



Constraints of the First Generation College Girls Students: A Review

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Abstract:

From ancient time onwards women were not given their due respect in the world, in their society, in their village and in their family. It is restriction or limit that created by our own blood relationship, it may be a father, mother, brother or grandparents. Many of rural area, parents show interest to send their girl child for higher studies. The lack of awareness that leads to very less encouragement, because of no people were there to guide them and support them. The researcher has undertaken this study to explore the constraints of the first generation college girls students in the psychological and social perspective. This study is based on the secondary sources of information. The researcher has followed different books, journals etc for collecting required information. The study concludes that to combat socially created gender prejudices, oppressed women must be given a voice and a voice-raising platform in all areas of life. They also have a ways to go before they can catch up to the rest of society in terms of education, communication, health, and family life.

Key words: Society, Communication, Women, Blood Relationship, Education.

Introduction:

Gender inequality, especially in rural areas places a vital role to degrade the progress of women education. In the first century time women were engaged to agricultural work and household work. So they were not aware of higher education. Child-care duties are performed by women and young girls. Another reason was the poor economic status of the family. Earning of the family was only sufficient to hand and mouth. As the family burden was being barred to women, they were sent for some work or carried the household works.

The family does not take too much of advantage in dealing with girl child. Many of them take it for granted that they should do all household work, more than slaves. There is no freedom for females to do that they are intended. Since our society is more of tradition, still there is male domination attitude, starts from the family to society. The female are being treated as unpaid servants in all families and societies. This attitude must be eradicated from our society. Otherwise it is a threat to our future society. The family must offer an apt situation and atmosphere to females. They are abused like objects. Not given proper situation and time to do all. Situations are not provided to make decision doing things for the family the way they wanted. Family should be the home of freedom, encouragement, to guide and finally support them in all aspects.

Statement of the Problem: Very little percentage of women only reaches the level of higher education. This may be due to ignorance of the family. But in society too, there is a social stigma that women has to perform household works rather than giving higher education. Preference is given only to male child for education. To avoid spending money on female child, female infanticide is common earlier. There are lot of evidences that many policies formed to safeguard and in the upliftment of female or women in the society. Very recently women are facing harassment in work place and in the place of study also. Therefore the researcher has undertaken this study entitled “Constraints of the First Generation College Girls Students: A Review”

Objectives:

The researcher has undertaken this study for the following objectives-

- To find out the educational constraints of the first generation college girls students.
- To find out the psychological constraints of the first generation college girls students
- To find out the social constraints of the first generation college girls students

Method: The current study has been carried out by following the secondary sources of information. The researcher has followed different books, journals etc for required information.

Education a constraints:

The important factor in one’s life is education, because it only moulds one person to have better and bright future. Unfortunately this was denied for girls during the first century. People gave some of lame excuse as practical reasons. Even if they give it was not for all. In previous centuries, maximum parents send their daughter to arts and science colleges for the sake of getting degree, but this problem continues even today. To make good and equipped students, one should be given goodtime sphere and environment. There were no enough female professors in higher education during ancient period. If at all available by name sake there are professors but really they are very few. It’s all because of male chauvinism. Many girl students are capable, but never come to the field of education (Maqsood, Sidra & Hammad, Raza. 2012).

The old adage goes something like this: educating a male helps his immediate family while educating a lady benefits the whole community. This is the incredible value of women’s education. The problem of language that becomes threats to student to go for higher education alien. Especially in the scientific and medical communities. Many people have the ability and motivation to achieve something, but they are held back by a lack of language skills. This resulted in the loss of many promising students who set out to make a difference but stumbled along the way. Parents often express concern about their children attending far-flung schools because of the long commutes involved. Without a convenient means of transportation, students are likely to get distracted from their studies due to the time and effort required to get there (Naimatullah, Hashmi., Muhammad, Iqbal Zafar., & Munir, Ahmad. 2008).

Psychological Constraints:

When they graduate from high school, most students are at a loss as to what they want to do with their lives. One may notice the universities that provide advice about their institution during the public test itself, which is a stark contrast to the current state of affairs in life. They assure their pupils that they will even help them get funding for further education. For the sake of name they simply please the student. Many were at tracked by this but once they reach the place they find nothing. They get discouraged. They may pass high school with flying colours, but their future is set to hyper drive. Those with sound minds will make solid plans, while those plagued by self-doubt will forever be asking enormous questions. At this point, the pupils isolate themselves from the organisation. They like their own company and seldom engage in social activities (Satvinderpalkaur. 2018).

This occurs as a result of the effects of the transformation on their physiology and mind. They will alter their behaviours significantly, particularly in social situations. Most of them will be afraid to socialise and stop short of furthering their education. If they will learn effectively and graduate on time. Somewhat robust physically, yet without the mental fortitude to control their own destiny (Sanjay, Kanti Das. 2012). Whether they do decide to pursue education, they wonder whether they have what it takes to be successful. They feel anxious and have a bad opinion of themselves. There will be no one there to help them make good decisions about their life and future. Women might expect to live and feel differently from men. They may feel alone since they don't have somebody to talk to about it. Perhaps no one will approach with a friendly mode. As a result, they have to deal with everything but the physical pain. They constantly appear hopeless or lifeless because of all this. They may not have enough time to work together on more during class. They will be preoccupied with thoughts the whole time. They seem to have lost hope in the face of this predicament. They show up to class regularly, yet they can't focus very well (Sumera Irum., Tarique Bhatti., & Parveen, Munshi. 2015).

All this experience makes girl to be worried for future. The irritation this causes is compounded for people who lack coping mechanisms. So they take the easy way out and kill themselves. All of this contributes to a failure to think critically and lead an ethical life. Students nowadays are frightened of face reality. Since so many people have so many issues, it's no surprise that many of them don't know how to make decisions. There are a lot more issues, but hardly any answers. In those days, students began doing a lot of activities outside of class. However, they are now weak in their moral fibre. They rely on other people permanently. From their very own families and circle of friends on up. Many people's bodies develop too quickly. Half of them are immature emotionally or psychologically. Despite the fact that they seem adult, they are not. It has much to do with the kind of formation individuals get in their higher education, at home, and in their communities. Students never act maliciously on their own initiative, opting instead to follow the lead of others around them or repeat what they have been told. They have a hard time staying motivated in the right manner (Prabha, M., & Hema, G. 2018).

Social Constraints

Those who are born into a certain social group have certain life chances determined by the nature of that group's social status. These possibilities are tightly controlled in a high-class society, but those in low-class, stratified countries still face societal restraints. Women's lives are influenced by many factors, including their families, the schools they attend, the friends they make, the economic standing of their parents and, later, our own, and the health of their families. In addition, both good and bad surprises might occur at any point in a person's life. There are some unpleasant occurrences that can be cancelled out, but not many. Some unexpected events pertain to health and childhood experiences (Mimar, Turkkahraman. 2012). Vocational rehabilitation may be necessary due to health issues, and one's upbringing may have an impact on their eventual career path. These two ideas are excellent illustrations of the limits imposed by society. There is a huge discrepancy in how societal limitations are measured in regard to women's access to education. Increasing the number of female students enrolled in universities has been identified as a crucial step towards closing the gender gap in academia. Women's access to higher education in India is notable for a number of societal reasons. Gender inequality, sexism, a lack of educational chances for women, and a male-dominated educational system are all features of our society that work against women's empowerment (Oguta Gervas, Ouma. 2013).

Female education is profoundly affected by all of these prevailing social and cultural norms. Insight into why most families choose to send their sons to college rather than their daughters may be gleaned from this. Investing in a boy's education pays dividends and benefits the family in the long run, whereas doing the same for a girl's education has the reverse effect. The family believes that educating the girls would not benefit them in any way. It was seen a waste of resources due to the widespread belief that the family was only relocating to a different residence in order to focus solely on providing for its members. Many believe

that after a female is married, she should devote her life to becoming her husband's helpmate and property. The lack of desire and encouragement from family members is another obstacle that often discourages females from continuing their education (Sadia, Shaukat., & Anthony, W., Pell. 2015).

Given the current climate, it's safe to say that females have historically been restricted from pursuing education outside the home without the approval of a male relative, whether it an older brother, father, fiancé, or spouse. It was also thought that the limits on girls' education were exacerbated by the weight of home obligations and early marriage. Respondents' admissions that they needed help from men showed that the men in their lives have disproportionate decision-making authority. There is a common misconception that investing in the education of females is a waste of money since they would never amount to anything financially. The issues that females in the region and society confront include a preference for male education, sexual harassment, a lack of government funding, incorrect societal assumptions or perceptions about female education, and socioeconomic concerns (Ranjita, Singh. 2014).

Distance from schools, lack of family permission, low family income, sexual harassment, restrictions, and a preference for male education over female education all play a role, as do the concept of honour, early marriage, and a lack of awareness regarding the importance of female education, a failure to invest in female education, and a devalued social status for women. Women will enter their lives after these issues have been resolved. The best society for women is one in which all citizens actively participate (Purusottam, Nayak., & Bidisha, Mahanta. 2017). When looking at women's education and success from a societal perspective, it's important to take into account the unique challenges faced by first-generation college students.

Conclusion:

Women who get an education have more authority and influence over family resources than their less-educated counterparts. Due to a lack of disposable means, parents often overlook the need of sending their daughters to school. Family financial difficulties or crises are the primary cause of women's poor enrollment in and completion of higher education. Girls are also expected to take up domestic tasks alone. A significant barrier to females' access to education is transportation if there are no close educational institutions. People worry about their safety when they travel. This is a significant barrier to higher education for women since universities are often located far from their homes, and even if boarding facilities are provided, there is always the risk of sexual harassment and other forms of abuse. Many obstacles exist today that make it difficult for female students and educators to reach their full potential. via education, action, and hard work, women may become more empowered and take charge of their own life via the empowerment process.

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