



## **Feminist Influence on Education: A Study of How Feminism Shapes Educational Practices in Jharkhand's Indigenous Tribal Communities**

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### **ABSTRACT**

#### **Keywords:**

Feminism, Gender Equality, Tribal Regions, Educational Practices.

This study explores the influence of feminism on educational practices in Jharkhand's tribal regions, emphasizing gender equality and empowerment. Feminism has played a significant role in improving access to education for women and girls in these marginalized communities. Issues such as gender discrimination, early marriage, and economic hardships have been addressed by feminist movements, leading to the development of culturally sensitive and community-driven educational initiatives. These efforts focus on empowering tribal women through education, leadership training, and social advocacy. Despite progress, challenges such as traditional norms and economic barriers persist. This research highlights the transformative power of education in promoting gender equity and social change in Jharkhand's tribal regions.

### **1. INTRODUCTION**

The influence of feminism on educational practices in Jharkhand's tribal regions is a transformative yet complex issue. Jharkhand, home to a substantial tribal population, has historically faced significant challenges in providing equal access to education, particularly for women and girls. Feminism, as a social and political movement advocating for gender equality, has played a crucial role in reshaping educational systems and opportunities in these marginalized communities. With addressing issues such as gender discrimination, early marriage, and economic hardships, feminist activists and organizations have sought to improve access to education for tribal women, emphasizing the transformative power of education as a tool for empowerment and social change. The intersection of feminism with tribal rights has further amplified the movement, creating culturally sensitive and community-driven initiatives aimed at promoting gender equity in education. This introduction explores how feminist ideologies and movements have contributed to changing educational practices in Jharkhand's tribal regions, and the challenges that remain in realizing true educational equity [1].



### 1.1 Jharkhand's Tribal Regions

Jharkhand, a state in eastern India, is home to a substantial tribal population, constituting nearly 28% of its inhabitants. These tribal communities, known as Adivasis, have historically faced social, economic, and educational marginalization due to their geographic isolation, traditional lifestyles, and limited access to state resources. Education has been a key challenge, particularly for women and girls, who often encounter multiple barriers including early marriage, domestic responsibilities, and cultural norms that prioritize boys' education over girls. The state's rugged terrain and remote villages further complicate access to schools and educational infrastructure, leading to low literacy rates and limited opportunities for socio-economic advancement. In this context, addressing gender inequality and improving educational access for tribal women and girls has become a crucial focus for social reform, with feminism playing a significant role in advocating for change [2].

### 1.2 Role of Feminism Educational

Feminism has played a transformative role in reshaping educational practices in Jharkhand's tribal regions by advocating for gender equality and challenging deep-rooted patriarchal norms. Feminist movements, both at the grassroots and institutional levels, have emphasized the importance of education as a fundamental right for women and girls, particularly in marginalized communities. Feminist organizations and activists have worked to dismantle traditional barriers that prevent tribal girls from accessing education, such as early marriage, gender-based violence, and the prioritization of boys' education. With promoting campaigns for girls' education, feminist groups have brought attention to the unequal treatment of women in tribal societies and have pushed for policies that focus on equal opportunities in education. Additionally, feminist-inspired educational initiatives have led to the development of community-cantered programs that focus on literacy, vocational training, health education, and leadership skills specifically for tribal women and girls. These programs not only aim to empower women through education but also foster greater participation in local governance and decision-making processes. Overall, feminism has helped to shift societal attitudes, making education more accessible and meaningful for tribal women and girls, while also promoting their broader social and economic empowerment [3].

### 1.3 Focus on Gender Inequality

Feminist activism in Jharkhand's tribal regions has focused on addressing deep-seated gender inequality, which manifests in several key areas affecting women's access to education. These efforts target:

**Gender Discrimination:** Traditionally, tribal communities in Jharkhand, like many other regions, have prioritized the education of boys over girls. Cultural norms often relegate girls to domestic responsibilities, assuming their primary role is within the household. Feminist groups have worked to challenge these norms, advocating for equal educational opportunities for girls and raising awareness about the value of educating women, not just for individual empowerment but also for the development of the community.



**Early Marriage:** Early marriage is a significant barrier to education for girls in tribal areas. Many girls are married off in their teens, cutting short their education and confining them to domestic life. Feminist movements have been instrumental in addressing this issue, pushing for stricter enforcement of laws against child marriage and promoting awareness campaigns that encourage families to keep their daughters in school. Education is positioned as a tool for delaying marriage and ensuring that girls have more control over their futures.

**Economic Barriers:** Economic hardship is a major factor that limits access to education for tribal girls. In poor families, girls are often expected to contribute to household income or care for younger siblings, making schooling a lower priority. Feminist activism has sought to alleviate these economic barriers by promoting the importance of education for long-term economic empowerment. This includes advocating for government schemes such as free textbooks, uniforms, and scholarships for girls, along with vocational training programs that provide economic incentives for families to educate their daughters [4].

#### **1.4 Empowerment Through Education**

Education plays a pivotal role in empowering tribal women and fostering social change in Jharkhand's tribal regions. Feminist movements have emphasized education as a fundamental tool for breaking the cycles of poverty, gender discrimination, and social marginalization that tribal women face.

**Individual Empowerment:** For tribal women, education provides the knowledge and skills necessary to assert their rights and improve their socio-economic standing. It enables them to participate in decision-making processes both within their families and communities. Feminist initiatives focus on equipping women with literacy, vocational skills, and health awareness, fostering self-reliance and confidence. Educated women are more likely to engage in economic activities, which improves their financial independence and contributes to the household income, elevating their status within their families.

**Leadership and Social Advocacy:** Through education, tribal women can become leaders and advocates for change in their communities. Many feminist programs focus on leadership training for women, teaching them to navigate local governance systems, fight for their rights, and address social issues such as domestic violence, land rights, and access to healthcare. Educated women often become role models, inspiring younger generations to pursue education and break free from restrictive social norms.

**Challenging Traditional Gender Roles:** Education helps challenge traditional gender roles that limit the opportunities of tribal women. Feminist efforts aim to raise awareness within tribal communities about the importance of gender equality, showing how educating women benefits not only individuals but also families and society at large. Educated women can challenge patriarchal norms, delay marriage, and choose careers, gaining autonomy over their lives.



**Community Development:** The empowerment of tribal women through education has a ripple effect on the wider community. As women become more educated and economically independent, they contribute to the well-being of their families and communities. Feminist movements recognize this, advocating for women's education as a way to improve health outcomes, reduce poverty, and promote sustainable development within tribal societies. Educated mothers, for instance, are more likely to prioritize the education of their children, breaking the cycle of illiteracy and poverty.

**Cultural Preservation and Adaptation:** Education empowers tribal women to preserve their cultural heritage while adapting to modern societal needs. Feminist programs in Jharkhand often integrate indigenous knowledge and skills into educational curricula, enabling women to safeguard their cultural identity while gaining the tools necessary for navigating contemporary challenges. This dual focus on cultural preservation and modernization strengthens tribal communities' resilience and social cohesion [5].

### 1.5 Feminism on Educational Practices in Jharkhand's Tribal Regions

Jharkhand, a state in eastern India, is renowned for its rich cultural diversity and significant tribal population. The tribal regions, characterized by unique social structures and traditional practices, face distinct educational challenges. In recent years, feminist ideologies have increasingly influenced educational practices in these areas, driving reforms aimed at addressing gender disparities and promoting educational equity. Feminism, as a socio-political and cultural movement, seeks to challenge gender inequalities and advocate for the empowerment of women and girls. In Jharkhand, feminist perspectives have significantly shaped curriculum development, making education more relevant and accessible to tribal girls by incorporating their experiences into learning materials. Traditional patriarchal teaching methods in Jharkhand's tribal regions often marginalized female students, but feminist pedagogies now promote active participation and gender sensitivity in classrooms. Beyond pedagogy, feminist-driven policy reforms have increased female enrolment, provided scholarships for tribal girls, and implemented gender-sensitive teacher training. However, challenges such as resistance from traditionalist elements, resource limitations, and gaps between policy and implementation persist. These obstacles highlight the ongoing struggle to fully integrate feminist principles into educational practices in Jharkhand's tribal regions [6].

## 2. REVIEW OF LITERATURE

The influence of feminism on educational practices, particularly in regions with distinct socio-cultural identities such as Jharkhand's tribal areas, is a multifaceted topic that intersects with various strands of feminist theory and practice. This influence requires examining how feminist ideologies have shaped educational reforms, promoted gender equality, and addressed the unique challenges faced by women in these regions. The following review explores the relevant literature, highlighting key studies that contribute to the understanding of feminism's impact on educational practices in contexts similar to Jharkhand's tribal regions.



**Nayak & Alam (2022)** analysed the potential consequences of the Covid-19 pandemic on education, noting its adverse effects on educational inequalities worldwide. They mentioned that little was known about how the digital divide worsened the conventional educational system and reinforced pre-existing gender inequalities among historically marginalised communities. Their research explored how the pandemic, coupled with the digital divide, deteriorated the educational system for socially deprived groups, particularly tribals (Adivasis), placing them in a disadvantageous position. Semi-structured interviews with tribal students, parents, and teachers in Jharkhand revealed that cultural and social issues, such as the perceived value of education for girls and beliefs about digital learning, reinforced the digital divide. The study highlighted the need to rethink the digital learning ecosystem and provided policy recommendations to address educational inequalities.

**Justin & Menon (2022)** argued that an intersectional approach is crucial when analysing ecofeminism in India, especially regarding Dalit and Adivasi women. They engaged with intersectional ecofeminism through case studies, such as “Mayilamma: The Life of a Tribal Eco-Warrior” and the “Save the Forest Movement” in Jharkhand, to understand tribal women’s relationship with their environment. The paper discussed the impact of ecofeminist activities of Adivasi women on addressing environmental crises and their influence on sustainable development policies. Additionally, the study acknowledged criticisms of intersectional ecofeminism and proposed it as a future model for sustainability.

**Singh (2020)** noted that while Article 14 of the Indian Constitution guarantees equality before the law, women in India have faced long-standing discrimination. He discussed how the gender gap in education, particularly in Jharkhand, is exacerbated by factors such as caste, class, and religion. Singh referenced reports that highlighted low enrolment and high dropout rates among tribal girls, with many contributing to household income through agricultural work. He also pointed out that despite the implementation of the Right to Education (RTE) Act in 2011, female literacy rates in rural areas remain low. Singh’s research aimed to explore the status of girls’ primary education in Jharkhand.

**Sharma (2020)** examined the status and role of rural women in India, highlighting that their contributions to the nation’s economy are often overlooked. He contrasted the evolving status of urban women with rural women, whose roles remain entangled in patriarchal norms. Sharma’s sociological study of women in Marwa village, Jharkhand, provided insights into the challenges rural women face and emphasised the importance of understanding their status in the context of women’s empowerment.

**Aind & Oraon (2013)** studied the economic empowerment of tribal women, revealing that despite their vital roles in tribal society, they lagged behind in areas such as education, employment, and health. The researchers found that obstacles to their empowerment included lack of education, poor health, low wages, and limited self-employment opportunities. They called for government and non-governmental organisations to create programmes to support the economic empowerment of tribal women.



### 3. RESEARCH METHODOLOGY

The present study was undertaken to examine "The Influence of Feminism on Educational Practices in Jharkhand's Tribal Regions." This chapter provides a comprehensive description of the research design, sample, data collection instruments, and data analysis methods employed to achieve the research objectives.

#### 3.1 Research Design

The research design adopted for this study is a selective-methods approach as qualitative techniques. The study is primarily descriptive, aiming to systematically explore and describe how feminism influences educational practices among tribal communities in Jharkhand. With utilizing qualitative data, this study ensures a holistic understanding of the influence of feminist ideologies on educational practices.

#### Locale of the Study

The study was conducted across several tribal regions of Jharkhand, focusing on districts such as Ranchi, and Near District area. These regions were selected due to their rich cultural heritage and the significant presence of tribal communities, making them ideal for exploring the intersection of feminism and education.

#### Population and Sample

The target population for this study includes teachers, students, school administrators, and community leaders from selected tribal regions in Jharkhand. The sample consisted of 219 out of target 250, Teachers and administrators from secondary and higher secondary levels. A total sample size of 250 was target sample, out of 21 participants was reject for further as corrective measure by sampling to ensure the reliability of response.

#### Sampling Technique

The purposive sampling technique was employed to select participants based on their involvement in educational practices and their awareness of feminist influences in their communities. This non-probability sampling method ensured that the participants included were directly relevant to the objectives of the study.

#### Criteria for Selecting Participants

- Students from secondary and higher secondary levels in tribal schools.
- Teachers with a minimum of 1 years of teaching experience in tribal regions.
- Community leaders and parents involved in promoting educational practices.
- School administrators actively involved in implementing educational policies.



### 3.2 Data Collection Procedure

Data collection was conducted over a period of four months, and the process included the following phases:

**Phase 1:** Initial visits to schools and communities to introduce the study and obtain permission from relevant authorities.

**Phase 2:** Distribution of questionnaires to school teachers.

**Phase 3:** Conducting data with demography and fill in Excel as 1 to 5 responses as liker scale.

### 3.3 Data Analysis

The study employed both qualitative and quantitative data analysis techniques

**Quantitative Analysis:** Statistical analysis was conducted using SPSS 22.0. Descriptive statistics (mean and others) and inferential statistics (ANOVA) were applied to analyze the questionnaire responses.

## 4. DATA ANALYSIS AND RESULT

This section investigates into the independent and dependent factors influencing gender equality in education within various communities. The focus is on examining community attitudes, the role of NGOs and government initiatives, cultural norms, economic conditions, and how these factors interact to impact girls' enrolment and retention in schools. The chapter is organized into two sections: independent factors and dependent factors. Independent factors include Community Attitudes Toward Gender Equality (CGE), Support from NGOs and Government Initiatives (SNG), Cultural Norms and Practices (CNP), and Economic Factors (ECF). These factors explore the societal, financial, and cultural barriers or facilitators that shape educational opportunities for girls. The dependent factors focus on the Enrolment and Retention Rates of Girls in Schools (ERG) and the Perception of the Value of Education for Women (PVW). This section highlights how community and individual perceptions about the importance of educating girls influence long-term educational outcomes. With analysing responses ranging from strong agreement to strong disagreement across various factors, the chapter provides insights into the prevailing beliefs and practices that affect gender parity in education. The aim is to present a comprehensive understanding of the key drivers behind girls' educational attainment and the barriers they continue to face in achieving equal opportunities.



#### 4.1 Exploratory Analysis for Factors

##### Reliability of Community Attitudes Toward Gender Equality (CGE)

**Table 1: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0

a. Listwise deletion based on all variables in the procedure.

##### Source: Primary Data

The "Case Processing Summary" shows that 41.3% of the cases (219) were valid and included in the analysis, while 58.7% (311) were excluded due to missing data, based on listwise deletion. This indicates a significant amount of missing information in the dataset, which might limit the generalizability of the analysis as more than half the cases were discarded. The high exclusion rate could also suggest underlying issues with data collection or entry. To improve data retention, alternative techniques like mean imputation or multiple imputation can be considered to address missing data without losing a large number of cases.

**Table 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.724	.732	6

##### Source: Primary Data

The Cronbach's Alpha value of 0.724 indicates that the scale has acceptable internal consistency, meaning the 6 items are moderately reliable in measuring the same construct. The slight increase to 0.732 after standardizing the items suggests minimal impact of item variance on the overall reliability. A Cronbach's Alpha value between 0.7 and 0.8 is considered good, implying that the scale is consistent, though not perfect. To further enhance reliability, item revisions or the addition of related items could be explored. Overall, the scale can be confidently used for assessing the intended construct, but slight improvements are possible.

##### Scale: All Variables

**Table 3: Inter-Item Correlation Matrix**

	CGE1	CGE2	CGE3	CGE4	CGE5	CGE6
CGE1	1.000	.607	.616	.206	.239	.179
CGE2	.607	1.000	.441	.128	.150	.076
CGE3	.616	.441	1.000	.095	.133	.068
CGE4	.206	.128	.095	1.000	.609	.539
CGE5	.239	.150	.133	.609	1.000	.600
CGE6	.179	.076	.068	.539	.600	1.000

##### Source: Primary Data





The Inter-Item Correlation Matrix provides insight into how the six items (CGE1–CGE6) on the scale relate to each other in measuring community attitudes toward gender equality. The correlations range from 0.068 to 0.616, showing varying degrees of association between the items.

### High Correlations

- CGE1 and CGE2 (0.607) and CGE1 and CGE3 (0.616) have strong positive correlations, suggesting that the statements about equal educational opportunities for boys and girls (CGE1) and encouraging women to pursue higher education (CGE2) or take on leadership roles (CGE3) are closely related. These items likely tap into a similar aspect of gender equality focused on educational and leadership opportunities for women and girls.
- Similarly, CGE4, CGE5, and CGE6 are strongly correlated (e.g., CGE4 and CGE5: 0.609, CGE5 and CGE6: 0.600). This indicates that attitudes towards the importance of girls' education (CGE4), prioritizing education over household duties (CGE5), and encouraging girls to complete education before marriage (CGE6) are interlinked. These items seem to capture a common dimension of societal beliefs regarding the role of education in girls' lives.

### Moderate and Low Correlations

- CGE3 and CGE4 (0.095), CGE2 and CGE4 (0.128), and CGE1 and CGE4 (0.206) show weaker correlations, indicating that perceptions around gender equality in leadership roles or higher education (CGE1, CGE2, and CGE3) are not as strongly related to beliefs about the importance of educating girls (CGE4). This could reflect that, in some communities, support for leadership or higher education roles for women may not necessarily translate into strong beliefs about prioritizing girls' education.
- The correlations between CGE3 and CGE5 (0.133) and CGE3 and CGE6 (0.068) also suggest weaker connections between attitudes toward women in leadership and prioritizing girls' education over household duties or delaying marriage for education.

### Interpretation

The matrix reveals two distinct clusters of related items:

- CGE1, CGE2, and CGE3: These items focus on gender equality in terms of educational and leadership opportunities, which are closely associated.
- CGE4, CGE5, and CGE6: These items focus on attitudes toward girls' education, particularly its importance over traditional gender roles and early marriage, showing strong interrelations.

Overall, the matrix suggests that while there is some overlap, the scale taps into slightly different dimensions of community attitudes toward gender equality—one focused on leadership and higher education and another on the importance of girls' education relative to traditional expectations. This diversity in item focus provides a broad assessment of gender attitudes but may require careful interpretation, especially when weak correlations are noted.



**Table 4: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	4.033	3.740	4.338	.598	1.160	.053	6

**Source: Primary Data**

The Summary Item Statistics table provides an overview of the item-level statistics for the six items (CGE1–CGE6) used in the survey measuring community attitudes toward gender equality. Here's a breakdown of each component:

- **Item Means:** The average mean score across all items is 4.033, indicating that, on average, respondents tend to agree with the statements, as the response scale likely ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). The relatively high mean suggests a generally positive attitude toward gender equality in the community.
- **Minimum and Maximum Item Means:** The lowest mean score is 3.740 and the highest is 4.338. This reflects some variation in how strongly participants agreed with different items. Items with higher means indicate stronger agreement, while lower means suggest slightly more neutral or varied opinions.
- **Range:** The range of 0.598 shows the difference between the highest and lowest item means, which indicates moderate variability in responses across items.
- **Maximum/Minimum:** The ratio of the maximum to the minimum mean is 1.160, showing that no extreme outliers exist in the item responses, meaning that the distribution of scores is relatively consistent across the six items.
- **Variance:** The variance of 0.053 indicates that the item means are fairly close to each other, with low variability in responses across the different items.
- **No of Items:** This confirms that there are 6 items on the scale.

### Interpretation

Overall, the high item means and low variance suggest that respondents generally hold positive attitudes toward gender equality, with limited differences across the six items. This indicates a consistent pattern of responses, where participants agree or strongly agree with most statements regarding equal opportunities for women and girls in education and leadership.

**Table 5: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
Between People		370.193	218	1.698		
Within People	Between Items	58.079	5	11.616	24.814	.000
	Residual	510.254	1090	.468		
	Total	568.333	1095	.519		
Total		938.527	1313	.715		
Grand Mean = 4.03						

**Source: Primary Data**



The ANOVA table reveals significant insights into the variability in responses across the six items (CGE1–CGE6) measuring community attitudes toward gender equality. The analysis separates the variability into two key components between people and within people (between items).

### Between People

- The Sum of Squares (370.193) and Mean Square (1.698) indicate the variability between respondents' overall responses to the six items. This shows that individuals in the sample differ in their attitudes toward gender equality. However, this variability is not the focus of the ANOVA, as it mainly explores the differences between the items themselves.

### Between Items

- The Sum of Squares (58.079) and Mean Square (11.616) for the between items category highlight the differences between the items themselves. The F-value of 24.814 indicates a statistically significant difference between how respondents rated the items. The significance level ( $p = 0.000$ ) confirms that the differences between the items' means are unlikely to be due to random chance. This means that certain aspects of gender equality, such as attitudes toward education or leadership roles, may be perceived differently within the community.

### Residual

- The Residual Sum of Squares (510.254) and Mean Square (0.468) capture the unexplained variance within respondents' responses that is not due to the items themselves. This represents individual differences that are not explained by the ANOVA model.

### Total

- The Total Sum of Squares (938.527) and Mean Square (0.715) summarize the overall variability in the data, combining both between-person and between-item variances.

### Interpretation

The significant F-value and p-value suggest that respondents rated certain items more favorably than others. For example, some aspects of gender equality, such as girls' education (CGE4) or women in leadership (CGE3), may be viewed differently in the community. The grand mean of 4.03 indicates a generally positive attitude toward gender equality, with most respondents leaning toward agreement with the items.

However, the significant differences between items suggest that while there is overall support for gender equality, specific dimensions of the construct are viewed with varying levels of acceptance



### Reliability OF Support from NGOs and Government Initiatives (SNG)

**Table 6: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0

a. Listwise deletion based on all variables in the procedure.

**Source: Primary Data**

The Case Processing Summary indicates that out of 530 total cases, only 219 cases (41.3%) were deemed valid for analysis, suggesting that a significant proportion of the data—311 cases (58.7%)—was excluded. This exclusion likely results from missing values or incomplete responses to critical variables in the study, highlighting a potential challenge in data collection or respondent engagement. The use of listwise deletion means that any case with missing information on any of the analysed variables was entirely removed from the dataset.

While this method helps maintain the integrity of the dataset by ensuring that all included cases are complete, it can also lead to reduced sample size and potential biases, particularly if the missing data are not randomly distributed. The high percentage of excluded cases raises concerns about the representativeness of the valid cases in relation to the broader population. Therefore, it is essential to consider alternative strategies for handling missing data in future analyses, such as imputation techniques, to enhance the robustness of findings and provide a more comprehensive understanding of community attitudes toward gender equality. Overall, these results underscore the importance of data quality and completeness in social research.

**Table 7: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.740	.738	7

**Source: Primary Data**

The Reliability Statistics table indicates a Cronbach's Alpha of 0.740, demonstrating good internal consistency among the survey items measuring community attitudes toward gender equality. This value suggests that the items reliably assess the same underlying construct, as a Cronbach's Alpha above 0.70 is deemed acceptable for social science research. The Cronbach's Alpha Based on Standardized Items is 0.738, which reinforces the reliability of the scale when adjusted for item variance. With 7 items included in the analysis, the scale is comprehensive while maintaining a strong reliability score. Overall, these statistics affirm that the measurement tool is effective for evaluating community attitudes, providing a solid foundation for further analysis of the survey results. Researchers can confidently utilize this tool to explore and interpret community perceptions related to gender equality initiatives, thereby contributing valuable insights into the ongoing discourse on gender equity.



**Table 8: Inter-Item Correlation Matrix**

	SNG1	SNG2	SNG3	SNG4	SNG5	SNG6	SNG7
SNG1	1.000	.214	.311	.320	.299	.133	.168
SNG2	.214	1.000	.476	.320	.435	.165	.102
SNG3	.311	.476	1.000	.458	.492	.198	.086
SNG4	.320	.320	.458	1.000	.440	.260	.134
SNG5	.299	.435	.492	.440	1.000	.283	.189
SNG6	.133	.165	.198	.260	.283	1.000	.543
SNG7	.168	.102	.086	.134	.189	.543	1.000

**Source: Primary Data**

The Inter-Item Correlation Matrix presents a detailed examination of the relationships between seven survey items (SNG1 to SNG7), revealing important insights into how these items correlate with one another regarding community attitudes or perceptions.

- Positive Correlations:** The most substantial correlation occurs between SNG3 and SNG2, with a coefficient of 0.476, indicating a strong relationship. This suggests that respondents who express agreement with the sentiment in SNG2 are likely to also agree with SNG3. Similarly, SNG3 shows a notable correlation with SNG5 (0.492), suggesting a shared underlying theme or sentiment related to the constructs being assessed. Additionally, SNG4 is positively correlated with SNG5 (0.440), further reinforcing the interconnectedness of these items.
- Lower Correlations:** Some correlations are relatively low, such as between SNG1 and SNG6 (0.133) and SNG2 and SNG7 (0.102). These low coefficients indicate that the items measure distinct constructs, meaning respondents' attitudes toward these items may not align closely. Such differences highlight the importance of evaluating each item's unique contribution to the overall survey.
- Implications for Analysis:** The matrix suggests a generally cohesive set of items that collectively capture community attitudes towards the subjects being studied. The positive correlations indicate that certain items are likely tapping into similar dimensions of community sentiment, which can be beneficial for interpreting survey results and identifying trends. However, the presence of weaker correlations points to the need for nuanced interpretation, as some items may represent unique perspectives or concerns.
- Conclusion:** This analysis serves as a foundation for future research, highlighting which items could be prioritized or refined. By understanding these relationships, researchers can develop targeted interventions that better address the community's attitudes and perceptions, enhancing the relevance and effectiveness of their initiatives.



**Table 9: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	4.077	3.790	4.247	.457	1.120	.022	7

**Source: Primary Data**

The Summary Item Statistics provide a concise overview of the central tendencies and dispersion of the responses across seven survey items, offering insights into the overall perceptions or attitudes measured by the items.

- **Mean:** The mean score is 4.077, indicating that, on average, respondents tend to express agreement with the statements presented in the survey. This average suggests a generally favourable attitude toward the assessed constructs.
- **Minimum and Maximum:** The minimum score is 3.790, while the maximum is 4.247, indicating that all responses fall within a relatively narrow range. This limited spread points to a consistent level of agreement among respondents, minimizing extremes in opinions.
- **Range:** The range of 0.457 indicates the difference between the highest and lowest item means, suggesting a relatively small variation in perceptions. A narrower range implies that respondents shared similar views on the surveyed constructs.
- **Maximum/Minimum Ratio:** The ratio of 1.120 shows that the highest mean is slightly above the lowest, reinforcing the observation of consistency in responses.
- **Variance:** The variance of 0.022 is low, indicating that the responses clustered closely around the mean. This low variance suggests that there is little disagreement among respondents regarding the items.
- **Number of Items:** With 7 items in total, the analysis captures a comprehensive view of community attitudes.

Overall, these statistics reflect a generally positive and consistent perception among respondents concerning the issues assessed in the survey, pointing toward strong community support for the underlying themes.

**Table 10: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
	Between People	350.346	218	1.607		
Within People	Between Items	29.401	6	4.900	11.714	.000
	Residual	547.170	1308	.418		
	Total	576.571	1314	.439		
Total		926.917	1532	.605		
Grand Mean = 4.08						

**Source: Primary Data**



The ANOVA results provide a statistical overview of the variance in responses across items concerning community attitudes. The total sum of squares is 926.917, indicating the overall variability in responses. The breakdown shows that the variance is attributed to two sources: between people and within people (between items).

- **Between People:** The sum of squares is 350.346 with 218 degrees of freedom (df), yielding a mean square of 1.607. This reflects variability among individuals' responses, suggesting differences in attitudes or perceptions across respondents.
- **Within People (Between Items):** The sum of squares is 29.401 with 6 df, resulting in a mean square of 4.900. This indicates variability among the items themselves, suggesting that some items elicited more diverse responses than others.

The F-value of 11.714 is significant, with a p-value (Sig) of .000, indicating that the differences between the item means are statistically significant. This result suggests that community attitudes vary significantly across different aspects assessed by the survey items.

The grand mean of 4.08 indicates that, on average, respondents tend to agree with the statements, further reinforcing the overall positive sentiment within the community regarding the evaluated issues. The findings highlight the importance of recognizing the specific areas where attitudes diverge, as this can inform targeted interventions and strategies to enhance community engagement and support.

### Reliability OF Cultural Norms and Practices (CNP)

**Scale: All Variables**

**Table 11: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0

a. Listwise deletion based on all variables in the procedure.

**Source: Primary Data**

The case processing summary reveals that out of 530 total cases, only 219 (41.3%) are valid for analysis, indicating that a considerable portion of the data was complete. Conversely, 311 cases (58.7%) were excluded due to listwise deletion, meaning any missing data on relevant variables led to their removal from the analysis. This significant exclusion rate raises concerns about potential biases and the representativeness of the remaining sample. Such a high percentage of excluded cases may affect the robustness and generalizability of the findings, highlighting the importance of ensuring comprehensive data collection in future studies.



**Table 12: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.798	.799	5

**Source: Primary Data**

The reliability statistics indicate a Cronbach's Alpha of 0.798, which suggests good internal consistency among the items in the scale. This value is close to the commonly accepted threshold of 0.70, indicating that the items are reliably measuring the same underlying construct. Additionally, the Cronbach's Alpha based on standardized items is 0.799, reinforcing the reliability of the measurement. The analysis encompasses 5 items, suggesting that these items collectively demonstrate a strong degree of coherence in their responses, making the scale appropriate for further analysis in the context of the study. Overall, these results affirm the scale's reliability and suggest that it can effectively gauge community attitudes or perspectives related to the evaluated statements.

**Table 13: Inter-Item Correlation Matrix**

	CNP1	CNP2	CNP3	CNP4	CNP5
CNP1	1.000	.606	.270	.247	.296
CNP2	.606	1.000	.359	.463	.452
CNP3	.270	.359	1.000	.576	.563
CNP4	.247	.463	.576	1.000	.590
CNP5	.296	.452	.563	.590	1.000

**Source: Primary Data**

The Inter-Item Correlation Matrix provides insights into the relationships among the five items (CNP1 to CNP5) in the assessment tool.

- **Strongest Correlation:** The highest correlation is between CNP2 and CNP1 (0.606), suggesting that responses to these two items are strongly related and may reflect similar underlying constructs.
- **Moderate Correlations:** Items CNP4 and CNP3 (0.576) and CNP5 and CNP4 (0.590) also exhibit moderate correlations, indicating that they share a reasonable degree of similarity in how respondents perceive or react to them.
- **Weaker Correlations:** The correlations between CNP1 and CNP3 (0.270), as well as CNP1 and CNP4 (0.247), are relatively low, suggesting that these items measure somewhat different aspects of the underlying construct.
- **Overall Pattern:** The correlations are generally positive, reflecting a coherent structure among the items. A higher correlation among items typically indicates that they are measuring the same or closely related constructs, supporting the overall validity of the scale.
- **Implications for Reliability:** The presence of moderate to strong correlations among most items contributes to the internal consistency and reliability of the scale, further validating its use for assessing community attitudes or perceptions related to the topic of interest.





**Table 14: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	4.047	3.845	4.119	.274	1.071	.013	5

**Source: Primary Data**

The Summary Item Statistics provide a concise overview of the performance of the five items in the assessment tool. Here's a breakdown of the key statistics:

- **Mean:** The average score across all items is 4.047, indicating a generally positive response from participants, as this is close to the higher end of the scale.
- **Minimum and Maximum:** The lowest mean item score is 3.845, while the highest is 4.119. This suggests a relatively narrow range of responses, reflecting consistent positive perceptions among respondents.
- **Range:** The range of 0.274 between the maximum and minimum scores indicates a low level of variability in responses, suggesting that most participants felt similarly about the items evaluated.
- **Maximum / Minimum Ratio:** A ratio of 1.071 signifies that the maximum mean is slightly above the minimum mean, reinforcing the overall positive sentiment without extreme variation.
- **Variance:** The variance of 0.013 is low, indicating that responses are tightly clustered around the mean, which supports the reliability of the scale. Lower variance suggests that respondents likely shared similar views on the evaluated statements.
- **Number of Items:** The statistics are based on 5 items, providing a robust basis for evaluating community attitudes.

In summary, these statistics indicate a strong, positive, and consistent community sentiment regarding the statements being evaluated, with minimal variability among responses. The overall results support the reliability and effectiveness of the assessment tool in capturing the attitudes of the respondents.

**Table 15: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
	Between People	309.025	218	1.418		
Within People	Between Items	11.474	4	2.868	10.000	.000
	Residual	250.126	872	.287		
	Total	261.600	876	.299		
	Total	570.625	1094	.522		
Grand Mean = 4.05						

**Source: Primary Data**



### Reliability OF Economic Factors (ECF)

**Table 16: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0

a. Listwise deletion based on all variables in the procedure.

**Source: Primary Data**

The Case Processing Summary indicates that out of 530 total cases, 219 cases (41.3%) were valid, meaning they included complete responses for all variables analysed. Conversely, 311 cases (58.7%) were excluded due to listwise deletion, which occurs when any missing values are present in the variables included in the analysis. This suggests that a significant portion of the dataset had incomplete responses, which could impact the reliability and generalizability of the findings. The high exclusion rate highlights the importance of ensuring complete data collection to maximize the sample size and enhance the robustness of statistical analyses.

**Table 17: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.721	.724	7

**Source: Primary Data**

The Reliability Statistics indicate a Cronbach's Alpha of 0.721, which suggests acceptable internal consistency among the items being measured. This value implies that the items in the scale have a reasonable level of correlation, reflecting their ability to measure a single construct consistently. The Cronbach's Alpha based on standardized items is 0.724, which is slightly higher, indicating that the reliability improves when item variances are standardized. Overall, with 7 items included in the analysis, these statistics suggest that the scale is reliable for assessing the construct in question, although there may still be room for improvement in item coherence.

**Table 18: Inter-Item Correlation Matrix**

	ECF1	ECF2	ECF3	ECF4	ECF5	ECF6	ECF7
ECF1	1.000	.393	.297	.380	.349	.251	.241
ECF2	.393	1.000	.439	.545	.113	.090	.122
ECF3	.297	.439	1.000	.590	.045	-.039	.049
ECF4	.380	.545	.590	1.000	.050	.080	-.003
ECF5	.349	.113	.045	.050	1.000	.611	.641
ECF6	.251	.090	-.039	.080	.611	1.000	.477
ECF7	.241	.122	.049	-.003	.641	.477	1.000

**Source: Primary Data**



The Inter-Item Correlation Matrix presents correlations among seven items (ECF1 to ECF7), providing insights into the relationships between them and assessing their coherence in measuring a common construct.

Starting with ECF1, it shows a moderate correlation with ECF2 (.393), ECF4 (.380), and ECF5 (.349). These correlations suggest that respondents who agree with ECF1 are likely to express similar sentiments towards ECF2, ECF4, and ECF5, indicating that these items may be measuring related aspects of the underlying construct. However, its correlation with ECF6 (.251) and ECF7 (.241) is lower, indicating a weaker relationship.

ECF2 exhibits the strongest correlations with ECF4 (.545) and ECF3 (.439), indicating that respondents who agree with ECF2 tend to agree with these items as well. This suggests that ECF4 and ECF3 may tap into similar dimensions of the construct, contributing to the overall reliability of the scale. However, the correlation with ECF5 is relatively weak (.113), indicating that ECF5 might measure a different aspect of the construct compared to ECF2.

ECF3 correlates strongly with ECF4 (.590), the highest correlation in the matrix, suggesting a significant relationship between these two items. This high correlation indicates that these items likely assess similar elements of the construct being measured. Conversely, ECF3 shows very low correlations with ECF5 (.045), ECF6 (-.039), and ECF7 (.049), suggesting that these items may measure distinct aspects of the underlying construct.

ECF4 shows a moderate to strong correlation with ECF2 (.545) and ECF3 (.590), indicating that respondents who agree with ECF4 are likely to align with the sentiments expressed in these items. However, its correlation with ECF5 (.050) is minimal, suggesting a divergence in what ECF4 and ECF5 are measuring.

Looking at ECF5, it has moderate correlations with ECF6 (.611) and ECF7 (.641), indicating a strong relationship with these items. This suggests that ECF5, ECF6, and ECF7 may collectively assess a common aspect of the construct, enhancing their reliability as a group.

In summary, the matrix shows varying degrees of correlation among the items, with some pairs demonstrating stronger relationships than others. Items ECF4 and ECF3 are notably strong in their correlations, while ECF5 shows substantial correlations with ECF6 and ECF7. Overall, these relationships provide valuable insights into the internal structure of the measure, suggesting areas where further refinement may enhance the coherence and reliability of the assessment tool. This analysis can guide adjustments in item formulation to ensure a comprehensive evaluation of the intended construct.

**Table 19: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	3.693	2.877	4.247	1.370	1.476	.239	7

**Source: Primary Data**



The Summary Item Statistics indicate a mean score of 3.693 across the seven items, reflecting a generally positive sentiment among respondents. The minimum score is 2.877, and the maximum is 4.247, resulting in a range of 1.370, showcasing diversity in responses. The maximum/minimum ratio of 1.476 suggests a notable gap between high and low scores, indicating varied opinions. The variance of 0.239 points to moderate spread among item means, highlighting that while a majority agree with the items, there are still differing perspectives within the group. This variability suggests opportunities for further exploration of the underlying reasons.

**Table 20: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
Between People		426.861	218	1.958		
Within People	Between Items	314.134	6	52.356	95.739	.000
	Residual	715.294	1308	.547		
	Total	1029.429	1314	.783		
Total		1456.290	1532	.951		
Grand Mean = 3.69						

Source: Primary Data

The ANOVA results indicate significant variability in responses across items, with a Between People sum of squares of 426.861 and a Within People sum of squares of 314.134. The Mean Square for items is 52.356, yielding a high F-value of 95.739, which suggests substantial differences in mean responses across items. The significance level (Sig) is .000, confirming these differences are statistically significant. The grand mean of 3.69 indicates a generally positive sentiment among participants. Overall, these findings highlight varied perceptions within the community, suggesting a need for further exploration of the factors influencing these differences.

### Reliability OF Enrollment and Retention Rates of Girls in Schools (ERG)

**Table 21: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0
a. Listwise deletion based on all variables in the procedure.			

Source: Primary Data

The Case Processing Summary outlines the validity of responses in the analysis, highlighting that out of 530 total cases, only 219 cases (or 41.3%) were deemed valid. This indicates that a significant portion of the dataset—311 cases (or 58.7%)—was excluded, which raises important questions about the representativeness of the findings. The method of listwise deletion used for excluding cases means that any respondent with missing data on any variable was completely omitted from the analysis.



While this approach ensures that only complete data is considered, it can introduce bias if the excluded cases differ systematically from those included. Factors such as demographic differences, access to technology, or misunderstanding of survey questions may influence the rate of non-response.

This high exclusion rate suggests potential gaps in the data that could impact the reliability and generalizability of the results. Future analyses should investigate the reasons behind this exclusion to identify ways to improve response rates and data completeness in subsequent studies. Understanding the characteristics of both valid and excluded cases can provide context for interpreting results, ensuring that findings accurately reflect community sentiment and facilitate informed decision-making.

**Table 22: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.752	.753	6

**Source: Primary Data**

The reliability statistics indicate a Cronbach's Alpha of 0.752, suggesting a high level of internal consistency among the six items in the survey. Cronbach's Alpha values range from 0 to 1, with values above 0.7 generally considered acceptable for demonstrating reliability in psychometric assessments. This alpha value implies that the items consistently measure the same underlying construct, providing confidence in the survey's reliability.

Additionally, the Cronbach's Alpha Based on Standardized Items is 0.753, which is similar to the raw alpha, further confirming the consistency of the items when standardized. This consistency is crucial for ensuring that the data collected is reliable and can be used effectively for further analysis and interpretation. The strong reliability indicates that the items are suitable for capturing the intended dimensions of the evaluated construct, enhancing the validity of any conclusions drawn from the survey results. Overall, these statistics support the robustness of the survey instrument used in the study.

**Table 23: Inter-Item Correlation Matrix**

	ERG1	ERG2	ERG3	ERG4	ERG5	ERG6
ERG1	1.000	.554	.609	.190	.215	.080
ERG2	.554	1.000	.601	.153	.160	.158
ERG3	.609	.601	1.000	.174	.196	.154
ERG4	.190	.153	.174	1.000	.719	.523
ERG5	.215	.160	.196	.719	1.000	.571
ERG6	.080	.158	.154	.523	.571	1.000

**Source: Primary Data**



The Inter-Item Correlation Matrix reveals the relationships between the six survey items (ERG1 to ERG6), highlighting varying degrees of correlation among them. The strongest correlations are observed between ERG1 and ERG3 (0.609) and ERG2 (0.601), indicating that these items likely measure related aspects of the same underlying construct. This suggests that respondents who agree with one item are likely to agree with the others, enhancing the overall reliability of these measures.

Moderate correlations, such as between ERG4 and ERG5 (0.719), suggest a strong connection between these items, indicating that they assess closely related concepts. The correlation between ERG5 and ERG6 (0.571) also points to a shared dimension.

However, weaker correlations between items like ERG1 and ERG4 (0.190) and ERG1 and ERG6 (0.080) imply that these items may measure different constructs, which could warrant further investigation or refinement in the survey design. Understanding these relationships can guide researchers in interpreting survey results and ensuring that the items effectively assess the intended constructs. Overall, the matrix supports the reliability of certain item groupings while indicating potential areas for enhancement in survey alignment.

**Table 24: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	2.836	2.534	3.023	.489	1.193	.028	6

**Source: Primary Data**

The Summary Item Statistics indicate a mean score of 2.836 for the six items, reflecting an overall perception slightly below the midpoint of the scale. The range of 0.489, with minimum and maximum values of 2.534 and 3.023, suggests that responses are relatively clustered around the mean, showing moderate agreement among participants. The low variance of 0.028 indicates minimal deviation from the mean, pointing to a consensus on the evaluated constructs. However, the mean's position below the midpoint suggests potential areas for improvement, highlighting the need for further exploration of the issues addressed in the survey.



**Table 25: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
	Between People	686.321	218	3.148		
Within People	Between Items	31.164	5	6.233	7.989	.000
	Residual	850.336	1090	.780		
	Total	881.500	1095	.805		
	Total	1567.821	1313	1.194		
Grand Mean = 2.84						

**Source: Primary Data**

The ANOVA results indicate significant differences in responses among the items evaluated. The total sum of squares is 1567.821, with a grand mean of 2.84, suggesting that the overall average rating of the items is below the midpoint of the scale. The "Between People" sum of squares (686.321) shows considerable variation among individual responses. More importantly, the "Within People Between Items" sum of squares (31.164) has an F-value of 7.989 and a p-value (Sig) of .000, indicating statistically significant differences between the items. This low p-value (less than .05) suggests that at least one item differs significantly from the others in terms of participant responses. These findings imply that while there is consistency within individual responses, there are notable disparities between the items themselves, warranting further investigation into which specific items contributed to these differences and how they may impact the overall understanding of the evaluated constructs.

**Reliability OF Perception of the Value of Education for Women (PVW)**

**Table 26: Case Processing Summary**

		N	%
Cases	Valid	219	41.3
	Excluded <sup>a</sup>	311	58.7
	Total	530	100.0

a. Listwise deletion based on all variables in the procedure.

**Source: Primary Data**

The case processing summary indicates the following details regarding the dataset:

- **Valid Cases:** A total of 219 cases (41.3%) were considered valid for analysis, meaning these cases met the criteria necessary for inclusion in the statistical procedure.
- **Excluded Cases:** 311 cases (58.7%) were excluded from the analysis. This exclusion could be due to missing data or other reasons affecting their eligibility for inclusion.
- **Total Cases:** The entire dataset consists of 530 cases.

The note regarding "listwise deletion based on all variables in the procedure" signifies that cases were removed if they had missing values in any of the variables being analyzed. This approach ensures that only complete data sets were used for the analysis, potentially enhancing the accuracy of the results but also leading to significant data loss when many cases are excluded.



**Table 27: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.663	.726	7

**Source: Primary Data**

The reliability statistics presented indicate the following about the measurement scale used in the analysis:

- **Cronbach's Alpha:** The overall Cronbach's Alpha value is 0.663. This value suggests acceptable internal consistency for the items in the scale, indicating that the items are moderately correlated and measure a common underlying construct. Generally, a Cronbach's Alpha value above 0.7 is considered good, while values between 0.6 and 0.7 are seen as acceptable but may indicate room for improvement.
- **Cronbach's Alpha Based on Standardized Items:** The value here is 0.726, which is higher than the raw Cronbach's Alpha. This value indicates that if the items were standardized, the internal consistency would improve, suggesting that the scale may benefit from some adjustment or refinement to enhance reliability.
- **No of Items:** There are 7 items included in the scale. This number provides context for the reliability assessment, as the number of items can impact the overall reliability score.

Overall, while the Cronbach's Alpha indicates acceptable reliability, the values suggest that there may be room for improvement, particularly if the items were standardized. It may be beneficial to review the individual items for their contribution to the scale's overall consistency.

**Table 28: Inter-Item Correlation Matrix**

	PVW1	PVW2	PVW3	PVW4	PVW5	PVW6	PVW7
PVW1	1.000	.075	.057	.042	.054	.017	-.064
PVW2	.075	1.000	.584	.532	.488	.432	-.010
PVW3	.057	.584	1.000	.650	.561	.467	.003
PVW4	.042	.532	.650	1.000	.642	.505	.063
PVW5	.054	.488	.561	.642	1.000	.460	.078
PVW6	.017	.432	.467	.505	.460	1.000	.140
PVW7	-.064	-.010	.003	.063	.078	.140	1.000

**Source: Primary Data**

The Inter-Item Correlation Matrix provides insights into the relationships between the seven items (PVW1 to PVW7) used in your scale. Here's an analysis of the matrix:





## Key Observations

### Correlation Values

- **Values Range:** The correlation coefficients range from -0.064 to 1.000, indicating varying degrees of linear relationships among the items. Positive values indicate a direct relationship, while negative values suggest an inverse relationship.
- **Strong Correlations:** The strongest correlations are between:
  - PVW2 and PVW3 (0.584)
  - PVW3 and PVW4 (0.650)
  - PVW4 and PVW5 (0.642)

These values indicate that these pairs of items are positively related and may reflect similar constructs.

### Weak Correlations

- **Low Correlation Values:** Most other pairs, such as PVW1 with all other items (ranging from 0.017 to 0.075), show weak correlations. This suggests that PVW1 may not be well aligned with the other items in measuring the same construct.

### Negative Correlation

- **PVW1 and PVW7 (-0.064):** This indicates a slight negative correlation, suggesting that as responses to PVW1 increase, responses to PVW7 may slightly decrease, or vice versa. However, this correlation is very weak and likely not statistically significant.

### Implications

- **Item Redundancy:** The strong correlations among some items (like PVW2, PVW3, and PVW4) suggest potential redundancy. If items measure the same underlying concept, you might consider retaining the most representative ones and removing or revising the others to streamline the scale.
- **Diversity in Measurement:** The weak correlations of PVW1 with the other items suggest it may not be functioning as intended within the scale. Consider examining its wording or context to determine if it aligns with the overall construct being measured.
- **Further Analysis:** The next steps could involve conducting a factor analysis to explore the dimensionality of the items further. This can help determine if they cluster together into distinct factors or if they are measuring a single construct.



**Table 29: Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Item Means	3.558	2.868	3.963	1.096	1.382	0.213	7

**Source: Primary Data**

**Table 30: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig
Between People		388.712	218	1.783		
Within People	Between Items	279.967	6	46.661	77.703	0
	Residual	785.461	1308	0.601		
	Total	1065.429	1314	0.811		
Total		1454.141	1532	0.949		
Grand Mean = 3.56						

**Source: Primary Data**

The Summary Item Statistics provide an overview of the seven items in the survey. The mean score is 3.558, suggesting a moderate overall agreement among respondents. The range between the minimum (2.868) and maximum (3.963) scores indicates a variability in responses, reflecting differing opinions on the evaluated items. The maximum/minimum ratio of 1.382 indicates a relatively balanced spread of responses, while a variance of 0.213 suggests that responses are clustered around the mean, indicating some consistency among participants. Overall, these statistics imply that while there is agreement, there are also notable differences in perspectives across the items. The ANOVA results provide insights into the variability of responses among the seven items. The total sum of squares (1454.141) is divided into between-person variability (388.712) and within-person variability, which is further divided into between-items variability (279.967) and residual variability (785.461). The significant F-value of 77.703 with a p-value (Sig) of .000 indicates that there are statistically significant differences in the means of the items, suggesting that at least one item differs notably from the others. The grand mean of 3.56 reflects the average level of agreement across all items. Overall, these findings highlight the necessity to investigate which specific items contribute to these differences in perceptions among respondents.

## 5. FINDINGS AND CONCLUSION

### 5.1 Findings

This section presents an analysis of community attitudes and perceptions toward gender equality in education and women's empowerment, based on survey responses related to various constructs. The findings offer insights into areas where support for these ideas is strong, where ambivalence exists, and where there are opportunities for further community engagement and advocacy.

#### Data Quality and Reliability

Case Processing Summary: Out of 530 total cases, only 41.3% (219) were valid for analysis, while 58.7% (311) were excluded due to missing data. This significant exclusion rate, caused by listwise deletion, highlights potential data collection challenges and introduces concerns regarding the



generalizability of the results. The high exclusion rate suggests the need for more rigorous data collection methods in future research to ensure that larger and more representative samples can be retained for analysis.

### **Reliability Statistics**

CGE1-CGE6 (Gender Equality in Education): The Cronbach's Alpha for the scale assessing community perceptions of gender equality in education was 0.798, indicating good internal consistency among the items. This suggests that the items reliably measure attitudes toward gender equality in education and support for girls' education, leadership, and related topics.

PVW (Perception of the Value of Education for Women): The Cronbach's Alpha for this scale was 0.663, which is acceptable but suggests that there is room for improvement. When standardized, reliability increased to 0.726, indicating that slight modifications or adjustments to the items could enhance the consistency of the scale.

ERG (Enrollment and Retention Rates of Girls in Schools): The Cronbach's Alpha of 0.752 demonstrates good internal consistency, implying that the items effectively capture the underlying construct of community attitudes toward girls' school enrollment and retention.

### **5.2 Conclusion**

The study aimed to assess community attitudes toward gender equality in education, perceptions of the value of education for women, and the enrollment and retention rates of girls in schools. The findings reveal a predominantly positive sentiment towards these issues, although significant ambivalence and pockets of neutrality exist. Across the various constructs analyzed—gender equality in education, support for women's education, and economic and cultural factors affecting girls' education—there are both areas of strong support and areas requiring further attention. This conclusion synthesizes the key findings, highlights the challenges, and outlines recommendations for fostering a more informed and supportive community environment for gender equality and girls' education.

#### **Community Attitudes Toward Gender Equality in Education (CGE)**

The analysis of gender equality in education yielded several critical insights into the community's perceptions of this issue:

##### **Support for Equal Educational Opportunities**

The findings from CGE1 show a strong endorsement of gender equality in educational opportunities for boys and girls. A majority of respondents (47.0%) agreed, and an additional 43.8% strongly agreed with providing equal educational opportunities. This high level of agreement underscores that the community recognizes the importance of equal access to education for both genders, reflecting a progressive stance on gender equality.



**Minimal Opposition:** Only 0.9% of respondents disagreed with the statement, indicating that there is very little resistance to the idea of equal educational opportunities within the community. This suggests that the community is largely unified in supporting this principle.

**Neutral Responses:** Despite the overwhelming support, a small segment (8.2%) of respondents remained neutral. This neutrality might reflect uncertainty, lack of engagement with the issue, or a lack of awareness about the importance of gender equality in education. These respondents may benefit from targeted educational campaigns that emphasize the social and economic benefits of equal educational access.

### **Encouraging Women to Pursue Higher Education**

The findings from CGE2 reveal that the community is predominantly supportive of women pursuing higher education. A combined 86.3% of respondents either agreed or strongly agreed with the statement, reflecting a strong commitment to ensuring that women have access to advanced educational opportunities.

**Low Opposition:** Only 1.4% of respondents disagreed with the statement, while 0.9% strongly disagreed, showing very little resistance to the idea of promoting higher education for women. This indicates that the community is highly supportive of women's educational advancement.

**Neutrality:** About 11.4% of respondents expressed neutrality, which suggests that some individuals may not have strong opinions on the matter or may lack sufficient information about the benefits of higher education for women. Further advocacy could focus on engaging this group by highlighting the long-term benefits of women's education for both individuals and communities.

### **Women in Leadership Roles**

The responses to CGE3 indicate significant support for women's leadership roles in schools and local organizations. A total of 39.7% agreed, and 34.2% strongly agreed that women should hold leadership positions, demonstrating a strong positive sentiment toward gender equality in leadership.

**Moderate Neutrality:** However, 20.1% of respondents were neutral on the matter, suggesting ambivalence or uncertainty about women in leadership roles. This could be due to traditional gender norms that still influence perceptions of leadership within the community. Further advocacy and dialogue are needed to challenge these norms and promote the idea that women can be effective leaders in educational and organizational settings.

**Low Disagreement:** Only 5.9% of respondents disagreed with the statement, showing limited opposition to women's leadership roles. This suggests that while there may be lingering cultural reservations, outright opposition is minimal.



### **Education for Girls Relative to Boys**

The responses to CGE4 highlight a more mixed sentiment regarding the importance of educating girls compared to boys. While 30.6% agreed, and 25.6% strongly agreed with the statement, a large proportion of respondents (37.4%) remained neutral. This suggests that while there is some recognition of the importance of girls' education, many community members may still view boys' education as more important, or may not feel strongly one way or the other.

**Minimal Opposition:** Only 5.0% of respondents disagreed, indicating that outright opposition to educating girls is low. However, the high level of neutrality points to the need for further advocacy to shift perceptions more decisively in favor of girls' education.

### **Prioritizing Girls' Education Over Household Duties**

The responses to CGE5 reveal a reasonable level of support for prioritizing girls' education over household duties, with 35.6% agreeing and 26.0% strongly agreeing with the statement. This reflects a community that increasingly recognizes the importance of education for girls, even when it competes with traditional household roles.

**High Neutrality:** A significant proportion (35.2%) of respondents remained neutral, indicating that traditional gender roles may still exert considerable influence over how girls' time is allocated between education and household responsibilities. This ambivalence suggests that more work is needed to shift community perceptions and promote the idea that education should take precedence over household duties for girls.

**Minimal Disagreement:** Only 3.2% of respondents disagreed, showing little resistance to the idea of prioritizing girls' education.

### **Encouraging Girls to Complete Education Before Marriage**

The responses to CGE6 demonstrate strong support for the idea that girls should complete their education before getting married, with 49.8% agreeing and 26.5% strongly agreeing. This indicates that the community largely recognizes the importance of education as a foundational step before girls take on the responsibilities of marriage.

**Moderate Neutrality:** Despite this strong support, 21.0% of respondents expressed neutrality, suggesting that some community members may still feel uncertain about how to balance education with traditional expectations of marriage. This ambivalence presents an opportunity for further advocacy to reinforce the message that education should be prioritized for girls before marriage.

**Minimal Disagreement:** Only 2.7% of respondents disagreed with the statement, indicating that opposition to this idea is very low.



## Perceptions of the Value of Education for Women (PVW)

The analysis of the PVW scale reveals important insights into how the community perceives the value of education for women. While there is strong support for several aspects of women's education, some areas show more ambivalence or mixed responses.

### Education as Empowerment

The responses to PVW1 reveal a more divided sentiment regarding the idea that education leads to empowerment for women. Only 31.9% of respondents agreed or strongly agreed with the statement, while a substantial portion (41.1%) disagreed or strongly disagreed. This suggests that while some community members see education as a tool for empowerment, others may be more skeptical.

**High Neutrality:** A significant 26.9% of respondents were neutral on this issue, indicating that many community members may not be fully convinced of the link between education and women's empowerment. This highlights the need for targeted educational campaigns that emphasize the empowering effects of education for women, both personally and socially.

### Education Improves Family Welfare

The responses to PVW2 indicate strong community support for the idea that educating women improves the welfare and health of their families. A total of 71.7% of respondents agreed or strongly agreed with this statement, reflecting widespread recognition of the positive impact of women's education on family life.

**Low Opposition:** Very few respondents (4.1%) disagreed with this statement, suggesting that the community largely understands the connection between education and improved family outcomes.

**Moderate Neutrality:** However, 24.2% of respondents expressed neutrality, suggesting that there may still be room for further education on how women's education directly benefits families.

### Education for Financial Independence

The responses to PVW3 show that a large majority of respondents (74.4%) agreed or strongly agreed that education is essential for women to achieve financial independence. This finding reflects a strong belief in the economic benefits of education for women.

**Minimal Opposition:** Only 3.2% of respondents disagreed with this statement, indicating that resistance to the idea of education as a path to financial independence is low.

**Neutrality:** Around 22.4% of respondents were neutral, suggesting that some members of the community may still be uncertain about the economic advantages of education for women. Further advocacy could help clarify how education leads to improved financial outcomes for women.



### **Education Contributes to Community Development**

The responses to PVW4 reveal a positive perception of women's role in community development through education. A total of 73.5% of respondents agreed or strongly agreed that educated women contribute to the progress and development of their communities.

**Low Disagreement:** Only 4.6% of respondents disagreed with this statement, indicating strong community endorsement of the social benefits of women's education.

**Moderate Neutrality:** However, 21.5% of respondents were neutral, suggesting that some community members may not fully appreciate the role of educated women in driving community development. More efforts could be made to raise awareness of the broader societal benefits of women's education.

### **Educated Women Make Informed Decisions About Family Planning**

The responses to PVW5 reflect a moderate level of support for the idea that educated women are better equipped to make informed decisions about marriage and family planning. A total of 52.1% of respondents agreed or strongly agreed with this statement, while 36.1% remained neutral.

**High Neutrality:** The large proportion of neutral responses suggests that many community members may not see a clear connection between education and family planning decisions, or may be hesitant to express an opinion on this issue. This highlights the need for further education and dialogue on the role of education in empowering women to make informed decisions about their personal lives [7-11].

**Low Disagreement:** Only 11.8% of respondents disagreed, indicating minimal resistance to this idea.

### **Education Challenges Traditional Gender Roles**

The responses to PVW6 show overwhelming support for the idea that education helps women challenge traditional gender roles. A total of 79% of respondents agreed or strongly agreed with this statement, reflecting strong belief in the transformative power of education to disrupt gender norms.

**Minimal Opposition:** Only 2.7% of respondents disagreed with this statement, indicating very little resistance to the idea of education as a tool for challenging gender roles.

**Moderate Neutrality:** About 18.3% of respondents expressed neutrality, suggesting that while most community members recognize the role of education in challenging traditional norms, some may still be unsure or hesitant to embrace this idea fully.

### **Educated Women Ensure Children's Education**

The responses to PVW7 reveal the most divided sentiment within the community, with 33.3% of respondents agreeing or strongly agreeing that educated women are more likely to ensure their children, especially girls, receive a good education. In contrast, 36.0% of respondents disagreed or



strongly disagreed, and 30.6% remained neutral.

**Divided Sentiment:** The nearly equal split between agreement and disagreement suggests that this issue is particularly contentious within the community. Some may feel that education does not necessarily influence a woman's decision to prioritize her children's education, while others see a clear connection between the two.

**High Neutrality:** The large proportion of neutral responses reflects uncertainty or ambivalence on this issue, indicating that further dialogue and engagement are needed to address differing opinions and clarify the benefits of women's education for future generations.

### **Enrollment and Retention Rates of Girls in Schools (ERG)**

The analysis of enrollment and retention rates of girls in schools (ERG) reveals a more divided community sentiment compared to the other constructs. While some respondents recognize progress in these areas, a substantial portion remains skeptical or uncertain about the current state of girls' education.

#### **Enrollment Increases**

The responses to ERG1 show a significant level of skepticism regarding the claim that the enrollment of girls has increased in recent years. Only 22.4% of respondents agreed with the statement, while 37.9% disagreed or strongly disagreed. Additionally, 39.7% of respondents were neutral.

**High Neutrality and Disagreement:** The large proportion of neutral and dissenting responses suggests that many community members are either unaware of or unconvinced by claims of increased enrollment. This indicates a need for more transparent communication about enrollment trends and the factors driving these changes.

#### **Community Support for Retention**

The responses to ERG2 reveal mixed perceptions of community support for keeping girls in school. A total of 31.5% of respondents agreed with the statement, while 37.9% disagreed, and 30.6% were neutral.

**Divided Sentiment:** The almost equal split between agreement and disagreement suggests that community support for girls' education is perceived differently by various segments of the population. Efforts to build stronger community-wide support for girls' education may be needed to foster a more cohesive environment that encourages girls to remain in school.

#### **Dropout Rates**

The responses to ERG3 indicate widespread concern about dropout rates among girls, with 53% of respondents disagreeing or strongly disagreeing that dropout rates have decreased. Only 18.3% of respondents expressed agreement, and 28.8% were neutral.





**Strong Disagreement:** The high level of disagreement suggests that dropout rates remain a significant issue within the community, and many do not perceive that sufficient progress has been made in reducing them. This finding points to the need for targeted interventions to address the factors contributing to dropout rates, such as financial barriers, cultural norms, and lack of community support.

### **Government Incentives**

The responses to ERG4 reveal more balanced perceptions of the role of government incentives in encouraging families to send their daughters to school. A total of 39.7% of respondents agreed with the statement, while 31.1% disagreed, and 20.1% were neutral.

**Balanced Views:** The relatively balanced distribution of responses suggests that while some community members recognize the impact of government scholarships and incentives, others remain uncertain or skeptical. Efforts to raise awareness of these programs and their benefits could help improve perceptions and increase participation in girls' education.

### **Cultural Norms Supporting Girls' Education**

The responses to ERG5 reveal deep divisions within the community regarding whether cultural norms have changed to favor girls' education beyond primary school. While 36.1% of respondents agreed with the statement, 49.7% disagreed, and 14.2% were neutral.

**Significant Opposition:** The high level of disagreement indicates that many community members feel that cultural norms still pose significant barriers to girls' education. This finding highlights the need for cultural interventions and advocacy efforts aimed at shifting these norms to create a more supportive environment for girls' education.

### **Parental Commitment**

The responses to ERG6 show mixed perceptions of parental commitment to keeping girls in school. A total of 37% of respondents agreed with the statement, while 36.6% disagreed, and 26.5% were neutral.

**Divided Sentiment:** The near-equal split between agreement and disagreement suggests that parental commitment to girls' education is not uniform across the community. Efforts to engage parents and emphasize the long-term benefits of girls' education may be necessary to strengthen this commitment [12].

### **Conclusion**

The overall analysis of community attitudes toward gender equality in education, the value of education for women, and the enrollment and retention rates of girls in schools reveals a complex landscape with both strong support and significant ambivalence. The community largely embraces gender equality in education, with widespread endorsement of equal opportunities, women's leadership, and the importance of girls' education. However, high levels of neutrality across several



items indicate that a substantial portion of the community remains uncertain or uninformed about certain aspects of these issues.

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