



The Influence of Political and Psychological Factors on Women's Right to Education

Shanay GULİYEVA KABAOGHLU ¹

Abstract

This descriptive study, which consists of three main headings, focused on the obstacles encountered, proposals of international organizations for solutions and the right of women to education. Social, economic, political, as well as psychological factors influencing this process were analyzed based on the related literature. In the past, men tended to be more educated than women, but in recent decades the gender gap in education has been reversed in most Western countries even in many non-western countries. However, in a number of countries, women are still experiencing difficulties in terms of accessing the facilities for getting education. Among the countries in which this problem is most often observed, some countries stand out in particular. Afghanistan, Pakistan, Congo, Cameroon, India, Nepal are among the countries where this problem is more experienced. Based on the collected data, the following main conclusions were identified: a) poverty, b) gender-based stereotypical ideas and approaches, c) cultural values and the lack of education has an impact on the education of women and their involvement in the educational process. Based on these findings the following proposals are recorded: a) Programs on reduction and eradication of poverty should be provided and materials for education should be accessible to women, b) Conducting studies with parents and community adults in society that involve encouraging them to accept equality between men and women according to gender stereotypes, c) Providing countries with basic literacy programs for women, d) Promoting awareness campaign on the importance of women's education, e) Overcoming barriers to schooling. For elimination of problems in this direction in Turkey, a number of campaigns are implemented with the participation of the Ministry of Education (MoNE), UNICEF, UNESCO, ILO, civil society, media, private sector.

Keywords: Women, Education, Gender, Women's Education, Factors.

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Kadınların Eğitim Hakkı Üzerinde Politik ve Psikolojik Faktörlerin Etkisi

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Öz

Bu betimleyici makale üç ana başlıktan oluşmaktadır. Çalışmada, kadının eğitim alma hakkı, bu sürece etki eden sosyal, ekonomik, siyasal ve psikolojik faktörler, bu konuda yayınlanan makaleler temel alınarak analiz edilmiş, karşılaşılan engeller ve bunların çözümlerine dair uluslararası kurum ve kuruluşların önerileri vurgulanmıştır. Geçmişte eğitilmiş olma hali kadınlara oranla erkeklerde daha yüksek olsa da, son yıllarda batılı ve batılı olmayan birçok ülkede eğitimdeki cinsiyet farkı tam tersi bir eğilim göstermiştir. Ancak, bazı ülkelerde kadınların eğitim alması ile ilgili zorluklar hala devam etmektedir. Bu sorunun en çok görüldüğü ülkeler arasında birkaçı özellikle dikkat çekmektedir: Afganistan, Pakistan, Kongo, Kamerun, Hindistan, Nepal'de problem daha belirgin bir şekilde kendini göstermektedir. Toplanan literatür kaynaklarına istinaden aşağıdaki temel sonuçlara varılmıştır: a) yoksulluk, b) toplumsal cinsiyete dayalı stereotipler ve buna bağlı yaklaşımlar, c) kültürel değerler, d) eğitim eksikliği kadınların eğitimini ve eğitime katılım sürecini etkilemektedir. Bütün bu faktörlerin etkisi göz önünde bulundurularak aşağıdaki öneriler ileri sürülmüştür, a) Yoksulluğun asgari düzeye indirilmesi ve ortadan kaldırılmasını hedefleyen programların düzenlenmesi ve kadınların eğitime kolay erişebilmelerinin sağlanması, b) Ebeveynler ve toplumdaki yetişkinlerle beraber çalışarak, toplumsal cinsiyet stereotiplerine karşı kadın-erkek eşitliğini kabul etmeye yönelik teşvikini hedefleyen çalışmaların yürütülmesi, c) Devlet tarafından kadınlar için temel eğitim programlarının düzenlenmesi, d) Kadınların eğitim almasının önemi konusunda bir bilinçlendirme kampanyasının yürütülmesi, e) Eğitimin önündeki engellerin kaldırılması vb. Türkiye'de bu yönde sorunların ortadan kaldırılması için Milli Eğitim Bakanlığı, UNICEF, UNESCO, ILO, sivil toplum kuruluşları, medya, özel sektör vb. kurum ve kuruluşların katılımıyla birçok kampanya gerçekleştirilmiştir.

Anahtar Kelimeler: Kadın, Eğitim, Toplumsal Cinsiyet, Kadınların Eğitimi, Faktörler.

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Introduction

The right to education means that individuals have legal rights to learn, to teach, to get an education and to self-development, and to be able to exercise these rights. People cannot be prohibited from exercising their right to education on the grounds of religion, language, race, gender, ethnicity, and political views. This right to education is reflected both in the legislation of each state and in international law. This concept first emerged with rights such as liberty and equality after the French Revolution of 1789. The comprehension of the social state that emerged later considered the educational process as one of the important aspects of the state. It is one of the tasks of the social state that the nation receives a democratic, scientific, useful and creative education under equal conditions (Özaydınlık, 2014).

Despite that the right of girls to receive an education without any hindrance is reflected in local and international legislation, unfortunately girls avoid education, are involved in early marriages, are discriminated against in families and educational institutions, and in some cases are forcibly dropped out from education, etc. (Adigüzel, 2013).

According to the records of the World Bank globally, primary and secondary school enrollment rates are equal for girls and boys (90% male, 89% female). However, even though enrollment rates are similar, these numbers vary in graduation rates. Thus, in low-income countries, girls' high school graduation rates continue to decline, with only 36% of girls graduating from high school, compared to 44% of boys (The World Bank, 2021).

In international literature, these gaps in education are more pronounced in societies suffering from conflict and violence, which are distinguished as FCV countries (Fragile, Conflict and Vulnerable). In FCV countries, girls are 2.5 times less likely to go to school than boys, and at the level of Secondary Education, 90% more girls are excluded from high school than in other countries.

Both girls and boys face a learning crisis. Learning poverty (LP) is explained as the inability of a child at the age of 10 to read perfectly. Although this indicator is on average 4 percent lower in girls than in boys, these indicators remain very high for both groups. The average LP in low-and middle-income countries is 55% for women and 59% for men (UNICEF, 2022).

This study focuses on the general information on women's right to education, the impact of political factors on women's right to education, and the influence of psychological factors on women's right to education.

General information about women's right to education

The convention against discrimination in education prohibits discrimination in education and defines it as "race, colour, sex, language, religion, political or other opinions, national or social origin, any distinction, exclusion, restriction". Article 3 of the International Convention on Economic, Social and Cultural Rights states: "The states participating in this convention undertake to ensure equal rights for men and women in the exercise of all economic, social and cultural rights contained in this convention" (UNESCO, 2019). According to Article 13 of the convention, "the parties to this convention recognize everyone's right to education. These states have an opinion on the

implementation of education aimed at the development of human personality and dignity, strengthening respect for Human Rights and Freedoms. The states also agree to create an education system that will ensure that everyone lives in peaceful societies, develop understanding, friendship and tolerance among all nations, racial, ethnic and religious groups, as well as UN activities in the field of Peacekeeping" (United Nations Human Rights, 2023).

The application of different requirements for men and women in admission to education, in the preparation of a curriculum or assessment of the knowledge, as well as the creation of different opportunities for men and women in choosing the field of study, according to international legislative acts, as well as local legal documents, can be regarded as discrimination on the basis of sex in the activities of educational institutions (Azerbaijan, 2018).

Cases of violation of the right of women to education

The report of the World Bank, which reflects the serious consequences of exclusion of girls from education, also noted that more than 6 million girls from 17 to 30 years of age cannot receive a full secondary education worldwide (The World Bank, 2018a). Accordingly, on average 89 percent of girls in the world graduate from elementary school and 77 percent graduate from high school.

The 2022 records, citing UNICEF, reflected the fact that 32 million girls dropped out of primary education, and 97 million girls dropped out of secondary education. Again, this figure is 129 million (The World Bank, 2022).

At the United Nations meeting on January 23, 2023, UN experts stated that 130 million girls could not get an education. Among these countries, the highest indicator is currently attributed to Afghanistan.

If the problem of girls getting a full secondary education around the world is solved, the number of marriages under the age of 18, as well as the risks of childbearing among minors, will be significantly reduced. On the other hand, for this reason, the birth rate, as well as the population of the Earth will decrease. The possibility of full secondary education for women can have a positive effect on their awareness of their health, their psychological state, and reduce the mortality rate among children up to 5 years of age (Yousafzai and Lamb, 2013).

"While more than 130 million girls cannot become engineers, journalists, or heads of companies due to the impossibility of education, the world loses a trillion dollars, which can strengthen the global economy," said Nobel laureate Malala Yousafzai (Yousafzai and Lamb, 2013).

The World Bank report, as well as the text of the International Plan on the education of girls, assessed the global impact of depriving girls of Education (The World Bank, 2018b). Its results show the transformative power of education for girls in six areas: (1) earnings and living standards, (2) child marriages and premature childbearing, (3) childbirth and population growth, (4) health, nutrition and well-being, (5) decision-making and (6) social capital and institutions.

Earnings and living standards: It has been established that women with secondary education receive two times more income than women without any education.

Child marriages and early childbearing: Opportunities to complete secondary education can lead to a significant reduction in the number of early marriages of girls (no earlier than 18 years old) and children born from these marriages.

Childbirth and population growth: General secondary education for girls can prevent the increase in birth numbers and population growth (Brown, 2012).

Health, nutrition, and wellbeing: General secondary education helps girls learn about HIV/AIDS and make decisions about their health. It can also have a positive effect on their mental health, as well as lead to a reduced risk of violence by the opposite side, poor nutrition of children, and a decrease in infant mortality under the age of 5 (Bruce and Clark, 2003).

Decision-making: General secondary education develops decision-making skills of girls and can also increase the number of cases, such as the use of various services, registration of children (Vaughan, 2016).

Social capital and institutions: General secondary education leads to an increase in the altruistic behavior of girls and friendly relations. Various institutions also have a positive impact on the increase in their access to services (The World Bank, 2018a).

In many developed and developing countries, admission to higher education is in favor of young women, but better training results do not convert it to better work and life results for women. Globally, there is a large gender gap in labor participation rate. This is especially evident in regions such as South Asia, the Middle East and North Africa, where the participation rate of women in the workforce is the lowest, with 24% and 20% respectively (Yotebieng, 2021).

Gender bias in schools and classrooms affects the ambitions of girls, their own perception of their role in society, and can also lead to inequalities in participation in the labor market and professional segregation. If gender stereotypes are transmitted through the design of the school and classroom learning environment or the behavior of teachers, staff and peers at the child's school, this has a lasting impact on academic performance and choice of field of study. Especially young women studying in the fields of science, technology, engineering and mathematics (STEM) continue to experience the effects of these stereotypes (Yotebieng, 2021).

Another factor affecting girls' right to education is poverty. Studies show that various challenges, such as low-income families, families living in remote areas, disabilities, and belonging to ethnic and linguistic minorities are important factors that cause girls to drop out and fail to complete education (UNICEF, 2022). Another factor is related to the factor of violence. Thus, the fact that girls encounter violence during their commute to schools located far away, as well as in schools, has a negative impact on their education (Davids, 2007).

Every year, about 60% of girls are subjected to various sexual harassments while going to or returning from school. This affects their physical and psychological health and well-being, leading to absenteeism and truancy. Cases of early pregnancy caused by sexual violence lead to stigma and discrimination along with withdrawal from education. After such situations, it is very difficult and in some cases impossible for girls to return to education (Walker, 2013).

Families formed at an early age (child marriage) are one of the difficulties experienced in the educational process. It is noted that these girls are interrupted at the lower stages of education and are away from school, as well as the birth of children at this age, and are faced with cases of domestic violence. According to World Bank records, 41000 girls under the age of 18 are married every day. It is estimated that preventing early marriages can bring about more than 500 billion \$ benefits annually (The World Bank, 2022).

The augmentation in girls' educational problems is especially increasing during pandemics. During the current COVID-19, Ebola in Africa during 2014-2016, there was more sexual violence on girls and high numbers of pregnancy. After the opening of schools, the indicators of continuing their re-education have significantly decreased (UNICEF, 2022).

Practices for solving the problem

The World Bank's 150 projects, which covers 180 million girls and young women, are implemented with the aim of attracting women to education and supporting their education. For this purpose, the following measures are carried out:

Overcoming barriers to education in school

- * Elimination of financial barriers through scholarships, grants, conditional money transfers aimed at solving material problems;
- * Through building schools, eliminating the long distance and danger to schools, providing transportation methods for girls to go to school;
- Imperfect knowledge regarding the return of girls to education, addressing information gaps, conducting public awareness campaigns involving parents, school principals, and local community leaders;
- Work with the community to address and inform social and cultural norms and perceptions that may hinder girls' education (Çameli, 2008; UNICEF, 2007).

Promoting safe and inclusive schools

- Building and rehabilitating schools to create a safe and inclusive learning environment;
- Implement programs to ensure community and school level efforts and mechanisms to engage the schools (including teachers, girls and boys) in reducing gender based violence;
- Support with hygiene products and menstrual hygiene management for adolescent girls (Bruce and Clark, 2003; Vaughan, 2016).

Increasing the quality of education

- Investing in the professional development of teachers, addressing gender biases in curriculum and teaching practices, and focusing on grounded learning (OECD, 2015).
- Adapting teaching and learning materials and books to introduce gender-sensitive language, visual aspects and messaging (Davids, 2007).

Developing skills and empowering girls to succeed in life and the labor market

- Promoting girls' empowerment, skill development programs and social programs
- Prioritizing and promoting women in STEM subjects and careers in both traditional and non-traditional sectors (OECD, 2015).
- Reducing barriers and providing incentives for women to enter higher education and TVET programs through scholarships (Brown, 2012).
- Supporting childcare programs for women and girls to join the labor market (The World Bank, 2021).

UNICEF works with communities, states and partners to remove barriers to girls' involvement in violence. Also, since investing in girls' secondary education is one of the most transformative development strategies, it prioritizes efforts to enable all girls to complete secondary education and develop the knowledge and skills needed for life and work. For this purpose, the following efforts are carried out:

- Fighting against discriminatory gender norms and harmful practices that prohibit girls from accessing school and quality education;
- Supporting countries to ensure that budgets are gender compliant and that National Education plans and policies favor gender equality;
- Helping schools use assessment data to bridge gender gaps in learning;
- Promoting social protection measures, including remittances, to improve the transition of girls to secondary schools and their retention there;
- Focusing on gender-based pedagogics in teacher training and professional development;
- Removing gender stereotypes from educational materials;
- Addressing other barriers, such as distance-related barriers to education, re-entry policies for young mothers, and menstrual hygiene management in schools (UNICEF, 2023).

Influence of political and social factors on women's right to education

Communities, nations and the world change through supporting education of girls. Girls who study are more likely to lead a healthy, normal life and are less likely to get married early (Brown, 2012). Out of wedlock, into school: combating child marriage through education. London, The Office of Gordon and Sarah Brown Limited. They create a better future for themselves and their families, receive higher salaries and participate in decision-making that directly affect them. Özgen and Ufuk (2001) highlight that in the 21st century, all countries want to become democratized, modernized and able to influence the future, and they note that people are at the center of this process and the most valuable investment is education. Despite the fact that women have played a role in every stage of the economy for centuries, they have not been

able to get an equal share in the advanced stages. This was related to their educational problem (OECD, 2015).

Education for girls increases economies and reduces inequality. This helps create safer, more resilient societies where everyone, including boys and men, has a chance to reach their full potential (Quliyeva Kabaoğlu, 2020).

Political and social factors affecting women's literacy rate are listed below:

- (a) Seasonal labor migration
- (b) Early marriage according to social customs
- (c) Restriction on girls based on social norms
- (d) Household managed by young girls
- (e) Gender differences at home, in society
- (f) Lack of educational institutions
- (g) Economic conditions of the family
- (h) Division of family responsibilities after the death of an elder family member
- (i) Government policy
- (j) Women's health (Seven and Engin, 2010)

Impact of political factors on the right of women to education can be explained primarily by how they are reflected in the legislation of countries and in legal literature. The Republic of Turkey is specified in Article 198, paragraph 42, 1 of the Constitution of the Republic of Turkey: "No one can be deprived of the right to education and training". This provision is in accordance with the universally accepted approach; without any discrimination, girls - boys, people with disabilities, everyone should have the right to equal education. In other words, the right to education is constitutionally guaranteed to individuals from different religions, languages, races and genders, from all classes and environments (Eren, 2020).

Responsibility that falls on the state is the elimination of possible obstacles to the educational process and the solution of various problems. It is unfortunate that girls face more obstacles in this process. In some regions of our country, due to the influence of traditions and religious factors, there are cases of girls skipping school. The prevention of these cases is considered among the duties of the state (Abdurrahman, 2008).

Gender equality in society has a positive effect on the economy in three directions. First, the fact that women can use several resources together with men, and have a number of opportunities for them can increase competition and bring more income. Second, the improvement in the status of women can also lead to progress in matters related to children. Third, active participation of women in political matters together with men and their participation in decision-making can lead to greater improvements over time. Consequently, in terms of the development of the state, women's participation in political processes goes through a targeted educational process (Özaydınlık, 2014).

Sentence 2 of Article 13 of the intergovernmental agreement on economic, social and cultural rights (International Covenant on Economic, Social and Cultural Rights) states

that partner states are under the responsibility to respect, protect and implement the right to education in every case (Öden, 2003).

And in this case, the followings are among the responsibilities of the state:

- (a) Not to close private schools and recognize the educational support of these schools;
- (b) Prevent parents and other third parties from distracting their girls from school;
- (c) Ensure that education is also accessible to various minorities and indigenous peoples, various ethnic communities;
- (d) Create opportunities aimed at meeting the changing needs of those who study in the developing world;
- (e) Regulate the educational process, develop programs, involve teachers in this process and carry out the educational process (Öden, 2003).

As mentioned above, the education of girls and the elimination of obstacles in this process are among the main tasks of the state.

One of the issues causing difficulties for girls' right to education and causing various political disagreements is related to turban and hijab. When analyzing the literature, it was found that the problem of hijab and turban for those studying in Germany was not observed (Brems, 2006). As a rule, the hijab and turban are liberated, there is very little administrative and legal intervention in this regard.

In the Netherlands, both students and teachers are allowed to wear hijab in some cases (Brems, 2006). In the Netherlands, this point is considered as a step against discrimination, and the Netherlands is a country that shows the most tolerance in this matter (Brems, 2006).

Pakistan is considered one of the countries where women face obstacles in their rights to education. Islamabad, Allama Iqbal University Department of Education employee and anthropology department employee showed literacy rates in Pakistan as 45%, men at 56.5%, women at 32.6%, rural at 34.4% and Urban at 64.7% in their study on this topic (Ambreen and Mohyuddin, 2012). The authors, citing UNESCO reports for 2002, emphasized that this indicator is lower in women, respectively, it was noted that the literacy rate in men is higher than in women in the urban and rural areas. This, in turn, leads to further serious problems, such as playing a role in the development of the country, the inability to make decisions about their own lives and health.

Yotebieng (2021) pointed out that women in African countries such as Burkino Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone are experiencing educational problems due to gender, social, cultural and political problems.

Influence of psychological factors on the right of women to education

Analyzing the factors affecting the right of women to education, psychological factors are distinguished here, along with ethnic, cultural values, family values, environment, social factors, economic factors, and political moments. Here, in addition to the person's

own mental health, approaches, expectations, demands, motives, as well as interpersonal relationships have different levels of influence.

Daniel Katz in his theory of approaches explained this concept as an important point in achieving people's own goals and moving away from the various unintended consequences that arise in the process (Katz et al., 1931). The author emphasized the positive approach of girls in their attitude to education and the importance of education danielden aktaran in their future life goals and the fact that academic achievements are the main reason for their further success. The authors discovered a correlation between not only of positive approaches, but also of negative approaches with failed outcomes.

Another psychological factor, as mentioned above, is related to interpersonal relationships. Negative situations have always been recorded, such as the attitude of family members, especially parents, to the education of girls, long-established prejudices, the implementation of the role of a woman only in creating a family, as well as various economic problems, when a number of families allocate money not to the education of girls, but to the education of boys. As indicated in the above headings, various programs are being implemented and fundamental steps are being taken to solve such problems in modern times (Quliyeva Kabaoglu, 2020)

However, interpersonal relationships have an impact not only within the family, but also in the school environment. Studies conducted in different years in Washington show that teacher-student relationship has a positive communication with student outcomes at different levels of Education (Burchinal et al., 2002; Hamre and Pianta, 2001; Moos, 1979). This has a special role in motivating those who study. Thus, the encouragement of the teacher, the timely issuance of various feedback are positive in the student's education; less communication, lack of emotional contact, less attention, and critical attitudes have a negative impact. Regularly giving negative feedback to a student due to low results does not lead to a satisfactory result in the educational process (Graybill, 1997).

In a long-term study conducted in the 20s of the 80th century among female students in Virginia, USA, it was found that the approach and expectation of teachers have a fundamental influence on their education. Also, the authors found that teachers have different expectations for girls and boys in teaching different subjects in the educational process. This difference is especially evident in the mathematical sciences (science) as a greater expectation of success than boys, and as a bias towards girls (Pedersen et al., 1978).

The personality factor, the person's opinion about himself, his self-assessment, his attitude to himself and to those around him, as well as to processes, also have an impact on his education.

The opinion of a person about himself are combined in three sub-components: academic, physical and social. The views of the educator on education in general, as well as his views on academic performance, as well as his relationship with peers are attributed (Ormrod, 2003).

Also, a person's opinion about himself are formed in different situations. First of all, the evaluation of family members, parents, and then in the educational process, the opinions of peers and teachers are of special importance. Their self-comparison is

carried out on a personal and social level (Craven and Marsh, 2000). As age and experience increase, a change in these opinions is recorded.

Considering all these factors, it is important to support the formation of more effective opinion about oneself and their future success in the education of girls. Beatrice K. M. developed a model while investigating the influence of psychological factors on the academic performance of girls. Based on that model, there is an interaction between teachers' attitudes in the educational process, girls' approach to education, general academic indicators and girls' academic results. Interpersonal interactions, in turn, affect girls' approach and academic performance (Makworo et al., 2014).

It should be noted that another important factor in the education of girls, along with their well-being, is mental health issues, the presence of some borderline and pathological violations in their mental health, and the impact of these violations on the educational process. Mental health and educational achievements of girls were analyzed in a joint study by Stentiford and colleagues, and girls' fears about the future, emotional problems, parental pressure, competitive education system, and the influence of gender-related expectations were distinguished (Stentiford et al., 2021).

Conclusion

In conclusion, this study focused on not to explain women's right to education, but rather to reveal the problems in the enjoyment of the right to education and to emphasize the existence of various violations of rights in education. In order to ensure societal gender equality in education, non-governmental organizations, academics, teachers, school administrators and public administration should work together, and the good examples developed should be taken into consideration, supported and disseminated.

Today, the relationship between societal gender and education is shaped by the interaction between three different forces. The first is the gender-based division of labor in the family with traditional gender roles. The second power is the gender-based division of labor in the labor market. The third is the structure and prevalence of the school system (Sayılan, 2012).

The modern education system operates in terms of the complex relationship between the family and changes in the family, the structure of employment and the opportunities it offers, and the goals and prevalence of the education system. The interaction between the family with traditional gender roles and the sexist labor market provides a material basis for sexist structures and practices in education. However, education as an institution can also have a constraining and transformative effect across sectors and levels, and at the same time reduce gender inequality. In fact, the school system partly reproduces and partly changes these power relations and gender segregation (Gök, 1993).

According to Seven and Engin (2007), women's education has always been a subject of constant debate and it is still current. It can be said that one of the main reasons for this is that instead of accepting women as individuals, the issue is handled from a sexist perspective and policies are carried out in this direction. It seems possible to prevent this thinking by evaluating women as individuals independent of their gender. However, this evaluation process can only be healthy by looking at it from the

perspective of “implementing equality between women and men in rights, opportunities and responsibilities”.

The solution to the problems related to women’s right to education will be possible through education. Educated people are also expected to be more successful in defending their rights. Education and human rights are two inseparable and mutually nourishing concepts in our lives. Whichever of these two mentioned concepts is achieved first will play an important role in the achievement of the other.

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