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Impact of Post-Secondary Education on Future Aspirations of Female Students Studying at University of Rajshahi

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University of Rajshahi

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PhD Dissertation

Researcher

ABIRA SADI
Session: 2009-2010

Institute of Education and Research (IER)
University of Rajshahi, Bangladesh

November, 2014

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Dedicated to the women who are facing many challenges to build up a successful educational career in Bangladesh as well as in other parts of the world.

Declaration

I do thereby declare that the dissertation entitled **"Impact of Post-Secondary Education on Future Aspirations of Female Students Studying at University of Rajshahi"** submitted to the Institute of Education and Research, University of Rajshahi, Rajshahi, Bangladesh for the degree of Doctor of Philosophy is an original work of mine. No part of it in any form, has been submitted to any institute or university for any degree, diploma or for other similar purposes. I am sole proprietor of this dissertation.

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</div>

CERTIFICATE

This is to certify that the dissertation entitled **"Impact of Post-Secondary Education on Future Aspirations of Female Students Studying at University of Rajshahi"** is an original work accomplished by Abira Sadi. She has conducted this research under my supervision at the Institute of Education and Research, (IER), University of Rajshahi. As far as I know the dissertation has not been submitted (in whole or in part) elsewhere for any degree, diploma or publication. I do hereby recommend her to submit the dissertation for the fulfillment of the requirement for the degree of Doctor of Philosophy.

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and
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November, 2014

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Abstract

The prime goal of this research work was to find out the impact of post-secondary education on future aspirations of female Masters' degree students (FMDS). The researcher wanted to find out about the future plans of those few women who did have access to higher education, i.e., how they wished to build their careers and contribute to their families, communities and their country, using their tertiary education. In its second phase, it endeavoured to find out the impact of achieving post-secondary education on future aspirations of women by comparing the future aspirations of female Master's degree students' with the aspirations of those women who did not acquire post-secondary education. As it comes up in the research, post-secondary education has a significant effect on shaping women's dreams and a secured future. That is, post-secondary degree appeared as a positive factor in having a successful career, better family as well as a dignified social life.

The methods used in order to achieve objectives of the study were both quantitative and qualitative in nature. With the help of social survey method and administering semi-structured questionnaires, impacts of post-secondary education on future aspirations of female Master's degree students have been discovered. About 150 female students of University of Rajshahi, who had already completed their Bachelor's (Honours) degree and had enrolled into Master's level of education (session 2009-2010) with their age ranging between 22 to 26 years, were selected as the respondents of this research work. They were selected by random sampling method. In order to find the impact of post-secondary education on future aspiration, matched pairs respondents (MPRs) of each of the FMDS respondents were selected. Matched pair of each of the FMDS respondents had similar age, father's education, area of residence (rural/urban/sub-urban), and family income, but failed to achieve any post-secondary education, in spite of having completed higher secondary education.

Impacts of post-secondary education on future aspirations were revealed through comparing the situation and opinions of the FMDS respondents and their matched pairs (MPRs) the most important facts that have been brought to light were that post-secondary education helped female students to become self-conscious and self-

dependent. Unmarried female Master's degree students (FMDS) could play a vital role in selecting their own bridegroom at the time of their marriage. They could also gain the courage to reject marriage proposals with demands of dowry. Most of the FMDS had plans for a professional life. They were very much inspired to involve themselves in different socio-political activities to build the nation. The FMDS also had high ambitions regarding their children's lives. Women with post-secondary education were better equipped to hold a high status in their own community, society and at national as well as international levels. The FMDS believed that their tertiary education would help them to go a long way in future. This study revealed that a less educated woman had a limited number of options as compared to a highly educated girl, who knew much more and could choose a better occupation in future by utilizing all the options she had. She knew which career would be better for her, and what type of person would be appropriate for her as a husband. She could always perform proper activities as a citizen. Post- secondary education also makes a woman empowered and helps to promote gender equity and encourages wider participation of women in the society. The study found that the post-secondary education was a significant factor that immensely influences the overall aspirations of women.

Acronyms

BANBEIS   Bangladesh Bureau of Educational Information and Statistics

BBS   Bangladesh Bureau of Statistics

H.S.C   Higher Secondary Certificate

IER   Institute of Education and Research

NGO   Non Government Organization

SPSS   Statistical Package for Social Sciences

S.S.C   Secondary School Certificate

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Chapter One
INTRODUCTION

1.1   Background of the Study

Gender parity is necessary for smooth functioning and development of society. However, Bangladesh is a male dominated and patriarchal society and hence, women face discriminations from their childhood (Hoque, 2009, p.53). They are discriminated against in food sharing, education, freedom in expression of thought, right to property and matters of decision making. They face many constraints − insecurity, burden of household works, religious bias etc. (Ahmad, 2001). It has been observed that 29.80% of males and 28.30% of the females have completed primary education in Bangladesh. On the other hand, 5.86% of the males and 4.54% of the females have studied up to S.S.C level. As expected, only around 2.34% of the women, as compared to 3.81% of the men have completed higher secondary level (H.S.C) education. At the Bachelor's degree level, the situation of male-female disparity is even more vividly exposed ─ only 0.92% of women completed their Bachelor's degree as compared to 2.17% of men (GPRB, 2011).

Nowadays, it is very important and a vital issue for women to acquire appropriate knowledge and higher education in order to perform social activities effectively and to improve their quality of life (Naiem, 2002). To address the matter, the government of Bangladesh has already become conscious and declared women's education as a priority (Ahmed, 1999). Education   works as a means of women's higher status and plays a vital role to improve the quality of living and it can also help them to develop a matured personality to function as a conscious and active citizen (Huq and Khatun, 1992).

This study mainly focuses on how these female students who have already achieved their Bachelor's (Honours) degree could overcome and penetrate through all these constraints and how they wish to utilize their post-secondary education, in molding their lives.

The proposed research is designed to find out the impact of post-secondary education on future aspirations of the female students at University of Rajshahi ─ what they want to do after completing their higher education, what are their aspired roles as citizens, as earning persons, as wives, as mothers, as members of different voluntary groups etc, in comparison to their counterparts who did not get any post-secondary education.

We know that generally women's roles have been defined as wives and mothers in most societies. But educational opportunities for women at higher levels, including the opportunity of being engaged in white collar professions are being observed at a greater rate nowadays (Mostakim, 1996). This is clear from the proportion of the female students studying at different universities and by continuing higher education, they can cut through all the discriminations that they have been encountering and also gain a determination to rise up to the top positions in society (Islam, 1982).

In many families in Bangladesh, girls are considered as a burden. As a result, the parents send their daughters to school only to prepare them for marriage (Noman, 1984, p.5). In most cases girls barely cross secondary and higher secondary levels of education, before they get married. Many of the women do not get the chance to enroll at the post-secondary level. However, of those who do get the opportunity to enroll at the post-secondary level, some discontinue their studies owing to different socio-economic factors (Islam, 1982).

In Bangladesh more females are coming into the scene for post-secondary education in recent years. The desire of parents who were deprived of higher education, now permit their daughters to enroll into post-secondary institutions (Islam, 1982). This opportunity of higher education is ensuring a better chance for their gaining an established position in society (Haq and Khatun, 1992). It is a great opportunity for them, through which they can develop positive attitudes and a stronger ability to express their feelings and desires. It helps to generate free thinking capabilities among women which lead them to relate their future aspirations to the real life situations (Islam, 1982).

Table 1.1: Difference between male and female enrollment in university education, 1995-2009.

Year	Management	Number of students			% of students		Difference between males and females
		Total	Male	Female	Male	Female	
1995	Public	65,251	50,066	15,185	76.7	23.3	53.4
	Private	1,444	841	601	58.4	41.6	16.8
	Total	66,695	51,510	15,185	77.2	22.8	54.4
2000	Public	77,865	59,055	18,810	75.8	24.2	51.6
	Private	18,264	9,637	8,627	52.8	47.2	5.6
	Total	96,129	68,692	27,437	71.5	28.5	43.0
2005	Public	1,16,397	86,922	29,475	74.7	25.3	49.4
	Private	88,669	68,048	2,621	76.7	23.3	53.4
	Total	2,05,066	1,54,970	50,096	75.6	24.4	51.2
2009	Public	13,82,216	8,29,228	5,52,988	59.1	40.0	19.9
	Private	2,00,939	1,51,814	49,125	75.6	24.4	51.2
	Total	15,83,155	9,81,042	6,02,113	61.9	38.0	23.9

Source: BBS, 2011; BANBEIS, 2008 and 2010.

Participation of women in higher education is still very poor in Bangladesh (Naiem, 2002). Because of a variety of reasons only 38.0% of the university students were women in 2009 (BBS, 2011; BANBEIS, 2010). Females comprised only around 30.5% of the total students studying at University of Rajshahi in 2009 (BBS, 2011; BANBEIS, 2010).

Progress of a country or nation cannot be measured without measuring the level of education of women (Khyrunnahar, 2004). But without achieving higher education no woman can assume a stable position in her family and society. For this reason, in order to take control over all the living situation and to make her life secured, a woman must peruse higher education that helps her enter into a broader society (Ahmed, 1999). It leads to a changed scenario where women come out of their surroundings to face the outside world (Khanam, 1998). Professional women have understood the need of proper management as she plays a dual role − inside and outside her home (Rahman, 2001).

This research is based on female Master's degree students who were always interested to realize their aspirations related to their careers and future families. The researcher tried to know the pathways which the Master's degree students planned to follow in order to apply their newly acquired higher education, what the effects of higher education would be on their lives, the problems that arised when they wanted to continue their post-secondary education, the reasons for which they continued higher education; their knowledge about the job market; their thoughts for their future husbands and children etc.

This study also compares the future aspirations of these Bachelor's (Honours) degree holder women to those women of their age (with similar socio-economic condition), who did not get the opportunity to achieve post-secondary education. Here, the researcher aims to explore the dreams of women's future lives influenced by the post-secondary education in Bangladesh and tries to learn about the strategies and initiatives that might be taken by the female students in future and how they were able to solve and to overcome those difficulties they had faced in their journey of achieving higher education. The researcher also presumes that many of the problems, experienced by women in Bangladesh, are similar to those which are experienced by women in other developing countries.

1.2 Statement of the Problem

Education prepares the base of a person's future occupation, career and his/her personal position within the family, community and society. The higher the level of a person's achieved education, the higher aspirations he/she may have regarding his/her future life. Higher education makes a person more confident (Nussbaum, 2003). The constitution of Bangladesh declares equal opportunity for all, irrespective of class, caste and gender in acquiring higher education. But in reality access to higher education is not equal for all, and it is more difficult for women to gain access to tertiary education (Khatun, 2003).

The importance of education as a means of acquiring knowledge and raising awareness of women is enormous (Naiem, 2002). Thus it is important to know about the future plans of those few women who do get access to higher education ─ i.e., how they wish to contribute to their families, communities and their country, using their tertiary education. The primary aim of this study is to know about the future aspirations of those women who have already achieved post-secondary education to some extent. In its

second phase, it endeavours to find out the impact of achieving post-secondary education on future aspirations of women by comparing the future aspirations of university graduate women with the aspirations of those women who did not acquire post-secondary education.

1.3 Definition of the Key Concepts

1.3.1 Post-secondary education

In this research the researcher uses the term 'post-secondary education' to mean education usually imparted in universities/colleges (from Grade 13 to doctoral levels), after attaining the Higher Secondary Certificate (H.S.C). She deliberately uses the term 'post-secondary education' here rather than using the term 'higher education' because, in Bangladesh a misconception exists about higher education. Most people in Bangladesh confuse the term 'higher education' with a Master's degree or a doctorate degree. However, this study includes under-graduate level (grade 13-16) within the range of the term 'higher education'.

Post-secondary level of education refers to Bachelor's (Honours) level of education that requires at least 16 years of schooling (without repetition). 'Higher education' and 'tertiary' education have been used here synonymously with 'post-secondary education'.

1.3.2 Aspirations

Aspiration is a desire or ambition for which someone is motivated to work very hard. Future aspirations are simply the goals one has set out to achieve in her current profession, family etc.

1.3.3 Female student

In this research, by 'female students' we mean the women studying at the post-graduate level (Master's degree) in University of Rajshahi, (session: 2009-2010). In short these female students are referred to as FMDS (Female Master's Degree Students).

1.3.4 Matched pair

Matched pair refers to women who were similar to the student respondents with respect to living area, fathers' education and family income but unlike the FMDS respondents could not enroll in post-secondary education after passing H.S.C examination. Each of the female Master's degree students had her matched pair in this study. In short, these respondents are referred to as MPR (Matched pair respondents).

1.4 Purpose and Research Questions

The purpose of this study is to know the impact of post-secondary education on future aspirations of female university students.

The study will attempt to answer the following questions:

(a) What type of socio-economic background do the female Master's degree students of University of Rajshahi have?

(b) How do the female Master's degree students of University of Rajshahi want to use their higher education in molding their professional careers, their family and how do they want to contribute to their society and the nation as a whole?

(c) How do the matched pairs aspire to contribute to their family, society and the nation as a whole?

(d) To what extent does higher education influence female Master's degree students' future aspirations?

1.5 Objectives of the Study

The main objective of this research is to find out the impact of post-secondary education on future aspirations of the post-graduate students of University of Rajshahi (session 2009-2010). Specific objectives of the study are as follows:

i. To study the socio-economic background of the female Master's degree students of University of Rajshahi.

ii. To find out the future aspirations of the female Master's degree students using their higher education in molding their future lives- their professional careers, their family and how they wanted to contribute to their community, society and the nation as a whole.

iii. To find out the overall socio-economic background and future aspirations of the matched pairs of the female Master's degree students.

iv. To see if there are any differences in the future aspirations of female students studying at Master's degree level at University of Rajshahi and those who did not achieve any post-secondary education. This difference would indicate the impact of post-secondary education on future aspirations of women.

1.6   Rationale of the Study

In Bangladesh, most female students do not get the chance to enroll at the post-secondary level. Many of them discontinue their study due to problems, which are associated with their socio-economic situation. In order to utilize the human resource developed by the education achieved by those women who do complete post-secondary education, it is necessary to know about their future aspirations. This study, as far as the researcher knows, is the first in this area in Bangladesh context and its findings will certainly add to our existing knowledge. Results of this study can lead to further research — e.g., after 5/10 years, a study could be carried out to see the extent to which the aspirations of the female Master's degree students and their matched pairs have been achieved.

The researcher did not find any other study that was carried out from the perspective of higher educated female students for their future role. Additionally, she could find no research that has been conducted exploring higher educated women's future aspirations and their dreams in developing countries. So, it can be said that an attempt to know female students' career interests, and their dreams about their future family and professional life it is very necessary to endeavour.

The objective of this study is to study the impact of post-secondary education on future aspirations of female university students, which is very important in understanding what the future generations (especially women) want to do after completing their university education. Findings of this research are likely to be helpful to researchers, social workers, and policy makers.

1.7   Limitations of the Study

No research is completely free from inadequacies and limitations. So far the knowledge of the researcher goes, no in-depth research on impact of post-secondary education on future aspirations of female students has been undertaken in Bangladesh. So, the researcher had to face a lot of difficulties to complete this research. However, the primary data of this study have been collected from female Master's degree students and their matched pairs who did not have the opportunity to obtain post-secondary education. It was a difficult job to collect data from the five residential halls earmarked

for female students as there was a restriction for outsiders to enter these halls. The researcher collected data only from female students who were studying in University of Rajshahi. Thus the data reflect the aspirations of the students of this university.

The matched pair respondents have been selected from whole Bangladesh matching with age, living area (rural, urban and sub-urban), and fathers' education and family income of the student respondents. It was very difficult to find out the matched pairs who lived outside Rajshahi. The researcher tried very hard to overcome the difficulty. Most of the matched pairs were married. They had to manage their family. So, they hesitated or felt reluctant to fill in the questionnaire. They also hesitated to write their actual feelings. Specially, they thought that their husbands or in-laws would not accept this positively. Generally, they felt uneasy to express their actual feelings. They thought it was useless and needless to say anything about the discontinuation of their studies and future aspirations. However, the researcher aptly tried to convince these matched pair respondents to fill in the questionnaire sincerely.

Along with these, some other technical limitations emanated from the fact that data were collected using a questionnaire schedule written in Bangla, and interviewing have also been conducted in their mother tongue but finally these data and information have been translated in English. Because of this some important aspects may have been left out though the researcher was very sincere regarding collection of data. It was time consuming for the researcher to collect data from the respondents. All students were not willing to give actual information, as their information were personal in nature. Yet the researcher tried to overcome all obstacles.

This study is a small-scale research work involving some graduate female students at University of Rajshahi. The findings of this research work cannot be generalized at the national level. But it can give an idea of the actual scenario. However, it is true that some times lower level of aspiration was a reason for not receiving post-secondary education.

Chapter Two
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

This chapter contains a review of the literature that is relevant to this study aiming at studying the impact of post-secondary education on future aspirations of female students. These literatures have been presented here under several subheadings. These are: (a) impact of socio economic factors upon students' future aspirations (b) impact of the role of gender on students' future aspirations (c) women students' education and career aspirations and (d) role of other factors on students' future aspirations. Each body of literature is reviewed below:

2.1.1 Overall scenario of girls' enrollment and retention

In Bangladesh, girls' enrolment rate in secondary education is not satisfactory. Girls' enrolment rate in the government secondary schools is 48% and in the non- government schools it is 53.87%. On an average, girls' enrolment rate at secondary level is 53.69%. Their dropout rate (39.37%) is also higher than the boys (27.80%) (BANBEIS, 2009).

This picture indicates that only about half of the girls get the opportunity of being enrolled in secondary education, again 39.37% of them cannot complete secondary education. The finding is shocking and it reveals the reality that very few girls can make themselves eligible for higher education. Though, secondary education is the key to get access to higher education, the values and norms of our country often force girls to receive secondary education of low quality. This hinders their participation in higher education; sometimes it restricts their entry into the more competitive fields of study−areas like natural sciences, medicine and engineering (Daniel, 2006). Unfortunately, girls' lower rates of access to secondary education sometimes have restricted women's access to post-secondary education in many developing countries in Africa and East Asia (Daniel, 2006; Dundar and Haworth, 1993).

If women face many obstacles in receiving higher education, it is not so easy for them to think about their future career and workplace (Srinivas and Shah, 1980). But any kind of women education-formal or non-formal-helps them to be empowered. It helps a woman to gain self-respect, self-confidence and increase their capability of becoming better wives and mothers (Rayor's, 2005, as cited in Huq, 2008; Aikman and Unterhalter, 2007). It can also give a sense of economic security, ability to earn a living, get control over income, household decision-making, self-confidence and self-respect; all these are elements of women's empowerment that secure a good position in society. Gaining ability to work effectively as a social being, ability to participate in public protests and ability to become politically aware- can all be earned through education (Burchfield, 1996 as cited in Moulton, 1997 and Parpart, 1995).

In this connection, Nussbaum (2003) identified that women's ability to develop social relationship and to achieve the important social good of self-respect, to live with dignity, and to cultivate the power of thought and expression–can be earned through education. And only by dint of this education, one can open the door of her future life according to her aspirations. It could be more simply stated that the connection between education and career aspirations is consistent with prior research and make sense if we assume that a young woman who aims at becoming established in society will need higher level of education to achieve their goals. (Hellenga *et al.*, 2002; Herz and Sperling, 2004).

2.1.2 Students' future aspirations

Student life is the ideal time when a woman can think about her career and can plan her total life. Because, the thoughts during this period can bring many changes which can play an important role in their career performance and future aspirations, (Watson *et al.*, 2002; Bardick and Bernes, 2005; Gottfredson, 1996). But Shumba and Naong (2012) showed in their research that new students all over the world usually face dilemma in making a future career plan and in taking decisions in their lives. Yet every one must undergo the process of making a career choice. One's future aspirations are influenced by some factors like the environment in which they live, their personal aptitudes, educational quality etc. In this regard, their environment at birth, their upbringing, educational efficiency, parents' education, work opportunity etc. and many similar factors affect their planning and thinking regarding their future life (Bandura *et al.*, 2001 and Watson *et al.*, 2010).

For decades, Bangladeshi women did not get opportunity to be educated. The society did not allow them to enjoy this opportunity. But recent trends have shown that female education has become a matter of interest for the educators, administrators and policy makers (Mostakim, 1996). But it is important to know about the future plans of those few women who do get access to higher education – how they wish to contribute to their families, communities and their country, using their tertiary education. In most cases girls aspire for social type of profession, while boys like to choose some research oriented jobs as a future profession (Watson *et al*., 2010; Heskestad, 2013).

In the present research, the researcher endeavours to understand how the female students wanted to use their achieved education in their future conjugal life, workplace and how they wanted to fulfill their dreams, by shouldering their responsibilities towards husband, children and parents.

After reviewing the relevant literature, the researcher describes below under separate headings the impact of the variety of factors on students' future aspirations.

2.1.3 Impact of socio economic factors on students' future aspirations

Twentieth century marks more enthusiastic participation of women in working sectors than any time before. Their career aspiration is also prominently noticeable (Nieva and Gutek, 1981, as cited in Crawford, 2000).Various kinds of factors are influencing their aspiration. Besides, nowadays female student are more concerned about the impediments towards their career development like economic condition, race, gender etc (Stitt-Gohdes, 1997).

In different research works on the education sector, it is found that a student's socio-economic condition leaves an important impact on her higher education and future aspiration as well (Gottfredson, 1981 ; Sellers *et al*., 1999, as cited in Watson and McMahon, 2005; Ngesi, 2003; Jodl *et al.*, 2001 and Domene *et al*., 2003). Especially college students and young adults cite family as well as parents as an important influence on their choice of career (Knowles 1998, as cited in Hashim and Embong, 2013; Mau and Bikos 2000 and Trivedi, 2010).

Students with poor economic condition cannot plan their future properly due to their economic instability. Dearth of money besieges their thoughts. As a result, they face

many difficulties in deciding what their career aspirations should be and cannot think much beyond their own limitations. Career aspirations of young female students who came from lower-income families were generally confined to experiences of their family members, relatives and friends and gladly added these with their thinking regarding choice of their future professions. Their surroundings not only influence their future professions but also affect their experience and the information which they have acquired at different stages. They cannot think anything new beyond this (Ali, McWhirter, and Chronister, 2005, as cited in McWhirter *et al.*, 2007; Brown and Barbosa, 2001; Trusty, 2002; Ngesi, 2003). But it can be seen that students from middle class and upper class can plan to arrange their career more nicely and in a well calculated way. According to the point of view of the student respondents, who work hard for their tertiary studies, try to organize their lives in a new way to fulfill their parents' dreams. On the other hand, students who are financially stable, try to rearrange various steps of their future life by using the lessons learned in their experiences (Sumba and Naong, 2012; Sellers *et al.*, 1999, as cited in Watson and McMahon, 2005). In spite of all these hindrances future aspirations is a very important thing for all students, which plays a vital role in their career development (Gtottfredson, 1981; Farmer, 1985 and Sttit-Gohdes, 1997).

In this research, the researcher expressed her interest to know whether family background has any influence on the female students in receiving higher education because students have come from different socio-economic conditions. The research works mentioned above provide a theoretical base for this kind of investigation.

Here the researcher reviewed the direct effects of unequal socio-economic conditions on aspirations and expectation among the female Master's degree students. The lifestyle, ambience of their upbringing and achieved education of each and everyone determine their future (Dorsey, 1996, as cited in Gwirayi, 2010; Gordon, 1995 as cited in Mapfumo *et al.*, 2002; Ferry, 2006). In spite of having been brought up in the same social status, differences can be seen in the students' future aspirations (Srinivas and Shah, 1980). The difference in thinking is also evident between male and female (Ferry, 2006).

Though career aspiration is a very important factor, it is also found that women were more concerned than men with the social activities related to a career in making their choice (Sax, 1994). After attaining a certain level of education, students sow the seed of future life. A female student dreams of her future husband, family and children. These

are her inherent desires but at the same time they want to become established in the society. Her personal quality, whole surroundings and her own mentality about achieving education work as a foundation for all these things. They take more interest in choosing their future profession which they have seen since their birth and which they got habituated with (Ferry, 2006; Dick and Rally, 1991; Jawitz *et al.*, 2000; Mudhovozi and Chireshe, 2012; and Southwick, 2000 as cited in Shumba and Naong, 2012). By expressing the same view Herr and Cramer (1996, as cited in Domenico and Jones 2006) stated that no student can be totally unaffected by the socio-economic condition while doing a job, or in making any plan about his/her future profession.

This research also attempts to know whether there are any differences in the future aspirations of two girls who are similar in terms of age, economic status, residential area and fathers' education, but differ in achieved education. The study also endeovours to understand how they overcome their negative socio-economic condition by attaining higher studies. These ideas helped the researcher to properly chalk-out the objectives of this research.

With the endeavour to know whether the post-secondary education influences a female student or not, it is logical to review these types of researches. A woman can go forward or fall behind owing to their socio-economic situation and also on account of their achieved level of education. This has been seen as the main bearing of this research work.

By reviewing different researches on the subject, the researcher found that many of the young students who have come from lower socio-economic stratum have various ambitions but they do not have the ability to pursue a career according to their desired goal. As a result they do not   get a good opportunity to fulfill their future dreams (Valadez, 1998, as cited in Bardick and Bernes, 2005; Ali, McWhirter, and Chronister, 2005, as cited in McWhirter *et al.*, 2007; Brown and Barbosa, 2001; Trusty, 2002; Ngesi, 2003).

Girls of the poor families are automatically left out of higher education. It is a common experience that poor parents often sell or mortgage out a portion of their land to a rural money lender in order to help their sons pursue post-secondary education. They believe that, if they can educate their son he can uplift the status of his family but they have no such hopes regarding their female child (Islam, 1982, 81).

The current researcher endeavours to know whether these factors affect the students positively or negatively. By using schedule questionnaires the present researcher tried to squeeze out the different types of future aspirations and dormant desires of female Master's degree students and their matched pairs. If they have some dreams for the society and country besides their family and if these are changed or modified by their acquired higher studies or because of the influence of their socio-economic condition, then it deserves much importance in this research.

By keeping up with various customs of family and society, some female students manage to fulfill their aspiration in their lives. Many of them become successful in achieving their desired goals by overcoming different barriers in their journey, while some of them dropout in the middle (Nussbaum, 2003). Due to early marriage they cannot continue their study to the end (Chowdhury, 2004). They have to cope up with the ambience of their fathers' house and then in-law's house and for this reason their future aspiration vanishes or changes in many cases (Arends-Kuenning and Amin, 2001; King and Hill, 1995).

In case of changing future aspirations the factors involved include family, school and peers (Kniveton 2004; Mathombela, 1997, as cited in Shumba and Naong, 2012; Salami 2007). In addition, level of parental education also influences students' occupational goals and in case of choosing a future profession family plays the role of the most significant predictor. Students can receive information and guidance about career aspirations directly or indirectly from their family. In a family, parents' desire, power, interest, mentality etc. can combindly make the foundation of a children's career development. Their inspiration works as an artisan to build up their life and their discouragement pull them backward which cannot move them forward. Parental support and encouragement are important factors that have been found to influence career choice and aspirations (Taylor *et al*., 2004; Salami, 2007; Guerra and Braungart-Rieker 1999; Mickelson and Valasco 1998; Otto, 2000; Crockett and Binghham, 2000; Wilson and Wilson, 1992, as cited in Zhang, 2012; Kniveton, 2004 and Hairston, 2000).

Especially college students and young adults cite family as well as parents as an important influence on their choice of career (Knowles, 1998, as cited in Hashim and Embong, 2013; Mau and Bikos, 2000; Wilson and Wilson, 1992, as cited in Ghuntla *et*

al., 2012). In addition parents' educational qualification can affect a student's future life in many ways. Parents having higher education inspire their children to archive higher education. Parents with little education generally are not well aware of the favorable results of higher education (Mutekwe, Modiba and Mophpsa, 2011, Sumba and Naong, 2012). If their children can pass the secondary and higher secondary levels of education they think these are enough for them (Raynor, 2005, as cited in Huq, 2008).

Some studies suggest that both parents' education and income influence career aspirations (Mau and Bikos, 2000), whilst few of these studies show that only parents' education is an influencing factor (Hossler and Stage, 1992, as cited as Wimberly and Noeth, 2004; Wilson and Wilson, 1992, as cited as Sumba and Naong, 2012). Generally, the children of a teacher also choose teaching as a future profession. Children with business background chose business as their profession, if the parents are associated with agriculture the children also chose this, and if the parents are service holders, children choose service as their future profession (Wahl and Blackhurst, 2000).

Mullis, Mullis, and Gerwhels (1996) found that students' career aspirations tended to match their parents' occupation. For example, students whose parents were in unskilled occupations tended to be more interested in realistic occupations, while students whose parents were in professional or skilled occupations tended to be more interested in artistic, social or conventional occupations (Mullis *et al.*, 1996; Mickelson and Velasco, 1998; Wims, 1994, as cited in Sumba and Naong, 2012). These findings highlight the influence of parental role modeling on children's occupational interests. In this current research, the researcher got the chance to know whether the educational qualification or profession of parents influence their female child's future aspiration or not. Generally a family's head is a father. Male children look up to him as a model. For this reason the father's occupational status is highly correlated with his son's occupation (Blau, 1992; Conroy, 1997).

Other studies have separately examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decisions/aspirations of their children than fathers. Mother's occupation was credited with impacting children's aspirations because children often attended work and kept company with their mothers and got more opportunity to know what their mothers

did for living (Burlin, 1976, as cited in Domenico and Jones, 2006; Mickelson and Velasco, 1998; Wims, 1994, as cited in Sumba and Naong, 2012; Muthukrishna and Sokoya, 2008, as cited in Mudhovozi and Chireshe, 2012; Trice and Knapp, 1992, as cited in Bardick and Bernes, 2005).

Especially female child, from the very begging of their life, form an idea about her own position in the society and family by seeing their mothers. They can imagine a picture of their future life through the lives of their mothers. From their student life they become careful and want to sweep out all the weakness from their mother's life and choose the good features in her life and thus develop their career (Hellnga *et al*., 2002, Burlin, 1976, as cited in Domenico and Jones**,** 2006; Wahl and Blackhurst, 2000).

The role a mothers plays in her family and professional life inspires a female student to choose their own profession and they furnish their dreams by imagining their roles as a future wife, future mother, as a social worker and as a working woman. So, the social status emanating from mothers' occupations had more correlation with the social status of female students' career aspirations, as opposed to the social status of fathers' occupations ((Mickelson and Valasco, 1998; Signer's and Saldana's, 2001).

It can be said that, both parents' education level, profession, caution, encouragement everything wielded a strong inspirations on career choices of the female students and they can see the image of their future life (Burlin, 1976, as cited in Domenico and Jones, 2006; Wahl and Blackhurst, 2000).

Findings of these studies have been considered with importance in the present research. Role of the parents of the female university students in providing support to their daughters have been included as a factor in this study.

In this research, the researcher discussed parents' attitude towards female students regarding achieving higher education. The attitude of husband and in laws of a married female student towards attaining higher education and working outside the home have been studied in this research. Some families inspire their daughters and help their daughters move forward. On the other hand, some families become a barrier to fulfill their daughters'/daughters in laws' future dreams.

It is also mentionable that some other family variable like parental occupation, family size may also affect a student's future aspirations (Downey 1995; Marjoribanks, 1997, as cited in Sumba and Naong, 2012; Singh *et al,.* 1995 as cited in Keith *et al.*, 1996). Because, parents with large families do not have the ability to spend money to support the elder children in attending higher educational institution, while younger children may receive more financial assistance since the financial strain is decreased when the elder children leave home after their marriage or after joining in their professions (Schulen-berg *et al.*, 1984, as cited in Olaosebikan and Olusakin 2014). Brian (2011) mentioned the influence of parent/guardian demographics on educational aspirations. By their project they investigated the influence of cost and finances on educational aspirations.

All students do not come to the educational institution from the same residential area. Some of them come from rural, some come from sub-urban and some of them come from urban area (Dundar and Howorth, 1993). The residential area can also affect a student's career (Mudhovozi and Chireshe, 2012). A girl felt reluctant towards higher education and concerned for her own security if she had to come from rural area to study in the city and live in a distant relatives or friend's house. As a result, because of dearth of residential facilities, the opportunities of higher education cannot be used even if the families can afford the cost of higher education (Islam, 1982, p. 81).

In addition, the future aspiration and career development of a female student may differ parallelly with their area of residence. This is also a mentionable factor in this research, but in spite of having same residential background or status, differences can be found in case of future planning. In this way, by reviewing different research works the researcher came to know that parents, family, guardian, living area, overall socio-economic condition play a significant role in shaping a student's future aspirations and career goal development.

Many research findings show that the role of a teacher and educational institution have their own impact over students' future aspirations besides many factors. In this discussion Weishew and Penk (1993) give their opinion that the school is the institutions where one can achieve an important influence to their future aspirations.

After birth one enters into an educational institution outside family circle. After parents they come to the association of teachers. In student life, at first the idea of future planning crystallized in their mind by entering into this circle. Beside the parents'

company and advice students get teachers as their near ones and educational institution as a strong area of self development. So, a student's future planning and career mostly depend upon the negative and positive teachings of a teacher (Wahl and Blackhurst, 2000; Sumba and Naong, 2012; Lichtenstein *et al.*, 2014). Boys and girls learn to think about the things they are interested in and they start to dream coherently about their future–which gives birth to a strong desire at various stages of their achieving education. In a school one can discover interests and occupational aspirations for their future profession (Garrahy, 2001, as cited in Mudhovozi and Chireshe, 2012).

Bojuwoye and Mbanjwa (2006, as cited in Sumba and Naong, 2012) show that quality of teaching, student participation in school activities, school practices and policies and learning materials for the student were found to leave an impact on future career aspirations. In a similar vein, Watson, Quatman, and Edler (2002) proposed that students receiving a greater amount of individual attention at primary stage from their teachers is a great gift for them.

The role of parents and teachers are very important regarding students' future aspirations, especially for the female students because they start walking through the path showed by their parents and teachers and also teachers like parents are viewed as key players of their future life (Barnett, 2007; Denga, 2004, as cited in Sumba and Naong, 2012).

Supporting this view Mutekwe, Modiba and Mophosa (2011) said, for a girl, the determination to be established in the family and society comes from their parents and teachers in many respects. They even influence the girl children in building up the mentality to do something for the country. A student started to form an idea of the future roles and activities to be established in the society and to acquire experience from their pre-school level and it continues throughout their school life (Spade and Ballantine, 2011; Zhang, 2012).

After dealing with economic insolvency, not having enough knowledge about career, bad result in the exam, unsatisfactory part played by the teachers regarding career, when students reach the post-secondary level, their past experience create a negative impact about their future aspirations (Bojuwoye and Mbanjwa, 2006, as cited in Sumba and Naong, 2012). On the other hand, in some cases teachers become more helpful in

shaping a career of students than their family and parents. They (students) can choose the right path by following their advice. Having insufficient knowledge about career, parents cannot give the right instructions to their children, especially to the girl children. In this situation teachers come forward and work as pioneers (Edward and Quinter, 2011) According to Oyamo and Amoth (2008, as cited in Baloch and Shah, 2014) studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the settling of career aspirations of students.

There are many factors which influence a student's future aspirations. Role of peers or friends is one of them. There are some students who overlook the advice of parents and teachers and get more influenced by their companions and friends. They want to arrange their future days by combining their own experience with the manners, behavior, outlook, ideas and values of their friends (Bojuwoye and Mbanjwa, 2006, as cited in Sumba and Naong, 2012; Stuart, 2000; Crockett and Binghham, 2000; Gándara, 2001; Christofides *et al.*, 2012).

It is mentionable here that the career choice and aspirations of students are not only affected by the mentality of their friends and companion, but also there are so many things that they learn from them. When a friend gets a good chance, develops a good career or tries hard to become established in society, all these qualities can be imitated by other friends (Fisher and Griggs, 1995, as cited in Mutekwe, Modiba and Mophosa, 2011).

A student has the most intimate relation with their friends. Apart from parents, brothers and sisters they spend more time with them. By studying, planning and gossiping together they come into a close association with each other. As a result, friends and companions affect a student directly which influence their future plan (Wilson-Sadberry *et al.,* 1991, as cited in Mutekwe, Modiba and Mophosa (2011). For example, when friends have good result in the exam, a desire to do well in the exam also comes in their minds. Friends' ethics and ideal in career planning increase their confidence or sometimes decrease it also (Stuart, 2000).

Generally adolescent students get influenced by their companions very easily. The main target of this research was to notice that if any change may appear to the future

aspiration of a female student due to the impact of higher education. On the contrary, Bojuwoye and Mbanjwa (2006), as cited in Sumba and Naong (2012) found that peers were reported not to be marginally influential in career decision making among university students.

2.1.4 Impact of gender role on student's future aspirations

Gender-biased socio-cultural attitude works as the main factor in receiving/acquiring education for a female student in some other developing countries like Bangladesh (Arends-Kuenning and Amin, 2001; Chen, Huq, and D'Souza, 1981; Daniel, 2006; Dundar and Haworth, 1993; Haider, 1996; Khan, 1991; Aikman and Unterhalter, 2007; Shekh, 2001). In Bangladesh, the discrimination in the treatment of male and female starts at birth and continues through the different phases of life (Khan, 1991, p. 329).

At one point of this research the researcher inquired, if the guardians of a family inspired its male child and female child to achieve their higher education and entrance into professional life equally or not. To know this matter broadly, the researcher studied various gender related research, books and articles and found that gender plays a vital role behind a students' establishment in the society and also in case of their future aspirations. Especially in Bangladesh, there are very few female students who are not affected by this phenomenon (Noman, 1984). A family often encouraged the educational and career aspirations of male children but not those of female children (Heins *et al.*, 1982).

Additionally, in many social systems parents do not understand that a girl can have the same knowledge, ideas and zeal to be successful like boys (Bilkis, 2004). They want girls to be weak, disrespected and male dependent (Chen, Huq and D'Souza, 1981), as if they have no identity other than a creature who is totally dependent upon its parents and elder brothers before marriage and in-laws, husband after marriage. No one realizes that these girls have greater power to produce something new independently (Noman, 1984).

In spite of this situation female students established an interest in a greater number of careers but displayed more gender difference in their career aspirations than males (Francis, 2002, as cited in Mujtaba and Reiss, 2010; Mendez and Crawford, 2002).

Many women do aspire about their future professions and have a clear idea about what they want to do regarding building their career and how they wish to contribute towards the development of their families, communities and greater society (Looft, 1971b, as

cited in Domenico and Jones, 2006; Francis, 2002, as cited in Gitonga *et al*., 2013). However, women students displayed more differences in their career aspirations as compared to male students (Francis, 2002, as cited in Mujtaba and Reiss, 2010; Mendez and Crawford, 2002). Social systems obstruct the female students in achieving higher education and in their future planning (Shekh, 2001).

For this reason, girls express their obscure and in confident ideas about future aspiration, future family life, and future husband. However, adolescent female students were more confused regarding their future careers and commitment to marriage and family (Watson, *et. al*., 2002).

A female student's personal freedom and right to think liberally inspires them to be successful in the society. According to Edwards and Quinter (2011), while males wanted learning experiences and career flexibility to advance forward, females wanted availability of opportunity to apply skills. A Bengali woman learns from her childhood that a family becomes unhappy if a wife lacks in talents and it was inculcated within her that she will receive an inferior treatment as compared to her brother (Dashpurakayastha, 1999).

In the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education of women. Mainly, in the 1970s girls had more restricted career aspirations than boys and girls often adopted for a narrow range of occupational categories (Looft, 1971a; Mendez and Crawford, 2002; Wahl and Blackhurst, 2000). A gender role can be defined as a set of social and behavioral norms that are generally considered appropriate for either a man or a woman in a social or interpersonal relationship (Wikipedia).

Our present social system cannot get over the influence of gender role to the full extent (Hall, 2010, as cited in Edwards and Quinter, 2011). Even today women want to choose little less time consuming work as their profession to fulfill their family's needs and desires. They prefer to fulfill their family need over their professional work and continue their subordinate roles (Momsen, 2000, as cited in Mutekwe, 2012). Sometimes girls themselves select their future profession which has fewer pay scales and are comparatively less important or where they have to be subservient to the male. They like to work in the low stress level. They like to avoid decision making position

and leadership oriented work and do not want to select these as their future profession (Perera and Velummayilum, 2008).

In this discussion the most relevant study on students' career aspirations is by Scott and Twomey (1988). Although this study is not gender based, its contribution to the literature is significant. Scott and Twomey (1988) derived the data from the US, England and Ireland studies to assess the career attitudes of highly educated students and the results of this study confirmed that background, personality, perception and some other situational factors, acted both independently and in concert to shape career aspirations of students (Scott and Twomey 1988).

The most relevant part of The Global University Entrepreneurial Spirit Students' Survey (GUESSS, 2008), is that it examines the activity and future career aspirations of self employment among university students based on gender perspective. In this survey students were requested to provide information regarding their future career aspirations less than five years immediately after their studies. The results showed that on an international average, 16.9 percent of the male students had an interest in self-employment, compared to 15.1 per cent of the female students (GUESSS, 2008).

Socio-economic background and parental expectations tended to become an influencing factor for the female students' career expectations, while ability, academic achievement, and greater opportunity tended to be the males' future goal (Danziger, 1983).

Not only education and aspirations but also in educational opportunity gender inequality has been found to be an influencing factor in female student's career aspirations (Gamoran, 1996).This changing context has given rise slowly to changing attitudes and aspirations among young people. During the 1970s women expected to work but that they generally saw this as secondary to their domestic responsibilities (Gaskell, 1983).

Burnhill and McPherson (1983, as cited in Tinkling *et al*., 2005) surveyed on post-school expectations of female students of a Scottish school in 1971 and 1981.Whereas in 1971 47% of the students believed that women could get as much sense of achievement from their husband's careers as from a career of their own, only 21% of women believed this in 1981. Furthermore, 50% women in 1981 were more likely to believe that they could get as much satisfaction from having her own career than from

having a family though, their proportion was 27% in 1971. However, it can be said, that the career aspirations have shifted with the change of attitude (Tinklin *et al*., 2001a). Rainey and Borders (1997) have directed a research in the participation of 276 female students of 7th and 8th grades with their mothers. It is evident from its result that gender role influence their future aspirations.

By using this information known through these research works, the researcher wants to see whether any change is noticeable in the attitude and future planning of a female student or not in the present time. It is also a matter of concern whether higher education among women brings any difference in their thought process or not. Momsen (2000, as cited in Mutekwe, 2012) shows the more controlling effect of gender socialization on female students than males.

Though Bardick and Bernes (2005) and York (2008) mentioned the role of gender as an important factor regarding future aspirations, according to Arbona and Novy's (1991) findings, initially there was no difference between male and female students regarding their future aspirations (Arbona and Novy 1991, as cited in Mcwhirter, 1997).

In today's young generation girls and boys both pose a very clear idea about their ability. And opportunities for higher education help them in holding the same outlook. They start believing in equal opportunity and believe that at the beginning of a future work life and future family life both boys and girls deserve the equal opportunity and expectation. Males' and females' aspirations were broadly similar. The only exception to this was that more females showed their desire to help others in their future work than males and felt more interested in having an interesting job while males were more interested in long-term security and promotion (Tinklin *et al*., 2005).

The stereotyped patriarchal society in Bangladesh shows the role of a woman as a daughter, a wife and a mother. Their activities in the socio-cultural field are primarily domestic in nature and confined to the four walls of the home. But the scenario has changed now. Women have come out from their surroundings to face the outside world. Professional women have understood the need of proper management as they play a dual role-inside and outside their homes. Now, a woman is simultaneously a wife, a mother and a career woman. Here we see that without being negligent about their

domestic and familial responsibilities women have proven their worth in the professional world. But when it comes to the question about their child, it is the women who sacrifice her job for the sake of her children (Rahman, 2001).

In the attempt to see the influence of post-secondary education on future aspirations, findings of the research works mentioned above have immense relevance and importance for the current research.

2.1.5 Women students' education and career aspirations

Naturally females' higher education or university education is regarded as more sacred thing than that of the male. In Bangladesh the opportunities for women in achieving higher education is comparatively lower. A girl's process of career development differs from that of the boys' (Islam, 1982).

Higher levels of education and especially the post-secondary education rates for women in Bangladesh was much lower than for males (1.4% vs. 4.2%) in 2005. So, it can be said that only one woman gets access to the university education compared to three men at the same level (HDR, 2005; Yearbook of Bangladesh, 2005).

This picture shows the difference in attainment of higher levels of education and serves as a strong reminder of how far the world has yet to go in order to make real progress in women's post-secondary education. The deprivation of higher levels of education keeps women from realizing their full potential (Nussbaum, 2003).

Among these students who get chance to receive higher education remain unacquainted about the activities after completion of their studies. They themselves do not know in what kind of situation they might fall into. But it is known to everyone that they cannot be free from the invisible trap of future workplace (Huq and Khatun, 1992, p.50). Those who were deprived of higher education mostly engaged themselves on self employed basis in a family business, informally without wage. They are now found to be feeling interested in formal jobs with cash income (Khanam, 1998).

In many cases, it has been observed that women with M. Sc. degree in Zoology or Botany are working in banks, perhaps those with a degree in sociology is sitting idle at home. Achievement of professional education of girls often after getting of professional

education of girls does not help them to be entrepreneurs or industrialists. A large number of girls are seeking jobs in private schools, colleges and NGOs. Some of them are found to be engaged in business and in other self employment projects like as boutique shops and readymade garments business (Huq and Khatun, 1992).

This research endeavours to see if there is any harmony between the graduate students' studied subjects and their aspired profession. The foundation of a girl's thoughts and ideas is made-up on the basis of their present family and household. The aspirations of female students to raise their standard of living and to be established in the society remain latent in them in most cases (Danziger, 1983).

Today, female students do not feel content with only career planning. They want to do something for society and country apart from thinking about their husband, children, future family and professional life by using her achieved credentials of higher education (Wattles, 2009).

An established gender-biased socio-cultural attitude is one of the main factors that constrain individual girls' access to education in Bangladesh as well as in other developing countries (Arends-Kuenning and Amin, 2001; Chen, Huq, and D'Souza, 1981; Daniel, 2006; Dundar and Haworth, 1993; Haider, 1996; Khan, 1991; Aikman and Unterhalter, 2007; Shekh, 2001). Though a few of them get the opportunity of primary and secondary education, they hardly get access to post-secondary education despite their earnest willingness (Arends-Kuenning and Amin, 2001; Noman, 1984; Raynor, 2005, as cited in Huq, 2008; Shekh, 2001). Yet the researchers of education emphasized the importance of women's education as being the key to gain power and opportunities. They identified women's education as an urgent priority for women's overall well-being (Haider, 1996; Kambhapati and Pal, 2001; King and Hill, 1995; Nussbaum, 2003).

At various times throughout history, since women have tended to enter the workforce, woman's educational level has also been a strong predictor of the number of years she will be employed. Having higher education women can choose their aspired position in family and society as a whole and can extend their participation in the workforce (Bilkis, 2004; Naiem, 2002; Ahmed, 1999). That can increase the interest of female students about their careers.

Generally, women were expected to perform duties as wife and mother. Then if they can, they may fulfill their professional responsibilities. For this reason they cannot have a career that posed challenges for their future (Valdez and Gutek, 1987). Some women experienced feelings of guilt or selfishness if they put their career interests first and then give importance to their family responsibilities (Heins *et al*., 1982).

The needs of family and that of the workplace are very much interrelated for a woman and have a very special influence over her career. In this respect, Heins *et al*., (1982) comment: "Achieving professional status may be more difficult for a woman than for a men" (Heins *et al*., 1982, p. 455).

In spite of having equal educational standing women earn two-thirds of the income earned by their male counterparts. It does not matter how often we speak about the equal rights of men and women, the career aspirations of women are always restricted. Women generally lag behind in achieving education, experience and even in income and earning from their male counterpart with comparable education and experience (Farmer, 1985; Stephenson and Burge, 1997, as cited in Domenico and Jones, 2006; Graham and Smith, 2005).

If female students get the opportunity of higher education before marriage, they become dependent on their husband and in-laws after marriage and chances are rare for pursuing their higher education if they are not exceptionally co-operative (Islam, 1982). A study by Ishrat Shameem of University of Dhaka surveyed and stated some of the problems faced by married female students in the universities that show the peculiar experiences compared to married males in the universities (Islam, 1982). Discrepancy can also be noted in professional likings. For example, female students express less interest in studying science and engineering while males mark these as their main subjects and professions (Watson *et al*., 2010).

How the highly educated women wish to utilize or try to utilize their achieved higher education, how they try to get involved in the income generating activities, and how their acquired education affect such desires – are issues of inquiry in this research.

Findings of a micro-level study carried out by Akmam *et al.,* (2013) on S. S. C. (or higher educational degree) holder women within an area named Purba Para of Mohishbathan mahalla within ward # 5 of Rajshahi City Corporation show that 63.7%

of the respondents were either engaged in services or in business and 18.2% were still students. Nearly all the respondents believed that women should get the opportunity to choose their own profession. However, only 57% of them thought that women could work efficiently in all types of professions, while 27.3% opined that they were most suitable for household jobs. This study revealed that 85% of the respondents who were not engaged in any kind of income generating activities held at least a Bachelor's degree and therefore, the level of education attained by the respondents and their involvement in income generating activities were not associated.

The another study carried out by Akmam (1993) on female students of University of Rajshahi reveals that 95% of the respondents expressed their desire to work outside home. Out of these 95% respondents 53.7% preferred teaching, 21.1% wanted to hold administrative positions, 3.1% wanted to be lawyers and 22.1% were ready to accept any honorable job. It is possible to compare the thoughts of future profession among of female students of University of Rajshahi at present with those women who were students of this university in 1993.

The most relevant study of this review is the one by Srinivas and Shah (1980). Their research shows that while making a choice between working and staying at home, 41% female students (respondents) expressed their opinion in favour of engaging in further studies. This study by Srinivas and Shah (1980) has been used as a useful source of information in conducting this research.

In a similar vein, Rametse and Huq (2013) in Botswana suggested that a majority of the women students (88 percent) aspired to start their own businesses when they graduate. Using a survey questionnaire, Plattner *et al.,* (2009) researched on 349 students of University of Botswana. They compared first and final year undergraduate students from various disciplines, and have seen that students who had completed their studies, had more clear and more stable idea about career aspirations, they were more self-confident and impressions of career related ideas took very important part in their life than those who had just commenced their studies (Plattner *et al*., 2009, p.305). Thus we may expect a change in the highly educated women's position within her family and also in-laws family, of course, she will have to respond more carefully and show that

she knows her place (Srinivas and Shah, 1980). The current researcher wanted to know the effect of post-secondary education by comparing between female Masters degree students and those who could not become graduate by the idea derived from this study.

Thus Muranda (2011, as cited in Rametse and Huq, 2013) identified negative factors that affected future aspirations and played a significant role on largely uneducated women because of not achieving higher education. This type of logic has also been accepted in this research and a question has been included in the questionnaire highlighting the positive sides of higher education or the negative points of little education.

Women have to fight from their birth to develop the mentality to achieve higher education. Such a fight helps a woman to become established in future life, to establish authority in the family, match steps with men while walking, make decision on the children's future life, to develop self respect, or to be able to earn or to walk forward as the bearer of a liberal mind (Roudi-Fahimi and Moghadam, 2003). In this regard even Muslim girls are not so far away in comparison to the others. In an endeavour to acquire higher education they are receiving education by maintaining a balance of their own position both in educational institution and in family (Tyrer and Ahmed, 2006).

Women are not considered as breadwinners and their role as a mother, wife and family caregiver thus creates a barrier to get jobs outside homes (Bilkis, 2004). In this way different types of factors have influenced women's aspirations. But how the issue of determining a career goal is related with higher education, especially, why they have been stepping into traditional 'feminine' professions when they choose to work outside is an issue that deserves due attention (Rainey and Borders, 1997; Watson *et al.*, 2002; Hellenga *et al.*, 2002; Schoon, 2001).

So, it can be said that in an attempt to know female students' career development and career interest and their dreams about their future family and professional life it is very necessary to review different researches and conduct more new research.

2.1.6 Role of other factors on students' future aspirations

Besides these factors that have been discussed, some other factors like outcome experience, environmental factor, personal interest, learning experience and personal contact can also help to change the direction of aspirations even if it is mild (Edwards and

Quinter, 2011; Kerka, 2000, as cited in Okafor (2012). Student's aspirations can also be affected by his or her personality, interest, self concept, cultural identity, globalization etc.

In many cases, college students look up to some person as their role model, with whom they share a good rapport and try to arrange their future life like them (Perrone *et al.*, 2001). Moreover, religious fanatics and some spiritual thoughts also influence future aspirations (Duffy and Dick, 2009).

In a research conducted in Ethiopia, it has been seen that political and economic considerations, previous work experience and influence of personality can change the direction of future aspiration and turn the wish and desires of their professional and family life (Stebleton, 2007). Sometimes "race" influences the future aspiration of students (Clutter, 2010). On the other hand, need for independence, capacity to hard work and willingness creates a higher level of aspirations for the career performance of a student (Scott and Twomey, 1988).

2.1.7 Summary of the related literatures

Reflecting on the review of the available published and unpublished literature on students' future aspirations, the researcher has come to a conclusion that future aspirations of students are influenced upon by many factors.

After reviewing, the researcher found these two terms–Post-Secondary Education and Future Aspirations – in different pieces of work. The literature had indicated that these ideas are important in women's educational achievement in Bangladesh, as well as in other developed/developing countries. Through the review of literature researcher has showed that no research has been conducted relating these two issues in Bangladesh. Some research works have been carried out in the context of other countries, which discussed only students' future aspirations, but not about the impact of post-secondary education on it. It is a matter of fact that a very few research works have been done in Bangladesh on students' future aspirations. However, none of the literature discussed related post-secondary education to future aspirations of women in Bangladesh. The researcher considers these as important findings of this literature review and therefore, desires to make unique additions to the literature through her research.

Researchers have found that education of women is a powerful tool in promoting access to other opportunities for women in developing countries. Educated women reported benefits in terms of future goals such as gaining literacy, cognitive skills, self-awareness, self-values and self-confidence, empowerment etc. At the familial level, women's education inspired significant improvement regarding women's concern about their own reputation and future position. It is also obvious that education programmes in developing countries stimulated qualitative change and have had a significant impact on overall growth and improvement.

Upon reviewing the literature on future aspirations of female students' involvement in post-secondary education, the researcher observed that education as a factor affects women's future perceptions to a large extent to perform their future duties and also to fulfill their dreams. Large numbers of studies have been identified which established socio-cultural practices, gender-biased attitudes and investment, institutional and teachers' role, household responsibilities, and financial constraints all serve to inhibit women's participation in higher education and future career planning.

More importantly, education must serve as the vehicle for changing attitudes, beliefs, and deep-rooted social norms that perpetuate discrimination and inequality to lead the female students to their future destinations as a wife, as a mother, as a daughter-in law, as a service holder, as a social worker and as a careful and vigilant citizen and so on.

After reviewing the literature, the researcher observed that a large number of research studies both qualitative and quantitative tried to explore the influential factors that women in developing countries usually face in order to participate in primary, secondary and higher education. The researcher found only three studies Akmam *et al.* (2011), Akmam (1993) and Srinivas and Shah (1980) –which explored female Master's degree students' future aspirations, about their choosing professions etc.

2.2   Conceptual Framework

This particular portion of this dissertation can be narrated as an overview of aspirations of female Master's degree students about their future family life and service life, which has been developed on the basis of review of literature. It has been seen in different studies that even education can bring about change in someone's behaviour, thought and feelings, which are very important to build up his or her future aspiration. To guide in this research, the researcher has developed a conceptual framework which will be discussed below:

From this framework of primary level, the researcher has shown some specialty of Bangladeshi girls and afterwards she marked this as the symbol of betterment in future life planning, in establishing in the society for acknowledgement in national and international level in family, society as well as for the country. To understand this system accurately the researcher has displayed diagram (figure: 2.1) and their interconnection.

| Post-secondary education generates- | → | 1. Awareness and motivation to become self dependent
2. Ability to make own decisions regarding marriage, family, career etc.
3. Employment opportunities
4. Ability to | → | Leads to future aspirations related to- | → | 1. Employment and career
2. Timing of marriage, husband selection, raising of children and maintenance of family
3. Status within community, greater society and reputation at national /international level |

Figure 2.1: Conceptual framework

2.2.1   Post- secondary education

Post- secondary education is just another name of higher education, it is the third stage of education or tertiary education. Under– graduate and post graduate education – all are parts of this post- secondary education. In this research university education has been regarded as post-secondary education. This post- secondary education is a very important requirement for a student through which she/he can search for different jobs, which are called 'white collar jobs' {(U.S. Department of Education, 1999; U.S. Department of Labor, 1999; Roy, Dimigen, and Taylor, 1998; GAO, 1997), as cited in *Gilmore et al.*, 2001}.

Moreover, higher education gives one the courage to display ability in economic development and in working for the greater interest of her country. Advanced education change the lifestyle of a student and gives her the opportunity to live a better life (Chitrakar, 2009).

2.2.1.1   Explanation of figure

1. Post- Secondary education increases the awareness about life with in a female student. It also increases her longing for work and makes her dependent.

2. Through acquired education an educated woman can take any decision. She possesses the courage to tie the knot by choosing her own future husband if she desires. This opportunity of choosing her future husband according to her own requirements and choice she gets from her higher education. Her decision can take powerful shape in her present and future family life and even in her professional life.

3. Higher study opens the door of job opportunity. She can choose any profession according to her specialized field of study.

4. Higher study gives a girl the opportunity to step out of the house, it gives freedom to her confined mentality of remaining within the   four walls of a room. And she enables herself to get the opportunity to do something good for her society, country and can dream to become a political personality. All these pull the students towards her future aspirations. Students' future aspiration is a much prevalent term in the field of education. This aspiration is the visionary shape of imagined sense about future life (Schwartz, 2013).

2.2.2   Future aspirations

All the students have certain aspirations, which they want to accomplish in their lives. However, some students succeed in achieving cherished goals, but others fail to do so (Gutman and Akerman, 2008). Some of them cannot fulfill their dreams. Still this is very important for every student which is not possible to achieve without a well organized plan.

At the various stages of student life aspirations take different forms due to the influence of education. It is their acquired education which leads them to an achievable and well designed path and helps them to reach their goals. Many of them work rigorously and

want to snatch out their acquirements but they do not show how they should utilize their labour to reach their destinations. Here education works as the guiding principle and shows them the way.

There is no guarantee whether the graduate students be would able to fulfill what they want to do for their family, society, and for their country or not. Nevertheless they become self dependent because of the awareness and motivation which they got through education.

2.2.2.1 Explanation of figure

1. Obtained higher study introduces a woman to the reality and helps her to enter into a professional life and build up her career according to her own wish.

2. She remains aware of the suitable age and right time of marriage. She ties the knot of marriage after understanding whether she will be able to continue her study or would get the opportunity to engage herself in service or not. She also understands what type of man would be suitable and acceptable to her. Even in bringing up her children, she can choose the appropriate path and be able to conduct her domestic life competently.

3. Beyond their families, they get the courage to reveal their wish to do something for their community, society and for their country and become firmly resolved in preparing themselves to stand high as a known personality of the national or international level.

This conceptual framework of the study has been designed considering the pathway through which post-secondary education had an impact on future aspirations of female university students. In the framework the researcher has tried to find out the impact of post-secondary education on those women who already achieved post-secondary education and were able to build their future professional life, family life and work for society and country as a whole.

From this framework it is easy to grasp the impact of higher education on future planning of female Master's degree students.

Chapter Three
METHODOLOGY

This chapter is arranged in sections which include the research design and rationale for using a mixed (qualitative and quantitative) research approach, a description of participant selection, data collection, data analysis procedures and ethical considerations. The principal method used for this study was social survey. In addition, case study method has been adopted as a supplementary method. Female Master's degree students and their matched pairs were the respondents of this study. Detailed methodology is described below:

3.1 Study Area

The campus of University of Rajshahi comprises the basic study locale. Data have been collected from female students residing in 5 halls earmarked for female students. These halls have been chosen as the basic study area.

In every academic session, female students who get admitted to the University of Rajshahi are attached to any one of the five residential halls. So, every female student's personal data can be found in their halls. All female students other than non-residential female students stay in these halls, which cover almost half of the total female students. Among them it was possible to identify the students who had already completed their Bachelor's (Honours) degree. These female students could represent all other graduate female students and only in these residential halls, it was possible to get all of them together easily. For this reason, the researcher has chosen these residential halls as the study area. As the students of the University of Rajshahi come from all around Bangladesh, whole Bangladesh can be regarded as the study area. Respondents belonging to the matched pair group had to match in age, income of family, father's education and area of residence (rural/sub-urban/urban) etc. of the female Master's degree students (FMDS). For each of the FMDS respondent there was a matched pair respondent (MPR) in this study.

Source: Available on http://www.mapsofworld.com/bangladesh/bangladesh-political-map.html.

Map 3.1 : Map of Bangladesh
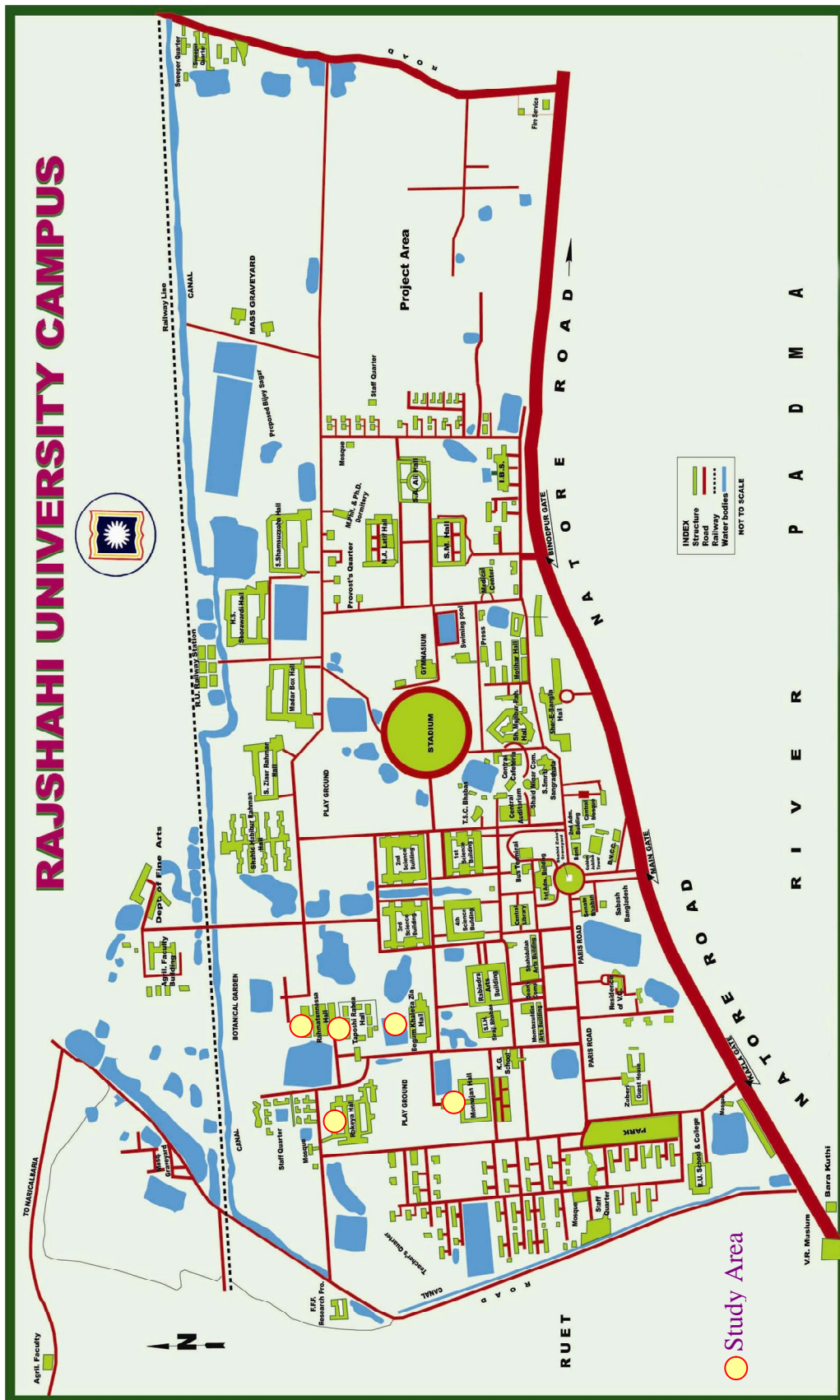
Map 3.2 : Map of Rajshahi University campus

Source: Collected from proctor office, University of Rajshahi, 15 November, 2014

3.2   Population and Sampling Technique

The respondents of the study have been divided into two groups FMDS respondents group and the MPR group. In 2009 around 27,270 students were studying at the University of Rajshahi. Out of this total, 18,966 (69.5%) were male students and 8,304 (30.5%) were female students (BBS, 2011, p.360). Only the female students were considered for this study. The researcher has selected female students studying at Master's level (FMDS), who belonged to the session 2009-2010. There were five women's residential halls within the university. All the female students either were residents of these halls or were attached to them. Only the resident female students have been brought under consideration. In this research, simple random-sampling method has been used to select the FMDS respondents.

The selected respondents had just completed post-secondary level of education {Bachelor's (Honours)} from the University of Rajshahi at the time of data collection. Keeping alignment with the FMDS respondents' age, fathers' education, family income and area of residence (rural/sub-urban/urban) etc. matched pair respondents have been chosen.

Table 3.1: Definition of the two groups of respondents

Name of group	Group of the Respondents
Female Master's Degree Student (FMDS) Respondents	These are participants who got Bachelor's (Honours) degree from the University of Rajshahi in the session 2009-2010. The participants of this group are called Female Master's Degree Students (FMDS) respondents.
Matched Pairs Respondent (MPR)	The matched pair participants are those women who have passed H.S.C examination but did not acquire post-secondary education. Their socio-economic background is almost the same as that of the FMDS respondents. The participants of this group are called matched pairs. Each of the FMDS respondents had her specific matched pair in this study.

The basic difference between the FMDS and MPRs is that the matched pair group has not received post-secondary education. The age limit of the participants of both groups was between 22 to 26 years. These two groups of participants were chosen for comparison and calculation of the impact of post-secondary education on future aspirations.

3.2.1 Sample size

Table 3.2: Sample size

Category of Respondents	Total Number of Female Master's Degree Students in the Session 2009-2010, Bachelor's (Honours)	No. of Resident Female Students in Women's Halls in the Session 2009-2010, Bachelor's (Honours)	Selected Respondents	Selected Percentage	Total Respondents of the Study
FMDS	672	376	150	39.9%	
Their Matched Pairs Group (MPRs)	----	----	150	----	300

There were 672 female students studying at Master's level in the session 2009-2010 (Honours) at the University of Rajshahi (according to the offices of the women's halls, University of Rajshahi). Among them 376 students were residing at university halls during the period of collecting data (June 09 to June 30, 2011). Among the population of the FMDS, 150 were selected randomly as respondents. As their matched pairs, 150 women of similar age and similar family background, similar father's education and area of residence (rural/urban/sub-urban) who did not achieve any post-secondary education were selected to study the impact of post secondary education on future aspirations among the Master's level female students of University of Rajshahi.

3.3 Sources of Data

Both primary and secondary data have been used for this study. To give a complete shape to the study, primary data have been collected through administering semi-structured questionnaires. The primary data were gathered from FMDS respondents and MPRs. In addition to that, in depth interviews have been carried out for case studies. Secondary data have been collected from books, journal articles, census, and survey reports and other relevant studies.

3.4   Data Collection Tools and Procedure

Several techniques have been applied to collect data for this research work. Questionnaire survey was used to collect data. Questionnaires were distributed among the respondents and the filled in questionnaires were collected later by the researcher. Thus, questionnaires were the main tools used in this research (see appendices B and C). Questionnaires contained both open ended and closed ended questions.

To find answers to the research questions of this study, the researcher found it necessary to adopt a qualitative research method to learn about the participants' own ideas on women's education and aspirations. This whole study was comprised of both qualitative and quantitative data analyses. A questionnaire survey and case study method were used to collect information from the FMDS respondents and their matched pairs regarding their future aspirations (see appendices D and E). The questionnaire served as a tool that helped to explore detailed description on the respondents. The researcher selected participants following the procedures below:

3.4.1   Key informant interview

The researcher purposively selected five participants as key informants (one from each of the five women's halls), and talked with those female students individually, so that they help the researcher in collecting data. They were also a part of the study sample. Then the researcher randomly selected the participants and collected data from all the respondents (FMDS) with the help of the key Informants. Prior to that, in separate meetings with the key informants the researcher discussed the purpose of the research and the procedures of filling in the questionnaire again. Later, she personally met the potential respondents of the study in a group and sought their active participation in this study.

3.4.2   Questionnaire survey

The first stage of data collection involved a questionnaire survey among 150 randomly selected FMDS respondents residing in different women's halls of University of Rajshahi between June 09 to June 30, 2011. The second stage of the research involved collection of data from the matched pair respondents (MPR). A questionnaire survey of 150 matched pairs who had not achieved any post-secondary education had been conducted. The second phase of data collection took place between June, 2012 to January, 2013.

The researcher gave the questionnaire to the key informants to deliver to all participants and asked them to read, fill them in and return those schedules. After a few days most of them returned the questionnaires, filled out and signed. The researcher translated the questionnaire into the participants' mother tongue (Bengali) to allow them to understand the questions easily and to express themselves without difficulties.

It is important to mention here that in this study each female Master's degree student had a matched pair. In case of selecting matched pair respondent, researcher reviewed all questionnaires filled in by FMDS respondents and created an initial list of participants who had sisters who had passed H.S.C examination but did not pursue post-secondary education. The researcher targeted these sisters to be the matched pair respondent (MPR). The FMDS respondents who did not have sisters of similar age, with no post-secondary education, were requested to identify female relatives or friends (who did not pursue post-secondary education) but had similarity in age, family income, fathers' education and area of residence (rural/urban/sub-urban). These identified girls were taken by the researcher as matched pairs. For the FMDS respondents who could not identify such relatives/friends, the researcher found match pairs by herself.

3.4.2.1 *Questionnaire for the female Master's degree student respondents*
For this research, semi structured questionnaires were developed. The first questionnaire (see Appendix B) was designed for the female Master's degree students who had achieved post-secondary education. In this questionnaire the number of total items was 56, which included demographic background of the respondents, their personal information and family profile, their socio-economic condition, aspired future profession of the respondents, aspirations about marriage and dowry, aspirations about post marriage life, opinion regarding their children's education and career, empowerment in family etc.

3.4.2.2 *Questionnaire for the matched pairs group*
The researcher developed the second set of interview questions (see Appendix C) for the matched pair group who did not acquire any post- secondary education. In this set of questionnaire the number of total items was 45, which included, demographic background, personal information and family profile, education and future planning of the respondent, future profession, aspirations about post marriage life of the respondents etc.

3.4.3 Case studies

Three FMDS respondents and three MPRs were selected for case study. The researcher obtained case study information from them through face to face in-depth interview, using specific questionnaires prepared for the FMDS respondents and the MPR.

This stage of research involved obtaining case studies from selected respondents. Data for case studies of three female Master's degree students (FMDS) had been collected between July 11 to 25, 2011. It was in the form of an in-depth discussion. The information gathered obtained from the discussion contributed to writing of the case studies.

Besides gathering general information from the respondents, case study method allowed the researcher to collect those kinds of information that cannot be asked directly, such as issues related to personal problems including relationship with their spouse, in-laws, and overall society as well. Respondents' views/opinions on husband, future aspirations, feelings about changes in their lives, changed reactions of family members and outsiders towards them and so on.

The research also included case study with two matched pair respondents. Case data from these respondents were collected between February 01 to March 23, 2013. These case studies brought out the in-depth feelings of the MPRs about their present condition and future aspirations. Here, the researcher used a schedule to record the data. The researcher contacted 06 of the matched pairs whose characteristics were different from one another. However, only three of them were available for case study because most of them were not willing to give the researcher the opportunity to learn about their personal life.

The researcher had to built up rapport with the respondents. The researcher strove to ensure privacy and a comfortable environment for the participants, where they would not be overheard. She had developed a schedule questionnaire (see appendix D and E) and it contained some open-ended questions for the case study. She also took short field notes during each interview. Each interview lasted for approximately 40 to 50 minutes.

3.5 Techniques of Data Processing and Analysis

After collecting data and information from the study area, these were carefully reviewed, classified, tabulated and analyzed. The data collected through questionnaires have

been processed and analyzed using SPSS (version software: 18.0). Data have been presented using frequency distributions, graphs, chi square tests etc. This constitutes the quantitative part of this study. A few cross tables were also prepared for the purpose of the analysis. These tables were prepared in order to show frequencies, percentages and relationship between variables.

3.6 Ethical Consideration

This section describes the ethical processes that the researcher followed for data collection and how she followed ethical guidelines when conducting the research. Before starting to distribute questionnaires and conduct interviews with the respondents the researcher assured them that their information were going to be kept in a secure private place, their information would be reported anonymously, and that there were no known risks in their participation. Participants were assured that data collected from the study would be kept confidential and used only for purposes of this study.

The researcher also assured them of obscurity in presenting the personal information and to keep the data confidential. Here the respondents were free to refuse to answer any of the questions they found objectionable and to withdraw from the study without reasons at any point. This research may result in publications of various types, including journal articles, professional publications, and conference presentations. The researcher will not attach their name in any form of the data that they provide, nor reveal any identifying information. If the data will have been made available to other researchers for secondary analysis, the researcher will not reveal their identity.

Chapter Four
SOCIO-ECONOMIC BACKGROUND OF THE FEMALE MASTER'S DEGREE STUDENTS (FMDS) RESPONDENTS

This chapter mainly focuses on the socio-economic background of the FMDS respondents. The researcher would delve into fulfilling her objectives providing these data as background information. The basic socio-economic information on the respondents is briefly discussed below:

4.1 Religion
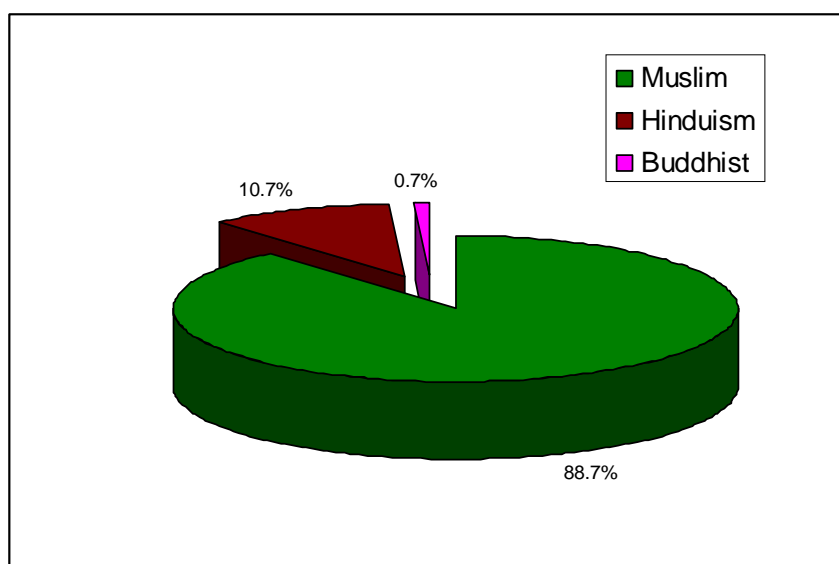
Figure 4.1: Religion of the respondents

The religious status of the respondents has been shown in figure 4.1. In this research 133 (88.7%) of the respondents were Muslims, 16 (10.7%) were Hindu and only one respondent was a Buddhist.

4.2 Family Size
The family size of the female graduate students is given in Table 4.1.

Table 4.1: Family structure of the respondents

Ranges of family member	No. of Respondents	Percentage (%)
04-06	82	54.7
07-09	53	35.3
More than 09	15	10.0
Total	150	100.0

Table 4.1 shows that most of the (n= 82, 54.7%) families consisted of 04-06 members, which indicate that these families were mostly nuclear families. About 35.3% of the respondents' families consisted of 07-09 members and a few of the families consisted of more than 09 family members (10%).

4.3 Age Structure of the Respondents

The respondents were aged between 22 to 26 years.

4.4 Living Area
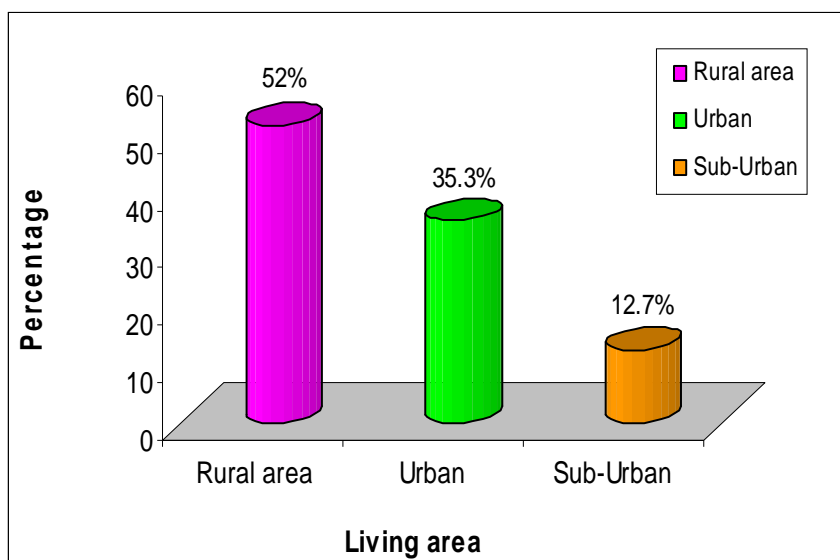
Figure 4.2: Living area of the respondents

All the respondents came from three types of living areas. Seventy eight (52.0%) respondents came from rural areas, 53 (35.3%) respondents came from urban area and 19 (12.7%) respondents came from sub-urban areas.

4.5 Marital Status of the Respondents
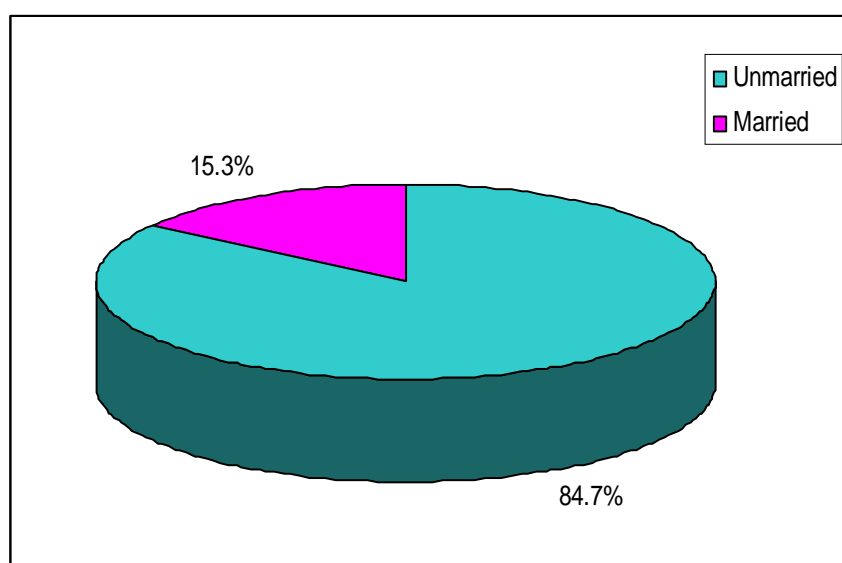
Figure 4.3: Marital status of the respondents

In Bangladesh, marital status of a woman is an important factor and it has fundamental influence on women's socio-economic and political life. In this society, the identity of women is usually determined firstly by her father and secondly by her husband (Mostakim, 1996).

Among 150 the respondents of the FMDS group, 23(15.3%) were married and 127 (84.7%) were unmarried.

4.6 Part-time Occupation of the Respondents

Table 4.2 shows part time occupation of the respondents. It is important to note that though, the respondents were found as current students, 11 of them had already joined in some kinds of employment. These respondents were already using their higher education to earn money. Among these 11 respondents were 02 were doing part-time service, 02 (18.2%) were engaged in teaching at schools and 07 (63.6%) were engaged in private tuition.

Table 4.2: Occupation of the respondents

Occupations	No. of Respondents	Percentage (%)
Service	02	18.2
Teaching	02	18.2
Private Tuition	07	63.6
Total	11	100.0

4.7   Monthly Expenditure of the Respondents

Most of the respondents (n=60, 40.0%) spent Tk.3, 000 per month.

4.8   Occupation of the Parents

This section deals with the occupational pattern of the fathers of the respondents
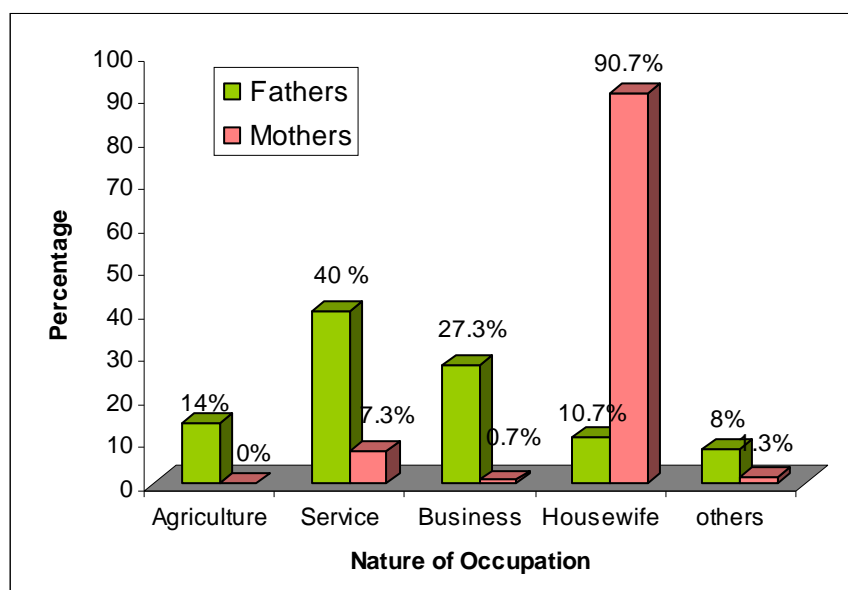
Figure 4.4: Occupation of the parents

The fathers of our respondents were engaged in a variety of occupations. Figure 4.4 shows that 21 (14.0%) of the fathers were involved in agricultural activities, about 60 (40.0%) fathers were involved in services, 41 (27.3%) were involved in business, 16 (10.7%) were unemployed and about 12 (8.0%) of the fathers were involved in other occupations. Most of fathers were service holders.

One the hand, figure 4.4 shows also that most (n=136, 90.7%) of the respondents' mothers were housewives and they were not engaged in any profession. Among the mothers, 11 (7.3%) were involved in different services, 01(0.7%) in business and 02 (1.3%) were involved in other occupations**.**

4.9   Level of Education of the Parents of the Respondents
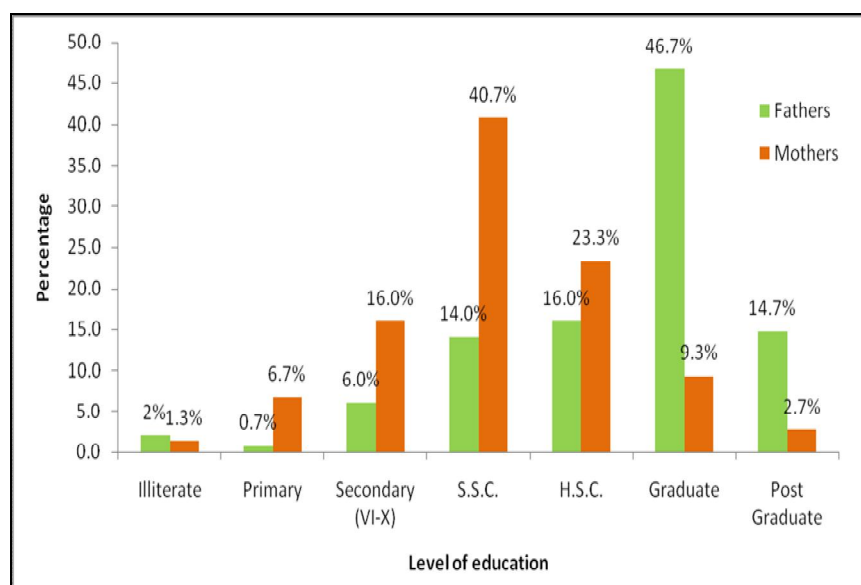
Figure 4.5: Level of education of the parents of the respondents

Respondents were quick to give exact information on the educational level of their parents, except in a few cases where fathers apparently had a lower level of education.

Figure 4.5 shows that fathers of 70 (46.7%) of the respondents, were educated up to Bachelor's level. However, only 14 (9.3%) of the mothers had completed their Bachelor's degree.

Twenty two (14.7%) of the fathers had post-graduate degree but only 04 (2.7%) mothers had post-graduate education, 24 (16.0%) of the fathers had completed H.S.C level education, while 35 (23.3%) mothers were educated up to H.S.C level. Twenty one (14.0%) of the fathers had S.S.C level of education but most of the respondents' mothers were educated up to this level (n=61, 40.7%). Six percent of the fathers had secondary level (VI-X) of education as compared to 16.0% of the mothers. One (.7%) of the fathers had primary level education but 10 (6.7%) of the mothers had primary level education and only 03 (2.0%) of the fathers had no formal education in comparison to 02 (1.3%) of the mothers.

4.10 Level of Education of the Husbands of the Married Respondents

All the husbands of the married respondents (FMDS) were educated at least up to Bachelor's level.

4.11 Yearly Income of Families of the Respondents (per year)
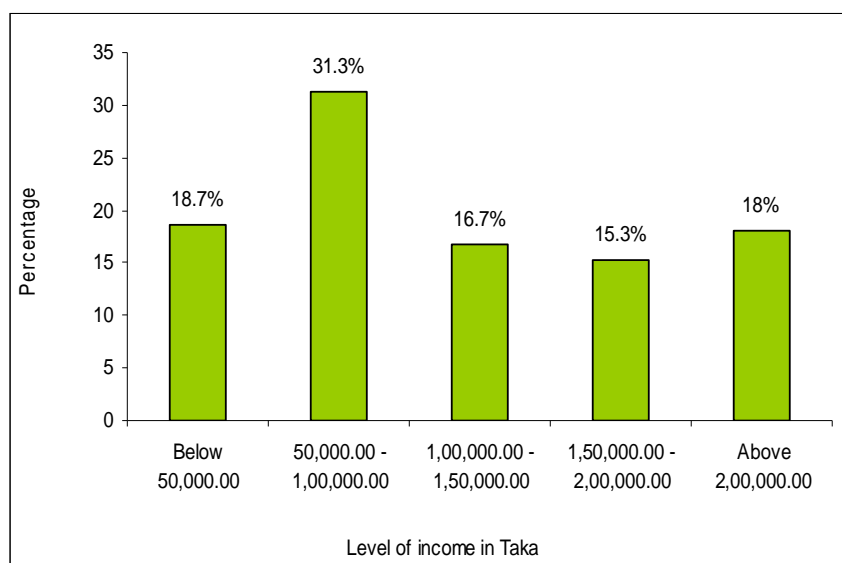
Figure 4.6: Yearly income of the families of graduate female respondents

Yearly income is an important factor which is likely to affect children's education most. Now the level of income of the respondents' families would be focused upon.

Figure 4.6 shows that twenty eight (18.7%) of the respondents' families had a yearly income of below Taka 50,000.00. Forty seven (31.3%) respondents said it was between taka 50,000.00 - 1, 00,000.00. Twenty five (16.7%) had a family income of Taka 1, 00,000.00 to 1, 50,000.00 per year. This study reveals that 23 (15.3%) of the families of the respondents had an annual income of taka 1, 50,000.00 to 2, 00,000.00 and 27 (18.0%) of the families had an annual income of Taka above 2, 00,000.00.

4.12 Level of Income of Parents' Families and In-Laws' Families of the Married Respondents (Per Year)

To know the socio-economic condition of the married respondents' parent's and in-law's, level of income is important, as it often determines the support, and help received by their daughters and daughters-in-law to participate in academic and co-curricular activities.

Table 4.3: **Level of income of parents' families and in-laws' families of the married respondent (per year)**

Parents' yearly income	In- laws' yearly income					Total
	Below 50,000.00	**50,000.00 - 1,00,000.00**	**1,00,000.00 - 1,50,000.00**	**1,50,000.00 - 2,00,000.00**	**Above 2,00,000.00**	
Below 50,000.00	00	01	00	00	01	02
50,000.00 - 1,00,000.00	02	03	01	00	01	07
1,00,000.00 - 1,50,000.00	02	01	01	00	00	04
1,50,000.00 - 2,00,000.00	00	01	00	01	01	03
Above 2,00,000.00	00	00	02	01	04	07
Total	04	06	04	02	07	23

It can be said that the current socio-economic status of the respondents had changed after their marriage and that might have an effect on their continuation of education. Here, Table 4.3 shows that income levels of parents' and in-laws' families were more or less the same. It is a positive finding which would enable the husband and in-laws to continue to carry on the educational expenses for the female Master's degree students. The FMDS respondents performed well in filling out the questionnaire of the survey about their socio-economic background. It was found from the socio-demographic data that the respondents came from the economically solvent and socially respected families. Their fathers' education was also comparatively high. After the above discussion, it can be said that the respondents were greatly influenced by their families.

Chapter Five
FUTURE ASPIRATIONS OF THE FEMALE MASTER'S DEGREE STUDENTS (FMDS)

Higher education helps a woman to prepare for taking responsibilities − to do something for her children, family and greater society (Arends-Kuenning and Amin, 2001; Burchfield, 1996 as cited in Moulton, 1997; King and Hill, 1995; Nussbaum, 2003). With this concrete base, women can make future plans and execute them to realize their cherished aspirations. Aspirations are desires or ambitions for which someone is motivated to work very hard. This chapter explores the future aspirations of the FMDS respondents.

5.1   Opinions about Higher Education

Aspirations of an individual are greatly influenced by the aspirations of her family. Table 5.1 portrays the aims of the respondents' families in educating their daughters up to tertiary level. According to most of the respondents (n=111, 74%), their families' goal in educating them up to the tertiary level was to establish themselves as respected persons in society. About 04 (2.7%) of the respondents felt that their family's aim in educating them was to prepare them as an eligible bride, about 22 (14.7%) of the respondents assured that their family's aim in educating them was to prepare themselves for bearing their own marital expenses. As a woman, they said, they got good facilities in achieving their higher education. And according to 13 (8.7%) of the respondents', their family's aim was to prepare them as self dependent human beings.

Table 5.1: Familys' goal in educating their daughter up to the tertiary level

Familys' goal in educating their daughter	No. of Respondents	Percentage (%)
To become eligible as a bride	04	2.7
To get ability for bearing self-marital expenses	22	14.7
Daughter could also establish themselves as respected in society	111	74.0
To be self dependent	13	8.7
Total	150	100.0

Table 5.2 shows that according to most of the respondents (n=82, 54.7%), achieving self-dependency was the main objective in acquiring their higher studies, according to 19 (12.7%) respondents', their objective was to be a well educated citizen, according to 12 (8.0%) respondents', their objective was to do something good for the society, 14 (9.3%) of the respondents' conveyed that they wanted to achieve knowledge through higher education, according to 07 (4.7%) of the respondents their objective was to fulfill their parents desire and lastly according to 16 (10.7%) of the respondents, their objective was to get good job.

Table 5.2: Personal objectives of the female respondents in acquiring higher studies

Personal objective of the female respondents	No. of Respondents	Percentage (%)
Being well educated citizen	19	12.7
Doing something good for society	12	8.0
To achieve knowledge	14	9.3
To achieve self dependency	82	54.7
To fulfill parents desire	07	4.7
To get a good job	16	10.7
Total	150	100.0

In response to the question, "Do you think that higher education helps a woman in finding a suitable partner/husband," 108 (72.0%) respondents replied that education helped in finding a suitable partner/husband, 30 (20.0%) respondents felt that it sometimes helped, 03 (2.0%) of the respondents responded that it hindered finding a good marriage partner, and 05 (3.3%) respondents felt that sometimes it hindered the same and four (2.7%) respondents felt that higher education had no role in finding a suitable life partner.

Table 5.3: Opinions about whether higher education helps a woman in finding a suitable life partner (husband)

Opinions about whether higher education helps a woman in finding a suitable life partner (husband)	No. of Respondents	Percentage (%)
It helps	108	72.0
Sometimes helps	30	20.0
Hinders it	03	2.0
Sometimes hinders marriage	05	3.3
Higher education has no role in finding a life partner	04	2.7
Total	150	100.0

5.2 Aspirations About Future Profession and Opinion About Income Generating Activities of the Female Master's Degree Students After Completing Master's Degree

Most of the respondents of FMDS group had a desire to get involved in services/business after completing Master's degree. And they have expressed themselves about their desired occupation, which are the most important and basic findings of this research. Now, the personal dreams of the female students about their future occupation would be focused upon.

There is no denying that the teacher plays a vital role in any society and many social developments will depend on their performance for achieving the goal of education. Table 5.4 shows that "teaching" was the first career preference of the majority group of the respondents. Sixty six (44.0%) respondents belonging to both groups (married and unmarried), have shown the reasons for choosing this profession– they will get holidays, get security and opportunity for further studies.

Thirty seven (24.6%) of the respondents who preferred to engage in government services indicated that the reasons for choosing this profession was that it suited their educational qualifications. They also hoped to get job security, prestige and more holidays in this profession. Twenty one (14.0%) desired to become bankers and also showed many reasons for choosing this profession. According to them, by being a banker, they will be able to get a good salary and they also think that banking sector needs their knowledge and skills. They become attracted to this profession - of the subjects they studied and their personal interest. They want to choose a career for being financially solvent or utilizing their extra time.

Three (2.0%) respondents wanted to be a businessman. They claimed that they have got the inspiration from their parents and elder siblings who were already in the profession and doing well. Two (1.3%) participants wanted to hold administrative jobs for job security, prestige and well paid salary.

Among the 150 FMDS respondents 09 (6.0%) were ready to accept any honourable job. In addition to that 01 (.7%) of the respondent desired to become a high ranking police official to help people and get honour in service life. One of the participants of FMDS

group wanted to be a Lawyer because it suits her specialized education and nine (6.0%) FMDS respondents wanted to get involved in non-government services to be engaged in people oriented jobs such as delivering social services to help common people, to play an interesting productive role, and because it suits their socialization. Of them only 01 wanted to serve in health projects for helping people and because it suits her field of education.

Table 5.4: Aspired future profession of the respondents and reasons for choice of career

Aspired future profession of the respondents	Number of female students	Percentage (%)	Reasons for choice of carrier
Any honourable job	09	6.0	To remain flexible
High police official	01	.7	To help people and get honour.
Banker	21	14.0	Good salary / requires knowledge and skills/ interesting/ suits achieved education.
Business	03	2.0	Inspiration from their parents and elder siblings already in the profession and because they are doing well.
Government service	37	24.6	Suits educational qualification/ Security/prestige/holidays.
Lawyer	01	.7	Suits her education.
Non-government service	09	6.0	Help common people/ interesting/ suits educational qualification / higher employment possibility.
Services in health sector	01	.7	Suits educational qualification / help common people.
Teaching	66	44.0	Long holidays/ job security/opportunity for further studies.
Administrative jobs in the government	02	1.3	Security, prestige and well paid salary.
Total	150	100.0	

There were 47 departments within 8 faculties in the University of Rajshahi in 2011. Representatives of all 8 faculties are included within researcher's sampling frame. Table 5.5 shows the relationship between the faculties to which the respondents belong (subject studied) and their choice of profession.

On the basis of their studied subject, the graduate female students have been divided into eight categories (faculties) in the University of Rajshahi.

Table 5.5 clearly reveals that there is no positive relationship between the subjects studied by the female Master's degree student's respondents (FMDS) and the career trajectories they ultimately wish to follow upon graduating. The respondents who follow the humanities subjects' curriculum tend to choose a career in areas such as teaching, non-government service, government service and banking. The evidence from this data shows that most of the respondents (n=44, 29.3%) who belong to the Faculty of Arts aspired to become a teacher (n=20, 45.5%).

The Table portrays that careers such as banking, government, non-government service, government service, health project, and teaching were chosen by the female students studying in faculty of science (Mathematics, Applied Mathematics, Physics, Biochemistry, Pharmacy and Chemistry etc.). Most of these science graduates, (n=13, 46.4%), expressed their desire to become a teacher because of long holidays, job security and opportunity for further studies. While 06 students (21.4%) studying these subjects said that they intended to be government officers. Two respondents, (n=02, 7.1%), whose subjects were applied chemistry and biochemistry, chose banking profession as their preferred careers.

The same response was observed among 30 female students studying Social Science. About 20% of the respondents were studying subjects within the Faculty of Social Science, and their preferred professions were teaching, banking, non-government service, government service. Eleven (36.7%) of the respondents belonging to social science faculty aspired to become teachers.

Ten female students who belonged to the Faculty of Business studies chose teaching, banking, non-government service, government service as their career. Almost half of the

students, (n=05, 50%), aspired to become bankers and 02 (20%) of them mentioned professions like teaching as their preferred careers. It is to be noted that none of these respondents wanted to be a businessman. Among 30 female respondents studying in the Faculty of Life and Earth Science (Botany, Psychology, Zoology and Geography and Environmental Studies), 17 (56.7%) opted towards teaching profession, while 8 of the students (26.7%) expressed their wish to become government officers and 02 (6.7%) of them had shown their interest in the NGOs sector.

Five respondents belonged to the Faculty of Engineering. Of them 02 (40%) respondents preferred teaching as their preferred careers. Two respondents (1.3%) studying in the Faculty of Agriculture, expressed their desire to become a teacher or government officer. Only one respondent of the study belonged to the faculty of law and she wanted to be a lawyer.

Here it has been observed that there is no relationship between the studied subjects of the respondents and their future career aspirations. The professional status of teaching is widely accepted as the future profession of most of the respondents.

Table 5.5: The relationship between studied subject in university and career choices of the respondents

Name of the Faculties	Name of the desired professions										Total	Percentage (%)
	Any honourable job	ASP	Banker	Business	Gov. service	Lawyer	Non-Gov. service	Service in Health Project	Teaching	Work in Administration		
Faculty of Agriculture	0	0	0	0	1 (50%)	0	0	0	1 (50%)	0	2	1.3
Faculty of Arts	3 (6.8%)	0	4 (9.1)	3 (6.8%)	11 (25%)	0	3 (6.8%)	0	20 (45.5%)	0	44	29.3
Faculty of Business Studies	0	0	5 (50%)	0	2 (20%)	0	1 (10%)	0	2 (20%)	0	10	6.7
Faculty of Engineering	0	0	0	0	2 (40%)	0	1 (10%)	0	2 (40%)	0	5	3.3
Faculty of Law	0	0	0	0	0	1 (100%)	0	0	0	0	1	.7
Faculty of Life and Earth Science	0	1 (3.3%)	1 (3.3%)	0	8 (26.7%)	0	2 (6.7%)	0	17 (56.7%)	1 (3.3%)	30	20.0
Faculty of Science	5 (17.9%)	0	2 (7.1%)	0	6 (21.4%)	0	1 (3.6%)	1 (3.6%)	13 (46.4%)	0	28	18.7
Faculty of Social Science	1 (3.3%)	0	9 (30%)	0	7 (23.3%)	0	1 (3.3%)	0	11 (36.7%)	1 (3.3%)	30	20.0
Total	9	1	21	3	37	1	9	1	66	2	150	100.0

Table 5.6 shows opinions of the respondents about women being engaged in all type of occupations. Among 150 respondents 82 (54.7%) opined that women should engage in all types job and 68 (45.3%) said that women should not engage in all kinds of jobs. We observe here that still a significant proportion of women are doubtful regarding women's participation in all types of jobs.

Table 5.6: Respondents' opinions on whether women should engage in all types of occupation or not

Respondents' opinions on whether women should engage in all types of occupation or not	No. of Respondents	Percentage (%)
Yes	82	54.7
No	68	45.3
Total	150	100.0

According to most of the respondents (n=111, 74%), they will be satisfactorily dedicated to their future professions. Thirty seven (24.7%) respondents said that they will be highly dedicated. Only two (1.3%) respondents said that they will not be dedicated to their future professions.

Table 5.7: Extent of dedication towards future profession

Extent of dedication towards future profession	No. of Respondents	Percentage (%)
Highly dedicated	37	24.7
Satisfactorily dedicated	111	74.0
Not much dedicated	02	1.3
Total	150	100.0

Table 5.8 portrays the information derived in response to the question, "Do you want that both your husband and you will engage in the same profession?" Most of the respondents (n=111, 74.0%) did not want themselves and their husbands to be engaged in the same profession. Only a few (n= 39, 26.0%) felt like engaging themselves in the same profession as their husbands because, they thought, it will be a better decision for their family life.

Table 5.8: Aspirations of the FMDS about engaging in same profession as their husbands

Aspirations of the FMDS about engaging in same profession as their husbands	No. of Respondents	Percentage (%)
Yes	39	26.0
No	111	74.0
Total	150	100.0

In Table 5.9 it is found that 92 (61.3%) of the respondents were confident that they were able to perform the same types of tasks as men generally do and of them 58 (38.7%) respondents were not so confident regarding the issue.

Table 5.9: Opinions regarding women's ability to perform the same types of tasks as men

Ability to perform the same types of tasks as men	No. of Respondents	Percentage (%)
Able to perform the same types of tasks as men	92	61.3
No able to perform the same types of tasks as men	58	38.7
Total	150	100.0

Table 5.10 shows that in a situation of economic solvency and no financial needs in family, most of the respondents, (n=137, 91.3 %), preferred to work outside the home and 13 (8.7%) respondents preferred to stay at home in this type of situation.

Table 5.10: Whether prefers to work if not financially required by family

Whether prefers to work if not financially required by family	No. of Respondents	Percentage (%)
Preferred to work	137	91.3
Did not prefer to work	13	8.7
Total	150	100.0

Employment may be viewed as an asset in the traditional marriage market or provide more opportunity to enter into marital relationships. Table 5.11 shows that most of the respondents, (n=52, 34.7%) felt that working women could help their husbands financially, 47 (31.3%) respondents opined that working women were capable of

influencing their parent's choice, according to 29 (19.3%) respondents they had the opportunity choose their own husband. Ten (6.7%) respondents felt that men liked employed women, 06 respondents (4.0%) thought that some gents' families liked employed women and according to 06 other respondents (4.0%) working women were known and seen by more people and so they were able to get married easily.

Table 5.11: Opinions about how employment helps in case of marriage

Opinions about how employment helps in case of marriage	No. of Respondents	Percentage (%)
Working women help their husbands financially	52	34.7
They can choose own husband	29	19.3
Men like employed women	10	6.7
Some gents' families like employed women	06	4.0
Working women are known and seen by more people	06	4.0
Women have more opportunity in influencing parents' choice	47	31.3
Total	150	100.0

In this study it was found that different reasons were shown to justify the employment of a married woman/ a mother by the respondents. Table 5.12 shows that according to 15 (10.0%) respondents, a married woman/a mother should work outside home in order to earn money independently, according to (n=37, 24.7%) respondents they should work if financial difficulties arise, most (n=69, 46.0%) of the respondents felt that they should work to make use of achieved education to do something useful. Ten respondents (6.7%) felt that they should work if someone looks after their household and children and 08 (5.3%) respondents felt that they should work when their children are financially dependent on them.

Table 5.12: When/why mothers of children should work outside home leaving children at home?

When/why do you think mothers of children should work outside home?	No. of Respondents	Percentage (%)
To earn money independently	15	10.0
If financial difficulties arise	37	24.7
To make use of achieved education, do something useful	69	46.0
If husband allows	3	2.0
If someone looks after household and children	10	6.7
If children are matured enough	8	5.3
If their children are financially depend on them	8	5.3
Total	150	100.0

Table 5.13 shows that half of the respondents said that they would continue their jobs, even if they have to live apart from their husbands and there is not much possibility for them to work in the same locality. The other half would prefer to resign.

Table 5.13: **Whether women should continue their job if her workplace is at a distance from husband's workplace**

Whether women should continue their job if her workplace at a distance from husband's workplace	No. of Respondents	Percentage (%)
Continue job	75	50.0
Resign the job and stay at husband's workplace	75	50.0
Total	150	100.0

If any circumstance arises in the family that compels the respondents to leave their jobs, most of the respondents, (n=73, 48.7%) were willing to resign for the time being and try for other jobs later, 30 (20.0%) of the respondents desired to permanently resign the job in this situation, 28 (18.6%) respondents argued in favour of continuing the job and 19 (12.7%) respondents wanted to try to earn by alternative means.

Table 5.14: Respondent's decision in a circumstance which demands that they should resign for the sake of their families

Respondent's decision in a circumstance which demands that they should resign for the sake of their families	No. of Respondents	Percentage (%)
Resign	30	20.0
Not resign	28	18.6
Resign for the time being and will try for other jobs later	73	48.7
Will try to earn through alternative means	19	12.7
Total	150	100.0

The level of encouragement received from parents regarding working outside home is likely to have a great impact on their daughters' seeking employment. Most of the fathers (72.0) and most of the mothers (72.7%) of the respondents in this study encouraged respondents very strongly towards seeking employment. Only 1.3% of the fathers and 02% of the mothers wanted their daughters to stay at home.

Table 5.15: **Attitude of the parents of the (married and unmarried) respondents towards their daughters' seeking employment**

Attitude of the parents towards their daughters' seeking employment	Father		Mother	
		%		%
Strongly encouraging	108	72.0	106	70.7
Mildly encouraging	33	22.0	32	21.3
Neutral	07	4.7	09	6.0
Prefer she stays at home	02	1.3	03	2.0
Total	150	100.0	150	100.0

5.3 Aspirations for Future Planning of the Female Master's Degree Students

Table 5.16 shows that most of the respondents (n=67, 44.7%) aspired to engage in delivering social service and 66 (44.0%) of them aspired to build an ideal family after the completion of Master's degree.

Table 5.16: Type of work intended to be done by the respondents for the society and nation after the completion of Master's Degree

Type of work intended to be done by the respondents for the society and nation after the completion of Master's Degree	No. of Respondents	Percentage (%)
Engage in delivering social service	67	44.7
Build an ideal family	66	44.0
Participate in women's organizations	17	11.3
Total	150	100.0

A huge majority, about respondents, (n=130, 86.7%) opined that they will make a balance to provide maximum priority to both family and their careers.

Table 5.17: Type of response when family needs are to be ignored for the betterment of personal career

Type of Response	No. of Respondents	Percentage (%)
Give first priority to family	17	11.3
Give first priority to career	03	2.0
To make a balance on both sides	130	86.7
Total	150	100.0

In case of lack of co-operation from their families regarding building their personal careers or establishing themselves in society, most of the, respondents (n=98, 65.3%) wanted to advance alone, with self confidence. Only 34 (22.7%) respondents wanted to persuade their family members and 18 (12.0%) wanted to accept family decision.

Table 5.18: **Ways of convincing family regarding building respondent's career if they had a negative attitude**

Ways of convincing family regarding building respondent's career if they had a negative attitude	No. of Respondents	Percentage (%)
Will try to persuade the family members	34	22.7
Will advance alone having self confidence	98	65.3
Will accept family decision	18	12.0
Total	150	100.0

Table 5.19 shows confidence of the respondents regarding the challenges they faced due to their gender identity. Among 150 respondents, most would be able to overcome (n=108, 72.0%) all the challenges to a great extent, 37 (24.7%) of the respondents have expressed little confidence regarding their ability and only a few (n=05, 3.3%) respondents felt that it was not possible at all for them to face these challenges.

Table 5.19: Ability to overcome challenges faced mainly due to gender identity

Ability to overcome challenges faced mainly due to gender identity	No. of Respondents	Percentage (%)
To a great extent	108	72.0
A little	37	24.7
Not at all	05	3.3
Total	150	100.0

In Table 5.20, we find that most of the respondents (n= 126, 84.0%) were determined to expand their recognition in society even if they had to encounter many obstacles and only a small number (n=24, 16.0%) were not determined in this regard.

Table 5.20: Determination to build and develop own career in the face of obstacles

Determination to build and develop own career in the face of obstacles	No. of Respondents	Percentage (%)
Determined	126	84.0
Not determined	24	16.0
Total	150	100.0

As an overall comment on the expenditure of the self earned money most of the respondents (n=108, 72.0%) wanted to give some money to their parents, 11 (7.3%)

respondents aspired to spend her total money in her own family and 31(20.7%) respondents wanted to spend some money for her own family.

Table 5.21: Purposes for which respondents wish to spend their own money

Purposes for which you wish to spend their own money	No. of Respondents	Percentage (%)
Will spend all money in your family of procreation	11	7.3
Give some money to your parents	108	72.0
Will spend some money for your family of procreation	31	20.7
Total	150	100.0

Table 5.22 shows that 43 (50%) respondents aspired to get a PhD degree in future, 28 (32.6%) respondents wanted to get an MBA degree, 14 (16.2%) students aspired to get an M. Phil degree and one person wanted to study further in order to become a Barrister.

Table 5.22: Aspirations for further study after completion of Master's degree

Aspirations for higher study	No. of Respondents	Percentage (%)
Higher degrees in law	01	1.2
M.Phil	14	16.2
MBA	28	32.6
PhD	43	50.0
Total	86	100.0

When asked what they wanted to do in the two years immediately after completions of Master's degree 111 (74.0%) respondents hoped to get a job and 34 (22.7%) respondents desired to continue further education. Of the 127 unmarried respondents (FMDS) expected to get married. It is a great impact of higher education that most of the unmarried students put priority on their career as compared to their marriage.

Table 5.23: Aspirations for the two years immediately after completion of Master's degree

After two years plan	No. of Respondents	Percentage (%)
Further education	34	22.7
Get a job	111	74.0
Get married	05	3.3
Total	150	100.0

Table 5.24 shows that 51 (34.0%) respondents aspired to go abroad for higher education in future, however, most of them (n=99, 66%) did not.

Table 5.24: Aspirations about planning to go abroad for higher education

Aspirations about preferring work outside the home in case of financial solvency	No. of Respondents	Percentage (%)
Yes	51	34.0
No	99	66.0
Total	150	100.0

Most of the respondents (n=135, 90.0%), expected to reach the top position in their professional life at mature age, but some (n=15, 10%) did not.

Table 5.25: Expectation to reach the top position in professional life at mature age of the respondents

Expectation to reach the top position	No. of Respondents	Percentage (%)
Expected to reach the top position	135	90.0
Did not expect to reach the top position	15	10.0
Total	150	100.0

A good number of the respondents (n=87, 58.0%), were determined to develop their careers so that they become known at the national level, 35 (23.3%) respondents were determined to develop their careers so that they become known at the international level, (n=23, 15.3%) respondents aspired to be well known at the district level and only five (3.3%) respondents aspired to be known in her own locality.

Table 5.26: Aspirations to enhance professional career

Aspirations to enhance professional career	No. of Respondents	Percentage (%)
International level	35	23.4
National level	87	58.0
District level	23	15.3
In own locality	05	3.3
Total	150	100.0

5.4   Opinions about Marriage and Dowry

Selection of bridegroom is an important area of decision making. Generally, women have limited say in the process of selecting their future husbands in Bangladesh. It is expected that the educated females are more advanced than uneducated females in this regard. In this study, among 127 (84.7%) unmarried respondents, 15.0% were engaged with a person who would be their future husbands. The graduate female Master's degree respondents expressed their desires about their future husbands.

Twenty one percent of the respondents wanted their future husbands to be 'a nice and liberal person', 54 (42.5%) of the respondents expected that 'he would be honest and a person with integrity' and according to 21 (16.5%) of the respondents 'he should be of sober personality', 12 (9.4%) respondents desired that their future husband would be 'well educated and talented person'.

Six (4.7%) respondents expected that 'he would be a righteous and adaptable person', 4 (3.1%) respondents expected that 'he should be a person with regards for women' and only three (2.4%) of the respondents expected that their future husband 'would be industrious and co-operative person'.

Table 5.27: **Desired characteristics of the future husbands of the unmarried graduate female students**

Desired characteristics of the future husbands	No. of Respondents	Percentage (%)
He would be nice and liberal person	27	21.4
He would be honest and a person with integrity	54	42.5
He would be industrious and co-operative	03	2.4
He would be righteous and adaptable	06	4.7
He should be of sober personality	21	16.5
He would be well educated and talented	12	9.4
He should be a person with regards for women	04	3.1
Total	127	100.0

An educated girl aspires to marry someone who is better qualified; her parents also have similar aspirations. Sometimes they are even ready to pay dowry to the groom. Personal aspirations of respondents about dowry practices are focused upon below:

Table 5.28 shows the response of respondents towards demands of dowry in their marriage proposal. Among 127 unmarried FMDS respondents 76 (59.8%) will not accept any demand for dowry and disagree to marry in case of their marriage, 41 (32.3%) respondents wanted to try to convince the groom's family that it was a crime. Ten (7.9%) of the respondents would depend on the decision of their guardians.

Table 5.28: Response of respondents towards demands for dowry in a marriage proposal

Response of respondents towards demands for dowry	No. of Respondents	Percentage (%)
Disagree to marry	76	59.8
Try to convince the grooms family that it is a crime	41	32.3
Will agree to guardians' decision	10	7.9
Total	127	100.0

Among the 127 unmarried FMDS respondents 77 (60.6%) wanted to get married after getting their job, 40 (31.5%) of the respondents wanted to marry after completion of their Master's degree, 10 (7.9%) agreed to get married during their studies for Master's degree.

Table 5.29: Aspirations about timing of marriage of the unmarried female students

Aspirations about timing of marriage	No. of Respondents	Percentage (%)
After completion of the Master's degree	40	31.5
After getting job	77	60.6
At the period of Master's studies	10	7.9
Total	127	100.0

5.5 Aspirations about Post-Marriage life of the Female Master's Degree Students

Table 5.30 shows that most of the (n=134, 89.3%) respondents will try to convince their husbands if they do not help in household works or in child rearing. Twelve (8.0%) respondents will try to finish all the work single-handedly in this situation and 04 (2.7%) of them would not accept such attitude of husband.

Table 5.30: **Measures to be taken by respondents if their husbands did not cooperate in household affairs?**

Measures to be taken by respondents if their husbands did not cooperate in household affairs?	No. of Respondents	Percentage (%)
Will try to convince him	134	89.3
Finish all the works single-handedly	12	8.0
Cannot accept such attitude of husband	04	2.7
Total	150	100.0

Most of the respondents (n=139, 92.7%), felt that they had some duties towards their in laws' families but 11 (7.3%) of them did not think that they had any duties towards their in-laws.

Table 5.31: Whether respondents thought they had duties towards their in-laws' families

Whether respondents thought they had duties towards their in-laws' families	No. of Respondents	Percentage (%)
Yes	139	92.7
No	11	7.3
Total	150	100.0

5.6 Aspirations about the Children of the Female Master's Degree Students

Most of (n=104, 69.3%) the respondents aspired to help their children regarding their studies after school. Thirty eight (25.3%) wanted to appoint a private tutor and only eight (5.3%) wanted to send them to a coaching center.

Table 5.32: **The means by which respondents would like to manage their children's studies after school**

How would you like to manage your children's studies after school	No. of Respondents	Percentage (%)
Teach them by myself	104	69.3
Appoint a private tutor	38	25.4
Send to a coaching center	08	5.3
Total	150	100.0

Table 5.33 shows the aspirations about the type of role of the respondents to play as a mother for the well being of their families. Among 150 respondents, 134 (89.3%) aspired to raise children in such a way that they would be able to earn a decent living, with a good social status and willingness to work for the welfare of their community and nation. Only 10 (6.7%) of them aspired to educate her children properly.

Table 5.33: The kind of role respondents wanted to play as a mother for the well-being of their families

The kind of role respondents wanted to play as a mother for the well-being of their families	Respondents	Percentage (%)
To educate her children properly	10	6.7
To help in increasing family income	02	1.3
To help the children in developing their character properly	04	2.7
To raise children, so that they can earn a decent living, with a good social status, as well as work for welfare of their community and the nation	134	89.3
Total	150	100.0

Table 5.34 shows that 46 (30.6%) of the respondents expected that their children would become internationally famous personalities, 43 (28.7%) respondents expected their children to become nationally famous personalities and (n=61, 40.7%) wanted their children to become an active persons who would work for community development.

Table 5.34: Achievements expected by respondents from their children

Achievements expected by respondents from their children	No. of Respondents	Percentage (%)
To become a internationally famous personality	46	30.6
To become a nationally famous personality	43	28.7
To become an active person who works for community development	61	40.7
Total	150	100.0

5.7 Personal Experiences of the Married Female Master's Degree Students' in Continuing Post-Secondary Education

All the married students (n=23, 100%) felt that they did not have to face any problem in continuing their education after marriage. Among the 23 married respondents 17 (91.3%) said that their husbands encouraged them most to continue education after marriage. Only one respondent had a child and she said that she could manage her family life and ongoing education with the help of her husband.

Respondents of the study appear to have clearly defined the attitude of members of their families, as shown on Table 5.35. Table 5.35 shows, most of the fathers (n=16, 69.6%) and 15 (65.2%) mothers of the married respondents strongly encouraged their daughters to work outside the home. Most of the husbands (n=17, 73.9%) strongly encouraged their wives to work while only 4.3% of husbands wanted the respondents to remain at home. Almost 47% of the in-laws strongly encouraged their daughters -in -law to work outside the home, and only 03 (13.0%) of them wanted the respondents to remain at home.

Here, we observe that almost all the respondents received encouragement from their parental and in-laws' families in seeking employment, rather than remaining at home. It is interesting to observe that husbands and in-laws of the respondents were holding a positive viewpoint just like their parents.

Table 5.35:   Attitude of the family members of married respondents towards their seeking employment

Family members' reported attitude of the married respondents	Father		Mother		Husband		In-laws	
	No.	%	No.	%	No	%	No.	%
Strongly encouraging	16	69.6	15	65.2	17	73.9	11	47.8
Mildly encouraging	05	21.7	05	21.7	03	13.0	05	21.7
Neutral	01	4.3	01	4.3	02	8.7	04	17.4
Prefer she stays at home	01	4.3	02	8.7	01	4.3	03	13.0
Total	23	100.0	23	100.0	23	100.0	23	100.0

5.8 Opinions and Personal Experiences about the Effects of Post-Secondary Education

Table 5.36 shows the opinions of the FMDS (respondents) on general effects of post-secondary education of the female respondents. Most of the students, (n=84, 56.0%) opined that post-secondary education gives women the opportunity to empower themselves in their families and also outside the home, 38 (25.3%) respondents felt that it increased the guardians' interest in their daughters' higher education. Twelve (8.0%) of them felt that it was a way of decreasing early marriage, 09 (6.0%) of them opined that it gave an opportunity of increasing girl's education and according to 07 (4.7%) respondents it helped to decrease neglect towards the female child.

Table 5.36: Personal feelings of the female Master's degree students regarding acquiring post-secondary education

Personal feelings of the female respondents regarding acquiring post-secondary education	No. of Respondents	Percentage (%)
Increased interest of guardians for girls' higher education	38	25.3
Decreased of early marriage	12	8.0
Increased opportunity of girls' education	09	6.0
Increased participation of women in decision making in family and society	84	56.0
Decreased neglect of the girl child	07	4.7
Total	150	100.0

Most of the respondents, (n= 73, 48.7%), believed that post-secondary education prevents early marriage. Twenty (13.3%) respondents believed that the opportunity of post-secondary education will be helpful for them to get respectable jobs, 28 (18.7%) of the respondents believed that the opportunity of post-secondary education will give them self reliance, according to 18 (12.0%) respondents this opportunity can help them in increasing social status and 11 (7.3%) respondents believed that this gives women the opportunity to be a highly educated woman.

Table 5.37: Influences of post-secondary education they have got in their personal life of the respondents

Personal experiences of the female respondents	No. of Respondents	Percentage (%)
Opportunity of higher education	11	7.3
Increased the social status	18	12.0
Protection from the early marriage	73	48.7
Getting the job	20	13.3
To become self reliant	28	18.7
Total	150	100.0

5.9 Future Expectations to Work for Community, Society and the Nation as a Whole

Fifty nine (39.3%) of the respondents aspired to increase women's access to education through their future endeavours and 32 (21.3%) of them wanted to help helpless people financially. Nineteen (12.7%) of them desired to work with distressed children and the elderly, 26 (17.3%) of them aspired to help the country by fulfilling own responsibilities at work place and 14 (9.3%) of the respondents who aspired to become a teacher wanted to educate a future generation as a teacher and as a mother.

Table 5.38: The ways through which society and country would be benefited by respondents' acquisition of higher education

Future aspirations about work for society and country	No. of Respondents	Percentage (%)
By increasing women's access to education	59	39.3
To help helpless people financially	32	21.3
By working with distressed children and the old people	19	12.7
Performing own responsibilities sincerely at work place	26	17.3
By educating future generations as a teacher and as a mother	14	9.3
Total	150	100

In this study, the FMDS respondents were asked many questions about their future aspirations and the researcher tried to relate these points of views with their education at post- secondary level. Most of them wanted to overcome their degrading and subordinate position by achieving higher education. Higher education can prepare them for managing both family and professional activities in a balanced way. By utilizing their higher education they can avoid those problems of women, which less educated women face in their lives, such as, lack of dedication towards their professions, lack of confidence in achieving their future goals etc.

Chapter Six
OVERALL SOCIO-ECONOMIC BACKGROUND AND FUTURE ASPIRATIONS OF THE MATCHED PAIRS GROUP (MPR)

This chapter focuses on the socio-economic background and future aspirations of the matched pairs of the FMDS respondents (MPR). The basic socio-economic information on the MPRs and their future aspirations are briefly discussed below:

Part-I
Socio-Economic Background

Distribution of the MPRs on the basis of their age, family income, father's education and area of residence were the same as the FMDS respondents, because MPRs were selected purposively to match with the FMDS respondents in these respects.

6.1 Religion

In this research 137 (91.3%) of the MPR were Muslims and 12 (8.0%) were Hindus and one respondent was Christian. No Buddhist or persons belonging to other faiths were found among the respondents. The Muslims outnumbered respondents of other faiths.
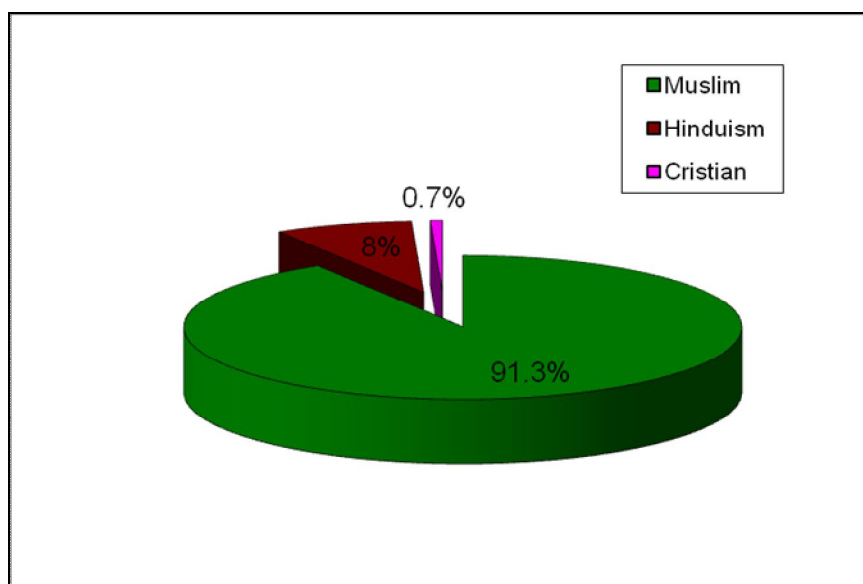
Figure 6.1: Religion of the respondents

6.2 Marital Status of the Respondents

Among 150 respondents of MPR group, 112 (74.7%) were married and 38 (25.3%) were unmarried.
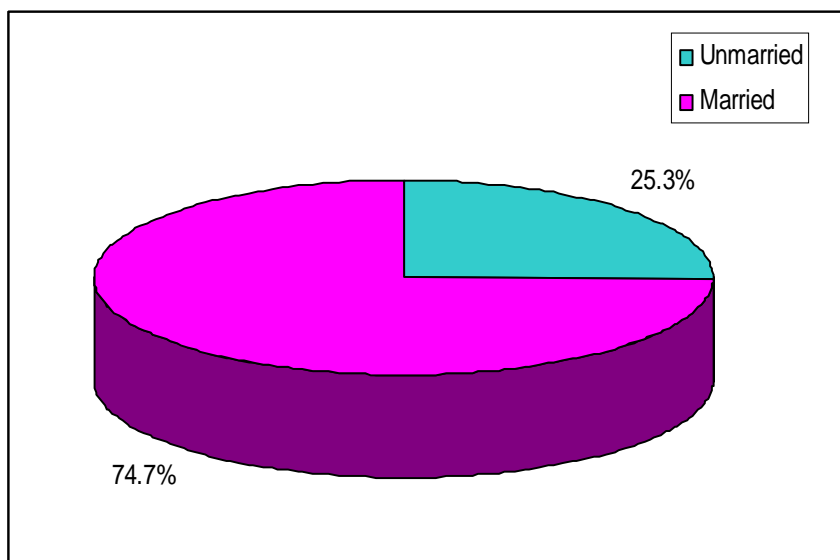
Figure 6.2: Marital status of the respondents

Among the 150 respondents 61 (40.7%) were engaged in various occupations and the rest (n=89, 59.3%) were not engaged in any income generating activity.

Table 6.1: Earning status

Type of opinions	No. of Respondents	Percentage (%)
Yes	61	40.7
No	89	59.3
Total	150	100.0

6.3 Occupation of the Respondents

Figure 6.3 shows that 18 (12.0%) of the respondents were engaged in some low paid jobs, such as teaching in primary schools, teaching music, working as a beautician, working as a receptionist at a clinic etc. Eighty nine (59.3 %) of the respondents were not engaged in any income generating activity.
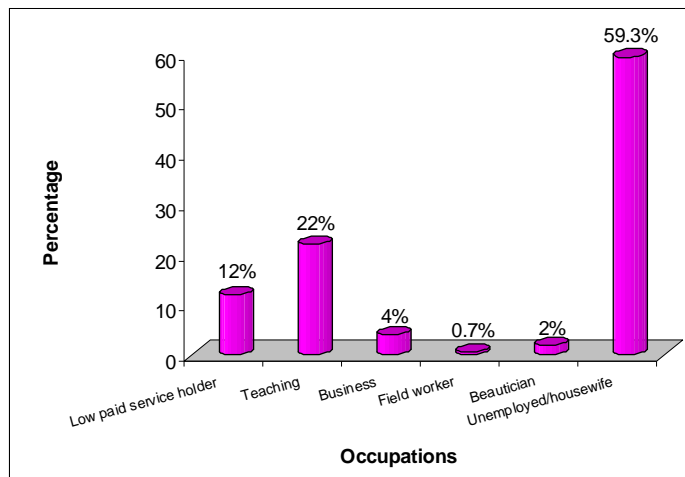
Figure 6.3: Occupation of the respondents

6.4   Monthly Expenditure of the Respondents

Most of the respondents, (54.0%) spent Tk. 2, 000 per month.

6.5   Occupation of the Parents

This section deals with the occupational pattern of the parents of the respondents. Here also the fathers of matched pair respondents were engaged in a variety of occupations. Figure 6.4 shows that 35 (23.3%) fathers were involved in agricultural activities, 73 (48.7%) fathers were involved in services, 42 (28.0%) were involved in business. Most of fathers were service holders. Mothers of most (n=142, 94.7%) respondents were house wives and they were not engaged in any profession. Among the mothers, 08 (5.3%) were involved in delivering services.
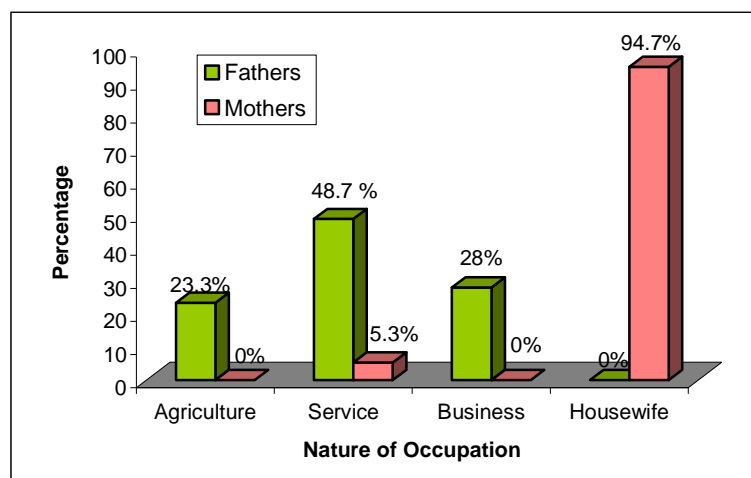
Figure 6.4: Occupation of the parents

6.6 Level of Education of the Husbands of the Married Respondents

In this research, Figure 6.6 shows that (n=101, 90.2%) husbands of married respondents were educated up to post H.S.C level of education.
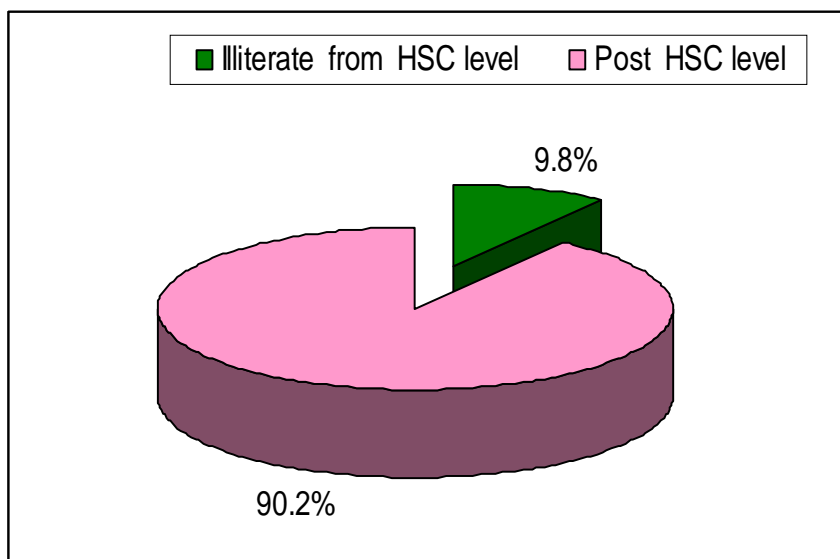
Figure 6.5: Level of education of the husbands of the matched pair respondents

Part-II
Future Aspirations of the Matched Pairs Group

Here the researcher attempts to explore the opinions, ideas of the MPRs regarding their aspirations about their future professions, family life etc.

6.7 Personal Information about Education and Future Planning

Table 6.2 shows that majority of the respondents of matched pair group, (n=109, 72.7%) mentioned that early marriage was the reason for their discontinuation of education. Twenty two (14.7%) of the respondents could not continue their education for many kinds of family problems like, parents' death, for unexpected result, work load of service etc. Three (2.0%) of the respondents did not continue their education because of their lack of interest. Five (3.3%) respondents left school because educational institutions were far from their residence.

Table 6.2: Reasons for discontinuance of post-secondary education

Type of opinions	No. of Respondents	Percentage (%)
Economic insolvency	11	7.3
Early marriage	109	72.7
Lack of interest	03	2.0
Family problem	22	14.7
Institution is far away from residence	05	3.3
Total	150	100.0

Figure 6.6 shows the results of MPRs at H.S.C level. Sixty two (41.3%) of the MPRs had results between 'B' – 'B$^-$'. On the other hand, 51 (34.0%) had results between 'B^{+}' – 'A' and only 13 (8.7%) respondents had results between 'A' – 'A^{+}'.
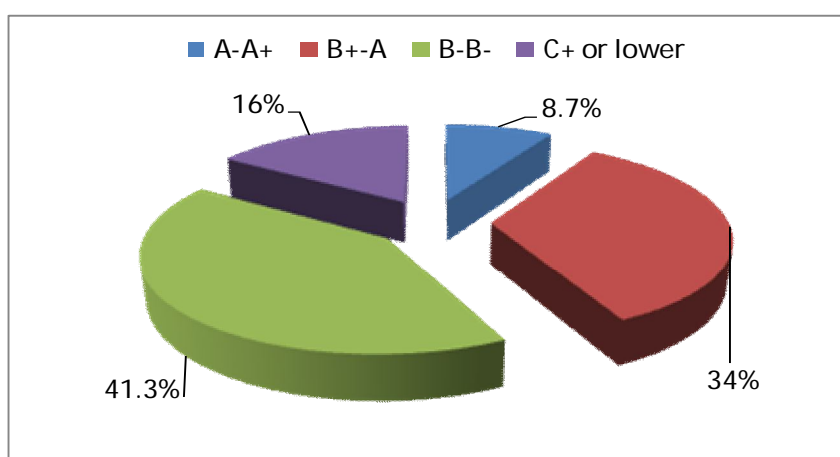
Figure 6.6: Results of the matched pair respondents in H.S.C examination

Most of the MPRs (n= 88, 30.0%) were in the Humanities group.
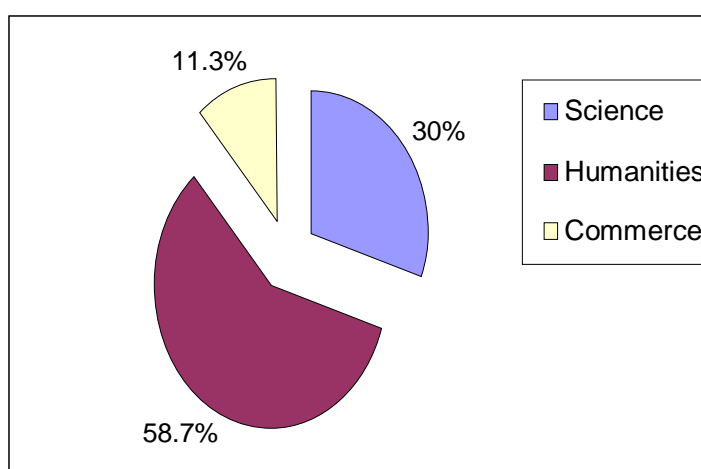
Figure 6.7: Stream of studies chosen by the respondents in S.S.C and H.S.C programmes

When asked what they wanted to do in the next two years, 82 (54.7%) respondents said that they aspired to be a good mother and wife, 32 (21.3%) respondents desired to get admitted to an under-graduate programme. Twenty four (16.0%) of the MPRs expected to get a job.

Table 6.3: Aspirations for the next two years

Desired occupation	No. of Respondents	Percentage (%)
Get admitted to an under graduate programme (in case of those without tertiary education	32	21.3
To be a good mother and good wife	82	54.7
Get a job	24	16.0
Get married	12	8.0
Total	150	100.0

The 99 respondents mentioned in Table 6.4 were either already engaged (61) in a profession or aspired (38) to do something for building their future career in the future. In case of lack of co-operation from their families to permit them to build their personal careers or establishing themselves in society, most of the respondents (n=69, 69.7%) mentioned that they will take no further initiatives. In this case, only 13 (13.1%) respondents wanted to advance alone, with self confidence. Only 15 (15.2 %) of the respondents wanted to persuade her family members and 02 (2.0%) wanted to obey family decision.

Table 6.4: **Ways of convincing family regarding building respondents' career if they had a negative attitude**

Ways of convincing family regarding building respondent's career if they had a negative attitude	No. of Respondents	Percentage (%)
Will try to persuade the family members	15	15.2
Will advance alone with self confidence	13	13.1
Will obey family decisions	02	2.0
Take no further initiatives	69	69.7
Total	99	100.0

In Table 6.5, it is observed that most of the respondents (n=67, 67.7%) were not determined to expand their recognition in society if they had to encounter many obstacles and only 32 (32.3%) respondents were determined on this issue.

Table 6.5 : Determination to build and develop own career in the face of obstacles

Determination	No. of Respondents	Percentage (%)
Determined	32	32.3
Not determined	67	67.7
Total	99	100.0

6.8 Information on Future Planning

Table 6.6 shows responses of the MPRs about their participation in the type of work that they have undertaken or will undertake in future for national development. Eighty one (54.0%) out of 150 respondents felt that they were not able to do any special thing for social or national development.

Table 6.6: Type of work intended to be done by the MPRs for the society and nation

Type of work	No. of Respondents	Percentage (%)
Build an ideal family	41	27.3
No specific work	81	54.0
Contribute through own profession	28	18.7
Total	150	100.0

Table 6.7 shows respondents' confidence regarding ability to overcome all the challenges faced by women. Most of the respondents (n=76, 50.6%) felt that it was not possible at all. Sixty one (40.7%) respondents have expressed their meager ability and only a few (n=13, 8.7%) hoped to overcome all the challenges to a great extent.

Table 6.7: Ability to overcome challenges faced mainly due to gender identity

Aspirations about ability to overcome all the challenges	No. of Respondents	Percentage (%)
To a great extent	13	8.7
A little	61	40.7
Not at all	76	50.6
Total	150	100.0

As an overall comment on the expenditure of self earned money, most of the matched pair respondents (n=26, 26.3%), wanted to give some money to their parents, 24 (24.2%) of them aspired to expend her total money in her own family and 33 (33.3%) respondents wanted to deposit the money for self.

Table 6.8: Purposes for which respondents wish to spend their own money

Purposes for which you wish to spend their own money	No. of Respondents	Percentage (%)
Will spend all money in your family of procreation	24	24.2
Give some money to your parents	26	26.3
Will spend some money for your family of procreation	16	16.2
Deposit for self	33	33.3
Total	99	100.0

6.9 Aspirations about Profession

Among the 150 respondents, 89 were not engage in any profession and of them 38 (42.7%) had a desire of the respondents had a desire to get involved in services/business in future.

Table 6.9: Earning desire

Type of opinions	No. of Respondents	Percentage (%)
Yes	38	42.7
No	51	57.3
Total	89	100.0

Among the 150 MPRs, 89 were not engaged in any profession and out of them 38 (42.7%) had a desire to get involved in services/business in future. However, 51 MPRs were reluctant to engage themselves in any income generating activity in future. Table 6.10 shows that teaching was the first career preference of the majority (n=15, 39.5%) of the MPRs who had aspired to be engaged in income generating activities. Ten (26.3%) preferred to become businessman. In addition, 02 respondents desired to become artists and 10 (26.3%) respondents were ready to accept any honourable job for earning money.

Table 6.10: Aspired future professions of the matched pair respondents after their dropping out from post-secondary education

Aspired future professions	No. of Respondents	Percentage (%)
Any honourable job	10	26.3
Artist (actor, painter)	02	5.3
Business (boutique shop, tailoring, parlor businesses etc.)	10	26.3
Social service	01	2.6
Teaching	15	39.5
Total	38	100.0

Table 6.11 shows that 16 (42.1%) out of 38 respondents who wanted to engage in a profession aspired to engage in a job when their children are grown up and if their husband will give them permission to work outside the home. However, fifteen (39.5%) respondents wanted to engage in a profession as soon as possible.

Table 6.11: Time of pursuing a profession

Aspirations to spend self earned money	No. of Respondents	Percentage (%)
After their child are grown up and with permission of their husbands	16	42.1
As soon as possible	15	39.5
When they succeed in achieving a Bachelor's degree	05	13.1
When they get sufficient capital for business	02	5.3
Total	38	100.0

Table 6.12 shows the reasons engaging in a profession. Twenty seven (71.1%) out of 38 respondents who wanted to engage in a profession, wished to do so in order to be self-dependent 06 (15.7%) respondents wanted to engage in profession for economic solvency and 03 (7.9%) of them wanted to work for doing something for the society and to pass time.

Table 6.12: Reasons for work

Aspirations to spend self earned money	No. of Respondents	Percentage (%)
Do something for and society and to pass time	03	7.9
Economic solvency	06	15.7
For self dependency	27	71.1
To fulfill my dream	02	5.3
Total	38	100.0

During their H.S.C studies most of the MPRs had a desire to complete their higher education get involved in services/business. And they have informed about their desired occupations that they aspired before their dropping out from their formal educational endeavours. Now, the personal dreams of the matched pair respondents about their desired future occupation before their dropping out from post-secondary education level and after their dropping out from this level would be focused upon.

Table 6.13 shows that "teaching" was the first career preference of the majority of the matched pair respondents (n=61, 40.7%) before dropping out of their educational journey, 11 (7.3%) respondents desired to engage in government services, 12 (8.0%) desired to become bankers, 03 (2.0%) desired to become a businessman, 14 (9.3%) wanted to work as an administrator and 14 (9.3%) respondents desired to be a doctor. In addition, 01 of the respondents desired to become an architect, 12 (8.0%) wanted to be Lawyers, and 08 (5.3%) opined that they were most suitable for household jobs. Four of the MPRs (2.7%) wanted to serve the society as an engineer. It is clear from the study that there were outlying differences in desired future occupation of the matched pair respondents (MPRs) before and after their dropping out from post-secondary education. After dropping out, their aspirations had drastically changed. Most of the MPRs now aspired to be housewives (n=51, 57.3%), followed by teachers (n= 15, 16.9%), and businessman (n=10, 11.2%). Ten respondents (n=10, 11.2%) would accept any honourable job.

Table 6.13: **Desired occupation of the matched pair respondents before their dropping out from post-secondary education level and after their dropping out from this level**

Desired occupation (before their dropping out from post-secondary education)	Matched pairs group	Percentage (%)	Desired occupation (after their dropping out from post-secondary education level)	Matched pairs group	Percentage (%)
Architect	01	.7			
Artist	08	5.3	Artist	02	2.3
Banker	12	8.0			
Barrister	01	.7			
Businessman	03	2.0	Businessman	10	11.2
Doctor	14	9.3			
Engineer	04	2.7			
Fashion designer	01	.7			
Government service holder	11	7.3			
Housewife	08	5.3	Housewife	51	57.3
Lawyer	12	8.0			
Teacher	61	40.7	Teacher	15	16.9
Administrative jobs	14	9.3			
			Any honourable job	10	11.2
			Social worker	01	1.1
Total	150	100.0	Total	89	100.0

Table 6.14 shows 47 (31.3%) of the respondents did not receive permission of the family to work outside the home.

Table 6.14: Would you get permission from family to build a career

Would you get permission from family to build a career	No. of Respondents	Percentage (%)
Will get permission	103	68.7
Will not get permission	47	31.3
Total	150	100.0

Table 6.15 shows opinions of the respondents about women's engaging in all types of occupations. Ninety nine MPRs responded to the question on this issue. Most of them (n=76, 76.8%) opined that women should not engage in all types jobs and 23 (23.2%) said that women should engage in all kinds of jobs.

Table 6.15: Respondents' opinions on whether women should engage in all types of occupation or not

Respondents' opinions on whether women should engage in all types of occupation	No. of Respondents	Percentage (%)
Yes	23	23.2
No	76	76.8
Total	99	100.0

Out of 99 respondents who were either engaged in a profession or wanted to be engaged in a profession in future, 60 (60.6%) have said that they will be not dedicated to their future professions. According to 32 (32.3%) of the respondents, they will be satisfactory dedicated in their professions and of them only seven (7.1%) respondents wanted to be highly dedicated to their future professions.

Table 6.16: Extent of dedication towards profession

Aspirations about dedication to future profession	No. of Respondents	Percentage (%)
Highly dedicated	07	7.1
Satisfactory dedicated	32	32.3
Not much dedicated	60	60.6
Total	99	100.0

Table 6.17 focuses on the respondents' answer to the question whether women can perform the same tasks as men. We find that out of 99 respondents who answered this question 76 (76.8%) were not too sure about this and 23 (23.2%) of the respondents thought that women were able to perform the same tasks as men.

Table 6.17: Opinions regarding women's ability to perform the same types of tasks as men

Ability to perform the same types of tasks as men	No. of Respondents	Percentage (%)
Able to perform the same types of tasks as men	23	23.2
No able to perform the same types of tasks as men	76	76.8
Total	99	100.0

Table 6.18 shows that even in a situation of economic solvency and no financial needs in family, most (n=70, 70.7 %) respondents preferred to work outside the home and 29 (29.3%) respondents did not want to work outside the home in this type of situation.

Table 6.18: Whether prefers to work or not if not financially required by family

Whether prefers to work if not financially required by family	No. of Respondents	Percentage (%)
Preferred to work	70	70.7
Did not prefer to work	29	29.3
Total	99	100.0

Table 6.19 shows opinions of MPRs regarding when or why mothers of children should work outside leaving children at home. The Table reveals that out of 150 respondents, most (n=57, 38.3%) opined that they should work if husband allows. According to 16 (10.7%) respondents, a married woman/a mother should work outside home to earn money independently, according to 21 (14.0%) respondents mothers of children should not work outside home leaving children at home.

Table 6.19: When /why mothers of children should work outside home leaving children at home

When /why mothers of children should work outside home leaving children at home	Respondents	Percentage (%)
To earn money independently	16	10.7
If financial difficulties arise	24	16.0
If husband allows	57	38.0
If someone looks after household and children	28	18.7
If children are matured enough	04	2.6
Mothers of children should not work outside home	21	14.0
Total	150	100.0

Sixty one respondents, among the 150 MRPs, were already involved in some kind of income generating activities and the rest of them, 89 respondents, were not involved in any such activities. Among these 89 respondents, 38 respondents aspired to engage themselves in some sort of income generating activity in future. Therefore, the researcher thinks that in this study it is logical to consider 99 respondents – (61+38 = 99), who have some opinions regarding their professions in the future. Out of these 99 MPRs who were engaged or wanted to be engaged in a profession, 70 (70.7%) respondents said that they would continue their jobs, even if they had to live apart from their husbands and there was not much possibility for them to work in the same locality (Table 6.20).

Table 6.20: Whether women should continue their job if her workplace is at a distance from husband's workplace

Whether women should continue their job if her workplace is at a distance from husband's workplace	No. of Respondents	Percentage (%)
Continue job	70	70.7
Resign the job and stay at husband's workplace	29	29.3
Total	99	100.0

If any circumstance arises in the family that demands the respondents to resign 70 (70.7%) were willing to continue the job, 08 (8.1%) respondents desired to temporarily resign and try to find other job later, 08 (8.1%) respondents desired to do whatever their husbands wanted in this situation and 11 (11.1%) respondents wanted to try to earn by alternative means.

Table 6.21: Decisions of MPRs in a circumstance which demands that they should resign for the sake of their families

Decisions of MPRs in a circumstance which demands that they should resign for the sake of their families	No. of Respondents	Percentage (%)
Resign	02	2.0
Not resign	70	70.7
Resign for the time being and will try for other jobs later	08	8.1
Will try to earn through alternative means	11	11.1
Whatever my husband wants	08	8.1
Total	99	100.0

Table 6.22 shows that 70 (46.7%) respondents wanted to be empowered in own family, which is the main cause of their engaging in income - generating activities. Forty three (28.6%) thought it was necessary to help family financially, 07 (4.7%) respondents believed that pursuing a job was needed to lead a solvent life, 19 (12.7%) felt that it is not important to engage in a profession for every woman.

Table 6.22: Reasons for which women should be engaged in income generating activities

Reasons for which women should be engaged in income generating activities	No. of Respondents	Percentage (%)
For self reliance	03	2.0
For economic independence	43	28.6
For a solvent livelihood	07	4.7
To gain higher social status	08	5.3
To become empowered in own family	70	46.7
Being engaged in income generating activities is not necessary for every woman	19	12.7
Total	150	100.0

6.10 Attitudes of Family Members Regarding Respondents' Employment Seeking (MPRs)

The level of encouragement received from parents has a great impact on their daughters to work outside home. Out of 150 match pairs only 41 (27.3%) fathers and only 36 (24.0%) mothers of the respondents strongly encouraged their daughters to work outside home.

Table 6.23: Attitude of the parents' of the (married and unmarried) MPRs towards their daughters' seeking employment

Attitude of parents towards their daughters' seeking employment	Father		Mother	
	No.	%	No.	%
Strongly encouraging	41	27.3	36	24.0
Mildly encouraging	75	50.0	76	50.7
Neutral	21	14.0	30	20.0
Prefer she stays at home	13	8.7	08	5.3
Total	150	100.0	150	100.0

Table 6.24 shows, out of 112 married respondents, most of the husbands, (n=40, 35.7%) wanted the respondents to remain at home, only 10 (8.9%) strongly encouraged their wives to work outside home. According to 57 (50.9%) respondents, their in-laws wanted them to remain at home and only 04 (3.6%) of them encouraged their daughters -in -law to work..

Here, we observed that most of the respondents did not receive a lot of encouragement from their parental or in-laws' families in seeking employment.

Table 6.24: Attitude of the husbands and in-laws' of the (married) respondents towards their wives and daughter in law's seeking employment

Attitude of husbands and in-laws'	Husband		In-laws	
	No.	%	No.	%
Strongly encouraging	10	8.9	04	3.6
Mildly encouraging	33	29.5	10	8.9
Neutral	29	25.9	41	36.6
Prefer she stays at home	40	35.7	57	50.9
Total	112	100.0	112	100.0

6.11 Information/Opinions about Marriage and Dowry

Table 6.25 shows us the respondents' aspirations about dowry practices. Among 38 unmarried respondents 21 (55.3%) said that they were ready to accept their guardians' decision in case of their marriage and only 04 (10.5%) said that they will not accept dowry demands and disagree to marry in case of such proposals.

Table 6.25: Response in case of demand for dowry in your marriage proposal

Response in case of demand for dowry in your marriage proposal	No. of Respondents	Percentage (%)
Disagree to marry	04	10.5
Try to convince the groom's family that it is a crime	13	34.2
Will agree to guardians' decisions	21	55.3
Total	38	100

Table 6.26 shows the MPRs' experience about dowry practices. Among 112 married students, 57 (50.9%) had not experienced dowry related matters in their marriage, whereas 55 (49.1%) respondents families had to pay dowry to their grooms to buy furniture, motorcycle, ornaments, land etc. at the time of their marriage. They did not try to avoid/discourage such practices.

Table 6.26: Experience of the married respondents about dowry practices

Experience of the married respondents about dowry practices	No. of Respondents	Percentage (%)
Experienced on dowry practices	55	49.1
No experience	57	50.9
Total	112	100.0

6.12 Aspirations about Post-Marriage Life of the Matched Pair Respondents

In case of absence of any helping person (maid servant) only 21 (14.0%) of the respondents would hesitate to do jobs that are usually done by servants in middle class families.

Table 6.27: Whether respondents would hesitate to do jobs that are usually done by servants in middle class families

Do you hesitate to do jobs that are usually done by servants in middle class families	No. of Respondents	Percentage (%)
Would not hesitate	129	86.0
Hesitate	21	14.0
Total	150	100.0

Table 6.28 shows that most of the respondents, (n=112, 74.7%), said that if their husbands do not cooperate in household affairs, they will try to convince them, 36 (24.0%) respondents aspire to finish all the works single-handedly in this situation and two (1.3%) respondents would not accept such attitude of husband**.**

Table 6.28: Measures to be taken by respondents if their husbands did not cooperate in household affairs

Measures to be taken by respondents if their husbands did not cooperate in household affairs	No. of Respondents	Percentage (%)
Will try to convince him	112	74.7
Finish all the works single-handedly	36	24.0
Cannot accept such attitude of husband	02	1.3
Total	150	100.0

Most of the respondents, (n= 94, 62.7%) felt that they have/would have no duties towards their in-laws families as a daughter in law.

Table 6.29: Whether respondents thought they had duties towards your in-laws families

Whether respondents thought they had duties towards your in-laws families	No. of Respondents	Percentage (%)
Yes	56	37.3
No	94	62.7
Total	150	100.0

6.13 Aspirations about the Children of the Matched Pair Respondent

Most of the respondents, (n=70, 46.7%) aspired to send their children to a coaching center for their studies after school. Thirty (20.0%) respondents aspired to teach their children by themselves, 50 (33.3%) wanted to appoint a private tutor.

Table 6.30: The means by which respondents would like to manage their children's studies after school

The means by which respondents would like to manage their children's studies after school	No. of Respondents	Percentage (%)
Teach them by myself	30	20.0
Appoint a private tutor	50	33.3
Send children to a coaching center	70	46.7
Total	150	100.0

Table 6.31 shows respondents' aspirations about what type of role of the respondents wanted to play as a mother in family. Among 150 respondents 51 (34.0%) respondents aspired to educate their children properly, 81 (54.0%) respondents aspired to raise children, so that they can earn a decent living, with a good social status and can work for welfare of their community and the nation.

Table 6.31: The kind of role respondents wanted to play as a mother for the well-being of their families

The kind of role respondents wanted to play as a mother for the well-being of their families	Respondents	Percentage (%)
To educate her children properly	51	34.0
To help in increasing family income	07	4.7
To help the children in developing their character properly	11	7.3
To raise children, so that they can earn a decent living, with a good social status, as well as work for welfare of their community and the nation	81	54.0
Total	150	100.0

Table 6.32 shows, most of the respondents of MPRs group (n=97, 98.0%) wanted to make their children understand and wanted to continue their job.

Table 6.32: Measures to be taken by respondents if they found that their children's attitude towards their profession was negative

What would you do if you find that your children's attitude towards your profession is negative	Respondents	Percentage (%)
Give importance towards children's opinions	01	1.0
Will concentrate on own career ignoring the issue	01	1.0
Try to convince the child	97	98.0
Total	99	100.0

As Table 6.33 shows, 78 (52.0%) respondents wanted their children to work for the welfare of local people, 33 (22.0%) expected their children to be well known at the national level and 28 (18.7%) respondents aspired that their children would become self dependent.

Table 6.33: Achievements expected by respondents from their children

Achievements expected by respondents from their children	No. of Respondents	Percentage (%)
To become a internationally famous personality	11	7.3
To become a nationally famous personality	33	22.0
To become an active person who works for community development	78	52.0
To be a self dependent person	28	18.7
Total	150	100.0

6.14 Special Question for the Matched Pair Respondents

Table 6.34 shows the opinions of the matched pair respondents regarding how women can play more significant and effective role in society. Most of the respondents (n=61, 40.7%) opted for achieving higher education and self dependency to play more significant and effective role in society, 58 (38.6%) of them opted for achieving higher education and working for society. Eighteen (12.0%) respondents felt that if early marriage can be avoided a women make more significant and effective role in society, and 06 (4.0%) of them opted for changing women's narrow mentality, by working at grass-root level and earning self dependency by own work can help to prevent them from being irritated to be born as a female child and also help to play a significant role as a social being.

Table 6.34: Opinions of the MPRs regarding how women could play more significant and effective role in society

Opinions of the MPRs regarding how women could play more significant and effective role in society	No. of Respondents	Percentage (%)
Being getting married after getting higher degree	04	2.7
By avoiding early marriage	18	12.0
By achieving higher education and being self dependent	61	40.7
By achieving higher education and working for society	58	38.6
By changing narrow mentality, working for grass-root levels and self dependency	06	4.0
By bringing up children and being a good family maker	03	2.0
Total	150	100.0

All the MPRs felt sorry for not being able to achieve tertiary education and believed that they could have helped much more regarding their family, community and country as a whole with tertiary education. They also believed that they could have helped their children to become established in their personal careers even more, if they had graduation degrees.

Chapter Seven
DIFFERENCES IN FUTURE ASPIRATIONS OF THE FEMALE MASTER'S DEGREE STUDENTS (FMDS) AND THEIR MATCHED PAIRS GROUP (MPR)

This chapter highlights female Master's degree students' thoughts about their future aspirations as compared to their counterparts who did not receive post-secondary education. Moreover, this chapter focuses on the female students aspired to mold their future family life and what their desires are regarding their contribution to the building their community and nation. It documents how their participation in tertiary education exposed them to university life, but also focused on female Master's degree students as academic achievers. It shows how these graduate students can act as role models for other women who did not receive post-secondary education.

7.1   Information about Education and Future Planning

From the comparison between two groups having tertiary education (FMDS) and those without tertiary education (MPRs), Table 7.1 shows that 111 (74.0%) respondents from the FMDS group, having tertiary education hoped to get a job in their planning for the next two years and 24 (16.0%) respondents from MPRs, without tertiary education, expected to become self dependent. Eighty two (54.7%) of the MPRs aspired to be a good wife and good mother. Among 150 respondents of MPRs group, 32 (21.3%) respondents desired to get admitted to an under graduate programme.

From the responses of MPRs, it appears that in upcoming two years, most of them, cannot dream of being beyond a good wife or a good mother. There remains a remarkable difference, in case of future aspirations, between these two groups though they are almost of same age. Only a few of the MPRs hoped to get a respectable job in next two years.

Though some of the respondents belonging to MPRs group, not being able to complete their tertiary education previously, have desired to get admission in undergraduate programs, it is uncertain whether they would be able to reach their goal or not. Because they find that their path is blocked by the family responsibilities. One thing is remarkable that those respondents from MPRs group, who were not engaged in any profession and

being dependent upon others, felt a strong urge to be independent. It was found that the participants of FMDS were more confident than the participants of MPRs in terms of future career planning. The difference between the two groups was statistically highly significant (χ^2 =206.949; d. f. =4; level of significance P=.000, see Table 7.1).

Table 7.1: Respondents' plan in the coming two years

Respondents' plan in the coming two years	Group		Total
	Having tertiary education **n=150**	**Having no tertiary education** **n=150**	**Total**
Further education	34	0	34
	22.7%	0	11.3%
Get a job	111	24	135
	74.0%	16.0%	45.0%
Get married	05	12	17
	3.3%	8.0%	5.7%
Get admitted to an under graduate programme (in case of those without tertiary education)	0	32	32
	0	21.3%	10.7%
To be a good mother and good wife	0	82	82
	0	54.7%	27.3%
Total	150	150	300

χ^2 =206.949; d. f. =4; level of significance at P = .000

Table 7.2 shows the difference between FMDS respondents and MPRs regarding the type of work they intended to do for their society and nation. Most of the FMDS respondents (n= 67, 44.7%) intended to engage in delivering social services. But most (n=81, 54.0%), of the MPRs could not mention any specific activity to serve their society and nation. Here, it is seen that respondents belonging to the FMDS group were inspired to take new challenges regarding profession and to do something for their own community and their country. They were always driven by the urge to do something for their country and wanted to utilize their education for the betterment of women. MPRs, on the contrary, as they were not much educated, thought that they did not have the capability to do anything for their community and country.

Besides, 66 (44.0%) respondent of FMDS and 41 (27.3%) respondent of MPRs aspired to build an ideal family. Seventeen (11.3%) respondents of FMDS, aspired to participate in women's organizations after the completion of Master's degree and 28 (18.7%) respondents of MPRs wanted to contribute through their own professions. As a result of being less educated, respondents of this group failed to have a clear conception about their duty towards their nation and country. As Table 7.2 reveals, with regard to the type of work intended to be done for the society and nation, the difference between the two groups was highly significant (χ^2 = 198.841; d. f. = 4; level of significance P = .000, see Table 7.2).

Table 7.2: Type of work intended to be done for the society and nation

Type of work	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=150**	Total
Engage in delivering Social service	67	0	67
	44.7%	0	22.3%
Build an ideal family	66	41	107
	44.0%	27.3%	35.7%
Participate in women's organization	17	0	17
	11.3%	0	5.7%
No specific work	0	81	81
	0	54.0%	27.0%
Contribute through own profession	0	28	28
	0	18.7%	9.3%
Total	150	150	300

χ^2 = 198.841; d. f. = 4; level of significance P =.000

Table 7.3 reveals respondents' answers to the question relating to the means by which they could convince their families regarding building their careers if they (families) had a negative attitude. While comparing between FMDS and MPRs, Table 7.3 shows that most of the respondents of the FMDS group (n=98, 65.3%) wanted to proceed alone with self confidence. On the other hand, in case of facing a negative attitude regarding building their career, most of the respondents of MPRs group (n=69, 69.7%) mentioned that they would take no further initiative (see Table 7.3). It becomes clear from the above analysis that the respondents who took tertiary education showed much more self confidence in case of future planning than the respondents who did not receive tertiary education.

Higher education has made FMDS so courageous and self-reliant that they never counted someone's negative attitude as obstacles. This strong determination was absent among MPRs. In case of performing a task or having desire to perform a task, their lack of strong determination was observed. They surrendered to the reality without making any effort to reserve the attitude of their families.

All these refer indirectly to the impact of the post-secondary education on future aspirations. In this case, the difference between the two groups was highly significant (χ^2 = 150.109; d. f. = 3; level of significance P = .000, see Table 7.3).

Table 7.3: Ways of convincing respondents' family regarding building their career if they had a negative attitude

Ways of convincing respondents' family regarding building their career if they had a negative attitude	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	
Will try to persuade the family members	34	15	49
	22.7%	15.2%	19.7%
Will advance alone with self confidence	98	13	111
	65.3%	13.1%	44.6%
Will obey family decisions	18	02	20
	12.0%	2.0%	8.0%
Take no further initiatives	-	69	69
		69.7%	27.7%
Total	150	99	249

χ^2 = 150.109; d. f. =3; level of significance P=.000

Determinations to build and develop own career in the face of obstacles is also a strong indicator of attitude of the respondents and their aspirations regarding their future professional life. Determination is very important for every achievement. Women, at every stage of their life, face thousands of problems and obstacles which can only be transgressed through strong determination. In Table 7.4, it is seen that the FMDS were always ahead regarding their aspirations of a successful career in order to get social acceptance. FMDS group is also more advanced than that of MPRs group having strong determination which is needed for transgressing different obstacles of life. Natural tendency observed among MPRs was to consider these obstacles as impossible to overcome.

Greater proportions of FMDS group (n=126, 84.0%), were determined to expand their active role in society even if they had to encounter obstacles compared to the respondents of MPRs (n=32, 32.3%). The difference between two groups was highly significant (χ^2 = 68.678; d. f. =1; level of significance P=.000, see Table 7.4).

Table 7.4: Determination to build and develop own career in the face of obstacles

Determination	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	**Total**
Determined	126	32	158
	84.0%	32.3%	63.5%
Not determined	24	67	91
	16.0%	67.7%	36.5%
Total	150	99	249

χ^2 = 68.678; d. f. = 1; level of significance P =.000

Table 7.5 shows the confidence of respondents regarding their ability to overcome challenges faced mainly due to gender identity. It is found that most of the respondents of FMDS group (n=108, 72.0%) have mentioned that they would be able to overcome challenges to a great extent, as compared to the respondents of MPR group were (n=13, 8.7%) in same matters. In spite of having many thoughts in their minds for noble deeds, these women could not transform those thoughts into reality because of their gender identity. In passing each stage of their lives at every moment, women have to face many problems. They need to take challenges in order to reach their desired goals. All these happen only because of gender identity. In Table 7.5, it is seen that most of the FMDS were mentally strong enough to face these problems related to gender identity. MPRs group, on the contrary, never thought of developing a mentality that would help them to face these challenges. Gender identity rather confines their lives. The difference between the two groups in this regard was highly significant (χ^2 = 142.699; d. f. = 2; level of significance P =.000, see Table 7.5).

Table 7.5: Ability to overcome challenges faced mainly due to gender identity

Ability to overcome challenges	Group		Total
	Having tertiary education **n=150**	**Having no tertiary education** **n=150**	**Total**
To a great extent	108	13	121
	72.0%	8.7%	40.3%
A little	37	61	98
	24.7%	40.7%	32.7%
Not at all	05	76	81
	3.3%	50.7%	27.0%
Total	150	150	300

χ^2 = 142.699; d. f. = 2; level of significance P =.000

Plans about spending self –earned money of the respondents belonging to the two groups was a prime issue that focused their future aspirations. It creates the primary intension to engage in income generating activities. How women would utilize their earning also reflects a special aspect of their future aspiration.

In Table 7.6, it is seen that a significant number of respondents belonging to both FMDS and MPR groups would like to spend their self-earned money for their parents. However, a slight difference, regarding this matter, is observed between these two groups. Women belonging to FMDS group, because of being highly educated, feel secured regarding their future life. And that is why they wanted to spend more money for their parents. On the other hand, women belonging to MPR group, in spite of having a desire to do the same, showed a tendency of opting for saving their money because of being afraid of their future insecurity, dependence on their husband and children.

Table 7.6 shows that 108 (72.0%), of the respondents of FMDS group wanted to give some money to their parents, compared to 26 (26.3%) MPRs. Thirty one (20.7%) respondents of FMDS group aspired to spend some money in their own families compared to 16 (16.2%) MPRs. However, 33 (33.3%) respondents of the latter group wanted to deposit the money for future security.

As a result, summing up the opinions of both groups, it can be said that earning members of MPRs were more practical than the FMDS group and therefore it is quite natural to have different points of view. Therefore, the differences between the two groups were statistically highly significant (χ^2 = 85.955; d. f. = 3; level of significance P = .000, see Table 7.6).

Table 7.6: Purposes for which respondents wished to spend their own money

Purposes for which respondents wished to spend their own money	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	
Will spend all money in your family of procreation	11	24	35
	7.3%	24.2%	14.0%
Give some money to your parents	108	26	134
	72.0%	26.3%	53.8%
Will spend some money for your family of procreation	31	16	47
	20.7%	16.2%	18.9%
Deposit for self	-	33	33
		33.3%	13.3%
Total	150	99	249

χ^2 = 85.955; d. f. = 3, level of significance P = .000

From Table 7.7, it is found that most of the respondents in both groups hoped they will receive permission from there families to build a career. But, only nine (06%) of the respondents of FMDS group did not have such hopes compared to 47 (31.3%) of the MPRs. Therefore, though it is seen that most of the respondents from both groups hoped to get permission to build a professional career, the rate of getting permission, in case of MPRs group, is comparatively low. Some of the girls, among MPRs group got permission earlier. However, they dropped out from their tertiary level of education because of early marriage, child rearing, and household responsibilities and so on. In some cases they became deprived of higher education because of lack of encouragement from their in-law's house. Thus these girls could not to avail the opportunity of being self-reliant. Here also, the difference between the two groups was statistically highly significant (χ^2 = 31.704; d. f. = 1; level of significance P = .000, see Table 7.7).

Table 7.7: Whether respondents will get permission from family to build a career

Whether respondents will get permission from family to build a career	Group		Total
	Having higher education n=150	Having no higher education n=111	
Will get permission	141	103	244
	94.0%	68.7%	81.3%
Will not get permission	09	47	56
	6.0%	31.3%	18.7%
Total	150	150	300

χ^2 =31.704; d. f. =1; level of significance at P=.000

7.2 Aspirations about Profession

Table 7.8 shows the aspired future profession of the two groups. It is found that "teaching" is the first career preference of the majority of the members in both groups – 66 (44.0%) of FMDS respondents and 15 (39.5%) of MPRs.

Particularly "teaching" is chosen, among many other professions, by the respondents of both FMDS and MPRs groups. Whether Bangladeshi girls are highly educated or less educated, they always think of spending their time taking care of their family and develop their career at the same time. Sometimes thinking of their own security and getting relief from mental anxiety, they preferred to choose a noble profession like teaching.

Three (2.0%) respondents of the FMDS group desired to become a businessman compared to 10 (26.3%) respondents of MPRs group. Among the 150 respondents of MPRs group 61 (40.7%) were engaged in some professions and 89 (59.3%) were not engaged in any profession. Among them, 38 (42.7%) had a desire to get involved in services/business in future.

 Here, we can see, respondents among FMDS group choose a variety of professions. However, MPRs group did not have as many options. Because of not being highly educated, they found few options to choose form. Two respondents expressed their desire to be an actress or a sketch artist as higher education was not necessary for these profession. They wanted a respectable job or engage in business at home – like having a boutique shop, opening a beauty parlor or being a tailor. They wanted to choose a career

to be financially solvent, or utilizing their extra time. Their aspirations at the time of data collection were quite opposite of their past aspirations (before dropping out). The difference between the two groups in terms of choosing their professions were statistically highly significant (χ^2 = 68.533; d. f. = 11; level of significance P =.000, see Table 7.8).

Table 7.8: Aspired future professions

Aspired future professions	Group		Total
	Having tertiary education n=150	Having no tertiary education n=150	
Any honourable job	09	10	19
	6.0%	26.3%	10.1%
Artist (actor, painter)	0	02	02
		5.3%	1.1%
ASP	01	0	01
	.7%		0.5%
Banker	21	0	21
	14.0%		11.6%
Business (boutique shop, tailoring, parlor businesses etc. for the group having no tertiary education)	03	10	13
	2.0%	26.3%	6.9%
Government service	37	0	37
	24.7%		19.7%
Lawyer	01	0	01
	.7%		0.5%
Non-government service	09	0	09
	6.0%		4.8%
Services in health sector	01	0	01
	.7%		0.5%
Social worker	0	01	01
		2.6%	0.5%
Teaching	66	15	81
	44.0%	39.5%	43.0%
Administrative jobs in the government	02	0	02
	1.3%		1.1%
Total	150	38	188

χ^2 = 68.533; d. f. = 11; level of significance P =.000

The respondents of the study were asked regarding their views on whether women should work in all types of professions. Eighty two (54.7%) respondents of FMDS group opined that women should work in all types of professions and 68 (45.3%) of them said that it was not necessary for women to work in all types of professions. However, only 23 (15.3%) of the MPRs believed that women were able to engage in all types of occupations, while 127 (84.7%) of them thought that it was not necessary for women to engage in all types of jobs. Though the respondents of FMDS group were not involved in any kind of professions, most of them did not hesitate to engage in all types of occupations. Their patterns of thoughts were effectively influenced by their higher education and therefore, they could neglect the issue of gender identity. Rather, participation of women with strong determination in all professions was highly rational to them.

On the other hand, respondents from MPRs groups, who were not enlightened by the touch of higher education only pointed towards the negative aspects of women's engagement in all types of occupations. The difference between the two groups regarding their opinions on whether women should engage in all types of occupations was statistically highly insignificant (χ^2 =51.004; d. f. =1, level of significance at P=.000, see Table 7.9).

Table 7.9: Respondents' opinions on whether women should engage in all types of occupation or not

Respondents' opinions on whether women should engage in all types of occupation or not	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=150**	
Yes	82	23	105
	54.7%	15.3%	35.0%
No	68	127	195
	45.3%	84.7%	65.0%
Total	150	150	300

χ^2 =51.004; d. f. =1; level of significance at P=.000

In the present study, clear difference in dedication towards current/future professions among the FMDS and MPRs was observed.

Most of the respondents of FMDS group (n=111, 74%) hoped they will be satisfactorily dedicated to their future professions and 37 (24.7%) respondents of that group said that they will be highly dedicated. On the other hand, out of 99 MPRs who were either engaged or wanted to be engaged in such professions, 60 (60.6%) opined that they would not be much dedicated towards their future professions. From the comparison between both groups, it is evident that respondents of FMDS group were more conscious and more confident than the MPRs with respect to be able to dedicate themselves towards their future professions. Here, Chi-square results (χ^2 = 112.635; d. f. = 3; level of significance P =.000) show that the difference between the two groups in this regard was statistically highly significant (see Table 7.10).

Table 7.10: Extent of dedication towards profession

Dedication towards profession	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	**Total**
Highly dedicated	37	07	44
	24.7%	7.1%	17.7%
Satisfactorily dedicated	111	32	143
	74%	32.3%	57.4%
Not much dedicated	02	60	62
	1.3%	60.6%	24.9%
Total	150	99	249

χ^2 = 112.635; d. f. = 2; level of significance P =.000

Table 7.11 reveals that 92 (61.3%) of the respondents of the FMDS group believed that women were able to perform the same types of tasks as men generally do and of them 58 (38.7%) respondents did not believe so. We can see that according to most of the FMDS respondents, females, like males were capable of performing any duty assigned to them.

Out of 99 respondents of MPRs group who were either engaged in a profession or wanted to be engaged, 76 (76.8%) did not think women were able to do the same type of work usually done by men and 23 (23.2%) of the respondents thought that women were able to perform the same tasks as men.

The difference between the FMDS respondents and the MPRs was statistically highly insignificant (χ^2 =34.833; d. f. =1, level of significance P=.000, see Table 7.11).

Table 7.11: Opinions regarding women's ability to perform the same types of tasks as men

Ability to perform the same types of tasks as men	**Group**		**Total**
	Having tertiary education n=150	**Having no tertiary education n=99**	
Able to perform the same types of tasks as men	92	23	115
	61.3%	23.2%	46.2%
No able to perform the same types of tasks as men	58	76	134
	38.7%	76.8%	53.8%
Total	150	99	249

χ^2 =34.833; d. f. =2; level of significance P=.000

Table 7.12 shows opinions of respondents regarding their preference to work if it were not financially required by family. While comparing between FMDS group and MPRs group, it is evident that 137 (91.3 %) respondents of the FMDS group preferred to work outside the home but 13 (8.7%) respondents did not prefer to do so in this type of situation. Most (n=70, 70.7 %) of the respondents in the MPR group preferred to work outside the home and the rest (n=29, 29.3%) did not prefer to work outside home in this type of situation.

It appears from the Table that the rate of positive response from the FMDS group (91.3%) is much higher than the MPRs group (70.7%). Here also the difference between two groups was highly significant (χ^2 =18.095 ; d. f. =1 ; level of significance P=.000, see Table 7.12).

Table 7.12: Whether prefers to work if not financially required by family

Whether prefers to work if not financially required by family	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	
Preferred to work	137	70	207
	91.3%	70.7%	83.1%
Did not prefer to work	13	29	42
	8.7%	29.3%	16.9%
Total	150	99	249

χ^2 =18.095; d. f. =1; level of significance P=.000

Table 7.13 shows that according to 15 (10.0%) respondents of FMDS group, a married woman/a mother should work outside home to earn money independently, according to 37 (24.7%) respondents they should work if financial difficulties arise, most (n=69, 46.0%) of the respondents felt that they should work to make use of education in order do something useful.

On the other hand, most of the (n=57, 38.0%) members of the MPR group opined that they should work if husband allows. According to 16 (10.7%) of these respondents of MPR group, a married woman/a mother should work outside home to earn money independently, according to 24 (6.0%) matched pair respondents, they should work if a financial difficulty arises. Motherhood in a way completes a woman. A mother cannot deprive her child of her affection. In spite of that a mother has to go out leaving her children alone to work for their career and for bringing economic solvency to their family. Though it becomes very difficult for them to concentrate on their work as their children remains at home, they to do it because besides being mothers, they are members of their communities and this fact cannot be denied.

Therefore, it can be said that most of the respondents of FMDS group, besides being a mother, wanted to reach the highest peak of their career and wanted to do something good utilizing their higher education. However, it is a matter of fact that most of the respondents of MPRs suffered from their inability to take such a decision. They did not try to bring their own thoughts into reality. As a result, they did not have the confidence

and therefore, they left the responsibility of decision making upon their husbands. For this reason they always had to depend on the choice of their husbands.

According to 08 (5.3%) respondents of FMDS group, women should work outside when their children are financially dependent on them and according to 21 (14.0%) respondents, mothers of children should not work outside home leaving children at home. It appears from Table 7.13 that FMDS group is more advanced and can take independent decisions compared to the MPR group. The differences regarding their opinions as a mother was statistically highly significant (χ^2 =159.262; d. f. =7; level of significance P=.000, see Table 7.13).

Table 7.13: Opinions regarding when/why mothers of children should work outside home leaving children at home

Opinions regarding when/why mothers of children should work outside home leaving children at home	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=150**	
To earn money independently	15	16	31
	10.0%	10.7%	10.3%
If financial difficulties arise	37	24	61
	24.7%	16.0%	20.3%
Make use of education, do something useful	69	0	69
	46.0%		23.0%
If husband allows	03	57	60
	2.0%	38.0%	20.0%
If someone looks after household and children	10	28	38
	6.7%	18.7%	12.7%
If children are mature enough	08	04	12
	5.3%	2.7%	4.0%
If their children are financially depend on them	08	0	8
	5.3%		2.7%
Mothers of children should not work outside home	0	21	21
		14.0%	7.0%
Total	150	150	300

χ^2 =159.262; d. f. =7; level of significance P=.000

Table 7.14 shows that half of the FMDS respondents aspired to continue their jobs, even if their workplace was at a distance from their husband's place and there was not much possibility for them to work in the same locality, comparing to 70 (70.7%) of the MPRs. If the distance between husband's workplace and respondent's workplace is far, about 50% of the respondents from FMDS group, in that situation, offered to leave their job and desired to live with their husbands. In case of MPRs, in this same situation, the opinions were quite different. They personally thought that, without a job, they will be totally dependent on others and be highly neglected. The differences regarding their decisions in continuing their job was statistically highly significant ($\chi^2 = 10.514$; d. f. = 1; level of significance P = .001, (see Table 7.14).

Table 7.14: **Opinions on whether women should continue their job if her workplace is at a distance from husband's workplace**

Opinions on whether women should continue their job if her workplace is at a distance from husband's workplace	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=99**	
Continue job	75	70	145
	50.0%	70.7%	58.2%
Resign the job and stay at husband's workplace	75	29	104
	50.0%	29.3%	41.8%
Total	150	99	249

$\chi^2 = 10.514$; d. f. = 1; level of significance P = .001

If any circumstance demands that they should resign for the sake of family, most of the respondents (n=73, 48.7%) of FMDS group were willing to temporarily resign and try for other job later, comparing to 08 (8.1%) respondents of MPRs group. Thirty (20.0%) of the respondents of FMDS group desired to permanently resign the job in this situation comparing 02 (2.0%) respondents of MPRs group. Twenty eight (18.7%) respondents of the FMDS group said they would not resign from the job as compared to 70 (70.7%) of the members of MPRs group and 08 (8.1%) respondents of that group desired to do whatever their husbands wanted in this situation. It appears from the Table 7.14 that respondents of MPR group put more emphasis on their jobs than their families. Some of

these respondents definitely placed much importance on their husband's decision. They hesitated to take any decision regarding an important matter like career development.

Such a situation arised because, in the course of their lives, being deprived of higher education, they gradually became depressed. They also could not think of earning through any other means after leaving their jobs because they always thought that they were not much educated and so it was almost impossible to do something better. On the other hand, respondents of FMDS group were highly confident regarding themselves. Even if they leave their job for sake of their family, they were confident that in future they will do something better. In order to take decision for this matter, they did not need someone's help. The differences regarding their aspirations in continuance their job was statistically significant (χ^2 =98.479; d. f. =4; level of significance P=.000 see Table 7.15).

Table 7.15: **Decision of respondents if circumstance demands that they should resign for the sake of their family**

Decision of respondents if circumstance demands that they should resign for the sake of their family	Group		Total
	Having tertiary education n=150	Having no tertiary education n=99	
Resign	30	02	32
	20.0%	2.0%	12.9%
Not resign	28	70	98
	18.7%	70.7%	39.4
Resign for the time being and will try for other jobs later	73	08	81
	48.7%	8.1%	32.5%
Will try to earn through alternative means	19	11	30
	12.7%	11.1%	12.0%
Whatever my husband wants	0	08	8
		8.1%	3.2%
Total	150	99	249

χ^2 =98.479; d. f. =4; level of significance P=.000

Table 7.16 shows that most of the respondents (n=48, 32%) of FMDS group realized that a woman should engage in income generating activities for self-reliance and 33 (22.0%) of

them felt that it was necessary to help family financially. According to 70 (46.7%) respondents of MPRs group, they wanted to be empowered in their own family, for which they should engage in income generating activities for the main causes of engaging women in income - generating activities. Thirteen (8.7%) of the FMDS respondents thought that women should engage in income-generating activities for the same reason. Members of MPRs group faced difficulty in empowering themselves in their families. For this reason, they put more emphasis on empowerment in family as a reason for earning money.

The differences between the reasons shown by the FMDS and MPRs regarding reasons for earning an income was statistically highly significant (χ^2 =103.340; d. f. =5; level of significance P=.000, see Table 7.16).

Table 7.16: Reasons for which women should be engaged in income generating activities

Reasons for which women should be engaged in income generating activities	Group		Total
	Having tertiary education n=150	Having no tertiary education n=150	
For self reliance	48	03	51
	32.0%	2.0%	17.0%
For economic independence	33	43	76
	22.0%	28.7%	25.3%
For a solvent livelihood	32	07	39
	21.3%	4.7%	13.0%
To gain higher social status	16	08	24
	10.7%	5.3%	8.0%
To become empowered in own family	13	70	83
	8.7%	46.7%	27.7%
Being engaged in income generating activities is not necessary for every woman	08	19	27
	5.3%	12.7%	9.0%
Total	150	150	300

χ^2 =103.340 ; d. f. =5; level of significance P=.000

7.3 Attitudes of Family Members Regarding Respondents' Employment Seeking

Table 7.17 reveals attitude of fathers towards their daughters' seeking employment. It is remarkable that respondents of FMDS group received strong support regarding employment from their fathers. However, for respondents of MPRs group, the situation was quite the opposite. They did not get strong support from their fathers. In most of the families, the head of the family was the father and so fathers had supreme authority to take any decision. When women are not encouraged by fathers to get higher education or to do any job, it becomes impossible for women to proceed any further. Lack of strong support from their fathers can be identified as a cause for which members of MPRs group could not achieve tertiary level education.

Table 7.17 also shows that most of the fathers (n=108, 72.7%) of the FMDS respondents and only 41 (27.3%) fathers of the members of MPRs group strongly encouraged their daughters in their seeking of employment and the differences regarding encouragement received from fathers was statistically highly significant (χ^2 =61.528; d. f. =3; level of significance P=.000, see Table 7.17).

Table 7.17: Attitude of fathers towards their daughters' seeking   employment

Attitude of fathers towards their daughters' seeking employment	Group		Total
	Having tertiary education **n=150**	**Having no tertiary education** **n=150**	
Strongly encouraging	108	41	149
	72.0%	27.3%	49.7%
Mildly encouraging	33	75	108
	22.0%	50.0%	36.0%
Neutral	07	21	28
	4.7%	14.0%	9.3%
Prefer she stays at home	02	13	15
	1.3%	8.7%	5.0%
Total	150	150	300

χ^2 =61.528; d. f. =3; level of significance P=.000

Table 7.18 shows that most of the mothers, (n=106, 70.7%), of the respondents of FMDS group and only 36 (24.0%) mothers of the respondents of MPRs group strongly encouraged their daughters in seeking employment.

Here it is also clearly visible that respondents belonging to FMDS group received much more encouragement from their parents in career development as compared to the members of the MPRs group. The differences regarding encouragement received from mothers was statistically highly significant (χ^2 =66.013; d. f. =3, level of significance P=.000, see Table 7.18).

Table 7.18: Attitude of mothers towards their daughters' seeking employment

Attitude of mothers towards their daughters' seeking employment	Group		Total
	Having tertiary education n=150	Having no tertiary education n=150	
Strongly encouraging	106	36	142
	70.7%	24.0%	47.3%
Mildly encouraging	32	76	108
	21.3%	50.7%	36.0%
Neutral	09	30	39
	6.0%	20.0%	13.0%
Prefer she stays at home	03	08	11
	2.0%	5.3%	3.7%
Total	150	150	300

χ^2 =66.013; d. f. =3; level of significance P=.000

Table 7.19 shows that 23 of the FMDS respondents were married. Most of the husbands of the married respondents in FMDS group (n= 17, 73.9%) strongly encouraged their wives for the continuations of their tertiary education and their seeking of employment. Most of the husbands of MPRs group, (n= 40, 35.7%), wanted their wives to remain at home.

It is an important fact that most of the married respondents of FMDS group got married during the first year of their Bachelor's (Honours) studies. After they were able to complete their graduation and even continued to study for their Master's degree. They got

the highest level of encouragement from their husbands. These husbands became the mentors of their wives' career development. However, sometimes husbands were seen to confine their wives within their homes. Therefore, some of the girls are deflected from the line of their tertiary education. Most of the FMDS respondents' husbands had Master's degree. Therefore, choosing a highly educated husband is also a positive influential force of women's acquisition of higher education.

On the other hand, husbands of very few of the MPRs had earned a graduation degree and they did not want their wives to be highly educated or get a better job in comparison to theirs. The differences between the two groups regarding receiving encouragements in continuing their higher education and seeking employment from their husbands is highly significant χ^2 =50.859; d. f. = 3; level of significance P=.000, see Table 7.19).

Table 7.19: Attitude of husbands towards continuation of tertiary education and seeking employment of the respondents

Attitude of husbands towards their wives'	Group		Total
	Having tertiary education n=23	**Having no tertiary education n=112**	
Strongly encouraging	17	10	27
	73.9%	8.9%	20.0%
Mildly encouraging	3	33	36
	13.0%	29.5%	26.7%
Neutral	02	29	31
	8.7%	25.9%	23.0%
Prefer she stays home	01	40	41
	4.3%	35.7%	30.4%
Total	23	112	135

χ^2 =50.859 ; d. f. = 3; level of significance P=.000

A married girl, after marriage, develops a close deep relationship with their in-law's family. Parents of a female child have a lot of planning for their daughter. However, everything withers away after their marriage. At this point, girls become extensively careful regarding their husband's family's likes and dislikes. Married FMDS respondents got inspiration and

attention from their husbands and in- laws just like the way they received it from their parents. These in-laws treated their daughters- in-law as their own daughters and inspired them a lot to get higher education which is a big gain for these girls. On the other hand, for respondents of MPRs group, the situation was totally reverse. They were deflected from their tertiary level of education only because of their in-law's families. These in-laws treated their daughters-in-law not as a wife of their son, rather they treated these girls in such a way that they were animals. Because of these ill treatments, dreams of these girls were shattered. In spite of all these tortures, some of the respondents were engaged in jobs, though they could not reach the level of tertiary education.

As Table 7.20 shows 11 (47.8%) of the in-laws of FMDS group strongly encouraged their daughters -in -law to continue their tertiary education after marriage and permitted them to work outside home. Among 112 married respondents of MPRs, 57 (50.9%) of the in-laws wanted their daughters -in -law to remain at home. The differences regarding receiving encouragements in continuing their higher education and in seeking employment from in-laws is highly significant χ^2 =44.716; d. f. =3; level of significance P=.000, see Table 7.20).

Table 7.20: Attitude of In-laws towards continuations of tertiary education and seeking employment of the respondents

Attitude of in-laws towards their daughters' in laws	Group		Total
	Having tertiary education n=23	**Having no tertiary education n=112**	**Total**
Strongly encouraging	11	4	15
	47.8%	3.6%	11.1%
Mildly encouraging	5	10	15
	21.7%	8.9%	11.1%
Neutral	4	41	45
	17.4%	36.6%	33.3%
Prefer she stays home	3	57	60
	13.0%	50.9%	44.4%
Total	23	112	135

χ^2 =44.716; d. f. =3; level of significance P=.000

7.4   Information/Opinions about Marriage and Dowry

Table 7.21 shows the opinions of unmarried respondents about demands of dowry in their marriage proposal. Among 127 unmarried respondents of FMDS group, 76 (59.8%) will not accept any demand of dowry and disagree to marry in case of such proposal, 41(32.3%) respondents wanted to try to convince the groom's family that it was a crime. On the other hand, among 38 unmarried respondents of MPRs, 21 (55.3%) agreed to accept their guardians' decision.

Here we can see that the respondents of FMDS group strongly opposed dowry practices in their marriage. They thought, higher education was a power by means of which dowry system of our society can be obstructed. They dreamed of getting married without payment of any dowry. On the contrary, a small number of the MPRs (38) remained unmarried. They became dropped out from their higher studies and remained unmarried. Therefore, they were treated as a burden of their families. These girls wanted to get rid of their unmarried life. For this, they were even ready to provide necessary dowry, if it were their guardian's decision.

Parents also became aware of the fact that there was no good future for their daughter and so they also wanted to get rid of the responsibility of their daughters by giving dowry. The differences regarding opinions on dowry between the two groups was statistically highly significant ($\chi^2 = 49.666$; d. f. = 2; level of significance P =.000, see Table 7.21).

Table 7.21: **Response to demands for dowry in marriage proposal**

Response to demands for dowry in marriage proposal	Group		Total
	Having tertiary education n=127	Having no tertiary education n=38	
Disagree to marry	76	4	80
	59.8%	10.5%	48.5%
Try to convince the groom's family that it is a crime	41	13	54
	32.3	34.2%	32.7%
Will agree to guardians' decisions	10	21	31
	7.9%	55.3%	18.8
Total	127	38	165

$\chi^2 = 49.666$; d. f. = 2; level of significance P = .000

7.5   Aspirations about Post -Marriage Life

Table 7.22 shows attitudes of respondents regarding doing household chores in case of absence of any helping person (maid servant). Most of the (n=145, 96.7%) respondents of FMDS group would not hesitate to do such jobs that are usually done by servants in middle class families after completing higher education. For the MPRs group the number was 129 (86.0%). Here, it is seen that most of the respondents of FMDS group, though they were highly educated, did not hesitate to do household chores. Similar to this story, respondents of MPRs group also did not feel hesitated to take part in household chores. But the percentage of these MPRs respondents is comparatively low. Because of not being educated, they suffered from inferiority complex all the time. They neglected household chores thinking that because of these work, they were being deprived of other opportunities outside their houses.

In this case, the differences between these two groups were statistically highly significant (χ^2 =10.780; d. f. =1; level of significance P=.001, see Table 7.22).

Table 7.22: Whether respondents would hesitate to do jobs that are usually done by servants in middle class families

Do you hesitate to do jobs that are usually done by servants in middle class families?	Group		Total
	Having tertiary education **n=150**	**Having no tertiary education** **n=150**	
Would not hesitate	145	129	274
	96.7%	86.0%	91.3%
Hesitate	5	21	26
	3.3%	14.0%	8.7%
Total	150	150	300

χ^2 =10.780; d. f. =1; level of significance P=.001

As Table 7.23 shows, 134 (89.3%) respondents of FMDS group said that if their husbands do not cooperate in household affairs, they will try to convince them, similar response was received from 112 (74.7%) members of the MPRs group. On the other

hand, only 12 (8.0%) respondents of FMDS group aspired to finish all the works single-handedly in this situation, comparing to 36 (24.0%) respondents of MPRs group. There is a big difference is prevailing between these two groups. The rate of attempts to convince husbands, in case of household chores, was higher among the FMDS. They, in comparison to MPRs group, wanted to inspire their husbands to participate more in household chores. Here also the differences between the two groups were statistically highly significant (χ^2 =14.634; d. f. =2; level of significance P=.001, see Table 7.23).

Table 7.23: Measures to be taken by respondents if their husbands did not cooperate in household affairs?

Measures to be taken by respondents if their husbands did not cooperate in household affairs	Group		Total
	Having tertiary education n=150	Having no tertiary education n=150	
Will try to convince him	134	112	246
	89.3%	74.7%	82.0%
Finish all the works single-handedly	12	36	48
	8.0%	24.0%	16.0%
Cannot accept such attitude of husband	04	02	6
	2.7%	1.3%	2.0%
Total	150	150	300

χ^2 =14.634; d. f. =2; level of significance P=.001

7.6 Aspirations about Married Life

Female Masters Students also felt that the economic role for educated women added an extra point to the present or future in-laws' families. A higher educated woman always works carefully at every stage of her life both in parents' and in in-laws' families.

Regarding duties towards in-laws' families of the respondents, Table 7.24 shows that most of the FMDS respondents (n=139, 92.7%) wished to do something for their in-laws as a daughter in law, compared to 94 (62.7%) respondents of MPRs who thought they had no duties towards their in-laws families. Here, an interesting fact is that the married respondents of FMDS group received encouragements from their in-laws besides their parents and husbands and therefore, they expressed desire to do something for their in-

law's families. It can be said that it is their higher education which taught them to respect their future in-law's family besides respecting their own family. On the other hand, MPRs were mostly married and were familiar with the actual practical situation of a married life. Most of the time they faced obstacles from their in-laws' family, which played a vital role to end their educational career. It created a negative impact upon them, which also diverted them from their moral responsibility of looking after in-laws. The difference (χ^2 =100.938; d. f. = 1; level of significance P =.000) between the two groups in this regard was statistically highly significant (see Table 7.24).

Table 7.24: Whether the respondents considered that they had duties towards their in-laws' families

Do you think you have duties towards your in-laws' families	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=150**	
Yes	139	56	195
	92.7%	37.3%	65.0%
No	11	94	105
	7.3%	62.7%	35.0%
Total	150	150	300

χ^2 =100.938; d. f. = 1; level of significance P=.000

7.7   Information on Aspirations about Children

Regarding taking responsibilities of children's studies after school, Table 7.25 shows that most of the FMDS respondents (n=104, 69.3%) aspired to teach their children by themselves. On the other hand, most of the respondents of MPRs (n=70, 46.7%) aspired to send their children to a coaching center, and 50 (33.3%) wanted to appoint a private tutor. Most of the respondents of FMDS group wanted to take the responsibility of their children's education, however, the MPRs, as they were not highly educated, did not have courage to take to take the responsibility of their children's education. Every mother wants her children to learn without any flaw, so because of lacking confidence, mothers with lower level of education were hesitant to take the responsibility of teaching their children. As a result, they thought, providing private tuitions and sending their children to coaching centers were much better options. Higher education increases

self-confidence among FMDS respondents, which is absent among MPRs. The differences between the two groups on this issue were statistically highly significant (χ^2 = 91.784; d. f. = 2; level of significance P=.000, see Table 7.25).

Table 7.25: **The means by which respondents would like to manage their children's studies after school**

The means by which respondents would like to manage their children's studies after school	Group		Total
	Having tertiary education **n=150**	**Having no tertiary education** **n=150**	
Teach them by myself	104	30	134
	69.3%	20.0%	44.7%
Appoint a private tutor	38	50	88
	25.3%	33.3%	29.3%
Send children to a coaching center	08	70	78
	5.3%	46.7%	26.0%
Total	150	150	300

χ^2 = 91.784; d. f. = 2; level of significance P=.000

Table 7.26 shows the aspirations about the type of role of the respondents wanted to play as a mother for the well being of their families. Among 150 respondents of FMDS group 134 (89.3%) respondents aspired to raise children in a way, so that they could earn a decent leaving with a good social status, work for the welfare of their community and the nation in comparison to 81 (54.0%) respondents of MPRs group. As a mother, everyone wants a bright future for their children. However, in case of this dream, a difference is observed between these two groups. In case of making their children successful, respondents of FMDS group seemed more advanced and more powerful than that of MPRs. Self-confidence of FMDS group is much stronger. On the contrary, for respondents of MPRs group, their dreams regarding their children's success become vague as they always feared defeat. They could not think of anything else that goes

beyond their limits. The differences between the two groups on this issue were statistically highly significant (χ^2 =46.667; d. f. =3; level of significance P=.000, see Table 7.26).

Table 7.26: The kind of role respondents wanted to play as a mother for the well-being of their families

The kind of role respondents wanted to play as a mother for the well-being of their families	Group		Total
	Having tertiary education n=150	**Having no tertiary education n=150**	
To educate her children properly	10	51	61
	6.7%	34.0%	20.3%
To help in increasing family income	02	07	09
	1.3%	4.7%	3.0%
To help the children in developing their character properly	04	11	15
	2.7%	7.3%	5.0%
To raise children, so that they can earn a decent living, with a good social status, as well as work for welfare of their community and the nation	134	81	215
	89.3%	54.0%	71.7%
Total	150	150	300

χ^2 =46.667; d. f. =3; level of significance P=.000

In case of children's negative attitude towards profession of the respondents, 19 (12.7%) of the respondents in FMDS group wanted to give importance towards children's opinions and only 01 of the MPRs group wanted to give importance towards children's opinions ignoring her own career.

Nobody wanted to spoil her career. As a result, respondents of FMDS group thought they could go further in their career and if it was needed, they would make their children understand the importance of their career. Most of the respondents of MPRs group (n=97, 98.0%) wanted to make their children understand and wanted to continue their job anyhow because, it was their only inspiration of living. But it is true that they were less capable of understanding the emotional condition of their children. The difference

between the two groups on this issue also was statistically highly significant (χ^2 =11.083; d. f. =2; level of significance P=.004, see Table 7.27).

Table 7.27: Measures to be taken by respondents if they found that their children's attitude towards their profession was negative

What would you do if you find that your children's attitude towards your profession is negative	Group		Total
	Having tertiary education n=150	Having no tertiary education n=99	
Give importance towards children's opinions	19	01	20
	12.7%	1.0%	8.0%
Will concentrate on own career ignoring the issue	02	01	03
	1.3%	1.0%	1.2%
Try to convince the child	129	97	226
	86.0%	98.0%	90.8%
Total	150	99	249

χ^2 =11.083; d. f. =2; level of significance P=.004

Table 7.28 shows the expectations of the respondents from their children. Most of the FMDS respondents (n=46, 30.7%) expected that their children will become internationally famous personalities as compared to 11 (7.3%) of the members of the MPRs. Sixty one (40.7%) respondents of FMDS group wanted their children to become an active person who works for community.

Respondents of FMDS group always wanted their children to be at the highest peak of success. However, most of the MPRs thought that their children would not be able to become successful to reach the top level, even though they desperately wanted them to be successful. Many of them thought that if their children became self-dependent, that would be enough for them. The Table reveals that 28 (18.7%) members of the MPRs group aspired that their children would become self dependent. Here, (χ^2 = 52.886; d. f. = 3; level of significance P=.000) the differences regarding their expectation of achievements of their children was statistically highly significant (see Table 7.28).

Table 7.28: Achievements expected by respondents from their children

Achievements expected by respondents from their children	Group		Total
	Having tertiary education n=150	Having no tertiary education n=150	
To become an internationally famous personality	46	11	57
	30.7%	7.3%	19.0%
To become a nationally famous personality	43	33	76
	28.7%	22.0%	25.3%
To become an active person who works for community development	61	78	139
	40.7%	52.0%	46.3%
To be a self dependent person	0	28	28
		18.7%	9.3%
Total	150	150	300

$\chi^2 = 52.886$; d. f. = 3; level of significance P=.000

7.8   Information on Empowerment in Family: Married/Unmarried

While comparing between the FMDS group and the MPRs group, it is apparent that 17 (73.9%) of the married respondents and 59 (46.5%) of the unmarried among the FMDS group were found having access to all kinds of familial decision- making activities and 89 (79.5%) of the married respondents and 13 (34.2%) of unmarried respondents among the MPRs group had a chance to become involved in some family decision making activities. On the other hand, seven (6.2%) married respondents and 13 (34.2%) unmarried respondents of the MPRs group did not have access to any familial decision-making activities. All the respondents of the FMDS group were found having access to some extent in familial decision- making activities. On the contrary, those married and unmarried respondents who belong to MPRs group severely experienced the fact that they, most of the time, did not have the right to get involve in decision making activity of the family. It is observed that unmarried respondents face this problem more than married respondents. For this reason, there is a long cherished desire remains inside their heart to get married as soon as possible and get the decision making ability in their family. At last, it can be undoubtedly said that in case of decision making activity,

highly educated women's become more involved. The differences between the two groups on the issue of becoming involved in decision making activities was statistically highly insignificant (χ^2 =36.917; d. f. =2; level of significance P=.000-for married and χ^2 =47.179 ; d. f. =2 ; level of significance P=.000, -for unmarried, see Table 7.29).

Table 7.29: Contribution of respondents in decision-making activities in their families

How much do you contribute to decision-making activities in your family	Group				Total
	Having tertiary education n=150		Having no tertiary education n=150		
	Married	Unmarried	Married	Unmarried	
In all the familial cases	17 73.9%	59 46.5%	16 14.3%	12 31.6%	104 34.7%
In some cases	6 26.0%	68 53.6%	89 79.5%	13 34.2%	176 58.7%
Not in any case	-	-	07 6.2%	13 34.2%	07 2.3%
Total	23	127	112	38	300

χ^2 =36.917; d. f. =2; level of significance P=.000(for married),

χ^2 =47.179; d. f. =2; level of significance P=.000(for unmarried)

Table 7.30 shows that 17 (73.9%) of the married respondents and 55 (43.3%) unmarried respondents of the FMDS group and only 05 (4.5%) married respondents and 12 (31.6%) unmarried respondents of the MPRs group mentioned that they could take decision in case of any problem without consulting any male member of their family. Only 03 (13.0%) married respondents and only four (3.1%) unmarried respondents of the FMDS group could not take decision alone without consulting any male member comparing to almost half (50.0%) of the married respondents and 15 (39.5%) of the unmarried respondents among the MPRs group. Respondents of FMDS group, most of the times, showed the courage to make any decision without consulting male members.

And the differences between the two groups on this issue was statistically highly insignificant (χ^2 =68.168; d. f. =4; level of significance P=.000-for married and χ^2 =60.511 ; d. f. =3; level of significance P=.000 -for unmarried, See Table 7.30).

Table 7.30: Issues on which respondents could take decision without consulting male member of their families

Issues on which respondents could take decision without consulting only male member of their families	Group				Total
	Having tertiary education n=150		Having no tertiary education n=150		
	Married	Unmarried	Married	Unmarried	
Any problem	17 73.9%	55 43.3%	05 4.5%	12 31.6%	89 29.7%
Personal problem	03 13.0%	68 53.6%	31 27.7%	06 15.8%	108 36%
Personal and professional	-	-	14 12.5%	05 13.1%	19 6.3%
Personal and children issue	-	-	06 5.3%	-	06 2.0%
Cannot take any decision alone	03 13.0%	04 3.1%	56 50.0%	15 39.5%	78 26%
Total	23	127	112	38	300

$\chi^2 = 68.168$; d. f. =4; level of significance P=.000 (for married)

$\chi^2 = 60.511$; d. f. =3; level of significance P=.000 (for unmarried)

Table 7.31 shows that most of the married (n=18, 78.3%) respondents and 81 (63.8%) unmarried respondents among the FMDS group comparing to only 15 (13.4%) married and only 05 (13.2%) respondents of the MPRs group mentioned that they shared equal right with husband/brother in taking decisions regarding family affairs. One (4.3%) married respondent and 10 (7.9%) unmarried respondents of the FMDS group as compared to 04 (3.6%) married respondents of the MPRs group thought they enjoyed greater rights in making family decisions. Another appealing information here is that 04 (17.4%) married and 35 (27.6%) unmarried respondents of the FMDS group felt that they received less importance than husband/brother in taking decisions regarding family affairs comparing to 72 (64.3%) married and 28 (73.7%) unmarried respondents among the MPRs group. A few respondents of both groups said that they got equal right, in comparison to their brothers and husbands in their families. However, the number of these respondents was very limited in MPRs group. This fact cannot be denied that in case of both highly educated and less educated women, male member of the family get more preference than a female member. Some of the respondents of MPRs group wanted to

avoid the question of equality and therefore, they talked about different issues. They included the right to decision making, for instance, and also confessed that they did not have equal right in the family. From the very beginning, not having equal right in the family, affect the future aspiration of female women. It binds them in a limitation and they lose the ability to do something.

Eighteen (16.1%) of the married respondents and 03 (7.9%) of the unmarried respondents of MPRs group said that they had no right in comparison to their husband/brother. Five (13.2%) respondents of the MPRs group mentioned that they sometimes enjoyed equal rights regarding decision-making depending on different situations.

The differences between the two groups on the issue of decision making in family were statistically highly significant (χ^2 =44.644; d. f. =4; level of significance P=.000 -for married and χ^2 =46.449; d. f. =4; level of significance P=.000 -for unmarried, see Table 7.31).

Table 7.31: Nature of right enjoyed by respondents in taking decisions regarding family affairs

Nature of right enjoyed by respondents in taking decisions regarding family affairs	Group				Total
	Having tertiary education n=150		Having no tertiary education n=150		
	Married	**Unmarried**	**Married**	**Unmarried**	
Equal to husband / Brother	18 78.3%	81 63.8%	15 13.4%	05 13.2%	119 39.7%
More than husband/brother	01 4.3%	10 7.9%	04 3.6%	-	15 05%
Less than husband/brother	04 17.4%	35 27.6 %	72 64.3%	28 73.7%	139 46.3%
Having no right	-	01 3.7%	18 16.1%	03 7.9%	22 7.3%
It depends on situation	--	-	03 2.7%	02 2.7%	05 1.7%
Total	23	127	112	38	300

χ^2 =44.644; d. f. =4; level of significance P=.000 (for married)

χ^2 =46.449; d. f. =4; level of significance P=.000 (for unmarried)

From the preceding discussion, we can infer in this study that a woman having tertiary education acquires the courage to go and talk to her parents about her future. Generally, a less educated woman knows very little of the world as well as the surroundings. However, the educated girl knows much more and can choose an appropriate field for their future by changing their personal aspirations. She knows which degrees are better for her, what type of job is better for her, and what type of person is better for her as a mate. A highly educated woman can take every step accurately. She always performs right activities as a citizen according to her choice. She can become an acceptable figure and can provide solution to problems.

An educated woman can help her husbands and parents financially and also by delivering her own service. On the other hand, less educated mothers think about their children's secured future, but they cannot take the best decision for their child because of lack of their identity and financial dependency. An educated woman aspires to marry someone who is financially and socially better qualified. But a less educated woman completely depends on her/guardians parents for this important issue of their lives. She is able to work carefully at every stage of life – both in parents' and in-law families. Higher education is viewed as making a woman more rather than less adaptable to her role in the society and also helps a woman to get ready as a knowledgeable and intuitive person who has a sense of higher responsibilities to do something for her children, family and society. In case of their children, she always gives priority to her children's future for a more secured position. She has control over the psychology of her child, which contributes to her children's mental development. Obviously, these are the positive effects of higher education.

Chapter Eight
Conclusion

8.1 Summary of the Findings

This research was designed to find out the impact of post-secondary education on future aspirations of the female students at University of Rajshahi ─ what they wanted to do after completing their higher education, what were their aspired roles as citizens, as earning persons, as wives, as mothers, as members of different voluntary groups etc, in comparison to their counterparts who did not achieve any post-secondary education. It is important to know about the future plans of those few women who did get access to higher education-i.e., how they wished to contribute to their families, communities and their country, using their tertiary education. The primary aim of this study was know about the future aspirations of those women who have already achieved post-secondary education to some extent. In its second phase, it endeavoured to find out the impact of achieving post-secondary education on future aspirations of women by comparing the future aspirations of female Master's degree students' with the aspirations of those women who did not acquire post-secondary education (matched pairs).

The methods used in order to achieve these objectives are both quantitative and qualitative in nature. With the help of social survey method and administering semi-structured questionnaires, impacts of post-secondary education on future aspirations of female Master's degree students have been discovered. The campus of University of Rajshahi and all the districts of Bangladesh comprised the study locale. Data have been collected from female students residing in 5 halls earmarked for female students. These halls have been chosen as the basic study area. As the students of the University of Rajshahi come from all around Bangladesh, whole Bangladesh can be regarded as the study area. Respondents belonging to the matched pair group had to match in age, income of family, father's education and area of residence (rural/urban/sub-urban) etc. of the female Master's degree students. For each of the FMDS respondent there was a matched pair respondent (MPR) in this study.

There were 672 female students studying at Master's level in the session 2009-2010 at the University of Rajshahi (according to the offices of the women's halls, University of Rajshahi). Among them 376 students were residing in university halls during the period of collecting data (June 09 to June 30, 2011). From this population of 376 students, 150 have been selected as respondents of this study through simple random sampling. In order to find the impact of post-secondary education on future aspiration, matched pairs (MPR) of each of the FMDS respondents have been selected. Matched pair of each of the FMDS respondents had similar age, father's education, area of residence (rural, sub-urban, urban), and family income, but failed to achieve post-secondary education, in spite of having completed higher secondary education. By comparing the future aspirations of the FMDS and the MPRs, impacts of post-secondary education on future aspirations of women have been discovered.

Findings of the study have been presented in the chapters titled "**Future Aspirations of the Female Master's Degree Students (FMDS)**", "**Overall Socio-Economic Background and Future Aspirations of the Matched Pairs Group (MPR)**" and "**Differences in Future Aspirations of the Female Master's Degree Students (FMDS) and Their Matched Pairs Groups (MPR)**". Major findings that have been discussed in these chapters are described below:

Among 150 the respondents of FMDS group 23 (15.3%) were married and 127 (84.7%) were unmarried. "teaching" was the first career preference of the majority of the respondents. Sixty six (44.0%) respondents belonging to both groups (married and unmarried), preferred this profession as they hoped to get more holidays, job security and opportunity for further studies in pursuing this profession.

Thirty seven (24.7%) respondents of FMDS group preferred to engage in government services. The reasons they indicated for choosing this profession was that it suited their educational qualifications, it carried job security, prestige and more holidays. Twenty one (14.0%) of the FMDS respondents desired to become bankers and also showed many reasons for choosing this profession. According to them, being a banker, they will be able to get a good salary and they also thought that banking sector needed their knowledge and skills. They wanted to choose a career in order to be financially solvent and to utilize their extra time.

Three (2.0%) of the FMDS respondents wanted to be a businessman. They claimed that they have got the inspiration from their parents and elder siblings who were already in the profession and doing well. Two (1.3%) participants wanted to hold administrative positions for job security, prestige and high salary.

Among the 150 FMDS respondents 09 (6.0%) were ready to accept any honourable job with high prestige and salary. In addition to that 01 (.7%) respondent desired to become a high ranking police official to help people and get honour in service life. One of the participants of FMDS group wanted to be a lawyer because it suits her specialized education and nine (6.0%) FMDS respondents wanted to get involved in non-government services to be engaged in people oriented jobs such as delivering social services to help common people, to play an interesting productive role, and because it suited their socialization. Of them only 01 wanted to serve in health projects because she wanted to help people and because this profession suits her field of education.

The respondents who followed humanities subjects' curriculum tended to choose careers like teaching, non-government service, government service and banking. The evidence from this data shows that most of the respondents (n=44, 29.3%) who belonged to the Faculty of Arts aspired to become a teacher (n=20, 45.5%). Careers such as banking, non-government service, government service, health project and teaching were chosen by the female students studying in faculty of science as well (Mathematics, Applied Mathematics, Physics, Biochemistry, Pharmacy and Chemistry etc.). Most of these science graduates, (n=13, 46.4%) expressed their desire to become a teacher because of long holidays, job security and opportunity for further studies.

While 06 students (21.4%) studying these subjects said that they intended to be government officers, two respondents, (n=02, 7.1%), whose subjects were Applied Chemistry and Biochemistry, chose banking profession as their preferred careers.

The same response was observed among the 30 FMDS respondents studying social science subjects. About 20% of the respondents were studying subjects within the faculty of social science, and their preferred professions were teaching, banking, non-government service, government service. Eleven (36.7%) of the respondents belonging to Faculty of Social Science aspired to become teachers.

Ten female students who belonged to the faculty of business studies chose teaching, banking, non-government service, government service as their career. Almost half of the students, (n=05, 50%), aspired to become bankers and 02 (20%) of them mentioned professions like teaching as their preferred careers. It is to be noted that none of these respondents wanted to be a businessman.

It has been observed that there is no relationship between the studied subjects of the respondents and their future career aspirations. The professional status of teaching is widely accepted as the future profession of most of the respondents.

Selection of bridegroom is an important area of decision making for the future. Twenty one percent of the respondents wanted their future husbands to be 'a nice and liberal person', 54 (42.5%) of the FMDS respondents expected that 'he would be honest and a person with integrity' and according to 21 (16.5%) of the respondents 'he should be of sober personality', 12 (9.4%) respondents desired that their future husband would be a 'well educated and talented person'.

Data show that 43(50%) respondents aspired to get a PhD degree in future, 28 (32.6%) respondents wanted to get an MBA degree, 14 (16.2%) students aspired to get an M. Phil degree and one person wanted to study further in order to become a Barrister.

Among the FMDS respondent, it has been seen that they had their own aspirations to do something for their community, society and country. Fifty nine (39.3%) of the respondents aspired to increase women's access to education through their future endeavours and 32 (21.3%) of them wanted to help the helpless people financially. Nineteen (12.7%) of them desired to work with distressed children and the elderly, 26 (17.3%) of them aspired to help the country by performing own responsibilities properly at work place and 14 (9.3%) of the respondents who aspired to become a teacher wanted to educate a future generation as a teacher and as a mother.

Most of the FMDS respondents wanted to overcome their degrading and subordinate position (as women) by achieving higher education. Higher education could prepare them for managing both family and professional activities in a balanced way. By utilizing their higher education they can avoid those problems of women, which less educated women face in their lives, such as, lack of dedication towards their professions, lack of confidence in achieving their future goals etc.

Among the 150 matched pair respondents (MPRs), 112 (74.7%) were married and 38 (25.3%) were unmarried. The present study shows that eighteen (12.0%) of the respondents were engaged in some low paid jobs, such as teaching in primary schools, teaching music, working as a beautician, working as a receptionist in a clinic etc. Eighty nine (59.3 %) respondents were not engaged in any income generating activity.

It was observed that teaching was the first career preference of the majority of the matched pair respondents (n=61, 40.7%) before dropping out of their educational journey, 11 (7.3%) respondents desired to engage in government services, 12 (8.0%) desired to become bankers, 03 (2.0%) desired to become businessmen, 14 (9.3%) wanted to work as an administrator and 14 (9.3%) respondents desired to be doctors. In addition, 01 of the respondents desired to become an architect, 12 (8.0%) wanted to be lawyers, and 08 (5.3%) opined that they were most suitable for household jobs. Four of the MPRs (2.7%) wanted to serve the society as an engineer.

It is clear from the study that there was a gulf of difference between the desired future occupation of the matched pair respondents (MPRs) before and after their dropping out from post-secondary level of education. After dropping out, most of the MPRs aspired to be housewives (n=51, 57.3%), followed by teachers (n= 15, 16.9%), and businessmen (n=10, 11.2%). Ten respondents (n=10, 11.2%) would accept any honourable job.

If any circumstances arise in the family that compels the respondents to resign from their jobs 70 (70.7%) wanted to continue the job, 08 (8.1%) respondents desired to temporarily resign and try to find other job later, 08 (8.1%) respondents desired to do whatever their husbands wanted in this situation. Eighty one (54.0%) out of 150 matched pair respondents (MPRs) felt that they were not able to do anything for social or national development.

All the MPRs felt sorry for not being able to achieve tertiary education and believed that they could have contributed much more to their families, communities and country as a whole with tertiary education. They also believed that they could have helped their children in becoming established in personal career even more, if they had Bachelor's degree.

Differences in the future aspirations of female Master's degree students (FMDS) of University of Rajshahi and those who did not achieve any post-secondary education that (MPRs) are discussed in Chapter Seven, titled "**Differences in Future Aspirations of**

the Female Master's Degree Students (FMDS) and Their Matched Pairs Group (MPR)". These differences would indicate the impact of post-secondary education on future aspirations of women.

Chapter seven revealed that 111 (74.0%) respondents from the FMDS group, having tertiary education hoped to get a job in their planning for the two years immediately following their Master's examination and 24 (16.0%) respondents among the MPR, without tertiary education, expected to become self dependent.

From the evaluation of MPRs, it appears that in upcoming two years, most of them, could not dream beyond being a good mother or a good wife. There remains a remarkable difference, in case of future aspirations, between these two groups though they were almost of same age. Only a few of them preferred to get a respectable job in the next two years. However, it remains uncertain whether their dreams would come true or not. It was found that the participants among the FMDS were more confident than the participants of MPRs in terms of future career planning. The difference between the two groups was statistically highly significant (χ^2 =206.949; d. f. =4; level of significance P=.000).

Most of the FMDS respondents (n= 67, 44.7%) intended to engage in delivering social services. But most (n=81, 54.0%) of the MPRs could not mention any specific activity to serve the society and nation. Here, it is seen that respondents belonging to the FMDS group were inspired to take new challenges regarding profession and to do anything for their own community and their country. MPRs, on the contrary, as they were not much educated, thought that they did not have the capability to do anything for their community and country. In this case, the difference between the two groups was highly significant (χ^2 = 198.841; d. f. = 4; level of significance P = .000).

Female Master's degree students (FMDS) were always ahead in their aspirations for a successful career in order to get social recognition. FMDS group was also more advanced than that of MPRs in having strong determination, which is needed for transgressing different obstacles of life. Greater proportions of FMDS group (n=126, 84.0%) were determined to expand their active role in society even if they had to encounter obstacles compared to the respondents of MPRs (n=32, 32.3%).The difference between the two groups in this regards was highly significant (χ^2 =68.678; d. f. =1; level of significance P=.000).

Regarding their ability to overcome challenges faced mainly due to gender identity, most of the respondents of FMDS group (n=108, 72.0%) have mentioned that they would be able to overcome challenges to a great extent, as compared to the respondents of MPR group (n=13, 8.7%). The FMDS were mentally strong enough to face these challenges regarding gender identity. The MPR, on the contrary, never thought of developing a mentality that would help them to face these challenges. Here also the difference between the two groups was highly significant (χ^2 = 142.699; d. f. = 2; level of significance P =.000).

A significant number of respondents belonging to both FMDS and matched pair groups would like to spend their self earned money for their parents. However, a slight difference, regarding this matter, was observed between these two groups. Women belonging to FMDS group, because of being highly educated, felt secured regarding their future life. And that is why they wanted to spend more money for their parents. On the other hand, women from MPR group, in spite of having a desire to do the same, showed a tendency of opting for saving their money because of being afraid of their future insecurity, dependence on their husband and children.

One hundred and eight (72.0%) of the respondents of the FMDS group wanted to give some money to their parents, compared to 26 (26.3%) MPRs. However, 33 (33.3%) respondents of the latter group wanted to deposit the money for future security. As a result, summing up the opinions of both groups, it can be said that earning members of MPRs were more practical than that of FMDS group and therefore it is quite natural to have different points of view. Therefore, the differences between the two groups were statistically highly significant (χ^2 = 85.955; d. f. = 3; level of significance P = .000).

In case of aspired future profession of the two groups. It is found that "teaching" was the first career preference of the majority of both groups of the respondents – 66 (44.0%) of FMDS respondents and 15 (39.5%) of MPRs.

Here, we see that, respondents among FMDS group, chose a variety of professions. However, MPRs did not have so many options. Because of not being highly educated, they found few options to choose from. Their aspirations now were quite opposite of

their past aspirations. The difference between the two groups in terms of their aspired professions was statistically highly significant (χ^2 = 68.533; d. f. = 11; level of significance P =.000).

Most of the respondents of FMDS group (n=111, 74%) hoped to be satisfactorily dedicated to their future professions and 37 (24.7%) respondents said that they will be highly dedicated. On the other hand, out of 99 MPRs who were either engaged or wanted to be engaged in such professions, 60 (60.6%) opined that they would not be much dedicated towards their future professions. From the comparison between both groups, it is evident that respondents of FMDS group were more conscious and more confident than that of MPRs with respect to being able to dedicate themselves towards their future professions. Here, Chi-square results (χ^2 = 112.635; d. f. = 3; level of significance P =.000) show that the difference between the two groups in this regard was statistically highly significant.

Half of the FMDS respondents aspired to continue their jobs, even if their workplace was at a distance from their husband's place and there was not much possibility for them to work in the same locality, comparing to 70 (70.7%) of the MPRs. If the distance between husband's workplace and respondent's workplace is far, about 50% of the respondents from FMDS group, in that situation, offered to leave their job and desired to live with their husbands. In case of MPRs, in this same situation, the opinions were quite different. They personally thought that, without a job, they will be totally dependent on others and be highly neglected. The differences regarding their aspirations in continuing their job was statistically highly significant χ^2 = 10.514; d. f. = 1; level of significance P = .001).

Respondents of FMDS group sought support regarding employment from their father and in return they were supported strongly. However, for members of the MPRs group, response was quite opposite. They did not get support from their fathers. When women are not encouraged by fathers to get higher education or to do any job, it becomes impossible for them to proceed any further. Lack of encouragement from their father can be identified as a cause for which participants of MPRs group could not get tertiary level education.

Most of the fathers of the respondents of FMDS group (n=108, 72.7%), and only 41 (27.3%) fathers of the members of MPRs group strongly encouraged their daughters in seeking employment and the differences regarding encouragement received from fathers was statistically highly significant (χ^2 =61.528 ; d. f. =3; level of significance P=.000).

It is an important fact that most of the married respondents of FMDS group got married during the first year of their Bachelor's (Honours) studies. Most of the husbands of married respondents (n=23) in the FMDS group strongly encouraged their wives for the continuations of their tertiary education and their seeking of employment (n= 17, 73.9%). Most of the husbands of the MPRs group, (n= 40, 35.7%), wanted their wives to remain at home. The differences between the two groups regarding receiving encouragements in continuing their higher education and seeking employment from their husbands were highly significant (χ^2 =50.859 ; d. f. = 3; level of significance P=.000).

A married girl, after marriage, develops a deep relation with their in-law's family. Parents of a female child have a lot of planning for their daughter. However, everything withers away after their marriage. At this point, a girl becomes extensively careful regarding her husband's family's likes and dislikes. Married female Master's degree students got inspiration and attention from their husbands and in- laws just like they received from their parents. Eleven (47.8%) of the in-laws of FMDS group strongly encouraged their daughters -in -laws to continue their tertiary education after marriage and permitted them to work outside home. Among 112 married participants of MPRs, 50.9% of the in-laws wanted their daughters -in -law to remain at home. The differences between the two groups regarding receiving encouragements in continuing their higher education and in seeking employment is highly significant (χ^2 =44.716; d. f. =3; level of significance P=.000).

Respondents of FMDS group strongly opposed give and take of dowry in their marriage. They thought, higher education was a power by means of which dowry system of our society can be strongly opposed. Among 127 unmarried respondents of FMDS group, 76 (59.8%) will not accept any demand of dowry and disagree to marry in case of such proposal, 41(32.3%) respondents wanted to try to convince the groom's family that it was a crime. On the other hand, among 38 unmarried participants of MPRs, 21 (55.3%) agreed to accept their guardians' decision

Here we can see that the respondents of FMDS group could strongly oppose dowry in their marriage. They thought higher education is a strong power by means of which dowry system of our society can be avoided. They dreamt of getting married without any dowry. On the contrary, very few members of MPRs group (38) remained unmarried. They dropped out from their higher studies and remain unmarried. Therefore, they were treated as a burden of the family. These girls wanted to get rid of their unmarried status. For this, they were even ready to provide dowry if it were their guardians decision. Parents also became aware of the fact that there was no good future for their daughter and so they also wanted to get rid of the responsibility of their daughters by giving dowry. The differences regarding opinions regarding dowry between the two groups was statistically highly significant (χ^2 = 49.666; d. f. = 2; level of significance P =.000).

Regarding duties towards in-laws' families of the respondents, Table 7.24 shows, most of the FMDS respondents (n=139, 92.7%) wished to do something for their in-laws as a daughter in law, compared to 94 (62.7%) respondents of MPRs who thought they had no duties towards their in-laws families. Here, an interesting fact is that the married respondents of FMDS group received encouragements from their in-laws besides their parents and husbands and therefore, they expressed their desire to do something for their in-law's families too. On the other hand, MPRs were mostly married and were familiar with the actual practical situation of married life. Most of the time they faced difficulties from their in-laws' families, which played a vital role to end their educational career. It created a negative attitude towards them, which also diverted them from their moral responsibility of looking after their in-laws' families. The difference (χ^2 =100.938; d. f. = 1; level of significance P =.000) between the two groups was statistically highly significant.

Regarding taking responsibilities and children's studies after school Table 7.25 shows that most of the FMDS respondents (n=104, 69.3%) aspired to teach their children by themselves. On the other hand, most of the MPRs (n=70, 46.7%) aspired to send their children to a coaching center, and 50 (33.3%) wanted to appoint a private tutor. Most of the respondents of FMDS group wanted to take the responsibility of their children's education, however, the MPRs, as they were not highly educated, did not have the

courage to take the responsibility of their children's education. Every mother wants her children to learn without any flaw, so because of lacking confidence, they hesitated to take the responsibility of teaching their children.

As a result, they thought, providing private tuitions and sending their children to coaching centers were much better options. Higher education increases self-confidence among FMDS respondents, which is absent among MPRs. The differences between the two groups were statistically highly significant (χ^2 = 91.784; d. f. = 2; level of significance P=.000).

 Most of the FMDS respondents (n=46, 30.7%) expected that their children will become internationally famous personalities as compared to 11 (7.3%) of the respondents of MPRs. Respondents of FMDS group always wanted their children to be at the highest peak of success. However, most of the MPRs thought that their children would not be able to become successful to reach the top level, even though they desperately wanted them to be successful. The differences regarding their expectation of achievements of their children was statistically highly significant (χ^2 = 52.886; d. f. = 3; level of significance P=.000).

While comparing between the FMDS group and the MPRs group, it is apparent that 17 (73.9%) of the married respondents and 59 (46.5%) of the unmarried respondents among the FMDS group were involved in all types of familial decision- making, but 89 (79.5%) of the married respondents and 13 (34.2%) of the unmarried members among the MPRs group had access to some decision making activities in their families. On the other hand, seven (6.2%) married respondents and (n=13, 34.2%) unmarried respondents of the MPRs group did not have access in familial decision- making activities at all. It is encouraging to find that all the respondents of the FMDS group were found having access in familial decision- making activities to some extent.

On the contrary, those married and unmarried respondents who belonged to MPRs group severely experienced the fact that they, most of the time, did not have the right to get involved in decision making activities of their families. Here also, the differences between the two groups was statistically highly insignificant (χ^2 =36.917; d. f. =2, level of significance P=.000-for married and χ^2 =47.179; d. f. =2; level of significance P=.000, -for unmarried).

Most of the 17 (73.9%) married respondents and 55 (43.3%) of the unmarried respondents among the FMDS respondents group and only 05 (4.5%) married respondents and 12 (31.6%) unmarried respondents of the MPRs group mentioned that they were able to take decision in case of any problem without consulting any male member of their families. Respondents of FMDS group, most of the times, showed the courage of taking any decision without consulting male members of their families. These stances encouraged aspiring about future life. That women cannot take decision without consulting men is a myth for the FMDS respondents but it is true for the MPR group. And the differences between the two groups was statistically highly insignificant (χ^2 =68.168; d. f. =4, level of significance P=.000-for married and χ^2 =60.511; d. f. =3; level of significance P=.000 -for unmarried).

From the findings it is evident that there is a gulf of difference between the future aspirations of the FMDS respondents and aspirations of the MPRs, which proves a positive impact of post-secondary education on the female Master's degree student studying at University of Rajshahi. These students will contribute significantly towards development of Bangladesh, if they can bring their aspirations into reality.

8.2   Discussion

The main objective of this study was to find out the impact of post-secondary education on future aspirations of female Master's degree students. Results show that when students make career aspirations, their education level plays a very influential role in making their final decisions. It was found that the participants of FMDS group were more confident than the participants of MPR group in terms of future career planning because, most of them (MPR) were the married and their future path was blocked by the family responsibilities. These results are similar to those of Srinivas and Shah (1980) who also found that higher education influences an individual's career aspirations. These similarities confirm that when students make career plans, their decisions are much influenced by the particular level of education they have achieved.

As to whether post-secondary education influences future life planning and career aspirations or not, this study shows that most of the female Master's degree students were influenced by their achieved education. However, a few of the students still considered their gender identity when making their future career aspirations. These results differ from those of Heins *et al*., (1982) who showed that a family often encouraged the educational and career aspirations of male children but not those of female children. However, these results are similar to those of   MPR group. Their position was quite opposite. They did not get support from their families (see Table 7.17 and 7.18).

Hall (2010, as cited in Edwards and Quinter, 2011) reported that individual's career choices were influenced by gender. Findings of this research demonstrate that post-secondary education influences female students' career choices rather than their gender. Here, it is seen that respondents belonging to the FMDS group were inspired to take new challenges regarding profession and to do something for their own community and their country whereas the MPRs could not mention any specific activity to serve the society and nation (see Table 7.2). This is shown in the findings of Looft (1971b, as cited in Domenico, and Jones, 2006).

In this study most of the respondents of FMDS group wanted to proceed alone, with self confidence if their were none to help them. On the other hand, in case of facing a

negative attitude regarding building their career, most of the respondents of MPRs group mentioned that they could not take further initiative (see Table 7.3). FMDS group was also advanced than that of MPRs group having strong determination which is needed for transgressing different obstacles of life. These inspirations are absent in the lives of MPRs and it becomes almost impossible for them to overcome these obstacles. These findings are consistent with Nussbaum (2003) who identified that women's promotion of power of thought and expression can be earned through education.

Most of the FMDS were mentally strong enough to face many problems emanating from their gender identity (see Table 7.5). MPRs group, on the contrary, never thought of developing a mentality that would help them to face these challenges. Gender identity rather confines their lives. As they did not get tertiary education, they seemed less confident to overcome these problems. It is seen in the findings of Hellenga *et al*. (2002) that a young woman who aims to become established in society will need higher education to achieve her goals.

Though the respondents of FMDS group were not involved in any kind of professions, their patterns of thoughts were effectively influenced by their higher education and therefore, the matter of gender identity was neglected by them. Most of them supported woman's participation in all types of profession (see Table 7.9). These findings are consistent with the findings of a study by Tinklin *et al*., (2005). They believed that males and females should have the same opportunities and expectations in their future work and family lives. On the other hand, because of suffering the agony of not being highly educated, respondents from MPRs groups could not get the opportunity of thinking deeply regarding the professional life of a woman and most of the time they only pointed out the negative aspects of this lost opportunity (see Table 7.9). From the comparison between both groups, it is evident that respondents of FMDS group were more conscious, more confident and more determined to work just like male professionals. However, the MPRs, with respect to having dedication towards future profession, lagged behind the FMDS (see Table 7.10, 7.11). These findings are consistent with the findings of Burchfield (1996, as cited in Moulton, 1997 and Parpart, 1995) that higher education can generate the sense of self-confidence and self respect in any sphere of life to build a better position in society.

A desire of being established in the society may be hidden within a girl's mind. But in order to gain her desired goal, she needs to overcome many obstacles. Respondents of this study who received a graduate degree did not come to this stage easily. Each of them faced their own problems in order to reach their desired goals. On the contrary, in spite of having a strong desire, some of the girls of this age dropped out in the middle of their study. Such descriptions are found in the study of Nussbaum (2003). Many of the MPRs could not enroll into their higher studies programmes because of getting married after secondary education or because of some other problems (see Table 6.2). This information is similar to the results found in the study of Chowdhury (2004).

At first, due to the responsibilities of their parental families and later on due to different rules of their in-law's house made them vulnerable and also deflected them from their future aspiration (see Table 6.2). These findings are consistent with the findings of studies of Arends-Kuenning and Amin, 2001 and King and Hill, 1995. They have shown how the female students cope up with the ambience of their parental family and then in-law's family and for this reason their future aspiration vanishes or changes in many cases. Most of the time female students give more priority to their family and therefore their future aspirations become vague. Students who received higher education had a very clear idea regarding their future lives and desires and they were also very much practical about their lives. This is shown in the findings of Looft (1971b, as cited in Domenico and Jones, 2006). These findings reflect a clear image regarding the thoughts of future profession among the FMDS group in the present research. Most of the FMDS respondents, (n=66, 44%) chose a teaching career and some of them desired to join in government services (see table 5.4).

Here, we see that, respondents among FMDS group, chose a variety of professions. However, MPRs did not have so many options. Because of not being highly educated, they found few options to choose from as a future profession (see Table 7.8). Though they said that they preferred these jobs because of long holidays and security, it is a matter of fact that they preferred these professions as these were a low stress job and there were no big responsibilities or trouble of decision making in these jobs. While being engaged in these jobs, they could also spend sufficient time on their families. Each of them, besides their own success, possessed a desire to look after their families

and children (see Table 5.4). These findings are almost similar to the findings of Perera and Velummayilum (2008), in which it can be seen that females avoid leadership oriented work, and prefer to choose low stress jobs as their profession. However, these days, a massive change is taking place in the attitude of females and so, their aspirations regarding their career are also changing.

In this study, it is seen that about 21 girls (14.0%) of FMDS group (see Table 7.8) wanted embark on a banking career. They also thought of joining as a high ranking police officer, non – government organization worker or an administrator. Few years back, women could not think of joining these jobs. These findings are similar to the findings of Tinklin *et al.,* (2001a). The professions, which were previously treated as the profession of a male, are now included in the future aspirations of females. It has become possible only because of higher education of females (see Table 7.8). This fact is revealed in the study of Arbona and Novy, 1991 (as cited in Mcwhirter, 1997). It is seen in the findings of Arbona and Novy, 1991(as cited in Mcwhirter, 1997) that there are no differences between the aspirations of males and females. At present, both men and women have a very clear idea regarding their competence. In the area of career planning, girls are as advanced as boys. Findings of this study are almost same.

Here we can see that, females were outspoken regarding their career and planning of future life. They are practical and believe in equal opportunity of male and female. The females dream of a very successful life and in order to make this dream come true, they wanted to work harder. On the other hand, members of MPRs do not have this vision. So, they think this as an unaccomplishable task (see Table 7.11). The FMDS group wanted to stand by the helpless people, wanted to work for the betterment of distressed children and old people and aspire to do something for spreading female education by their future work (see Table 5.38). The FMDS respondents also desired to work for their own country and wanted to enjoy their work so that they can be more devoted towards their jobs (see Table 5.4, 7.2 and 7.10). These findings are similar to the findings of Tinklin (2005). According to this author, females wanted to help others through their job and chose these interesting welfare oriented jobs as their future professions.

If the lifespan of FMDS group is studied properly, it can be said that their post-secondary education is the result of their strong determination of achieving a high social

status in life. The challenges they took in order to build their career are the key to building as a making a very successful family as well as prosperous career. These findings are similar to the findings of Islam (1982), where it is stated that in the socio-economic structure of Bangladesh, it is very difficult for a woman to get higher education. FMDS were determined to fulfill their future aspirations and they had a hidden image of their future workplaces in their minds. They also were more advanced than the MPRs group in having strong determination towards excelling in their future profession (see Table 7.4). The job they will get in future is uncertain. Their dreams may or may not come true. However, they would try their level best to achieve their goals and they would not certainly surrender. They also have prepared some kind of strategy if they do not achieve their desired goals. They have several choices put in a hierarchy. If they fail to achieve one, they could try for other options. These findings are similar to the findings of Huq and Khatun (1992). Although the respondents were not sure whether they will be able to fulfill their aspirations or not, they continued to apply their utmost efforts to reach their goals.

The study shows that because of not getting tertiary education MPRs respondents attracted towards formal jobs with cash income as like as teaching or any honorable job and they get the inspiration of this from the females who have got higher education (see Table 7.8).These findings have become clear in the study of Khanam (1998).

Another remarkable finding of this research is that there is no direct link between the studied subject matter of a female Master's degree students and her aspired profession. For instance, in spite of completing graduation in Bangla, English literature and Islamic History, respondents of FMDS group preferred to work in banking sector. Many female students studied subjects like Applied Physics and Information Technology but chose a profession like teaching. Because a woman always wants to give enough time to her family and children, they tend to get attracted towards choosing this profession. Students of social science wanted to work in a bank because it was an interesting as well as a well paid job to them (see Table 5.5). These findings are similar to the findings of Huq and Khatun (1992), where it has been seen that the female students of Zoology and Botany worked in a bank, and in spite of studying Sociology, some women remained at home without perusing any profession or in spite of having professional education, they worked in a school, college or in an NGO or opened a boutique business.

Here we see, without being negligent about their domestic and familial responsibilities, highly educated (FMDS) women aspire to prove their worth in the professional world too. But when it comes to the question about their children, respondents were willing to sacrifice their jobs. However, respondents of MPRs group wished to make their children understand and wanted to continue their jobs anyhow because, they were not able of understand the mental condition of their children (see Table 7.27). These findings are similar to those of (Rahman, 2001). Here, the author shows huge sacrificing characteristics of highly educated women for their children. This fact is also seen in the findings of Danziger (1983). Here it is seen that thoughts of a woman begins to form in alignment with the household responsibilities of their present/future families. As a result becoming established in the societies hampered a little.

In case of unmarried students, a strong encouragement of their parents or other family members of the family works behind getting higher education. To make them higher educated and to establish them as a prominent personality was their parents' prime goal. It is seen that their assistance and inspiration was the key of these FMDS to get higher education and to become engaged in a professional life. On the other hand, MPRs could not get higher education because of their parents' lack of inspiration (see Table 7.17 and 7.18). This is consistent with Knowles' (1998, as cited in Hashim and Embong, 2013) findings that families play a critical role in their children's career development. Knowles even contends that parents' occupations influence children's career aspirations. The study confirms Knowles' notion that it is true that parents and older siblings overtly or covertly influence children's education, career choices and aspirations (see Table 7.17 and 7.18).

Here, it is an important point that married female Master's degree students got inspiration and attention from their husbands and in- laws just like the way they received it from their parents and this is the reason they were able to complete their graduation. Without their (in-laws') exceptionally co-operative mentality, it would have become difficult for female students to continue their higher education. In case of respondents of FMDS group, it appears that they received the same inspirations regarding their studies from their in-laws, which they would have expected from their own parents. For the members of MPRs group, the situation was totally different. They were deflected from their wish to complete tertiary level of education mainly because of their in-law's family (see Table 7.20). These findings are similar to the findings of Islam (1982).

However, the present study highlights the positive attainments of the FMDS, rather than the negative experiences of the MPRs. These FMDS students felt a kind of exceptional sense of responsibility towards their husbands and in-laws, they never hesitated to show their gratitude towards them. The participants of FMDS group–both married and unmarried female students, – expressed a desire to do something for their in-laws' family in future, besides doing something for their own family. On the other hand, participants of MPRs expressed that their husbands and in-laws were mostly responsible for their discontinuation of higher studies and therefore, they were somewhat reluctant towards their husbands and in-laws. Husbands of very few of the MPRs had earned a graduation degree and they did not want their wives to be highly educated or get a better job in comparison to theirs (see Table 7.19 and 7.20). These findings are consistent with the findings of Srinivas and Shah (1980), who expected a change in the highly educated women's position within her family and also in-laws' families to respond more carefully and achieve the ability to assume a stable position.

From the future aspiration of FMDS, we come to know that among 150 female students, 86 students (57.3%) wanted to continue their post-graduation courses in order to get a M. Phil, PhD or MBA degree. Among 150 FMDS, 111 students (74.0%) dreamt of being self dependent and 34 (22.7%) students desired to engage themselves in future studies within the two years immediately after completing their Masters' degree. Others expressed that they would like to study further keeping a balance between their family and professional life (see Table 7.1). These findings are consistent with the findings of Srinivas and Shah (1980). Their research shows that in response to a question on making a choice between working and staying at home 41% female students (respondents) gave their opinion to engage in favour of further studies. Almost one-fifth of the respondents hoped to get a job in the next two years. From the responses of MPRs, it appears that in upcoming two years, most of them, could not dream of being beyond a good mother or a good wife. In this study, FMDS respondents in comparison to MPRs were more self-confident regarding their future aspirations and their feelings are stronger (see Table 7.1). These findings are similar to the findings of Plattner *et al.,* (2009). Using a survey among students of University of Botswana they have seen that students who had completed their studies, had clearer and more stable idea about career aspirations, they

were more self-confident and impressions of career related ideas made up a very important part in their lives than those who had just commenced their studies (Plattner *et al.,* 2009, p.305).

In case of spending self earned money, the impact of tertiary education is remarkable. Without thinking about their own future, FMDS wanted to spend their money for bringing economic solvency to their parents' and in-laws' families and they were quite happy about it. On the other hand, most of the MPRs always wanted to save money for themselves. They suffered from insecurity (see Table 7.6).

As a mother, the FMDS wanted to take the responsibility of their children's nourishment. They thought they had responsibility for their children just like their husbands and wanted to prove the fact that they were also capable of taking the responsibility of a father. Self-confidence of FMDS group was much higher. On the contrary, dreams of the MPRs group regarding their children's success become blurred as they were not very confident (see Table 7.26).

Because of their higher education, the FMDS got the confidence of being empowered in their families. Respondents of FMDS group, most of the times, showed the courage of making decisions without the consulting male members of the family and they always got the opportunity to engage themselves in decision making activities in their families. Besides fulfilling their children's desires, they wanted to work for the betterment of their own future career and family too. Those married and unmarried respondents who belonged to MPRs group severely experienced the fact that they, most of the time, did not have the right to get involved in decision making activities of their families. Without consulting male members, women cannot take decision is a reality and seen among the members of MPRs group (see Table 7.29 and 7.30). This fact is observed in the findings of Burchfield (1996, as cited in Moulton, 1997). Here, the writer even contends that, the achievement of a woman in acquiring higher education influences them in many ways to become empowered in their lives (Burchfield, 1996, as cited in Moulton, 1997).

We can see in this research that higher education in many ways influences the ability of future planning and outlook of the FMDS. Therefore, these female students can openly express opinions regarding career, marriage, family, husband, and other aspects of their

future. In spite of having been brought up in the same social status, differences can be seen in the future aspirations of the female Master's degree students and their matched pairs. These kinds of findings are seen in the study of Islam (1982) and Srinivas and Shah (1980) who reported about differences in the students' future aspirations though they were bought up in same socio-economic condition (see Table 7.1 to 7.28). Because of post-secondary education, a mature thinking capability generates within a student, which helps to build her future aspiration. In this study, though female Master's degree students and their matched pair group grew up in the same kind of social status, they had a different level of future aspirations and this is the result of achieving/not achieving post – secondary education. The writers have revealed this type of outlook of educated women. Developing a positive attitude and strong ability of the FMDS to speak frankly are definitely outcomes of their higher education.

Like the findings of Islam (1982), it is seen that higher educated women are capable of ignoring different bigotry in personal life and different religious prejudice. Islam (1982) reported that by continuing higher education women can avoid all these discriminations, and also be determined to get top position in society (see Table 7.5). Therefore, it can be said that most of the respondents of FMDS group, besides being a good mother, wanted to reach the highest peak of their career and wanted to do something good by utilizing their higher education. However, most of the members of MPRs did not tend to have their own thoughts. As a result, they always had to depend upon the choice of their husbands (see Table 7.13).

Generally, it is seen that girls get married after finishing higher secondary education or in the first year of their tertiary education and cannot continue higher education because of family trouble and excessive dependency upon their family (Islam, 1982). In this research, post-secondary education was proved to be a prime weapon of female Master's degree students against all the injustices done to women by society, husband and in-laws. An educated woman can help her husband and her parents' family financially and also by delivering her own service. They received encouragement from their husbands in completing their Bachelor's pogrammes and even for continuing studies at Master's Level. These husbands have become the mentors of their wives' career development (see Table 7.19).

From the preceding discussion, we can infer that in this study most of the female students wanted to do something for their society and country by utilizing their higher education (see Table 5.38 and Table 7.2). Main point is that because of being less educated, members of MPR group failed to have a clear notion about their duties to nation and country. They thought, they did not have the capability to do something for their community and country (see Table 7.2). The findings of this study concur with Wattles (2009)'s findings that a female student does not feel satisfied with career planning only. She wants to do something for society and country apart from thinking about their husband, children and professional life by applying her achieved education. She also wanted to see its reflection in her children's achievements. The FMDS respondents wanted their children to achieve those goals, which they themselves may not be able to achieve and always wanted their children to be at the highest peak of success. However, some respondents of MPR group (n=28, 18.7%) thought that if their children become self-dependent, that would be enough for them (see Table 7.28).

8.3 Conclusion

In this study, it becomes clear that FMDS respondents pursued higher education not only to challenge the traditional belief of obeying husband and in-laws, but they also felt that this higher education would make them capable enough to take the responsibility of their family and children as well as perform other social responsibilities. However, from this research, we got to know that by achieving higher educational degrees, female students become more understanding, knowledgeable, open-minded, as well as conscious regarding their future lives. Most of them were determined to do something good in order to establish themselves in the society. Based on the findings, the study concludes that post-secondary education plays a significant role in future career aspirations of female students. It is known from this study that this post-secondary education is used to fill out a gap of time before marriage and it also ensures a good matching with a highly educated male. By dint of higher education, female students can get a lucrative job where they actually can do something for themselves and for the society. It also plays an important role to make them responsible citizens of the country. The young women who have already achieved a higher education are currently facing the dilemma regarding their responsibilities. However, they hoped to overcome this problem very soon and will work hard to successfully combine professional and family roles.

According to them it is higher education which can penetrate through the social barriers and help them to think about personal future aspirations. This can make their position stable in society. Higher education also makes a woman powerful, gives a better idea of gender equity and encourages wider participation of women in the society.

Therefore, within the discourses of development over the years, the idea of female participation has become a vital issue and it has been realized that women's issues and voices should be raised at the decision-making level. A highly educated woman, through her status and ability to work can improve her family, her society and her country.

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Appendices

SOME CASE STUDIES OF FEMALE MASTER'S DEGREE STUDENTS (FMDS) AND THEIR MATCHED PAIRS (MPR)

Case Study-1

Name : Marina (Pseudonym)

Age : 24

Category : FMDS

Marina has passed her Bachelor's (Honours) examination in economics recently. She is a Christian. Marina was born and brought up in a family where education is highly evaluated. Summing up the educational background of her family, we came to know that Marina's mother only completed her primary education and her father had received his higher secondary education. Marina has only one brother who is a Master's degree holder. Marina was highly encouraged by her parents to pursue post-secondary education. She had completed her secondary and higher secondary education from rural educational institutions. She had to come to a city to attend university.

According to Marina, she dreamt of being a university student from a very early age. She mainly got the inspiration of studying in a university from her elder brother and one of her uncles. Stories of several girls from her community, who attended university also worked like a tonic in case of realizing her dream of studying in a university. Each of these individuals made her believe that she also had the capability of getting post-secondary education and would become a highly educated woman one day. Marina also got inspiration from her school and college teachers in pursuing her dream. Both male and female teachers' attitudes were highly supportive and encouraging regarding women pursuing higher education.

Marina mentioned a very close relationship with her parents. She always encouraged herself saying, "I must finish my university education at any cost". From the very beginning there was always a single thought in Marina's mind that she would not be evaluated properly ─ both in the family and society ─ unless she finishes her higher education and secures a good career. That was the realization, which helped her to overcome her hesitations.

Marina, like many other girls of our society, received unexpected marriage proposals during her post secondary education. In this regard, Marina said that it was her strong will power and her mother's steadfast position which helped her to withstand that pressure.

Her mother, according to Marina, always showed her own instance by saying- "I have only primary level education, I cannot do anything except household chores. I have no life. I am completely dependent on your father. If you get married at this point, your life would also be similar to mine. I don't want you to suffer the same fate as mine." Her mother also added, "after marriage there is a great amount of responsibility waiting for a woman in our culture". So at first, finish your Master's, and then think about marriage." She always wanted her to get married after obtaining a Master's degree.

We came to know from Marina that her family's liberal attitude helped her in many ways to overcome all the socio-cultural and religious beliefs and practices. She was also encouraged by her community ─ specially the people with whom she communicated not to be influenced by the traditional practices and misconception of religion. It is a good thing about Marina that she shared some of her own strategies regarding increasing her self-confidence and the level of motivation in order to reduce her barriers. It is Marina's will power and her mother's firm position, by dint of which she got rid of the social pressure of early marriage. Her open minded family as well as educated members of the community played a very supportive role in this case of overcoming conventional socio-traditional practices and misconceptions.

Marina personally believes that only by dint of strong will power and proper motivation, a woman can overcome almost every obstacle which may stand between her and her post-secondary education. Because, women are a part of this society they have some responsibilities for their family and society as well as for their country.

Marina strongly recommended that every family must help their female children in building up their self-confidence and also properly motivate them to pursue a good education. Marina believed that if parents somehow understand the fact that education directly and indirectly brings good to their daughters' life, then it will be lot more easier for them to change their minds about the necessity of education for their female children.

Government, in Marina's view, can play a vital role in changing family attitudes towards women's post-secondary education by providing more job opportunities for female students as well as for educated women who have already completed their post-secondary education.

Marina aspired to be a government officer in future. She wanted to establish daycare centers and pre-schools for younger children, which would keep mothers tension free while they do their jobs. This provision of childcare would relieve women from caring for their children during day time. In addition to that, she wanted to make a flexible school schedule that enables women to pursue their education while meeting household chores. She dreams of going to Australia for her post-graduation degree.

Case Study-2

Name : Gita (Pseudonym)

Age : 23

Category : FMDS

Gita is a graduate university student who came from an urban area of Natore district. She belongs to Hindu faith. She was a good student of a co-educational school. By profession, her mother was a school teacher and her father was a government officer. Gita was the youngest child of her parents. She had two other elder sisters who already completed their Master's degree. Gita was encouraged by both of her parents to pursue post-secondary education. She completed her graduation degree in English under University of Rajshahi. She got married while she was a student of 2nd year (Honours). Gita, in her in-law's house, encountered no trouble regarding continuing her studies. Gita said that she willingly pursued her post secondary education with the encouragement of her husband. And because of that she is very grateful to him.

From Gita's statement it became clear that she had her own family now as she is married and she had a daughter who is only two years old. She, from the very beginning, discovered the fact that she had enough inner strength and determination to pursue higher education. With the passage of time, she developed confidence step by step as she had faith in her abilities of decision making and by dint of this she was able to overcome difficulties. She was more encouraged by her female teachers in comparison to her male teachers and this contributed a lot in her pursuit of higher studies. Her female teachers were her idols. Gita always followed their footsteps and wanted to become a very good teacher like them.

While describing her in-laws' family, Gita ensured that she was fortunate enough to become a member of such a great family because she received enough encouragement to develop a good educational career for herself. She confessed the fact that if her husband and in-laws family would have possessed negative notions regarding her education, she could have dropped out.

Due to the distance of the university from her home, Gita had to live in a university hall. As Gita had a very close relation with her husband, she always wondered how she would live in a hall being apart from her husband and daughter. Nevertheless, Gita took the challenge and was able to overcome the challenge with strong determination. Her husband always told her, "You have to finish your university education at any cost because no one in the family or outside the family would evaluate you properly without education. Even you might be neglected by your beloved daughter if you fail to

complete your higher studies." This was the impetus which worked as a strong force to overcome these hesitations.

Gita gave us an idea regarding how she was able to overcome the socio-cultural barriers. From the beginning, though her father was extremely religious, their family was open about things and that helped her lot to overcome socio-cultural barriers. In addition to that, the people with whom Gita interacted in her community helped her not to be influenced by the traditional social practices and misconceptions of religion.

Gita mentioned that women should first increase their will power and self-motivation which were very essential for the pursuit of higher levels of education. Among many positive initiatives which are needed for reaching desired goals, the first thing is strong determination.

It is Gita who suggested that family plays an important role in women's life. If parents educate male and female children equally, all their children can support them in their old age. Gita, for instance, said that if a woman can obtain an honorable and well paid job after finishing her graduation, her parents may change their attitude regarding the importance female education. And other parents would also be willing to send their daughters to get higher education.

Gita suggested that the involvement of media is a must to increase women's self confidence and awareness. "If we", Gita said "become successful in making women and their families aware of the value of higher education by publishing the real life stories of successful and educated women, it will definitely leave a positive impact on female post-secondary school enrollment." Gita pointed out that if the numbers of female teachers are increased in all institutions in Bangladesh, female students will be influenced by those female teachers and they will be acting as role models.

Gita believed that everyone can make a difference in increasing women's participation in post-secondary education in Bangladesh. She especially pointed towards highly educated women who were established and very much successful in our society. These educated women could actively take part in motivating other female students and their families to pursue higher education.

Gita aspired to be a teacher. After completing her Master's degree, she wanted to do something that will increase the percentage of women with post-secondary education. She has another plan – she wanted to make schools as enjoyable and comfortable places for female students, by providing usable school facilities such as separate toilets and girls' common rooms. Gita was determined to fulfill her dreams for her family and society.

Case Study-3

Name : Rupa (Pseudonym)

Age : 24

Category : FMDS

Rupa is a student of the faculty of the social science at University of Rajshahi, who came from a rural area of Kustia district. Rupa is the eldest child of her parents. She had a brother but no sister. Rupa was encouraged by both of her parents to pursue a post-secondary education. She was given in marriage while she was a student of 12th grade. Rupa said that she willingly pursued her post-secondary education with the encouragement of her mother. And because of that she is very grateful to her. Rupa aspired to become a teacher in future because she thought that being a teacher she would get more holidays, job security and opportunity for further studies.

Rupa was a beautiful girl and continued her study smoothly. After her father's death Rupa's family faced financial difficulties. She had a cousin who got married to a financially well off army officer. But one day Rupa's cousin died of some incurable diseases. Her mother tempted her receive the army officer as her husband. Rupa was confused ─ she did not know what to do. But gradually she was yielding to the temptation and fascination of a better life. Like every young girl, she had dreamt of a life full security and solvency. Moreover, she was promised by the army officer that he would provide opportunity for her to continue her higher education. Considering the pros and cons she decided to marry the army officer.

Rupa entered her husband's house with a lot of hopes and expectations. But all her hopes and dreams were shattered down by the hard realities. Soon she found that there was heaven and hell difference between her dreams and reality. Her cloud kissing vision fell to the ground when she knew about the relationship of her husband with another woman. Rupa felt frustrated and was unhappy in her life. She wanted to flee this situation and rebuild her life. As last she was turned out of her husband's house.

Rupa said that due to the social practice and pressure of early marriage, at one point in her life, she hesitated to pursue post-secondary education. She got over her hesitation by observing two women, both divorced, one (her cousin) who had a good education

background, and another (her aunty) who had only a secondary education. Her cousin was able to stand on her own feet with respect and dignity using her education. Her aunty, on the other hand, struggled due to lack of a strong educational background and returned to live with her parents after her divorce. Those two experiences helped her to decide to continue higher education. Rupa was reminded of her cousin's advice, who said, "If you want to do something in your life, you need a good educational background".

Rupa thought that if she wanted to pursue higher education as a daughter of her helpless mother, she would have to continue to be successful. Otherwise, her mother might not provide the financial support and encouragement that she needed to pursue a higher level of education. This fear always got Rupa going to continue in higher education. This will power always motivated her career. Rupa carefully observed people, both highly educated women as well as the less educated women in her family and community. What she saw helped her to overcome her hesitation and motivated her to become more educated.

Rupa aspired to work hard to get good grades in her examination and to earn money as well as to help change her mother and brother financially. She aspired to be a good teacher in a reputed university in Bangladesh. She wanted to increase women's access to higher education. Rupa aspired to overcome all the barriers of gender discrimination as a woman.

Case Study-4

Name : Monika (Pseudonym)

Age : 26

Category : MPR

Monika, a housewife, is one of those unfortunate women who did not get the opportunity to acquire post-secondary education. She was born and raised in Chapai Nawabganj but she has been living in Rajshahi city for more than five years. Monika went to a college only to attain her higher secondary education. Before marriage she wanted to be a teacher after completing her higher education. Monika's mother, a house wife, pursued only primary education and her father had completed higher secondary education. From this information it can be easily assumed that Monika grew up in relatively lower educated family. She has 3 other elder sisters who also could not go beyond 12th grade and got married like Monika. Observing her family tradition, Monika always wanted to acquire higher studies at a well reputed university in order to bring a change to her family tradition and to become a self-sufficient person. However, university was far from her home.

Failing to go to a university, she was admitted to a local college in order to get a BA Honours degree. However, during the first year of her Bachelor's (Honours) degree, she was married off. Fate took her far from her college as she had to move with her husband to her in-laws' house. It was an hour's distance by rickshaw from her in-laws house to her college. It so happened that gradually her attendance slipped to once a week. Therefore, Monika switched from four year (Honours) programme to a 3 years degree program and moved to a local college under the National University of Bangladesh. This new college was comparatively closer to her in-laws' place. Never the less her journey towards higher education stopped.

Because of distance and being scared of male harassment during commuting, Monika could not continue her higher education. Her dream of studying at a well reputed university shattered as university was situated far away from her home. She could have traveled by bus. But local transportation system in Bangladesh was not so safe or convenient for a girl who would travel alone because there was a risk of harassment by men. There was no one in her family who could have accompanied her to and from college.

Monika regrets that her family's long established conservative negative attitude is the main reason, which hampered bringing her dream of attending a public university to a reality. It appears that her family could not let her pursue her dream of post-secondary education only for social reasons. They were afraid of the fact that a young girl coming home alone at night can be a cause of many unwanted problems. Monika even could not get the permission of living in a university hall situated inside university campus as they assumed these halls as ill reputed places where their daughter would be unsafe. Because of these reasons she had to satisfy herself attending a local college. Similarly, Monika's in-laws also did not allow her to stay in a hall or a dorm in order to continue her education, as these halls were thought to be unsafe for their daughter in-law. Monika's words demonstrated the traditional conservative values of her family.

Monika got married during the first year of her Bachelor's (Honours) progarmme and it definitely had a very negative impact on her educational life. According to Bangladeshi culture, wife has to move with her husband after her marriage. Therefore, Monika too had to shift her residence to live with her husband at her in-laws' place. She faced the same old problem — after her marriage, long distance of college from home and insecurity stood in the way of continuing her education. It was a difficult problem that she faced regarding her studies after marriage, which prevented her from acquiring a Bachelor's degree.

According to Monika, a woman is capable of playing more significant and effective role in society only if she is free from negative social norms and misconception regarding the necessity of early marriage. Monika herself has two daughters and she wished to bring them up successfully. She expressed her grief by saying that she had nothing to do for the society, country and for national development.

Case Study-5

Name : Salma (Pseudonym)

Age : 25

Category : MPR

Salma is a 25 year old woman who was born in a less educated upper middle class family in a village of Bogra district. Both her parents had completed their H.S.C level of education. Her father was a businessman and her mother was a housewife. Salma was the youngest child of her parents. She had two elder brothers who got post-secondary education from an expensive private university. However, her other two elder sisters could not go beyond higher secondary education as they got married early. Salma dreamt of being a doctor during her secondary level of education but could not attend a university/medical college due to irony of fate. She completed her secondary and higher secondary education from recognized educational institutions. And after that she went to a degree college for her Bachelor's (Pass) degree. However, she got married only after completing one semester. After marriage, she soon became pregnant and also experienced severe sickness. At his point, her husband moved to a new city as a requirement of his job. With an infant in her lap and having responsibility of her family, she could not continue her studies. She had to take care of her little child and do household chores at the same time.

Due to her family's gender biased discriminative attitude, Salma faced financial difficulties too. It was exposed when she tried to come to the city in order to pursue her higher education. To get admission in college, she explained, she had to gather her living expenses. She herself could not gather that much money. Her family did not support her in this regard. For this reason she had to wait an additional year to manage the money. But all her spirits withered away after her marriage. Salma's family's gender biased investment and attitude towards female education had a very bad impact on her educational career. She also had to suffer the problems of early marriage, gender roles as a mother and wife and had to take responsibilities, which spoiled her dreams related to tertiary education.

Salma could not continue her graduation due to her pregnancy and household responsibilities. Due to this cultural practice of early marriage, her mother was "suffering from hyper tension" for her marriage at that time. Even at one point of her life, Salma herself felt inferior as most of her friends were getting married. She began to believe that she was getting too old for marriage. She was in a dilemma regarding marriage and higher studies. In her language, "one part of me was pushing me for pursuing higher education and the other horrified me by making me think that it might be too late if I delay my marriage for higher education. After finishing my higher

education, I would be 24/25 years old and who would marry me?" So she always felt that social pressure. Salma clearly said that her mother did not support her cause of higher education at all. Rather she became worried regarding her marriage as her mother thought she was getting older.

Due to this tendency of depending on only male children at old age, her parents invested unequally in the education of their male and female children. She and her sisters were deprived of getting much economic attention while her brothers were supported fully in pursuing their post-secondary education and were sent to attain a university degree. She mentioned that parents wanted their sons to take care of them at their old age; so they made such different arrangements. Therefore, Salma's dream of being highly educated remained a sheer dream.

Salma explained that she had permission to go to college because the cost of seeking education in college was one third in comparison to a medical college or university. Her parents were also not ready to send her to the city at that young age because they were afraid of the fact that she might not be able to protect her purity from the evils of this society. Salma also mentioned that she faced objections regarding higher education from her extended family, that means her uncle, aunt and other relatives. They actually did not understand and could not support her plan of having a post-secondary education.

Salma, five years after giving birth, now plans to pursue higher education because her child has grown up considerably and she and her husband now live in the same city. According to Salma, to avoid early marriage and to get married after achieving higher education is the best way to make women play more significant role in our society. Only in this way, out flawed society can be transformed. Salma has a son and she aspired to bring him up well as a perfect mother and try to complete her graduation if she gets a chance. She realizes her weaknesses and that is why she wants to get a graduate degree.

Case Study-6

Name : Naima (Pseudonym)

Age : 22

Category : MPR

Naima was a girl who lived in Mohonpur Upazilla in Rajshahi district. Naima was the eldest daughter of her father. She was a good student. Her parents were well off and were eager to continue their daughter's study. She had two brothers and two sisters. Her mother was very sick and Naima had to do all the household chores. Moreover, after the whole days hard toiling she tried to study and somehow managed to pass H.S.S. examination. Then she got admitted to a Bachelor's (Honours) programme in a degree college in Accounting. She wanted to be a banker before dropping out from post-secondary education.

Naima had to go through an ill fate where she had the pressure of proving her competence of being a good student, otherwise she would not be allowed to continue her education. She got extra attention from her parents, which usually were reserved for her brothers, when she got scholarship in class eight. Naima said that before getting scholarship, she could not manage to get the same attention from her parents although her brothers were average students. Her two elder sisters did not get similar attention as they were average students too. From her childhood experience, Naima perceived that if she had to pursue her higher education she had to come out with extra ordinary result. Otherwise she would not get the necessary financial support and encouragement which is needed for getting higher education from her parents. She also feared that if she failed, she would be married off. However, her brothers had no such fear. They knew the fact that their parents would support them financially, mentally and motivate them to participate in higher education, whatever their result may be.

During her 1st year Bachelor's (Honours) studies she was influenced by a man at the same college. The young man induced her to get married. After six months she fled with him and got married. At her in-laws house Naima found nothing new because she had to do more work in her father's house. Her in-laws were not satisfied with her because they planned to get a large amount of dowry from their son's in-laws. They began to persuade their son. Within three years Naima had two children. Then she could not

continue her education due to her pregnancy and household responsibilities. Naima's husband was a lazy person and used to spend the whole day by roaming to and fro. The condition worsened when her husband sold the house to get capital for some business. But as he had no sense of business, he lost all the money and become penniless. The whole family had become homeless. Her husband had changed and after few days her husband and her mother-in-law began to torture her for dowry.

At last she was mentally disturbed by her husband and in-laws and was turned out off the house. As Naima's parents were unable give money to their son-in-law, she was divorced in her twenties, the justified age of a girl's marriage. She became a burden of her parents with her two children. Then Naima had to work as a receptionist of a clinic to maintain expenses for her two children.

Naima now realizes the blunder she had made, getting married so early. She wanted to study again. She thought that if she gets the chance to continue her studies she will be able to complete it. She aspired to bring her children up as well as she can. She waned to flee from this situation and thought that if she gets the chance of study, she would be able to reshape her life.

APPENDIX B
Questionnaire for Social survey
Title: Impact of Post-Secondary Education on Future Aspirations of Female
Students Studying At University of Rajshahi
Researcher: Abira Sadi, PhD Fellow (2009-2010)
Institute of Education and Research
University of Rajshahi

Participants are assured that data collected for the study would be kept confidential and used only for the purposes of this study. The respondents are free to refuse to answer of any question they find objectionable and to withdraw from the study without reasons at any point.

Questionnaires for Female Master's Degree Students (Session: 2009-2010).
A. Identification
1. Name of the respondent   :
2. Name of the department
   (in University)   :
3. Religion   : 1 = Muslim, 2= Hindu, 3 = Christian, 4 = Others.
                                           (Please specify)
4. In what kind of area does your family live? : 1=.rural,   2= sub-urban,   3= urban
5. Mobile number   :

B. Family Profile:

Respondent/variable		Name	Age (in years)	Educational Qualification	Occupation
Self					
Father					
Mother					
Husband (if married)					
Father- in-law					
Mother- in-law					
Brother(s)	1				
	2				
	3				
Sister(s)					
	1				
	2				
	3				
Others					

(Please use extra sheets if required)

C. Economic Condition:
6. Inform about your annual family income (in Taka) -
        1= below 50,000,   2 = 50,000 – 1, 00,000,   3 = 1, 00,000 – 1, 50,000.
        4 = 1, 50,000 – 2, 00,000   5=above 2, 00,000.
7. How much is your personal monthly expenditure (in Taka)? …………….

8. Do you earn money? 1 = yes,   2 = no.

   If yes,

  a) What type of work do you do? ....,

  b) How much is your monthly income (in Taka)? ....

D. Opinions about Higher Education

9. What was your family's goal in educating you up to the tertiary level? (**Multiple ans. acceptable**)

          1 = to become eligible as a bride,

          2 = to get ability for bearing self-marital expenses

          3 = daughter could also establish themselves as respected in society

          4 = to be self dependent

          5 = others. (Please specify it)…………………………….

10. What was your objective in acquiring higher studies? ....

11. Do you think that higher education helps a woman in finding a suitable life partner (husband)?

    1 = it helps, 2 = sometimes helps, 3 = hinders it, 4 = sometimes hinders marriage, 5 = higher education has no role in finding a life partner.

E. Aspirations about Future Profession:

12. Would you get permission from your family to build a career? 1 = yes, 2 = no.

13. Do you have any desire to engage in any profession after completion of your education?   1 = yes. 2 = no.

If yes, what type of profession do you desire to engage in? and why?................................

14. Do you think that women could work efficiently in all types of professions?

    1 = yes, 2 = no.

15. Two what extent would you be able to dedicate yourself to your future profession?

1 = highly dedicated, 2 = satisfactorily dedicated, 3 = not much dedicated.

16. Do you want that your husband and you both will engage in the same profession?

1 = yes, 2 = no, 3 = not applicable.

17. Do you think you are able to perform the same tasks as men? 1 = yes, 2 = no.

18. Suppose your family is very solvent and there is no financial need, what would you prefer to do? 1 = prefer to work,   2 = did not prefer to work. (Please explain why)….

19. How does employment help in case of marriage for an unmarried woman? (Multiple ans. is   acceptable)

1 = working women help their husbands financially, 2 = they can choose own partner,

3 = men like employed women, 4 = some gents' families like employed women, 5 = working women are known and seen by more people, 6 = women have more opportunity in influencing parents' choice, 7 = others (specify)…………………..

20. Do you feel that a married woman/ a mother should work outside leaving children at home? 1 = yes, 2 = no.

   If yes, when and why do you think mothers of children should work outside the home? (**Multiple ans. is acceptable**)

1 = to earn money independently, 2 = if financial difficulties arise,

3 = make use of education, do something useful, 4 = if husband allows,

5 = if someone looks after household and children, 6 = if children are matured enough,

7 = others (Specify)…………………..

21. What will you do if your workplace is at a distance from your husband's workplace and there is not much possibility for you to work in the same locality?

    1 = continue job, 2 = resign the job and stay at husband's workplace.

22. What would you do if circumstance demands that you should resign from your job for the sake of family, what would you do?

1 = resign, 2 = not resign, 3 = resign and will try for other jobs later, 4 = will try to earn by alternative means, 5 = others (Specify)…………………..

23. Do you think that every woman should engage in a job to earn money? 1 = yes, 2 = no.

    If yes, why? **(Multiple ans. is acceptable)**

1 = for self-reliance, 2 = for economic independence, 3 = for a solvent livelihood,

4 = to gain higher social status, 5 = to become empowered in own family,

6 = others. (Please mention)……………………………….

F. Attitude of Family Members

24. Please indicate how your family members would feel towards your continuation of tertiary education and seeking employment?

  a) Your father: 1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
    4 = prefer you stay at home, 5 = others (specify)………………..

  b) Your mother:
    1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
    4 = prefer you stay at home, 5 = others (specify)………………………..

G. Aspirations about Future Planning

25. How do you want to serve your society or the nation after completion of Master's Degree?

    1 = engage in delivering social service, 2 = build an ideal family, 3 = participate in women's organizations, 4 = others (please specify)……………………………….

26. What will you do if you need to ignore your family for the betterment of your personal carrier?

    1 = give first priority to family,
    2 = give first priority to career,
    3 = make a balance on both sides.

27. How do you think you can convince your family in a positive direction regarding building your career if they have a negative attitude?   ....

28 'Not only less-educated women, but higher- educated women also have to overcome more challenges in comparison to men'. Do you agree?   1 = yes,   2 = no.

If yes, do you think you will be able to overcome all the challenges?

       1 = to a great extent, 2 =a little, 3 = not at all.

29. Are you determined to expand your recognition in society even if you have to encounter many obstacles?   1 = yes, 2 = no.

30. How will you spend your self earned money?

    1 = will spend all money in your family of procreation, 2 = give some money to your parents, 3 = will spend some money for your of procreation family, 4 = deposit for future, 5 = others. (Please write down) …………...................................………..

31. Do you have any plan for further higher studies after completion of your Master's degree?   1 = yes,   2 = no.

If yes, which degree do you want to achieve after finishing Master's degree and why?

32. What do you want to do in the two years immediately after completion of Master's Degree?

33. Do you have any plan to go abroad for higher education? 1 = yes, 2 = no.

34. Do you expect that you will reach the top position in your professional life at your mature age? 1 = yes, 2 = no.

35. Up to which level do you want to enhance your professional career?
 1 = international level, 2 = national level, 3 = district level, 4 = in your locality.

H. Aspirations about Marriage and Dowry

36. What is your marital status?   1 = married,   2 = unmarried.

   a) If unmarried, are you engaged with any man?   1 = yes,   2 = no.
      If yes,
   b) What is the educational qualification of your fiancé?..........................
   c) What is the occupation of your husband to be?...

37. What type of personal characteristics do you desire in your future   husband?…….

38. What would you do if there is a demand for dowry in a marriage proposal?
   1 = disagree to marry, 2 = try to convince the grooms family that it is a crime, 3 = will agree to guardians' decision.

39. At which stage do you want to get married? (If unmarried)
        1 = after completion of the master's degree,   2 = after getting a job,
        3   = during master's studies,   4 = according to guardians' suggestions

I. Aspirations about Post Marriage Life

40. If you don't get any helping persons (maid-servant) to do family's house-hold work, would you hesitate to do jobs that are usually done by servants in a middle class family after completing higher education?
        1 = yes. 2 = no.

41. What would you do if your husband does not cooperate in house-hold affairs?
        1 = you will try to convince him,   2 = finish all the works single-handedly,
        3 = cannot accept such attitude of husband.

42. Do you think you have duties towards your in-laws families? 1 = yes, 2 = no.

J. Aspirations about Children

43. Would you take the responsibility of managing your children's studies at school level?   1 = yes,   2 = no.
If yes, how would you like to manage your children's studies after school?
1 = teach them by yourself, 2 = appoint a private tutor, 3 = send children to a coaching center, 4 = others (please specify).

44. What kind of role do you want to play as a mother for the well being of your family?
        1 = educate your children properly,   2 = help in increasing family   income,
        3 = to help the children in building up, 4 = to raise children, so that they can earn a decent living, with a good social status, as well as good social status, work for welfare of their community and the nation, 5. others (please specify)…………………

45. What would you do if you find that your child's attitude towards your profession is negative?
   1 = give importance towards children's opinions,
   2 =will concentrate on your own career ignoring the issue,
   3 = try to convince the child.

46. What kind of achievements do you expect from your children?
    1 = to become an internationally famous personality 2 = to become a nationally famous personality, 3 = to become an active person who works for community development, 4 = others (please specify)…….............................

K. Information on Empowerment in Family

47. Do you have opportunity to express your opinion in your family? 1 = yes, 2 = no.
If yes, how much do you contribute to decision making activities in your family? 1 =in all matters, 2 = in some maters.

48. Can you make decisions on any issue without consulting your husband or other male person of your family?   1 = yes, 2 = no.
    If yes, on what issues? ……………………………………………………….

49. What kind of rights do you enjoy in taking decisions regarding family affair?
1 = equal to husband/brother, 2 = more than husband/brother,
3 = less than husband /brother, 4 = have no right, 5 =others (please specify)…….............................

L. Special questions for married Master's Degree students

50. Do you face any problem in continuing your education after marriage? 1 = yes, 2 = no.
    If yes, what problems do you face?......................…………………………………

51. Do you have any children? 1 = yes, 2 = no.
If yes, How do you manage taking care your children simultaneously in your family life and continue your studies?..

52. Inform about your father-in-law's family's annual income (amount in Taka)?
        1= below 50,000,   2 = 50,000 – 1, 00,000,   3 = 1, 00,000 – 1, 50,000.
        4 = 1, 50,000 – 2, 00,000   5 = above 2, 00,000.

53. Please indicate how your family members would feel towards your continuations of tertiary education and seeking employment?
    a) Your husband :
       1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
       4 = prefer you stay at home, 5 = other (specify)……………………..
    b) Your father-in-law and mother-in-law :
       1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
       4 = prefer you stay at home, 5 = others (specify)……………………..

M. Opinions on Effects of Post-secondary Education:

54. In your opinion what are the general effects of post-secondary education? (**Multiple answers are acceptable)**
    1 = increased interest of guardians for girls' higher education, 2 = decreased of early marriage , 3 = increased opportunity of girls' education, 4 = increased girls' enrollment at secondary and higher secondary levels, 5 = increased awareness of girls about education, reproductive health and nutrition, 6 = increased awareness mothers' awareness about child health care, 7 = empowerment level of women up lifted, 8 = increased participation of women in decision making in family and society, 9 = decreased neglect of the girl child, 10 = others(please specify…).

55. What influences of post-secondary education did you have in your personal life?
    1 = opportunity of higher education, 2 = increase in the social status, 3 = protection against early marriage, 4 = getting a good job, 5 = self reliance, 6 = others (please mention) ……………………

56. How would society and country be benefited by your acquisition of higher education? Please explain. ....

Thank you.

APPENDIX C
Questionnaire for Social survey
Title: Impact of Post-Secondary Education on Future Aspirations of Female Students Studying At University of Rajshahi
Researcher: Abira Sadi, PhD Fellow (2009-2010)
Institute of Education and Research
University of Rajshahi

Participants are assured that data collected from the study would be kept confidential and used only for the purposes of this study. Here the respondents are free to refuse to answer any question they find objectionable and to withdraw from the study without reasons at any point.

Questionnaire for Matched pair of Female Master's Degree Students (Session: 2009-2010).

A. Identification:
1. Name of the respondent   :
2. Religion   : 1 = Muslim, 2= Hinduism, 3 = Christian, 4 = Others (please specify)………..
3. In which area does your family live? : 1= rural area,   2= sub-Urban,   3= urban
4. Mobile number   :

B. Personal Background and Family Profile:

Respondent/variable		Name	Age (in years)	Educational Qualification	Occupation
Self					
Father					
Mother					
Husband (if married)					
Father- in-law					
Mother- in-law					
Brother(s)	1				
	2				
	3				
Sister(s)					
	1				
	2				
	3				
Others					

(Please use extra sheets if required)

C. Economic Condition:
5. Inform about annual income of your parent's family (in Taka)?
    1= below 50,000,   2 = 50,000 – 1, 00,000,   3 = 1, 00,000 – 1, 50,000.
    4 = 1, 50,000 – 2, 00,000   5=above 2, 00,000.
6. Inform about annual income of your husband's family (in Taka, if applicable?
    1= below 50,000,   2 = 50,000 – 1, 00,000,   3 = 1, 00,000 – 1, 50,000.
    4 = 1, 50,000 – 2, 00,000   5=above 2, 00,000.
7. How much is your personal monthly expenditure (in Taka)? …………….

8. Do you earn money? 1 = yes,   2 = no.
   If yes,
    a) What type of work do you do? ....,
    b) How much is your average monthly income (in Taka)? ....
9. If you work with any organization please mention its name and your position…….......

D. Information on Education and Future Planning:
10 .Why did you discontinue your education after passing H.S.C examination?
…………………………………………………………………………………….
11. What was your result in H.S.C examination?
    1 = 'A'- 'A$^+$'   2 = 'B$^+$'- 'A'   3= 'B' -'B$^-$' 4 = 'C$^+$' or lower.
12. In which group did you study in your S.S.C and H.S.C programme?
           1 = science, 2 = arts, 3 = commerce.
13. What do you want to do in the next two years?
14. How do you think you can convince your family regarding building your career if they have a negative attitude?   ....
15. Are you determined to expand your recognition in society even if you have to encounter many obstacles?   1 = yes, 2 = no.
16. What kind of role do you want to play to serve your society or nation right now or in future?
17. 'Women have to overcome more challenges in comparison to men'. Do you agree to this statement?   1 = yes,   2 = no.
If yes, do you think you will be able to overcome all the challenges? 1 = to a great extent, 2 =a little, 3 = not at all.
18. How will you spend your self earned money?
    1 = will spend all money in your family of procreation, 2 = give some money to your parents, 3 = will spend some money for your of procreation family, 4 = deposit for future, 5 = others. (Please write down) …………………………..

E. Aspirations about Involvement in Income Generating Activities:
19. Would you get permission from your family to build a career? 1 = yes, 2 = no.
20. If you are not an earning person right now, do you have any wish to earn in future?
1 = yes,   2 = no.
If yes, which type of work would you like to engage in? When and why?
21. What was your aim in life regarding profession during your student life?...................
22. Do you think that women can work efficiently in all types of professions?
    1 = yes, 2 = no.
23. To what extent would you be dedicated to your future profession?
1 = highly dedicated, 2 = satisfactorily dedicated, 3 = not much dedicated.
24. Do you think you are able to perform the same tasks as men? 1 = Yes, 2 = No.
25. Suppose your family is very solvent and there is no financial need, what would you do? 1 = prefer to work,   2 = did nor prefer to work. (Please explain why)………………
26. Do you feel that a married woman/ a mother should work outside leaving children at home? 1 = yes, 2 = no.
    If yes, when and why do you think mothers of children should/could work outside home? (Multiple ans. are acceptable)
1 = to earn money independently, 2 = if financial difficulties arise,
3 = make use of education, do something useful, 4 = if husband allows,
5 = if someone else looks after household and children, 6 = if children are grown,
8 = others (specify)…………………..

27. What will you do if your workplace is at a distance from your husband's workplace and there is not much possibility for you to work in the same locality?
1 = continue job, 2 = resign the job and stay at husband's workplace
28. What would you do if circumstance demands that you should resign from your job for the sake of family?
1 =resign, 2 = not resign, 3 = resign and will try for other jobs later, 4 = will try to earn by alternative means, 5 = others (specify)…………………..
29. Do you think that every woman should engage in a job for earning money? 1 = yes, 2 = no.
    If yes, why? **(Multiple ans. is acceptable)**
Do you think that every woman should engage in a job for earning money? 1 = yes, 2 = no.
    If yes, why? **(Multiple ans. is acceptable)**
1 = for self-reliance, 2 = for economic independence, 3 = for a solvent livelihood,
4 = for getting social status, 5 = for being empowered in own family,
6 = others. (Please mention)…………………………….

F. Attitude Received From Family Members:
30. Please indicate how your family members feel towards your continuation of tertiary education and seeking employment?
    a) Your father : 1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
        4   = prefer you stay at home, 5 = others (specify)……………..
    b) Your mother :
            1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral 4 = prefer you stay at home, 5 = others (specify)………………………..

31. Please indicate how your family members would feel towards your continuation of tertiary education and seeking employment?
    c) Your husband:
        1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral, 4= prefer you stay home, 5 = other (specify)………………………..
    d)Your father-in-law and mother-in-law :
        1 = strongly encouraging, 2 = mildly encouraging, 3 = neutral,
        4 = prefer you stay home, 5 = other (specify)………………………..

G. Information on Marriage and Dowry:
32. (If married) Was any dowry given at the time of your marriage? 1 = yes, 2 = no.
If yes, what kind of things?........................Value of dowry given (in taka)………...........
33. (If unmarried) what would you do if there is a demand for dowry in your marriage proposal?
    1 = disagree to marry, 2 = try to convince the grooms family that it is a crime, 3 = will agree to guardians' decision.

H. Aspirations about post marriage life:
34. If you don't get any helping persons (maid-servant) to do family's house-hold work, do you hesitate to do jobs that are usually done by servants in middle class family?
    1 = yes. 2 = no.
35. What will you do/ do you do if your husband does not cooperate in house-hold affairs?
        1 = you will try to convince him,   2 = finish all the works single-handedly,
3 = cannot accept such attitude of husband.
36. Do you think you have duties towards your in-laws families? 1 = yes, 2 = no.

I. Information about Children:

Son/daughter	Name	Number of Child	Age	Class(in school)

37. Would you take the responsibility of managing your children's studies at school level?

   1 = yes,   2 = no.

If yes, how would you like to manage your children's studies after school?

1 = teach them by yourself, 2 = appoint a private tutor, 3 = send children to a coaching center., 4 = others (specify).

38. What kind of role do you want to play as a mother for the well being of your family?

      1 = educate your children properly,   2 = help in increasing family income,

      3 = help your children in building up their character properly, 4 =to raise children, so that they can earn a decent living with a good social status and work for welfare of their community and the nation, 5. others (please specify)……………………………

39. What would you do if you find that your child's attitude towards your profession is negative? (Questions for existing mother only)

    1 = give importance towards children's opinions,

    2 = will concentrate on your own career ignoring the issue,

    3 = try to convince the child.

40. What kind of achievements do you expect from your children?

    1 = to become a internationally famous personality,   2 = to become nationally famous personality,

    3 = to become an active person who works for community development, 4 = others (please specify)……...............................

J. Information on Empowerment in Family:

41. Do you have any opportunity to express your opinion in your family? 1 = yes, 2 = no.

If yes, how much do you contribute to decision making activities in your family? 1 =in all matters, 2 = in some maters.

42. Can you make decisions on any issue(s) without consulting your husband or other male person of your family?   1 = yes, 2 = no.

   If yes, on what issue(s)? …………………………………………………………….

43. (If married) what kind of right do you enjoy in taking decisions regarding family affairs?

    1 = equal to husband, 2 = more than husband,

3 = less than husband, 4 = have no right, 5= others (please specify)……......................

44. (If unmarried) what kind of right do you enjoy in taking decisions regarding family affair?

1 = equal to brother, 2 = more than brother,

3 = less than brother, 4 = have no right, 5 =others (please specify)……........................

K. Special question:

45. How can women play more significant and effective role in society? Please make your comments …………………………………………………………………

Thank you.

APPENDIX D
Questionnaire (Case Study)
For graduate Female Master's Degree students (FMDS)
Interview Questions (I)

Serial No:………………………………………..
       Date:…………………
Contact Number:……………………………….

Questions Based on Personal Experiences and Aspirations

a. Own experience

1. What situation motivated you most to pursue your post-secondary education and become a highly educated woman? Please give details.

2. What are the problems you have to face in continuing your higher education? (Multiple ans. acceptable)
   Please elaborate on your experience.

3. What kind of facilities did you get in achieving higher education as a woman? Please   elaborate on your experience.

b. Experience received from Family, society and institution

4. Who played the most important role in your family to enable you to achieve a Bachelor's (Honours) degree?
   Please explain.

5. Have you encountered any financial barriers in continuing your education? If yes, How did you overcome those financial constraints to pursue post-secondary education?

6. to what extent did social norms in Bangladesh support/hinder your plan for post secondary education? Please explain.

c. Experience of Married Female Students

7. At which stage of your education did you get married?

8. Who was the initiator of your marriage?

9. Who was the person of your family who encouraged you most to continue your education after marriage? (Please specify his/her name and relation to you)………………………….

d. Future Aspirations and Planning

10. What type of profession do you desire to engage in? why? Please explain.

11. How do you want to serve your family, society and country after the completion of Master's Degree? And how would society be benefited by your acquisition of higher education? Please explain…..

12. Many female students of your age and social status dropped out from secondary and higher secondary education, who could not enroll into undergraduate programmes. What are the main causes of this in your opinion? (Please write briefly)……………….

Thank you.

APPENDIX E
Questionnaire (Case Study)
For Matched pairs respondent (MPR)
Interview Questions (II)

Serial No:………………………………………..
          Date:…………………
Contact Number:………………………………….

Questions Based on Personal Experiences and Aspirations

a. Own experience

1. What situation discouraged/prevented you most from pursuing your post-secondary education? Please give details.

b. Experience received from family, society and institution

2. Who, among your family members, discouraged your plan for post-secondary education and how?   Please explain.

3. What social norms in Bangladesh have inhibited your pursuit of postsecondary education and how?

c. Experience of Married Female Students

4. At which stage of your education did you get married?

5. Did you face any barrier(s) from your own or your husband's families in continuing your post-secondary education? If yes, please describe how that/those barrier(s) affected your education or your plans for higher education.

d. Future Aspirations and Planning

6. Are you engaged in any income generating activities?

7. What type of occupation do you desire to engage in, in future? Why? Please explain.

8. How do you want to serve your family, society and country in future?

9. Many female students like you dropped out from secondary and higher secondary education, and could not enroll into undergraduate programmes. What are the main causes of this in your opinion? (Please write briefly)

10. How can women play more significant and effective role in society? Please make comments on this topic.

Thank you.