

Women and Education: The Challenges in Education Process

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ARTICLE INFO

Article History:

Received 11.11.2019
Received in revised form
29.09.2020
Accepted
Available online 01.01.2021

ABSTRACT

Women whose education right were taken and have to be students after years face some difficulties. The most important of these difficulties is that women are married, their responsibilities increase due to having children, and when they try to be a student with these responsibilities, they face even more insurmountable situations. There are so many women in this situation in our country. This study was prepared to shed light on determining what difficulties these women are experiencing and what can be done to overcome these difficulties. In the study, 10 women suitable for this situation were reached. The interview technique, which is one of the qualitative research methods, was used and the questions in the semi-structured interview form were asked. The questions are; what they feel when they are left away from school, education life, what they miss about the school or classroom environment during their stay away from education, what it means to read and receive education, how they have made a way in their lives in the period when they are away from education, what problems they faced when they became a student after a long time were. The data obtained from the interviews were analyzed with the descriptive analysis method.

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Keywords:

Women, gender, education and women, women's education.

INTRODUCTION

Taking an active role in society and living in harmony with society are closely related to know and use rights for human beings. Education, which is one of these rights, is extremely important in terms of knowing and using other rights. The individual, who uses his right to education equally and effectively with other members of the society, also plays an active role in the development of society. Education, which is the precondition for a productive and quality life in modern society, is a key concept in adapting to the rapid change and development process in today's world. For this reason, the quality of education that a society will provide to its individuals is of great importance in terms of covering all segments of the society (Report on the Status of Women General Directorate, 2012). Education has an important role in meeting the needs of the individual to survive, improve himself, become a member of the society and live in harmony with the society. This raises the need and right of every person to be educated. While the right to education was recognized to the wealthy with the nobility holding the administration until the 19th century, the idea of educating the people started with the French Revolution of 1789, the broader right to education, in the Universal Declaration of Human Rights adopted by the United Nations, It is included in the basic principles of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Council of Europe, in the Helsinki Convention on Human Rights, the Paris Treaty, and the documents of the Conference on European Security and Cooperation. There may be various problems and various obstacles may be encountered in the society regarding the exercise of the right to education. Perhaps the most important of these obstacles is gender inequality and / or sexist attitudes (Özaydınlık, 2014).

Women's Education Rights

In Turkey , it is obvious that the education rights are highlighted in the Primary Education Act and the Basic Law including the constitution, National Education It has been included

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in all constitutions that have been adopted since the 1876 Constitution that primary school is compulsory for every citizen (Başaran, 1996). The article 42 of the Constitution of the Republic of Turkey (II. Training and Education Rights and Duties) based; "No one can be deprived of the right to education and training, and primary education is compulsory for all citizens of both girls and boys and is free of charge in public schools." In general, the reflection of women's education on the position of women in society can be summarized in some respects. According to Turkey Statistical Institute (TSI), it is understood that woman have social roles and they vary according to the behavior of women with expectations forms of education. As far as 2011 data, women whose first marriage are in the range of 16-19 years old have not completed the school or only primary school graduates and it is understood that these rates decrease as the level of education increases. The number of female students who do not attend primary education due to early marriage or engagement is 675, and male students are 18. The average age of marriage for graduates of higher education is in the range of 25-29 (TÜİK, 2011).

It shows that women, who do not have education or do not continue their education life, get married and adopt children or are forced to be a housewife. Considering the role of education in women's participation in the labor force, it is better understood that women cannot work. The Parliamentary Committee on Equal Opportunities for Men and Women emphasizes that many studies and reports in the world reveal the relationship between early marriages and inadequate education, in the report titled "Investigation on Early Marriages" in 2009. That is, as the education level of parents and children decreases, the rate of early marriages increases. The basic element of preventing marriages at an early age is education (Ufuk and Özgen 2001). In societies, which cannot prevent lack of education, it is impossible preventing early marriages. According to TURKSTAT's 2008 data, it is seen that the majority of women who are physically or sexually abused by their spouse or the person (s) with whom they have not been trained / have not completed primary education, where women react like being silent / crying / silencing against violence and they don't know where they can apply when faced with violence. However, as the education level of women increases, it is observed that the responses towards solution to violence also diversify, and according to the statistics, the behavior of women, such as applying to relevant institutions and organizations, sharing with the environment, leaving the house, increases when their education level increases. It can be said that when the level of education increases, women's efforts to cope with these and similar problems also increase (Özaydınlık, 2014). There is a positive relationship between the education level of women and labor force participation rate. However, according to TURKSTAT 2008 Labor Force Statistics, it is understood that among the employees, illiterate women are approximately seven times more than males, whereas under high school educated males are 1.2 times more than females. These data reveal that Turkey's labor market problems in the education is a "women problem" (PARLAKTUNA, 2010). Education is the most important factor that determines the role of women in economic development and helps their full participation in employment. A study by Alpaydın (2008) shows that there is an inverse proportion between educational status and poverty. As the education level increases, the poverty rates decrease significantly. Thanks to education; the productivity of the workforce increases, poverty decreases by increasing family income, health and nutrition improves, fertility decreases and thus contributes to the social and political development of a country (Özgen&Ufuk, 2001; quoted by Kızılgöl, 2012).

Gender Inequality

There may be various problems and various obstacles encountered in the society regarding the exercise of the education right. Perhaps the most important of these obstacles is gender inequality or sexist attitudes (Sayılan, 2012).

Over the past decade, the issue of gender equality in education has become the central theme of global interest and policy. This interest mainly focuses on the right of girls to access and complete education, which is the most obvious manifestation of gender inequality in education. The Millennium Development Goals, adopted by the UN in 2000 with the Beijing Action Plan (1995), established a framework for governments to provide education to all at the basic education level and to eliminate gender discrimination in schools (UN, 2000).

Gender discrimination begins in the family. With cultural values, girls and boys are directed differently and women and men who endorse gender inequality are trained. The roles and expectations that society gives to women largely prevent them from making decisions and implementing their decisions that affect their lives, such as education, marriage and work (Arslan, 2003; Demirbilek, 2007; Eren, 2005; Hablemitođlu, 2005; Markham, 1999). Gender makes women less valuable culturally, which often negatively affects women's health. According to a study conducted in the eastern and southeastern regions, women cannot go to the hospital without permission from their spouses, cannot be examined by male doctors, and cannot benefit from family planning and many other health services like this (Sever, 2005).

Traditionally, women are taught to help men and be satisfied with the situation they are in, never show their anger, never ask questions to authority figures, say no, and make other people happy and comfortable, so that women have non-aggressive behavior from childhood. These behaviors include meeting the needs of others, being silent and acting harmoniously. As a result, the image of a traditional woman develops as if she is unsafe, passive, indecisive, obeying the decisions made by others and hiding her emotions, avoiding conflict and consequently, while the mental health of women is affected negatively, it makes them tend to accept violence. (Akın ve Demirel, 2003; Aksu, 2008; Arat, 1996b; Güldü ve Ersoy, 2008; T.C. Başbakanlık Kadının Statüsü Genel Müdürlüğü, 2008; Türmen, 1995).

Women have faced gender discrimination and inequalities throughout history, have been seen in lower status than men, have less rights and chances than men, and although developments in equality have been achieved in many countries, women can still face discrimination and sexual abuse and domestic violence. Undoubtedly, the traditional gender roles and the socialization process in which these roles are learned have a great effect on it. In our study, the findings also showed that gender inequality towards women negatively affects women's lives and health (Kahraman, 2010).

Not Sending Girls to School

The educational status of women in Turkey may be addressed with some statistics. According to 2011 data, Education Level and gender distribution of Turkey's population are presented in Table 1:

Table1: Population of Turkey by Education Level and Gender

Education Level	Total	Male	Female
Illiterate	3.171.270	553.704	2.617.566
Literate but not graduating from a school	13.810.315	6.467.434	7.342.881
Graduate of primary school	15.333.800	6.706.059	8.627.741
Graduate of primary education	11.986.436	6.729.630	5.256.806
Graduate of secondary or equivalent school	2.856.407	1.740.795	1.115.612
Graduate of high or equivalent school	11.883.336	6.859.021	5.024.315
Graduate of college or faculty	5.495.749	3.196.262	2.299.487
Graduate of master degree	401.773	238.359	163.414
Graduate of PhD	121.923	75.473	46.450
Unknown	1.984.626	1.035.890	948.736
Total	67.045.635	33.602.627	33.443.008

Reference: Türkiye İstatistik Kurumu [TÜİK], Adrese Dayalı Nüfus Kayıt Sistemi Veri Tabanı, 2011 (Özaydınlık,2014).

As shown in Table 1, the proportion of illiterate women 6 years and up is 8%, men 1.7% (these ratios do not include illiteracy unknowns), women make up 8 out of 10 illiterate people, and in the adult population (+15) the proportion of illiterate women is 9.8%. Among the main causes of low literacy in women; although the factors such as early marriage, ignoring girls' reading / not believing to have a benefit, negative traditional stereotypes, thinking that the girls are the helper of the mothers in the family and taking these children out of school after the age of 10-11 can be listed, in general, the rate of illiteracy increases in both of gender from “young age groups to older age groups”, “from urban population to rural population” and “from western regions to eastern regions”. However, the effect of these variables on women in all circumstances is greater than the effect on men (Kadın Erkek Fırsat Eşitliği Komisyonu Raporu, 2011; Türkiye’de Kadının Durumu Raporu, 2012). In addition, throughout Turkey, as the level of education increases, the differences remain against women. (Özaydınlık,2014). In 2016, a study conducted within Gazi University where investigated social and cultural barriers to the education of girls living between 1942 and 1946. For the study, 11 women over the age of 60 who were unable to attend primary school were interviewed. The data were discussed under themes and the barriers to girls' education was tried to be reached in those years. The findings showed that socio-cultural structure was particularly effective at the beginning of the barriers to girls' schooling. (Köse, M. 2016). According to a research study, it was determined that the main reason for the low enrollment rate of girls is socio-cultural and family reasons, the main reason for their absenteeism at school is economic, and the main reason of their leaving from school is socio - cultural and economic reasons (Adıgüzel 2013). In a 2018 study for the Dergi Park, 20 Education coaches reached out to 400 female students and 300 families and conducted interviews and posed prepared questions. After interviews, there have been increases in the rate of return to school. (Dergi Park 2018). It has been determined that approximately 640 thousand children of primary school age do not attend school in Turkey. Due to gender inequality, 60% of this number is girls (Unesco 2010). A nationwide survey was conducted by the Turkish Ministry of Education. It was determined that 152.703 of the girls in primary school were not sent to school. In cooperation with UNICEF, ‘Haydi Kızlar Okula’ – the girls’ education campaign was organized to ensure gender equality (UNICEF (t.y. Haydi Kızlar Okula! 20.11.2005).

In a 2015 survey, 62% of respondents say that traditions are the reason why girls are not sent to school. Participants think that the causes of inequality in education are discrimination by 30%, insecurity by 30%, and traditions by 32% (BilimGenç ,2015) .

What are the difficulties experienced women who have been stripped of their right to education and who have to be educated years later, married and grow children?

Purpose of Research

The aim of the study is to take the views of women who have been deprived of their right to education about the difficulties they face in continuing their education as married and with children.

The main objective is to identify women who have been deprived of their right to education as victims, how they feel, how their lives have been affected in this process and what the society can do in the face of this situation.

Sub-problems

1. How did you feel when you were taken away from school and education?
2. What did you deprive about school or classroom environment during your stay away from education?
3. What does it mean to you to be educated?
4. What kind of path did you draw to your life during your time away from education?
5. What difficulties did you encounter when you were a student again after a long time?

Importance of research

Women, who have been stripped of their right to education and have to be educated later on with children and married, face many difficulties. Society does not fully know or ignore the problems experienced by these women. These women are exposed to different problems during periods of their lives when they are both single and married. The rights that all individuals have in society are sometimes not given when it comes to women. This is why the detection of these situations that are not fully known or ignored, the importance of this research is to find out and solve these difficulties are experienced by women. It was assumed that the women interviewed about the research subject answered the interview questions candidly. The research is limited to 10 women who are interviewed about the difficulties experienced by women who have been deprived of the right to education and who are subsequently forced to continue their education as married and with children.

Research Method

Interview technique from qualitative research methods was used in this study. A semi-structured interview form has been prepared by me for the research. Five open-ended questions were asked on the interview form. What women feel when they are left out of school, out of Education, what they miss about school or classroom environment during their stay away from education, what reading and education means to them, how they drew a path in their lives when they were away from education, after a long time, questions were asked about what difficulties they faced when they became students again. The study reached 10 women who had experienced this condition. The interviews with the women were conducted by writing the answers with their permission. The data obtained were analyzed using descriptive analysis method. The thematic framework for the analysis of the data is stated by me. Codes have been created for each theme. The codes are defined as g1, g2, g3 for the women interviewed.

Findings

This section contains the findings obtained from the research.

Their Views on The Challenges Faced By Women Who Were Stripped Of Their Right To Education And Who Had To Be Educated Years Later, Married And With Children

The problems experienced by women who have been stripped of their right to education and who continue their education as married and with children have been taken away from their rights and afterwards are given as tables below.

The feelings of the women who were denied the right to education at the time are presented in Table 1.

Table 1: What Women Feel When Their Rights to Education Are Taken Away

Theme Codes (Categories)		n	%
Feelings When	Psychologically decadent(g1,g2,g3,g4,g5,g6,g7,g8,g9,g10)	10	100
Their Rights To	Very upset(g1,g2,g3,g4,g5,g6,g7,g10)	8	80
Education	The right of life is taken away (g6,g7,g8)	3	30
Are Taken Away	Desperate (g9,g10)	2	20
	Treated second class(g5)	1	10

When Table 1 was examined, there was a most 100% psychological breakdown of what women felt when their right to education was taken away. The other views were that 80% felt very sad, 30% were stripped of their right to life, 20% were helpless, 10% were treated second class. One-to-one excerpts from the interviews are presented below:

I became very upset. I cried all night long. I looked up to my friends who went to school with envy. (g3)

I felt my happiness was taken away. It was as if life had stopped for me. My goals were lost. I was psychologically devastated. (g6)

I felt like half my right to life had been taken away, I was so sad. It seemed unfair to me. I don't think anyone had the right to interfere with anyone like that...(g7)

How desperate I was. My hand and arm were tied. I fell into bed for a week with strange feelings and thoughts. I don't even understand what I am. I desperately begged my father to take me to the doctor. The doctor said I was depressed. (g10)

Things that the women miss about school or classroom environment during their time away from education are presented in Table 2.

Table 2. What they miss about school or classroom environment during their time away from education

Theme Codes (Categories)		n	%
Those Which	Listening the lesson (g1,g2,g4,g5,g9,g10)	6	60
Missed Out	Friends (g1,g5,g7,g9,g10)	5	50
On Education	Studying lesson (g1,g3,g4,g10)	4	40
	Doing homework (g1,g4,g9,g10)	4	40
	Books (g5,g6,g9,g10)	4	40
	Sitting on the school desk (g2,g6,g9,g10)	4	40

When the Table 2 is analyzed, it is seen that listening to the lessons of 60% related to the misses of women who are away from education. Other opinions are, 50% friends, 40% studying lesson, 40% sitting on the school desk, 40% doing homework and 40% books, respectively. One-to-one quotes from the interviews are presented below:

I really missed listening and studying lesson, my friends and the games we played. (g1)

My craving for the school I love, the classroom, my teachers, my friends and, of course, books which are the sources of information increased. Most importantly, listening to lessons from a teacher ... (g5)

I miss the smell of books. I missed sitting on the school desk, classmates, my teacher, everything about school. (g9)

I miss my teachers and my friends with whom spending time. I could say that I was longing for the games we played, the jokes we did to each other during the break, lecturing, listening, sitting on the school desk, raising fingers, everything imaginable about school. (g10)

Table 3. What it means to read and learn for women whose right to education is taken away is presented in

Theme Codes (Categories)		n	%
what	Meaning of life (g1,g3,g5,g7,g10)	5	50
means	The element that will change life (g1,g5,g7,g8,g10)	5	50
reading	Essential for personal development (g1,g4,g8,g9,g10)	5	50
and	Indispensable element (g1,g2,g5,g7,g10)	5	50
learning	The reason to be happy(g3,g5,g6)	3	30
	The element that changes perspective(g5,g8,g9)	3	30

When Table 3 was examined, reading and learning for women ,whose right to education was taken away, were expressed as 50% meaning of life, 50% necessary for personal development, 50% indispensable and 50% the element that will change life. Other opinions were expressed in the form of 30% the reason to be happy and 30% the element that changes perspective, respectively. One-to-one excerpts from the interviews are presented below.

I had dreams about reading...Then it was the strength I needed to stand on her own two feet. It meant looking to the future with confidence. I can say that I had to take it for the development of society and for healthy individuals to grow. It was an indispensable thing in my life that made sense of my life, improved me, always added different things to me.(g1)

Reading was my biggest goal and the only thing that really made me happy was to learn and achieve. I was so unhappy when that didn't happen in my life.(g3)

Reading and studying is life itself for me. Blind, deaf or dumb somehow, when I don't have an education in my life, I feel like I'm missing something like them. Life seems half to me... (g7)

It was like reading was my reason for being in life. Or that's what I was created for. Life was about learning things all the time. School was the most likely place to learn. It was absolutely necessary for me to be in my life.(g10)

What the women who were denied the right to education did during their stay away from education is presented in Table 4.

Table 4. The Path Taken in the Period of Abstinence from Education

Theme Codes (Categories)		n	%
The Path	I got married (g1,g2,g3,g4,g5,g6,g7,g8,g9,g10)	10	100
Drawn When	I had children(g1,g2,g4,g5,g7,g8,g9,g10)	8	80
You Stay Away	I studied on education(g4,g5,g6,g8,g9)	5	50
From	I enrolled in distance education (g4,g9)	2	20
Education	I served as a bride. (g3)	1	10

When Table 4 was examined, it was stated that the women whose right to education was taken away from education 100% had married and 80% had children. Other opinions were that 50% had done studies related to education, 20% had enrolled in distance education, and 10% had served as a bride, respectively. One-to-one excerpts from the interviews are presented below.

My parents decided to marry me. However, I was going to read. I had to get married. I had 3 kids. For 12 years I lived with dreams of reading. (g2)

I got married when I was 17 after elementary school. As a standard Turkish bride, I served my husband's family for 8-10 years. (g3)

I enrolled in the Finance Department of the Faculty of economics as an open school, but my father wouldn't let me read that either. So I was forced to marry, doomed to the way my fate was drawn. My first baby was born when I was 21. I had 3 kids. (g4)

I had actually stayed away from school life but not away from education. It was unthinkable for me to stay out of training. So my education continued in a way during that period as well. It happened not through school but on other occasions but it always went on. I got married in the process. My children came into the world. (g8)

The problems that women who have been denied the right to education face when they become students again are presented in Table 5.

Table 5. Problems Encountered When Being a Student Again

Theme Codes (Categories)		n	%
Problems	My responsibilities increased (g1,g2,g4,g5,g6,g7,g8,g9,g10)	9	90
Encountered	I was getting so tired(g1,g2,g4,g5,g6,g7,g8,g9,g10)	9	90
When Being	I neglected my home, my husband and my children(g2,g4,g5,g6,g9)	5	50
a Student Again	I had a hard time getting pregnant (g4,g5,g9)	3	30
	I had financial difficulties(g1,g6,g10)	3	30
	I was criticized(g1)	1	10
	I lost my health(g10)	1	10

When Table 5 was examined, when women who had been stripped of their right to education became students again, they express their views that 90% of my responsibilities increased, and at the same rate I was very tired.

Other views were 50% neglected their home, husband and children, 30% had financial difficulties, 30% was forced while pregnant, 10% received criticism, 10% lost their health.

One-to-one excerpts from the interviews are presented below.

My responsibilities increased. Because taking care of my husband and the kids, besides the things in the house, I was also a student now. I was getting so tired and I had no one to help. The criticism and negative behavior of the people around me was very upsetting. My husband didn't have the strength to support it financially. So I worked as a paid teacher for cover my expenses.(g1)

I wasn't just a student thinking about my education anymore. First of all, I was a mother. I had three children waiting for me to fulfill the responsibilities of a mother. Then there was my husband. They all expect me separately.... What about my expectations, my dreams? Was it easy to study with all these thoughts? Was it easy for four people to do laundry, dishes, cleaning, etc. finish all this and do my homework? I'll tell you, it wasn't easy. I had to expend a lot more energy than I would normally expend when I read it. I had to make all my plans for my husband and my children. I was getting so tired. But I couldn't give up on my dream of reading no matter what.(g2)

When I took my right to education, I was married and had children. I had responsibilities. I wasn't free like a young girl. It was going to be very difficult to execute both. It really happened. I've faced a lot of adversity. I am very worn out, financially and spiritually.(g6)

I neglected my home and my husband in the process. I felt guilty about it sometimes. When these feelings were intense, I couldn't focus on my classes. Last year I had a lot of difficulties with the difficulties of pregnancy. Going to another city for the Final exams was really hard on me being pregnant. It was hard to be a student if I was married and had children at the same time. (g9)

CONCLUSION, DISCUSSION AND SUGGESTIONS

The results of the study carried out to examine the opinions of women whose right to education are blocked about the difficulties they experience when they receive education as married and having children are as follows. The results of our research to determine the difficulties that women who are denied the right to education experience when they are educated as married and have children are as follows.

1. There has been a most 100% psychological breakdown of what women feel when their right to education is taken away. In other views, 80% felt very sad, 30% were stripped of their right to life, 20% were helpless, 10% were treated second class, respectively.
2. During this period, when women were denied the right to education, it was observed that 60% of them missed listening to lessons. Other opinions are that they miss books by 50%, study by 40%, sit on the school desk by 40%, do homework by 40%, and books by 40%, respectively.
3. For women whose right to education was taken away, reading and learning were expressed as 50% meaning of life, 50% essential for personal development, 50% indispensable and 50% life-changing. Other opinions were expressed in the form of 30% happy reason and 30% changing point of view and perspective, respectively.
4. Women who were denied the right to education were married at a rate of 100% during their stay away from education. 80% have expressed views that I have had children. Other opinions were that 50% had done studies related to education, 20% had enrolled in open school, and 10% had served as a bride, respectively.
5. Women who were stripped of their right to education stated that when they became students again, their responsibilities increased by 90% and they were very tired by 50%. The other views were that I neglected my home, husband and children by 50%, had financial difficulties by 30%, had difficulty while pregnant by 30%, received criticism by 10%, lost my health by 10%, respectively.

In a society, every individual has the right to an education. But women are also denied this right through gender discrimination. Women who were deprived of their right to education by the pressure of society and sometimes their father, although they could not make a redeeming effort at the time this right was taken, could not forget the issue of re-taking it. Later in their lives, they faced many different problems along with the dreams that they had never experienced. They have never given up this right taken from them, and they have tried their best to realize these dreams even after they have been married or even after they have become mothers. However, they experienced a helplessness at the

point of being educated as married and with children, and they tried to overcome these deficiencies with open education or distance education due to the lack of opportunities to participate in formal education. But some of the criticisms and challenges that education in this way brings to women in society are inevitable. According to the research results, women who were stripped of their right to education faced a lot of difficulties both when their rights were taken away and later in their lives. Education rights have been stripped away in a way that cannot be understood. While the article 42 of the Constitution of the Republic of Turkey states that the right to education is compulsory without distinction between boys and girls, who can explain how this right is taken from women? This oppression of women and the fact that others are directing their lives is unacceptable in terms of human rights. "When we look at Turkey, it is seen that the right to education is emphasized in the Basic Law of National Education and the Law of Primary Education, especially in the Constitution of the Republic of Turkey. It has been included in all constitutions adopted since the Constitution of 1876 (Başaran, 1996) that primary school is compulsory for every citizen. According to the article 42 of the Constitution of the Republic of Turkey(II. Right and Responsibility for Education and Training); "No one shall be deprived of the right to education and training and primary education is compulsory for all citizens, boys and girls, and free of charge in public schools.""

The women who received their right to education were very upset and psychologically depressed during this period. The physical and mental health of these women, who feel helpless and treated as second-class people, as if their right to life has been taken away, has also been interfered with. Perhaps they have been left with health problems that will not leave them for the rest of their lives. Their own safety has been compromised. "Society's role and expectations for women greatly hinder the decision making and implementation of decisions on issues affecting her life such as education, marriage and work (Arslan, 2003; Demirbilek, 2007; Eren, 2005; Hablemitoğlu, 2005; Markham, 1999; Sever, 2005). Gender makes women less culturally valuable, which often negatively affects women's health. According to a study conducted in the East and Southeast Region, Women cannot go to hospital without permission from their husbands, they cannot be examined by male doctors, family planning and many health services such as these do not make enough use of." Some studies have concluded that women with high levels of education have found the power to cope more with the problems of seeing violence. But these women have seen their first violence before they reach the matrimonial stage, when they are forcibly stripped of their rights at a much younger age. How will women who cannot exercise their right to education freely raise their level of Education? In this case, when the woman is older years later, she will be able to receive an education if her husband allows her to. And since these women are now married and have children, they will try to complete their unfinished education and dreams with distance education in thousands of difficulties.

"According to Statistics, women's behaviors such as contacting relevant institutions and organizations, sharing with their environment, leaving the house in case of violence from their partners or people they are with increase as education level increases. This can be said to increase the level of education and increase the efforts of women to deal with these and similar problems. (Özaydınlık, 2014)" In many studies, the number of girls who do not attend school and the reasons for not coming to school were investigated. Years of studies of number-determining, or "HaydiKızlarOkula!" campaign, or the efforts of some sensitive educators to make them return to school, have not prevented women from not being sent to school. As a result, the woman was again deprived of education and left to her fate with a lot of difficulty. "A nationwide survey has been conducted by the Ministry of Education. It was determined that 152.703 of the girls in primary school were not sent to school. In cooperation with UNICEF, the "HaydiKızlarOkula!" campaign was organized in order to achieve gender equality. (UNICEF (t.y.). HaydiKızlarOkula! 20.11.2005)"

"According to a survey which took place in 2015 ,62% of respondents say that the reason of the girls are not sent to school is because of traditions. Participants think that the causes of inequality in education are discrimination by 30%, insecurity by 30%, and traditions by 32%. (BilimGenç2015)" According to the research results, women who have been stripped of their education rights have spent most of their lives with severe psychological problems, sadness, unhappiness and, most importantly, desperate. Neither laws nor society have been able to save them from this situation. These women have experiences. They have spent most of their lives with aspirations. While their subconscious are full of these experiences, they tried to be mothers and wife. They were left to be a bride who served to their family-in-law, while missing teach at school and their books. They have been forced to give up their education, which they refer to as the indispensable element of life. After living with such great aspirations, they finally began to receive education, but at the time they were crushed under heavy responsibilities. These women, who faced many difficulties, both material and spiritual, did not give up their dreams despite everything, and were able to complete their unfinished education. Being in the educational community as a teacher of the education they love has been their only consolation after all the hardships and difficulties.

SUGGESTIONS

As a result of our work, it shows that women who have been denied the right to education have had to struggle with different challenges throughout their lives. Until this time, no clear study has been done that has revealed neither these difficulties nor all the distress women have suffered. This research was conducted within a certain number of limitations. There is a possibility that there are women waiting to be reached, perhaps suffering far more than the Troubles we identified in our research. For this reason, attention should be paid to this issue and women should be more sensitive to the difficulties in our society. However, sensitivity should not only be in scientific papers, but how to overcome these difficulties and what solutions to eliminate these difficulties should be a subject that the leaders of the society are also concerned about. First of all, if the existence of 42 in our Constitution is not sufficient for the solution of this problem, new regulations are urgently needed in our law to protect women's right to education. No one should take away the right to education of a woman who proves to society that she can work in all aspects of life and she can do any job if she wants. However, as women exist in society and in business, they will contribute greatly to both the economy and employment of the country.

Furthermore, it is possible to eliminate the issues of socio-cultural and social gender inequalities which exist in our society, are fixed and accepted by all. Individuals who perform both European and other cultures in their own way in technological environments, communication tools, can also play a role in freeing women from these situations that create distress in their own cultures and make them very difficult. In order to prevent this situation of women who have been deprived of their right to education, some studies and arrangements should be made in the field of Education. All images and spellings that express gender inequality in textbooks should be reevaluated. We need to save the woman in these images from being a servant who always serves others, who only cooks, washes the clothes, dishes. These arrangements to be made especially and first should be on the books and materials used in the education of preschool students. When these suggestions are taken into consideration, the woman's reputation in society will be restored, and perhaps the value of the woman will be better known. Perhaps it will be better understood that the power of decision-making over women is not man dominated. Women should have the freedom to make decisions on their own. Because, like any man, a woman has his/her rights. The time has come for women who have suffered so much to regain their rights.

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