though the agreed percentage is less than the disagreed women students, yet this much percentage cannot be ignored for better educational environment.
- Most of the women students (64.5%) disagreed that the classrooms are not spacious in their college as compared to their 21.4% agreed counterpart women student respondents.
- Most of the women students (70.8%) disagreed that the teachers are not cooperative in the college as compared to their 19.6% counterpart women students who agreed that teachers are not cooperative in the college.

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- Most of the women students (60.1%) agreed that the healthy teacher-pupil relationship exists in their institution as compared to their 23.1% disagreed counterpart women students.
- Most of the women students (71.8%) agreed that the teachers encourage asking questions during the class interaction in comparison to their 17.3% disagreed counterpart women students.
- Most of the women students (66.4%) disagreed that the college administration does not care for the needs of the students as compared to their 23.8% agreed counterpart women students.

### **5.1.7 Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to their Type of College, Course of Study, Locale of Residence, Family Economic Status, Father's Education and Mother's Education**

#### **5.1.7.1. Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Type of College**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- The women students pursuing higher education in Co-Educational institutions perceived problems related with the Curricular & Co-Curricular Aspect in the institution as more significant issue as compared to their counterpart women students pursuing higher education in Women's College.
- No significant difference has been found in the problems related with the Teaching and Learning Process of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.

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- No significant difference has been found in the problems related with the Institutional Climate of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.
- No significant difference has been found in the Educational Problems of the women students pursuing higher education in Women's College and the women students pursuing higher education in Co-Educational institutions.

### **5.1.7.2. Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Course of Study**

#### **Course of Study (BA/BSc Medical)**

- The women students pursuing BA are found to have more problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BA are found to have more problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BA are found to have more problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BA are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing BSc Medical.
- The women student pursuing BA are found to have more Educational Problems in the institution as compared to their counterpart women students pursuing BSc Medical.

#### **Course of Study (BA/BSc Non-Medical)**

- The women students pursuing BSc Non-Medical are found to have more problems related with the Infrastructural Facility as compared to their counterpart women students pursuing BA.



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- The women students pursuing BSc Non-Medical are found to have more problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BA.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BA.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing BA.
- The women students pursuing BSc Non-Medical are found to have more Educational Problems in the institution as compared to their counterpart women students pursuing BA.

### **Course of Study (BA/Other Courses)**

- The women students pursuing BA course are found to have more problems related with the Infrastructural Facility as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BA course are found to have more problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BA course are found to have more problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BA course are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BA course are found to have more Educational Problems in the institution as compared to their counterpart women students pursuing Other courses.

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### **Course of Study (BSc Medical/ BSc Non-Medical)**

- The women students pursuing BSc Non-Medical are found to have more problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing BSc Medical.
- The women students pursuing BSc Non-Medical are found to have more Educational Problems in the institution as compared to their counterpart women students pursuing BSc Medical.

### **Course of Study (BSc Medical/Other)**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students pursuing BSc Medical and the women students pursuing Other courses.
- No significant difference has been found in the problems related with the Teaching and Learning Process the women students pursuing BSc Medical and the women students pursuing Other courses.
- The women students pursuing BSc Medical are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing Other courses.

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- No significant difference has been found in the Educational Problems of the women students pursuing BSc Medical and the women students pursuing Other courses.

### **Course of Study (BSc Non-Medical/Other courses)**

- The women students pursuing BSc Non-Medical are found to have more problems related with the Infrastructural Facility in the institution as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BSc Non-Medical are found to have more problems related with the Institutional Climate as compared to their counterpart women students pursuing Other courses.
- The women students pursuing BSc Non-Medical are found to have more Educational Problems in the institution as compared to their counterpart women students pursuing Other courses.

### **5.1.7.3. Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Locale of Residence**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students belonging to Rural area and the women students belonging to Urban area.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students belonging to Rural area and the women students belonging to Urban area.

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- No significant difference has been found in the problems related with the Teaching and Learning Process of the women students belonging to Rural area and the women students belonging to Urban area.
- No significant difference has been found in the problems related with the Institutional Climate of the women students belonging to Rural area and the women students belonging to Urban area.
- No significant difference has been found in the Educational Problems of the women students belonging to Rural area and the women students belonging to Urban area.

### **5.1.7.4. Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Family Economic Status**

#### **Family Economic Status (APL/BPL)**

- No significant difference has been found in the problems related with the Infrastructural Facility of the APL women students and the BPL women students.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the APL women students and the BPL women students.
- No significant difference has been found in the problems related with the Teaching and Learning Process of the APL women students and the BPL women students.
- No significant difference has been found in the problems related with the Institutional Climate of the APL women students and the BPL women students.
- No significant difference has been found in the Educational Problems of the APL women students and the BPL women students.

#### **Family Economic Status (APL/AAY)**

- The AAY women students perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart APL women students.

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- The AAY women students perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart the APL women students.
- The AAY women students perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart APL women students.
- The AAY women students perceived that there are problems related with the Institutional Climate as compared to their counterpart APL women students.
- The AAY women students perceived that there are Educational Problems in the institution as compared to their counterpart APL women students.

### **Family Economic Status (BPL/AAY)**

- The AAY women student respondents perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart BPL women students.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the two groups, i.e., the BPL women students and AAY women students.
- The AAY women students perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart the BPL women students.
- The AAY women students perceived that there are problems related with the Institutional Climate as compared to their counterpart BPL women students.
- The AAY women students perceived that there are Educational Problems in the institution as compared to their counterpart BPL women students.

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### **5.1.7.5. Educational Problems Faced by Women Students in Higher Educational Institutions of South Kashmir with Reference to the Father's Education**

#### **Father's Education (No formal Education/School Education)**

- The women students whose fathers have not received any formal education perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students whose fathers have received school education.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- The women student respondents whose fathers have not received any formal education perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students whose fathers have received school education.
- No significant difference has been found in the problems related with the Institutional Climate of the women students whose fathers have not received any formal education and the women students whose fathers have received school education.
- The women students whose fathers have not received any formal education perceived that there are educational problems in the institution as compared to their counterpart women students whose fathers have received school education.

#### **Father's Education (No formal Education/Higher Education)**

- The women students whose fathers have not received any formal education perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students whose fathers have received higher education.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students whose fathers have not

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received any formal education and the women students whose fathers have received higher education.

- The women students whose fathers have not received any formal education perceived that there are problems related with the Teaching and Learning Process in the institution as compared to their counterpart women students whose fathers have received higher education.
- The women students whose fathers have not received any formal education perceived that there are problems related with the Institutional Climate as compared to their counterpart women students whose fathers have received higher education.
- The women students whose fathers have not received any formal education perceived that there are Educational problems in the institution as compared to their counterpart women students whose fathers have received higher education.

### **Father's Education (School Education/Higher Education)**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students whose fathers have not received any formal education and the women students whose fathers have received higher education.
- No significant difference has been found in the problems related with the Teaching and Learning Process of the women students whose fathers have received school education and the women students whose fathers have received higher education.
- No significant difference has been found in the problems related with the Institutional Climate of the women students whose fathers have received school education and the women students whose fathers have received higher education.

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- No significant difference has been found in the Educational Problems of the women students whose fathers have received school education and the women students whose fathers have received higher education.

### **5.1.7.6. Educational Problems Faced by Women Students In Higher Educational Institutions of South Kashmir with Reference to the Mother's Education**

#### **Mother's Education (No Formal Education/School Education)**

- The women students whose mothers have not received any formal education perceived that there are problems related with the Infrastructural Facility in the institution as compared to their counterpart women students whose mothers have received school education.
- The women students whose mothers have not received any formal education perceived that there are problems related with the Curricular & Co-Curricular Aspect in the institution as compared to their counterpart women students whose mothers have received school education.
- No significant difference has been found in the problems related with the Teaching and Learning Process in the institution of the women students whose mothers have not received any formal education and the women students whose mothers have received school education.
- The women students whose mothers have not received any formal education perceived that there are problems related with the Institutional Climate as compared to their counterpart women students whose mothers have received school education.
- The women students whose mothers have not received any formal education perceived that there are Educational problems in the institution as compared to their counterpart women students whose mothers have received school education.



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### **Mother's Education (No Formal Education/Higher Education)**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the problems related with the Teaching and Learning Process of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the problems related with the Institutional Climate of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.
- No significant difference has been found in the Educational Problems of the women students whose mothers have not received any formal education and the women students whose mothers have received higher education.

### **Mother's Education (School Education/Higher Education)**

- No significant difference has been found in the problems related with the Infrastructural Facility of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the problems related with the Curricular & Co-Curricular Aspect of the women students whose mothers have received school education and the women students whose mothers have received higher education.

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- No significant difference has been found in the problems related with the Teaching and Learning Process of the women students whose mothers have received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the problems related with the Institutional Climate of the women students whose mothers received school education and the women students whose mothers have received higher education.
- No significant difference has been found in the Educational Problems of the women students whose mothers have received school education and the women students whose mothers have received higher education.

### **5.2 Conclusion**

The purpose of the study was to identify the enrolment status of the women students in higher educational institutions of South Kashmir and explore their socio-psychological and educational problems.

Enrollment of women in higher education institutions and its growth rate are not very encouraging in South Kashmir. The study revealed that more girls are opting for the arts stream than science and commerce disciplines.

Social problems of women students of higher educational Institutions in South Kashmir have been studied in terms of conservative mentality, poverty, gender related issues domestic issues and Political situation. Most parents are extremely conservative and opposed to girls' and women's education. Parents do not permit their daughters to take any risks in their life because they consider early marriage and the secure settlement of adult girls. Parents provided more facilities and opportunities to men than to women. Overall, the women students in this study felt that patriarchal practices in South Kashmiri families were a major impediment to their advancement in higher education. The insurgency and ongoing political violence in South Kashmir's districts are pushing girls in perilous and vulnerable situations. Indeed, the

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insurgency has historically been, and still is, a significant barrier to women's education.

Psychological problems of women students of higher educational institutions in South Kashmir have been studied in terms of stress, anxiety, adjustment problem and low self-esteem. The women students in higher education institution confront a high degree of psychological and emotional problems during their college years. They are very stressed and strained due to the heavy syllabus and rigid curricular and pedagogical practices. What is important to observe in this study is that the majority of female students have high levels of self-esteem. They expressed self-confidence and self-reliance in completing the assignments, tasks, and other responsibilities. It is inferred from the study that, in spite of many difficult experiences, female students are bold enough to face all the challenges and concentrate on their studies.

Educational problems of women students of higher educational institutions in South Kashmir have been studied in terms of infrastructural facility, curricular and co-curricular aspects, teaching and learning process and institutional climate. The educational problems experienced by the women students are very critical in accessing quality education in the 21<sup>st</sup> century. Frequent interruptions of the internet facility and lack of proper transport facility have come up as the major issues which make them academically handicapped. But the notable point is that the majority of female students are satisfied with the availability of teaching staff, infrastructural facilities, co-curricular facilities, career guidance mechanisms, skill-based curriculum, teaching-learning processes, and institutional climate.

Therefore, it may be concluded that socio-psychological and educational problems faced by women students as highlighted by the study need to be immediately addressed by various stakeholders to provide women hassle free universal access and quality education. It is necessary to make the administrative bodies of higher education more sensitive towards women students' problems and issues to facilitate to empower them.

### **5.3 Educational Implications**

With related to problems faced by women students in higher education institutions, findings of the present research study revealed that the women students are facing a number of social, psychological and educational problems which needs to be tackled down for the betterment of not only the individual concerned rather for the society and nation as a whole. In this regard, dimension-wise implications have been humbly put forth by the researcher for the kind attention of the all the concerned stakeholders:

#### **5.3.1 Implications with Reference to the Social Problems**

1. Nowadays, higher education courses are becoming costly for the poor parents to meet the expenses of their daughter's education. Government must take steps to reduce the expenses on college studies.
2. Women students must be made aware about the various scholarship facilities available in the college and outside the college like charitable trusts to continue higher education.
3. Programmes should be organized in order to create awareness among parents about the importance of women education. They should be made to understand the value of education for both their male and female child.
4. The government must plan for more schemes to provide all sorts of aids to the girls belonging to rural as well as urban areas.
5. Government should provide job-security to women students so that their enrolment will increase in the higher educational institutions.
6. Society must be educated about the importance of womenfolk in the society and their education. Such awareness can be given to the boys even at the college level so that they can be moulded accordingly. It will help a lot in minimizing social evils such as eve teasing, rape, kidnapping college girls for sexual reasons, etc. Hence, the male members of the society must be made aware of this to bring out the women folk from their yoke.
7. Government should establish as many as possible number of separate schools, colleges and universities for girls/women to avoid the problem of co-education.

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8. The importance of women's education should be realized by one and all. People should be made to understand that the aim of education is not only to obtain government or other services but also to help girls complete the overall development of their personalities and broaden their thinking.

### **5.3.2 Implications with Reference to the Psychological Problems**

1. Guidance and counselling centres should be set up in every institution to reduce the stress, anxiety, adjustment problem, low self-esteem of women students.
2. Government should organize awareness campaigns for parents about the need for girls' education, parental care, and motherly support for girls.
3. In order to improve the trustworthy relationships among students, group activities like discussions, seminars, and cultural programs should be organized regularly.
4. Parental meetings in colleges should also be organized to vitalize & enrich the instructional process.
5. Community is quite rich in educational resources, and community participation can contribute in preparing and improving institutional climates.
6. Installation of feedback boxes inside & outside the classroom should be made mandatory to get instant feedback regarding the classroom teaching-learning strategies used by teachers so that the teacher(s) can take action(s) accordingly.
7. While developing curriculum, teachers, students, educational psychologists & curriculum planners need to take account such factors and should be designed as per the present and contemporary requirements.

### **5.3.3 Implications with Reference to the Educational Problems**

1. It is important to ensure the provision of a favourable and conducive institutional climate. The college administration should make the provision of adequate physical infrastructure facilities like well-designed college buildings, accessible library facilities, sufficient laboratory facilities, well equipped ICT based computer labs. Further, there should be provision of

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- separate as well as hygienic washrooms for females in every higher education institution.
2. Proper and economical hostel facilities should be available in the college exclusive for the women students. Also, it will be better to have transport facilities for the women students.
  3. Teachers should be sensitized and properly trained to engage students in an inclusive manner. Teachers should try to establish friendly atmosphere and engage female students from disadvantaged backgrounds in discussions & informal network of interaction. Instead of traditional methods of teaching, teachers must use innovative teaching strategies. Further, the college administration must have the care for the needs of women students. There should be career guidance for female students in the institution.
  4. Policy must focus on enhancing number of women colleges in rural areas; and not only to enhance enrolment of the women students but to ensure their retention and completion of the course.
  5. Women students should be made available the contemporary Skill Enhancement Courses and be encouraged to enroll and complete the course so that they become self-sufficient in future. "Work while you Learn" system can be implemented in all colleges and be easy especially for women students.
  6. Scholarship and free or economical hostel accommodation facilities may be provided by the government to encourage the talented female to pursue vocational and higher education in specialized areas.
  7. Both, Centre as well as State governments should not only allocate sufficient funds but ensure its proper and timely utilization also to bring the desired results in the field of women education.

The result of the study will imply the effective way of increasing the enrolment of women in the Higher Educational Sector in South Kashmir. The results have exposed to a greater extent the main socio-psychological and educational problems faced by women students in pursuing higher education in

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the institutions of South Kashmir. Thereby, the State as well as Central government and policy makers can get a route map for planning women empowerment programmes through reforms in the educational sector. It will be helpful for students, teachers, and principals also to work at the grassroots level to encounter the various problems faced by the women students in the higher educational sector.

### **5.4 Suggestions for Further Research**

The present study has pointed out some important areas that need to be addressed in future research.

1. The study was limited only to four districts of Kashmir valley; it can be widened to all the higher educational institutions of Kashmir division.
2. The similar studies can be undertaken in higher educational institutions of other states as well.
3. It would be really useful to have another study covering government and private colleges of Kashmir valley.
4. Separate study can be conducted on the socio-psychological and educational problems faced by male students in higher educational institutions of Kashmir valley.
5. A comparative study can be conducted on the socio-psychological and educational problems of male and female students of South Kashmir.
6. Similar study can also be conducted at the higher secondary level.
7. A comparative study can be conducted on the problems faced by secondary students and college students of Kashmir valley.

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*Appendices*

## *Appendices*

<i>1</i>	<i>Appendix A</i>	<i>Enrolment Information Blank</i>
<i>2</i>	<i>Appendix B</i>	<i>Social Problem Scale</i>
<i>3</i>	<i>Appendix C</i>	<i>Psychological Problem Scale</i>
<i>4</i>	<i>Appendix D</i>	<i>Educational Problem Scale</i>

**Appendix A**

*Enrolment  
Information  
Blank*

**Enrolment Information Blank**

Asma Gull (Research Scholar)

Dr. Sameena Basu (Research Supervisor)

Dr. Abdul Raheem (Co Research Supervisor)

Enrolment Status in Higher Educational Institutions of South Kashmir (2010-22)

Name of the Institution: \_\_\_\_\_

District: \_\_\_\_\_ Tehsil: \_\_\_\_\_

Nature of Institution: Co-Educational:  Women:

Year of Establishment of the college:

Courses offered	Yes/No	Year of Start of Course (if Yes)	Remark(s), if any
BA			
BSc			
BCom			
Other Courses (1) Name:			
Other Courses (2) Name:			
Other Courses (3) Name:			
Other Courses (4) Name:			

**Enrolment Status**

Year	Male	Female	Total	Remark(s), if any
2010				
2011				
2012				
2013				
2014				
2015				
2016				
2017				
2018				
2019				
2020				
2021				
2022				

**Appendix B**

*Social  
Problem  
Scale*



**Social Problem Scale**

Asma Gull (Research Scholar)

Dr. Sameena Basu (Research Supervisor)

Dr. Abdul Raheem (Co Supervisor)

**Instructions:**

The rating scale is developed for the purpose of collecting information regarding the social problem faced by women students in higher educational institutions in south Kashmir. Each item has a five alternate response option such as, 1. **Strongly Agree (SA)**, 2. **Agree (A)**, 3. **Undecided (UD)**, 4. **Disagree (D)**, 5. **Strongly Disagree (SD)**. You are requested to read each statement carefully and mark against the response option most suited to you. There is no right or wrong option. The data will be kept confidential & used only for the research purpose. It will be pertinent to mention that the responses are being collected only from women students.

**Preliminary Details:**

Name:	
Present Course of study:	
Year of the programme (like 1 <sup>st</sup> year, 2 <sup>nd</sup> year or Final year):	
Name of the College:	
Where the college is situated	District:
City:	
Type of College (Girls/Co-Educational):	
City you belong to:	District you belong to:
Locale of Residence (Urban/Rural):	
Family Economic Status (APL/BPL/AAY):	
Religion:	Caste:
Father's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)	
Mother's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)	
Father's Professional Education:	
Mother's Professional Education:	
Father's Occupation:	
Mother's Occupation:	
Your WhatsApp Number:	
Your Email Id:	

**Social Problem Scale:**

S. No.	Item	SA	A	U	D	SD
1	Parents think that girls do not need higher education.					
2	Parents allow their daughters to go outside the valley for higher education.					
3	Parents do not allow their daughters to travel alone.					
4	Female education is considered as very important in my society.					
5	Parents are afraid of the society to allow their girl child for higher education.					
6	Girls have no pressure to quit their studies for the sake of marriage					
7	Boys can easily go outside for higher education as compared to girls.					
8	People prefer their sons to daughters for providing higher education.					
9	Boys are provided more facilities and opportunities than girls.					
10	Being a female member, all my decisions are taken by my family only.					
11	Girls are safe in co-educational institution.					
12	Girls face eve-teasing while going to college.					
13	Due to poverty, parents are not able to give education to their daughters.					
14	Due to financial constraints, girls do not have learning facilities.					
15	Girls have been neglected in my college due to their poor financial conditions.					
16	Since girls have to earn money for their family, they could not focus on their study.					
17	Father's illiteracy hinders higher education of his girl child.					
18	Mother's literacy facilitates higher education of her girl child.					
19	Family conflicts do not affect girls' study.					
20	Girls have to take care of their sick family members.					
21	Due to heavy domestic work, girls are not able to devote time for their studies.					
22	Being the girl child of the family girls have to take care of the siblings.					
23	Because of the domestic burden girls could not attend the classes daily.					
24	Due to domestic work girls could not prepare well for the examinations.					
25	Closure of educational institutions because of the political turmoil does not hinder girls' education.					
26	Unstable political situation is pushing girls in uncertainty in exploring job opportunities and future career.					
27	Girls feel safe to go college even in insurgency.					
28	Parents allow girls to go to college even in the prevailing uncertain political situation.					
29	Due to continuous encounters girls are not able to concentrate on their study.					
30	Due to turmoil girls are mostly deprived of internet facilities that affects study.					

**Appendix C**

*Psychological  
Problem  
Scale*

**Psychological Problem Scale**

Asma Gull (Research Scholar)

Dr. Sameena Basu (Research Supervisor)

Dr. Abdul Raheem (Co Supervisor)

**Instructions:**

The rating scale is developed for the purpose of collecting information regarding the psychological problem faced by women students in higher educational Institutions in south Kashmir. Each item has a five alternate response option such as, 1. **Strongly Agree** (SA), 2. **Agree** (A), 3. **Undecided** (UD), 4. **Disagree** (D), 5. **Strongly Disagree** (SD). You are requested to read each statement carefully and ✓ mark against the response option most suited to you. There is no right or wrong option. The data will be kept confidential & used only for the research purpose. It will be pertinent to mention that the responses are being collected only from women students.

**Preliminary Details:**

Name:		
Present Course of study:		
Year of the programme (like 1 <sup>st</sup> year, 2 <sup>nd</sup> year or Final year):		
Name of the College:		
Where the college is situated	City:	District:
Type of College (Girls/Co-Educational):		
City you belong to:		District you belong to:
Locale of Residence (Urban/Rural):		
Family Economic Status (APL/BPL/AAY):		
Religion:		Caste:
Father's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)		
Mother's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)		
Father's Professional Education:		
Mother's Professional Education:		
Father's Occupation:		
Mother's Occupation:		
Your WhatsApp Number:		
Your Email Id:		

**Psychological Problem Scale:**

S. No.	Item	SA	A	U	D	SD
1	I feel stressed due to too bulky syllabus for the study.					
2	I feel pressure in completing too many assignments in a short period of time.					
3	I think I may not be able to complete the course successfully.					
4	I am confident enough in my subject of study.					
5	I always complete my assignments on time.					
6	I feel distress when things do not happen as I planned.					
7	I am not able to concentrate on my studies.					
8	It is very difficult to get a sound sleep.					
9	I feel hopelessness in my life.					
10	I am satisfied with my study.					
11	I am not worried about my family life.					
12	I am anxious about my career.					
13	I can easily recover from unpleasant situation.					
14	I am afraid of what people think about me.					
15	I cannot relax as others relax in their life.					
16	I could not enjoy the life as much as I can.					
17	I never feel nervous in facing a new situation.					
18	I fear even on a small problems.					
19	I feel that I couldn't make wise decisions.					
20	I could not keep promises.					
21	I can easily control my emotions.					
22	I feel humiliated when others make fun of me.					
23	I feel inconvenience in mixed classroom environment.					
24	I can easily manage my personal problems.					
25	I think I have not selected the right course of study.					
26	I am able to think clearly.					
27	I feel I am capable of doing everything.					
28	I prefer to be alone even in social gatherings.					
29	I prefer to shoulder the responsibilities.					
30	I feel nervous during examination.					
31	I avoid tasks that require mental effort.					
32	I can achieve my goals easily.					

**Appendix D**

*Educational  
Problem  
Scale*

**Educational Problem Scale**

Asma Gull (Research Scholar)

Dr. Sameena Basu (Research Supervisor)

Dr. Abdul Raheem (Co Supervisor)

**Instructions:**

The rating scale is developed for the purpose of collecting information regarding the psychological problem faced by women students in higher educational institutions in south Kashmir. Each item has a five alternate response option such as, 1. **Strongly Agree (SA)**, 2. **Agree (A)**, 3. **Undecided (UD)**, 4. **Disagree (D)**, 5. **Strongly Disagree (SD)**. You are requested to read each statement carefully and ✓ mark against the response option most suited to you. There is no right or wrong option. The data will be kept confidential & used only for the research purpose. It will be pertinent to mention that the responses are being collected only from women students.

**Preliminary Details:**

Name:	
Present Course of study:	
Year of the programme (like 1 <sup>st</sup> year, 2 <sup>nd</sup> year or Final year):	
Name of the College:	
Where the college is situated	District:
Type of College (Girls/Co-Educational):	
City you belong to:	District you belong to:
Locale of Residence (Urban/Rural):	
Family Economic Status (APL/BPL/AAY):	
Religion:	Caste:
Father's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)	
Mother's highest education: (No formal education/ Primary/ Secondary/ Senior Secondary/ Graduation/ Post Graduation/ Doctorate)	
Father's Professional Education:	
Mother's Professional Education:	
Father's Occupation:	
Mother's Occupation:	
Your WhatsApp Number:	
Your Email Id:	

**Educational Problem Scale:**

S. No.	Item	SA	A	U	D	SD
1	The institution is functioning in a proper building set up.					
2	Inadequate hostel facilities are hampering studies.					
3	Lack of uninterrupted internet facilities in the institution impacting studies.					
4	Functional computer lab with modern IT devices is available in my college.					
5	The seating arrangement in the college library is not proper, pleasant and effective.					
6	Separate hygienic washrooms for females are available in the institution.					
7	Availability of effective transport facilities would help students to attend college regularly.					
8	The college does not have the adequate number of teaching staff.					
9	Co-curricular activities are not given importance in the college/institution.					
10	Career guidance for female students is not adequately addressed in the college.					
11	21 <sup>st</sup> century skill based curriculum is followed in my institution.					
12	The participation of the student(s) is being ensured in curriculum construction.					
13	The curriculum is not designed as per the present day requirement.					
14	The curriculum is overburdened.					
15	Flexibility in selection of subjects across the disciplines is not provided.					
16	Theoretical aspects are more emphasized compared to the practical and life skill development.					
17	College is creating lot of space and opportunities to express ideas creatively and freely.					
18	Teachers use traditional methods of teaching in the classroom.					
19	Lack of innovative teaching strategies making the classes too boring.					
20	My teachers make the lessons more interesting.					
21	Attendance is given more importance than quality teaching.					
22	There is a dearth of inspirational teachers in the college.					
23	The teachers do not create adequate space for students to share their problems freely.					
24	I feel comfortable in a co-educational class room setting.					
25	Co-educational environment restricts females to get higher education.					
26	The classrooms are not spacious in my college.					
27	Teachers are not cooperative in the college.					
28	Healthy teacher-pupil relationship exists in my institution.					
29	Teachers encourage asking questions during the class interaction.					
30	The college administration does not care for the needs of the students.					

\*\*\*\*\*



## 1. Psychological Problems of Women Students at Higher Level

**Ms. Asma Gull**

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**Dr. Abdul Raheem**

Professor, School of Education and Training,  
Maulana Azad National Urdu University Hyderabad.

### Abstract

The present study was conducted to compare the psychological problems of women students pursuing undergraduate studies with reference to type of college and locale. Sample for the study was taken from government degree colleges of South Kashmir. Psychological Problem Scale, developed by the investigators was used for collection of the data. The data was subjected to statistical treatment using t-test. Results indicated no significant difference on psychological problems among women students pursuing higher education in Women's College and Co-Educational institution. However, a significant difference has been found between the women students belonging to rural and urban areas on Stress, Adjustment Problem, Low Self Esteem and overall Psychological Problems.

**Keywords:** Psychological Problems, Women Students, Higher Level, Type of College, Locale.

Education is the pillar of every society irrespective of its category or state. The modern era is enhancing education with pen and paper with loads and piles of words, but one has to remain concerned regarding the productive assays of these works. Education not only provides us with a state of concern, development and progress but it is the only education that can enhance the ethics, cultural integrity and gender equality within the masses. Higher education is a powerful tool for empowering women. Having a higher education degree can help women in many ways. For competent females, it gives them the opportunity to serve as role models for younger girls. Furthermore, with higher education women own more authority and influence over her

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family's resources than a woman with no education. When they gain social acceptance, they gain insight and knowledge about the negative aspects of their present circumstances. Women students in higher education encounter a variety of challenges that limit their potential and negatively impact their personal, psychological, sociological and educational development.

Research has been conducted by various investigators to study the problems faced by women students. Chauhan & Kumar (2022) pointed out that at college level, major factor affecting girls' education came out to be economic problem, followed by lack of transportation, co-education institutions, gender discrimination, and harassment of girl students; Dar & Deb (2022) found thirteen of 17 traumatic events were significantly associated with gender wherein males reported significantly higher prevalence in all of these events than females, except one; Ashraf & Kumar (2021) found that more than thirty five percent of the girls reported that their family members were optimistic towards their higher education. Being visible in public sphere during to and fro to college is not encouraged in culture was disagreed by nearly thirty five percent of the girls. Shafi (2020) concluded that negative effect of experiencing stereotypes including family concerns about safety and security, carrier options based on gender, women have no job objectives, and marriage implies the end of education, gender standards and less independence for females. Rashid & Ganie (2019) reported that poverty, parental ignorance, and a lack of basic infrastructure appear to be major roadblocks to achieving gender equity in education and Educational and developmental programmes do not appear to have improved the situation of girls. Housen, T., *et al.* (2017) found that all the psychological disorders were attributed to being female, rural background and being widowed/divorced females. Akhter & Kulshrestha (2016) found certain causes viz. ignorance among parents, poverty, lack of awareness regarding importance of education and various educational schemes provided by the government, inactive behaviour of Government officials and village heads to mobilize people, absence of separate female education institutes and lack of interest among girls towards education responsible for low female literacy rate in rural areas of District Budgam. On the basis of varied results of previous studies, the investigators took up the current study in order to explore the psychological problems of women students with the below given objectives:

#### **Objectives**

1. To study the psychological problems faced by the women students in the higher educational institutions of South Kashmir with reference to type of college.
2. To study the psychological problems faced by the women students in the higher educational institutions of South Kashmir with reference to the locale.

### Methodology

For this descriptive study, 15 government degree colleges of South Kashmir were selected. A sample of 800 undergraduate women students was taken randomly for collection of data. In order to assess the psychological problems faced by sample students, the investigators developed the Psychological Problem Scale which consisted of 32 statements measuring four dimensions namely Stress, Anxiety, Adjustment Problem and Low Self Esteem. Analysis of the collected data was done by using percentage statistics and t test.

### Analysis

**Table 1 Showing Psychological Problems Faced By The Women Students with Reference to Type of College**

Psychological Problem	Type of College	N	Mean	SD	t-value
Stress (S)	Women's College	312	25.00	6.66	0.35
	Co-Educational	488	25.16	6.44	
Anxiety (A)	Women's College	312	24.87	7.41	0.85
	Co-Educational	488	25.32	7.02	
Adjustment Problem (Ad)	Women's College	312	25.84	7.40	0.95
	Co-Educational	488	26.33	7.01	
Low Self Esteem (Ls)	Women's College	312	27.14	6.90	1.55
	Co-Educational	488	27.88	6.35	
Psychological problems (PP)	Women's College	312	102.85	23.80	1.11
	Co-Educational	488	104.68	22.33	

Table 1 shows mean scores on the Stress (S) for the two groups, the women students pursuing higher education in Women College and Co-Educational institution. The mean scores are found to be 25.00 and 25.16 whereas the SDs are 6.66 and 6.44 respectively. The calculated t-value is 0.35 which is non-significant. This indicates that there is no significant difference in the Stress of the two groups, i.e., the women students pursuing higher education in Women's College and Co-Educational institution.

The table further reveals that mean score of Anxiety (A) for the women students pursuing higher education in Women's College and Co-Educational institution is 24.87 and 25.32 whereas the SD is 7.41 and 7.02 respectively. The calculated t-value is 0.85 which is non-significant. This indicates that there is no significant difference in the Anxiety of the two groups, i.e., the women student pursuing higher education in Women's College and Co-Educational institution.

Table 1 shows the mean scores of Adjustment Problem (Ad) for the two groups as 25.84 and 26.33 whereas the SD as 7.40 and 7.01 respectively. The calculated t-value came out to be 0.95 which is non-significant. This indicates that there is no significant difference in the Adjustment Problems of the two groups, i.e., the women student pursuing higher education in Women's College and Co-Educational institution.

From the observation of the above table, it is clear that the mean score of Low Self Esteem (Ls) for the two groups the women student pursuing higher education in Women's College and Co-Educational institution is 27.14 and 27.88 whereas the SD is 6.90 and 6.35 respectively. The calculated t-value is 1.55 which is again non-significant. This indicates that there is no significant difference in the Low Self Esteem of the two groups, i.e., the women student pursuing higher education in Women's College and Co-Educational institution.

The table depicts that the mean scores of Psychological Problems (PP) for the two groups, the women student pursuing higher education in Women's College and Co-Educational institution is 102.85 and 104.68 whereas the SD is 23.80 and 22.33 respectively. The calculated t-value is 1.11 which is non-significant. This indicates that there is no significant difference in the Psychological Problems of the two groups, i.e., the women student pursuing higher education in Women's College and Co-Educational institution.

**Table 2 Showing Psychological Problems Faced by the Women Students with Reference to Locale**

Psychological Problem	Locale	N	Mean	SD	t-value
Stress (S)	Rural	631	24.75	6.68	3.21**
	Urban	169	26.40	5.71	
Anxiety (A)	Rural	631	24.91	7.26	1.80
	Urban	169	26.02	6.77	
Adjustment Problem (Ad)	Rural	631	25.84	7.33	2.49*
	Urban	169	27.26	6.41	
Low Self Esteem (Ls)	Rural	631	27.34	6.68	2.07*
	Urban	169	28.52	6.10	
Psychological problems (PP)	Rural	631	102.84	23.31	2.71*
	Urban	169	108.20	20.93	

\*Significant t-value (at 0.05 level); \*\*Significant t-value (at 0.01 level)

The above table shows the mean difference between Rural and Urban women students on Stress (S) dimension. The mean score of rural and urban women students came out to be 24.75 and 26.40 with SD as 6.68 and 5.71 respectively. The calculated t-value is found to be 3.21

which is significant at 0.01 level. This indicates that there is significant difference in the Stress of the two groups, i.e., the women student belonging to Rural and Urban areas.

Further from the observation of the table, the mean scores of Anxiety (A) for the two groups the women students belonging to rural and urban areas are found to be 24.91 and 26.02 whereas the SD is 7.26 and 6.77 respectively. The calculated t-value is found to be 1.80 which is found to be non-significant. This indicates that there is no significant difference in the Anxiety of the two groups, i.e., the women student belonging to Rural and Urban areas

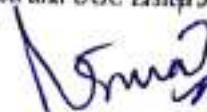
The table further reveals that the mean score of Adjustment Problem (Ad) for rural and urban students is 25.84 and 27.26 whereas the SD is 7.33 and 6.41 respectively. The calculated t-value is found to be 2.49 which is significant at 0.05 level. This indicates that there is significant difference in the Adjustment Problem of the two groups, i.e., the women student from Rural and Urban areas

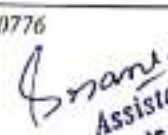
The table further reveals that the mean score of Low Self Esteem (Ls) for rural and urban students is 27.34 and 28.52 with SD as 6.68 and 6.10 respectively. The calculated t-value is found to be 2.07 which is significant at 0.01 level. This indicates that there is significant difference in the Low Self Esteem of the two groups, i.e., the women student belonging to Rural and the women student belonging to Urban areas

From the observation of the above table, it is clear that the mean score of Psychological Problems (PP) for the two groups i.e., the women students belonging to rural and urban areas is 102.84 and 108.20 whereas the SD is 23.31 and 20.93 respectively. When these two mean scores have been subjected to t-test, it is found to be 2.71 which significant at 0.05 level. This indicates that there is significant difference in the Psychological Problems of the two groups, i.e., the women students belonging to Rural and the women students belonging to Urban areas

### Results

1. No significant difference has been found on psychological problems among women students pursuing higher education in Women's College and Co-Educational institution. This clearly reveal that type of college does not act as a source of variation so far as psychological problems faced by the women students are concerned.
2. Significant difference has been found between the women students belonging to rural and urban areas on Stress, Adjustment Problem, Low Self Esteem and overall Psychological Problems. It can be said that locale of students act as a source of variation so far as psychological problems of women students are concerned.



  
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