A STUDY ON PREFERANCE OF WOMEN TOWARDS HIGHER EDUCATION WITH SPECIAL REFERANCE TO COIMBATORE CITY

Ms.A.Aruna   Shri Janani.B

Abstract
Women education and empowerment are the indicators of development. Women education ensures the holistic and long development. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. This study has taken a look on women participation through higher education after graduation. The factors for not continuing the studies have been found from the study. The respondents of the study are 120.with Simple percentage and weighted average methods to find out the women preference towards higher education.

Key Words: Women, Higher Education, Graduation, Studies.

Introduction

'To educate your women first and leave them to themselves, they will tell you what reforms are necessary'-**Swami Vivekananda.** Higher Education means the education beyond the level of secondary education. Higher Education refers the education at the degree level and above. It is often assumed that education imparted by the colleges or universities are higher education. Higher Education leads to enlightenment as it facilitates knowledge, skills and abilities. Higher education is the need of the hour.

Higher education forms the top layer of the educational system in any country at any period of time. In India, higher education has been an integral part of educational system. The importance of higher education has been pointed out by the International Commission on Education for Twenty-first Century: Education of girls is vital not only on grounds of social justice but also because it accelerates social transformation. Higher education makes a vital contribution to sustainable development through the generation and dissemination of knowledge. "Higher education is at one and the same time one of the driving forces of economic development and the focal point of learning in a society. It is both repository and creator of knowledge. Moreover, it is the principal instrument for passing on the accumulated experience, cultural and scientific, of humanity".

The under-representation of women in higher education management is well documented and serves to demonstrate that the pool of managerial talent within each country is not optimally utilized. The effective management of this domain merits top priority at a time when universities worldwide face critical challenges due to the unprecedented expansion yet drastically reduced resources of higher education. Increasing retention rates in India suggest that young people recognise that in the new technological .The rising aspiration for further education is placing increasing pressure of post-higher secondary education or higher education of women.

Education of girls has received priority on both national and state agendas. Special commissions and committees were set-up from time to time to assess the progress of girls' education. India has one of the largest Higher Education systems in the world. Higher or University education usually covers the students of age group of 18-24 years. There are three principal levels of qualifications within the higher education system in the country. These are:

- Bachelors or Undergraduate level.
- Masters or Post-graduate level.
- Doctoral or Pre-doctoral level.

Professional or Diploma courses are also offered at the undergraduate and postgraduate levels.

Research Paper
Impact Factor: 6.089
Peer Reviewed Monthly Journal
www.ijmdrr.com

IJMDRR
E- ISSN –2395-1885
ISSN -2395-1877

Women attitude towards higher education is a matter of debate and discourse. Personal attitudes are the major reason unable to continue the higher education; and determine like family background, place, friends, income, occupation and personal willingness etc. Women feel that seeking admission to the post-graduate course is an extension of undergraduate course. These women's signifies that there is need of research in this field to find out personal and professional related to attitudes and also the effect of higher education at present.

The main factors that marked the move in the higher education of women were the following
- Social legislation increased the age of marriage of girl (Child Marriage Restraint Act of 1929) and indirectly this enabled the parents to send their female children to colleges.
- The Government of Madras took some progressive steps towards women's higher by awarding scholarships for Intermediate and Degree classes and fee concessions up to 15%-20% to Backward Class candidates. This encouraged them to seek admission to college courses.
- The parents realized the importance of collegiate education for their daughters. This improved their social respectability for arranging marriage. There were a high proportion of girl student.
- Depressed class leaders demanded in the legislative council more educational facilities for their communities.
- Educational institutions meant for girls attracted many conservative families to get admitted their wards in higher educational institutions.
- In most cases women are dependent on male both in economically and in decision making and as such they suffer more. To get relief from this, they go for higher studies.

Scholarships
National Scholarship Scheme for women:
The Government of India started in 1961 (Third Five Year Plan) a National Scholarship Scheme called the Merit Scholarship for award to all post-matriculation courses of studies and post-graduate studies.

State Collegiate Scholarships:
This was the oldest scholarship scheme instituted by the State government. Under this scheme students studying in post-metric courses in Arts and Science groups were selected for the award on the basis of Merit-cum-Means. The annual income of the parents fixed was not to exceed Rs.6000/-

Scheme of Scholarships to Physically Handicapped Students
The Government of Tamil Nadu introduced a scheme of scholarship from 1969-70 for the physically handicapped students studying in colleges; it is quite an ordeal for the physically disabled students to attend colleges.
- Government of India scheme of scholarships to physically handicapped students.
- Government of India scheme of Hindi scholarships to students in non Hindi speaking areas.
- Scholarships to children of Defense service personnel at post-metric level.
- Jawaharlal Nehru scholarships

Higher Education Special Scholarship
In addition to Post Metric Scholarships, Higher Education Special Scholarships were awarded to the hostel students belonging to SC/ST community and the number of such scholarships was limited by the Government. The Annual income was fixed as not more than Rs.100000/- per annum.

BC/MBC/DNC Scholarship for women
This scholarship was awarded to students belonging to BC/MBC/DNC whose parents' or guardians' income did not exceed Rs.100000/- per annum.

Post Metric Scholarship for Women
The Post Metric scholarship covered special fees, examination fees, and maintenance charges. This was awarded to the students belonging to SC community whose parents or guardians income did not exceed Rs.100000/- per annum and to ST community Rs.108000/- per annum

Scholarship for Women Students undergoing PG Course
This scholarship was awarded to women students belonging to SC/ST community studying in the faculties of Arts & Science. There was no income ceiling..

The following scholarships were granted to the students of Polytechnics and Engineering Colleges:
- Scholarship to the children of defence personnel
- Ex-servicemen scholarship
- Sri Lanka Repatriate scholarship
- Marine Engineering Training scholarship
- Deceased Government Servants scholarship etc.

Objectives
1. A study of women preference towards higher education.
2. To identify the number of factors affecting the preference of women's towards higher education.
3. To identify the preference towards higher education on availability of scholarship.

Scope of Study
Higher education brings a reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations. In future it is necessary to widen the scope and opening up new fields catering women's needs. Universities and colleges have to offer add-on courses together with degree courses. And they should look toward the Availability of scholarship for women's higher education. The women participation in higher education is increasing in almost all states at ever years. The women enrolment in higher education is also increasing. The rate of increase is slow in almost all the states of India.

Limitations of the Study:
- It is limited to women's only.
- The study is restricted to the Coimbatore city only if the study conducted in different cities the result may vary.
- The responses of individuals may be different throughout the study.
- The time factors were the major constraints because of which the research could not collect more data in short period.

Review of Literature
- **Bornholt et al (2004)[1]** highlighted salient personal and social factors in the context of changing educational aspirations and opportunities. They propose a general model of the personal and social factors to explain pathways to higher education.
- **Silver (2003)[2]** reviews some of this literature, but suggests that the idea of one unitary culture within higher education.
- **Archer et al (2001)[3]** researched the higher education was seen almost solely as a route to a higher salary. Many made no connection between the skills gained on a higher education course and those, which would be rewarded by this salary in jobs requiring graduate-level education.
- **V.Maheswari, R.Haridas (2013)[4]** Higher education has helped the students to realize their career goals and dreams. The presentstudy is to determine the student attitude towards higher education programs. The purpose of survey is to explore attitudes of students and their untouched problems in colleges. This

survey investigates final year under graduate students and ascertain the level of attitudes among the students in various factors**.**

➢ **Nish Nair (2010)[5]** the paper examines the issue of women's access to education in India. Drawing on existing literature and various statistics concerning women's education, the paper provides an overview of the state of education with respect to women and highlights some of the issues and barriers to women's education.

Research Methodology
Research methodology is a way to systematically solve the research problem.The research methodology, which follows, is the back bone of the study. The study have been comprised both descriptive and analytical method the primary data have collected from the respondents are of the study beneficiaries of the study. The secondary data have collected from the book, journals, magazines, newspaper and website and so on.

Area of Study
The area of the research , meaning which all categories of the research falls, the specific and interdisciplinary nature of research, the study are for each of its members is a mixture of different highly specific fields.

The study was conducted inside the Coimbatore city.

Sample Size
Sample size measures the number of individual samples measured or observations used in a survey or experiment.
The sample size used for the study is 120 respondents

Sample Design
Sample design is the framework, which serves as the basis for the selection of a survey sample as well; the sample design provides the basic plan and methodology for selecting the sample.
The convenient sampling is used.

Collection of Data
The data collection is process by which there searcher collects the information from all the researcher collects the information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluates the outcomes.
- Primary data
- Secondary data

Primary Data
The primary data are the first-hand data, collection by the researcher for the first time and is original in nature. The researcher collects the fresh data when the research problem is unique, and no related research work is done by any other person. The results of the research are more accurate when the data is collected directly by the researcher but however it is costly and time-consuming.
➢ This data are collected from the uses by researches.
➢ Data are collected from women's.
➢ Primary data are collected though questionnaire.

Secondary Data
When the data is collected by someone else for his research work and has already passed through the statistical analysis is called the secondary data. thus, the secondary data is the secondary data is the secondary data is the second-hand data which is readily available from the other sources.

The secondary data collection involved internet search, book, journals, magazines, newspaper and article and papers related to the women higher education.

Tools Used for Study

Data collected were analyzed with reference to each of the specific objectives.The tools such as Simple Percentage Analysis; Weighted Average.

Data Analysis

Data analysis, also known as analysis of data or data analytics, is a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, suggesting conclusion and supporting decision-making.Data analysis is considered to be important step and heart of the research in research work. After collection of data with the help of relevant tools and techniques, the next logical step, is to analysis and interpret data with a view to arriving at empirical solution to the problem.

The tools for analysis of data are:
  ➢ Percentage analysis
  ➢ Weighted average

Percentage Analysis

Percentage analysis is applied to create a contingency table from the frequency distribution and represent the collected data for better understanding. It is a simple analytical method which is based on the opinions of the respondent, percentage and chart is calculated for the respective scale of each factor.

Formula

$$SIMPLE\% = \frac{TOTAL\ NO\ OF\ RESPONDEN}{TOTAL\ SAMPLE\ SIZE} \times 100$$

Where,

Total number of respondent: Numbers of respondent for the for the give sample.
Total sample size: Total number of samples given for collection
This formula is used to find out percentage for each response give by respondents.
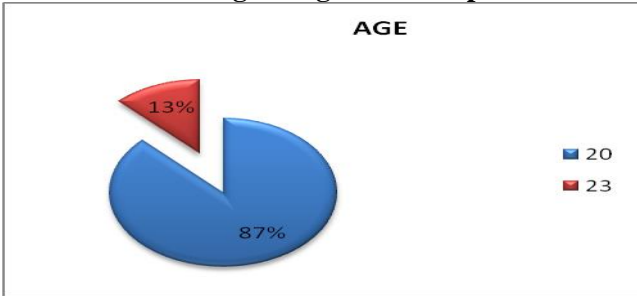
Weighted Average

The weighted average formula is used to calculated average value of some set of numbers with different levels of relevance. The relevance of each number is called its weight. The weight should be respondent as percentage of the total relevancy. Therefore, all weights should be equal to 100% or 1.

Formula

$$Weighted\ average = \frac{TOTAL\ NO\ OF\ POPULATION}{TOTAL\ NO\ OF\ RESPONDENT}$$

Simple Percentage

TABLE SHOWING THE AGE OF RESPONDENT	
AGE/RESPONDENT	**PERCENTAGE**
17-20=105	87%
21-23=15	12%

✳SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
TOTAL NO OF PERCENTAGE: 100%
INTERPRETATION: The above table shows that out of total respondent 87% of respondent belongs to 17-20 years of age group, 13% belongs to 21-23 years of age group.

Chart showing the age of the respondent:

INFERENCE: Majority 87% of respondent belongs to 17-20 years of age group.

TABLE SHOWING MARITAL STATUS OF THE RESPONDENT

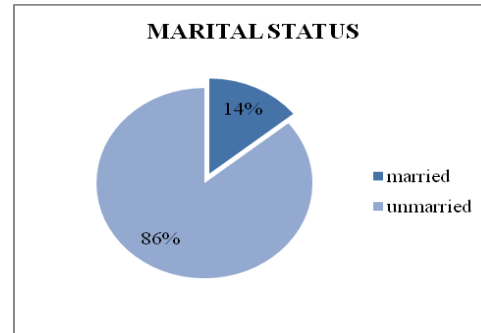| MARITAL STATUS /RESPONDENT	PERCENTAGE
Married=17	14%
Un-married=103	86%

∗SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
TOTAL NO OF PERCENTAGE: 100%
INTERPRETATION: The above table shows that out of total respondent 86% of Respondent belongs to Unmarried; 14% belongs to married.

CHART SHOWING MARITAL STATUS OF THE RESPONDENT

INFERENCE:Majority 86% of respondent belongs to unmarried.

TABLE SHOWING PROFESSION OF THE RESPONDENT

PROFESSION/RESPONDENT	PERCENTAGE
Student=105	88%
Business=5	4%
Self employee=5	4%
Professional=5	4%

∗SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION: The above table shows that out of total respondent 88% of respondent belongs to student; 4% belongs to business, 4% belongs to self employee, 4% belongs to professional.

CHART SHOWING PROFESSION OF THE RESPONDENT
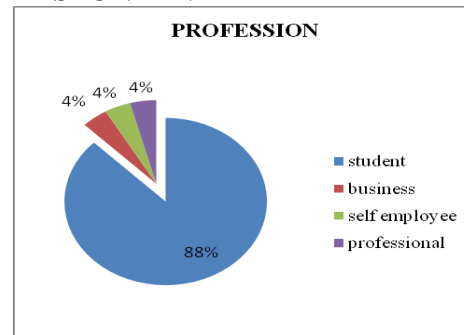
INFERENCE:
      Majority 88% of respondent belongs to student.

TABLE SHOWING ARE YOU WORKING RESPONDENT'S

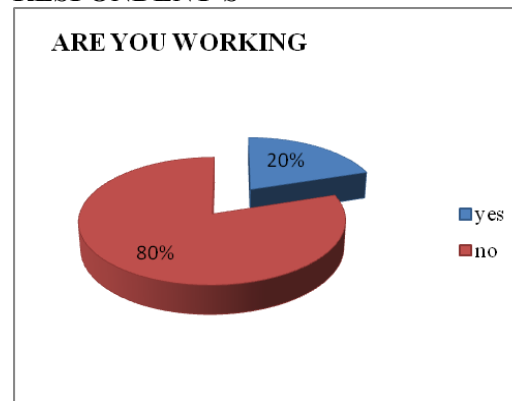| ARE YOU WORKING /RESPONDENT	PERCENTAGE
YES=25	20%
NO=95	80%

∗SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION:
      The above table shows that out of total respondent 80% of respondent belongs to No; 20% belongs to yes.

CHART SHOWING ARE YOU WORKING RESPONDENT'S

INFERENCE:
      Majority 80% of respondent belongs to not working.

TABLE SHOWING IF YOU ARE WORKING SPECIFY YOUR INCOME RESPONDENT'S

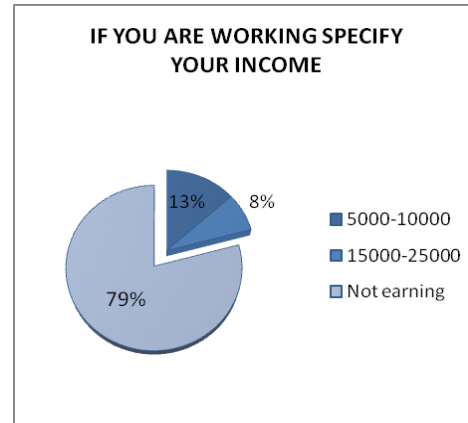| INCOME/RESPONDENT	PERCENTAGE
5000-10000=16	13%
15000-25000=9	8%
Not earning=95	79%

＊SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
TOTAL NO OF PERCENTAGE: 100%
INTERPRETATION: The above table shows that out of total respondent 79% of respondent belongs to not earning; 13% belongs to 5000-10000; 8% belongs to 15000-25000.

CHART SHOWING IF YOU ARE WORKING SPECIFY YOUR INCOME RESPONDENT'S

IF YOU ARE WORKING SPECIFY YOUR INCOME

- 5000-10000
- 15000-25000
- Not earning

Inference: Majority 79% of respondent belongs to not earning.

TABLE SHOWING FAMILY INCOME OF THE RESPONDENT

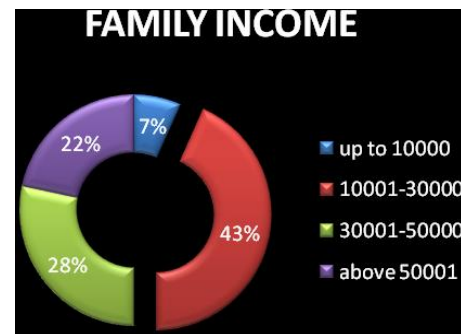| FAMILY INCOME/ RESPONDENT	PERCENTAGE
UP to 10000=8	7%
10001-30000=52	43%
30001-50000=34	28%
Above=50001=26	22%

＊SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION: The above table shows that out of total respondent 43% of respondent belongs to 10001-30000; 28% belongs to 30001-50000; 22% belongs to above 50001; 7% belongs to up to 10000.

CHART SHOWING FAMILY INCOME OF THE RESPONDENT

FAMILY INCOME

- up to 10000
- 10001-30000
- 30001-50000
- above 50001

INFERENCE:
        Majority 43% of respondent belongs to 10001-30000 family income.

TABLE SHOWING FAMILY SIZE OF THE RESPONDENT

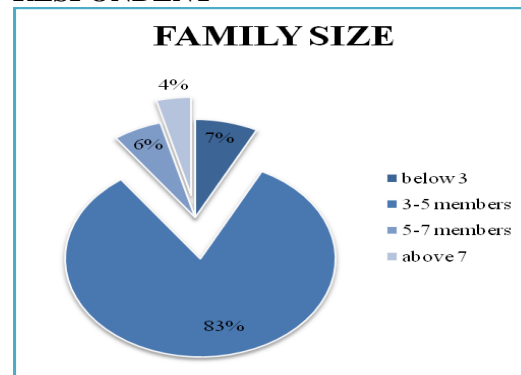| FAMILY INCOME/ RESPONDENT	PERCENTAGE
Below 3=9	7%
3-5 Members=99	83%
4-5 members=7	6%
Above 7=5	4%

SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION: The above table shows that out of total respondent 83% of respondent belongs to 3-5 members; 7% belongs to below 3; 6% belongs to 4-5 members; 4% belongs to above 7.

CHART SHOWING FAMILY SIZE OF THE RESPONDENT

FAMILY SIZE

- below 3
- 3-5 members
- 5-7 members
- above 7

INFERENCE: Majority 83% of respondent belongs to 3-5 members are living in the family.

Research Paper
Impact Factor: 6.089
Peer Reviewed Monthly Journal
www.ijmdrr.com

IJMDRR
E- ISSN –2395-1885
ISSN -2395-1877

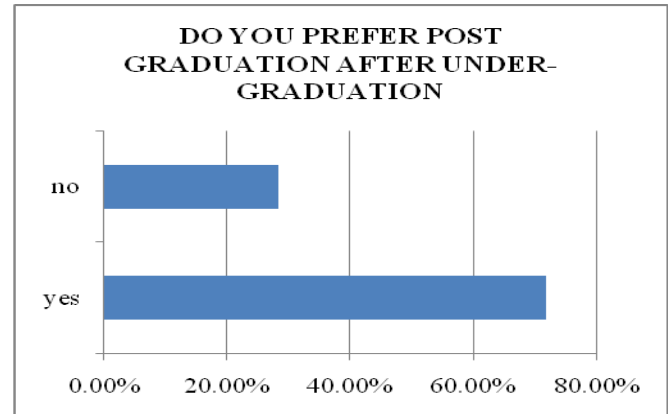| TABLE SHOWING DO YOU PREFER PG AFTER UG RESPONDENT'S?	
PG AFTER UG /RESPONDENT	**PERCENTAGE**
YES=86	72%
NO=34	28%

＊SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120

INTERPRETATION: The above table shows that out of total respondent 72% of respondent belongs to yes; 28%belongs to no.

CHART SHOWING DO YOU PREFER PG AFTER UG RESPONDENT'S?

INFERENCE: Majority 72% of respondent want to pursue PG

Table showing if yes, which factor motivated you to choose post-graduate respondents

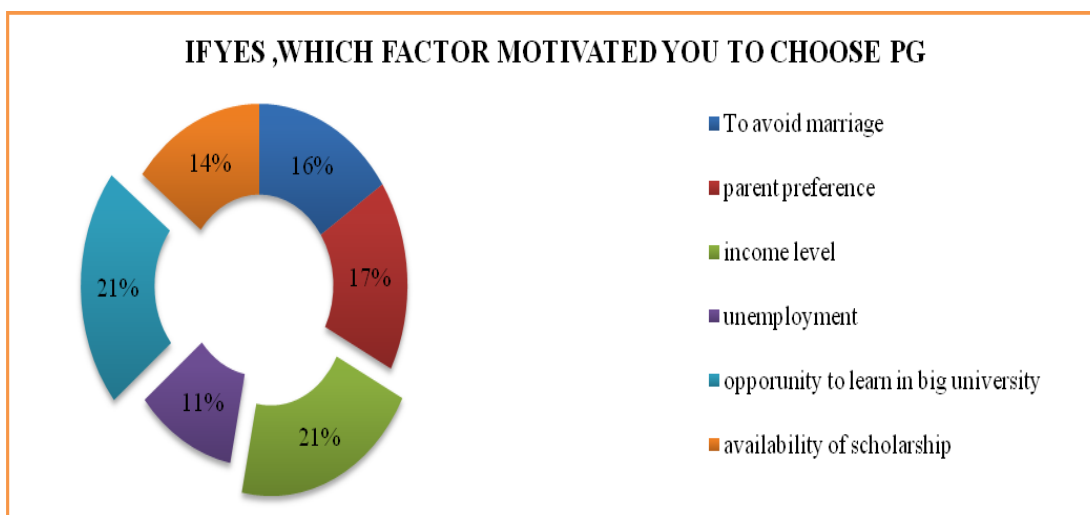|	IFYES/RESPONDENT	PERCENTAGE
1	To avoid marriage=57	16%
2	Parent preference=62	17%
3	Income level=75	21%
4	Unemployment=40	11%
5	Opportunity to learn in premium institutions=78	21%
6	Availability of scholarship=53	14%

TOTAL NO OF RESPONDENT: 120
TOTAL NO OF PERCENTAGE: 100%
INTERPRETATION: The above table shows that out of total respondent 21% of respondent belongs to income level; 21% belongs to opportunity to learn in premium institutions; 17% belongs to parent preference; 16% belongs to avoid marriage; 14% belongs to availability of scholarship; 11% belongs to unemployment.

*Source: Primary Data

Chart showing if yes, which factor motivated you to choose post-graduate respondents:

Inference: Majority 21% & 21% of respondent belongs to opportunity to learn in premium institutions and income level of the family.

Table showing if no, state the reason respondent's

S.NO	IFNO/RESPONDENT	PERCENTAGE
1	Family income=63	18%
2	Non-willingness=63	17%
3	Job opportunities=89	25%
4	Availability of course=58	16%
5	Marriage=34	9%
6	Non-availability of financial support=38	11%
7	Farness on entrance exam=16	4%

TOTAL NO OF RESPONDENT: 120
TOTAL NO OF PERCENTAGE: 100%
INTERPRETATION:
The above table show that out of total respondent 25% of respondent belongs to job opportunities; 18% belongs to family income; 17% belongs to non-willingness; 16% belongs to availability of course; 11% belongs to non-availability of financial support; 9% belongs to marriage; 4% belongs to farness on entrance exam.
Inference: Majority 25 % of respondent belongs to job opportunities.

Weighted Average
Table showing the factors which helps you in prefer you in PG

Particular	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Total	Weight
income level	37	65	14	4	375	3.125
availability of preferred course	47	65	6	2	397	3.308
ability to pay the fees	23	68	24	5	349	2.908
person willingness	46	52	19	3	381	3.175
to avoid marriage	35	47	26	12	345	2.875
parents preference	19	59	35	7	330	2.75
Unemployment	19	59	35	7	330	2.75
opportunity to learn in premium institutions	36	61	22	1	372	3.1
availability of scholarship	31	63	22	4	361	3.008

*Source: Primary Data

Interpretation: The above table we find out that the highest weighted average is for availability of preferred course (3.308) and lowest is for parents preference (2.75) and unemployment (2.75).

And the majority (3.308) of the respondent belongs to availability of preferred course,(3.175) belongs to person willingness,(3.125) belongs to income level,(3.008) belongs to availability of scholarship,(3.1) belongs to opportunity to learn in premium institutions,(2.908) belongs to ability to pay the fees,(2.875) belongs to avoid marriage,(2.75) belongs to unemployment,(2.75) belongs to parents preference.
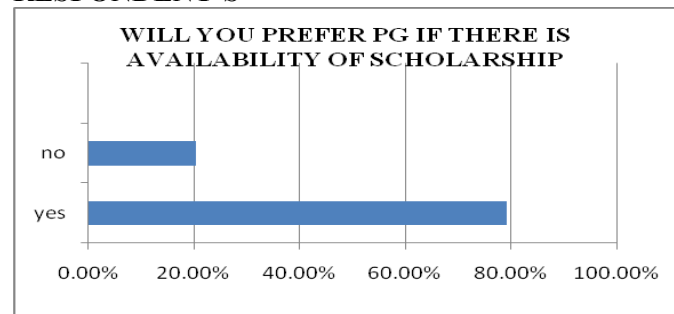
TABLE SHOWING WILL YOU PREFER PG IF THERE IS AVAILABILITY OF SCHOLARSHIP RESPONDENT'S

SCHOLARSHIP /RESPONDENT	PERCENTAGE
YES=95	79%
NO=25	21%

﹡SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION: The above table shows that out of total respondent 79% of respondent belongs to yes; 21% belongs to No.

CHART SHOWING WILL YOU PREFER PG IF THERE IS AVAILABILITY OF SCHOLARSHIP RESPONDENT'S

Inference: Majority 79% of respondent belongs to YES when there is availability of scholarship.

TABLE SHOWING WHAT WOULD YOU DO IF NOT CONTINUING STUDIES RESPONDENT:

CONTINUING STUDIES/RESPONDENT	PERCENTAGE
Job=90	75%
Family/Marriage=11	9%
Business=19	16%

﹡SOURCE: PRIMARY DATA

TOTAL NO OF RESPONDENT: 120
INTERPRETATION: The above table shows that out of total respondent 75% of respondent belongs to job; 16% belongs to business; 9% belongs to family/marriage.

CHART SHOWING WHAT WOULD YOU DO IF NOT CONTINUING STUDIES RESPONDENT
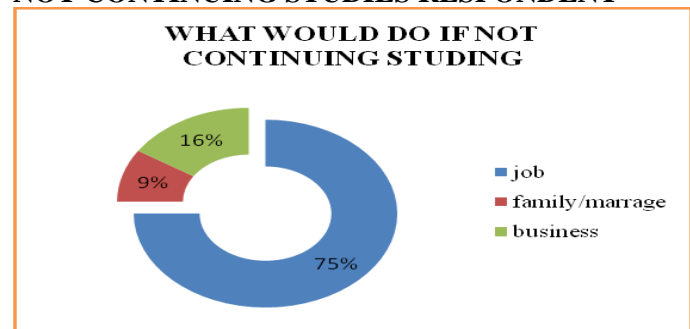
INFERENCE: Majority 75% of respondent belongs to JOB.

Findings
➢ Majority 87% of respondent belongs to 17-20 years of age group.
➢ Majority 86% of respondent belongs to unmarried.
➢ Majority 88% of respondent belongs to student.
➢ Majority 80% of respondent belongs to not working.
➢ Majority 79% of respondent belongs to not earning.
➢ Majority 43% of respondent belongs to 10001-30000 family income.
➢ Majority 83% of respondent belongs to 3-5 members are living in the family.
➢ Majority 72% of respondent want to pursue PG.
➢ Majority 21% & 21% of respondent belongs to opportunity to learn in premium institutions and income level of the family.
➢ Majority 25 % of respondent belongs to job opportunities.
➢ Majority 79% of respondent belongs to YES when there is availability of scholarship.
➢ Majority 75% of respondent belongs to JOB.

Weighted Average
Majority 3.308 of respondent belongs to availability of preferred course.

Suggestion
• Parents should be properly counseled about their women education and its long term implications.
• Early marriage of the women can be stopped.

- Universities and colleges may offer add on courses together with degree course.
- Provide counseling for both family and person concerned at the secondary stage of education.
- Education policy has to be taken to facilitate women participation in higher education.
- Establish post-secondary vocational training institutions for promoting the entry of women in higher education.
- Introduce stipends, scholarships and fellowships for women both financially poor students and meritorious students to encourage women in higher education.
- The parents are able to realizes that education of women can generate the income for the family and it promote women education among the family members.

Conclusion

"Marriage can wait, Education cannot" -Khalid HosseiniThe opportunities of women in many sectors of the Indian economy have been improved by the provision of educational opportunities for women and the acceptance of women's rights in the workplace, but female representation in the economy still remains low. The study suggested that women are hindered by both internal and external barriers which keep them from advancing to leadership. Internal barriers included the effects of socialization and sex stereotyping. External barriers derived from the structure of the education system that locked women into low-power, dead-end jobs, and limited their performance and opportunities as a result.

The percentage of expenditure on University and Higher education neither decreased nor increased over the time period. It increased from 44.6% in 2011-2012 to 46.2% in 2015-2016 to 48.6% in 2018-2019.

Higher Education Enrollment of Women

ENROLMENT	2011-12	2015-16	2018-19
TOTAL	2.91 CR	3.45 CR	3.73 CR
FEMALE	1.30 CR	1.59 CR	1.81 CR
%FEMALE	44.6%	46.2%	48.6%

*source: secondary data.

CR=CRORES   %=percentage of women have been increases enrolment in higher education.

The women participation in higher education is increasing in almost all places. The rate of increase is slow in almost all the states of India. The responsibility of the educational system was to provide adequate facilities to women, equip them with knowledge, skills and attitudes. This made them to get into avenues relevant to their respective fields. In short, the quality of education is a crucial element in shaping the women resource for economic development. The Government promoted higher and technical educational facilities in rural areas.

Women educational administrators' advancement was further impeded by the cultural imperatives of male dominance and suppression.Higher education brings a reduction in inequalities and helps in improving their status within the family. But lack of educational and training facilities and the type of employment available for women holds them back. So Higher Education should include technology studies to help women's development in research and employment.

References
1. Deepti Gupta: Higher Education in India: Structure, Statistics and Challenges.
2. Initiatives of Government of Tamil Nadu for the Higher Education of Women.
3. R.K. Rao, Women in Education, Kalpaz Publication, (Delhi, 2000).
4. Mukta Gupta, Women and Educational Development, Sarup and Sons, (New Delhi) 2000.
5. Administration Report of Tamil Nadu 1975-76, Government of Tamil Nadu, (Chennai, 1976).
6. Government Report (2008): Educational Statistics at a Glance 2005-2006, Ministry of Human Resource.
7. Packianathan.N, Anushree SM, Manjunatha B (2016): The role of higher education in empowering Indian women.