

The reality of teaching the rural girl in Algeria facts and numbers

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Abstract:

This study concluded and revealed the problems that hinder the education of the rural girl, although it represents 50%, but her education is not a priority as it was shown: Preventing parents or a family member of the girl from enrolling in the school and this is due to the distinction between her and the male, and the inferior view of the girl in particular. What is related to her education, as you see the researcher of the importance and education of rural women, with the presence of a culture of discrimination between women and men who are still inherent in the countryside, and from it is necessary to give importance to teaching the girl in the Algerian countryside.

Keywords: rural girl, education, sociocultural perspective, challenges and difficulties, discrimination.

Introduction:

Anthropological and social studies confirm that women are the only group that has suffered from discrimination since the era of hunting, through the agricultural and then industrial stages, and then the stage of the scientific and technological revolution. All the revolutions that shaped the course of humanity did not change much of the essence of the distinction between women and men, even though these revolutions... Some solutions have been added and some forms of discrimination between women and men have been removed, but the essence of discrimination in all its negative manifestations still exists, even if it varies from one region to another according to the rates of political and economic development and civilizational and cultural differences.

This situation exists in Algeria, especially in the countryside, because women suffer from marginalization. Forgetting and not paying attention to it despite the tremendous development, which generated a type of societally recognized gender discrimination, despite the legal arsenal that granted equal rights to both sexes. Moreover, the Islamic religion has equated and treated the sexes equally in many issues, including education, which is the focus of our study.

First, the methodological part of the study:

* **Problematic:**

Through this intervention, we will try to get to know the reality of rural girls' education in Algeria - through a field study on a sample of rural women in

Tébessa- Women suffer great poverty and neglect despite all the work they do at home and outside. The problems facing rural women are linked to a political, economic, social and cultural context that has produced a set of cultural legacies that continue to negatively affect the determination of the roles and positions of rural women and the attitude of society towards them, despite their achievements in education, work and social and political participation, the authorities often pay more attention to urban than rural. The upper strata of the middle class are urban residents and do not give rural and rural women the attention their issues deserve and ignore the concerns and problems of thousands of women housewives, peasants and workers.

From here, this intervention will try to answer the main question: What are the socio-cultural challenges that prevent rural women from education ?

The importance of studying: the importance of studying lies in the subject itself, the education of a girl is an education for the whole nation and the education of a boy is the education of one individual, as Abdelhamid Ben Badis.

*** Objectives of the study:**

This study attempts to reveal the socio-cultural challenges that prevent rural women from education.

*** Study community and sample:**

In order for any study to reach realistic and objective results, the original study community must be accurately identified, which allows determining the type of sample and collecting information and data from its members, through the use of appropriate research tools therefore, the research community for this study related to the education of rural girls and the impact of this on their status and role in society, is represented by every illiterate rural girl over the school age, which is legally defined as 06 years.

Due to the impossibility of a comprehensive inventory of all the vocabulary of the research community and due to the possibilities of the researcher and the lack of time, the researcher relied on the available sample, which was estimated at 80 illiterate rural girls, from various rural areas of the state of Tébessa.

The sample was as follows:

- 20 girls distributed over the countryside of the well of dirt in Al-Ogla, 20 girls from the countryside of Bedjen, 20 girls from the countryside of Ain Ghrab, 20 girls from the countryside of the surface.

The researcher prepared 100 forms to be distributed to the study sample, and with the help of some students, the form was distributed by interview to illiterate rural girls who did not attend the study, at the beginning of February and was retrieved two weeks later, the researcher has retrieved 80 forms.

*** Curriculum and study tools:**

This study adopted the descriptive approach with the application of the survey method, where such studies describe a specific phenomenon or topic through a period or Known time periods, in order to obtain scientific results that are interpreted in an objective manner and in harmony with the data of the phenomenon.

It is also defined as: a method that relies on analysis through sufficient and accurate information about a specific phenomenon or subject, and through known time periods in order to obtain scientific results that are interpreted in an objective way and in accordance with the actual data of the phenomenon (El-Thani, 1999, p 46).

As mentioned above, the data collection was based on the interview form tool, which is a printed form containing a set of questions addressed to a sample of individuals on a topic or topics related to the objectives of the study (Abd El-hamid, 1993, p 183).

*** Procedural concepts of the study:**

Rural Woman: definition of woman: derived from the verb "woman" and originating from "virility" and mourns the perfection of manhood or humanity, hence one was man and woman is the feminine of man (Maan, 2002, p 170).

Rural: it is a space whose population - most of them are stable - depends on agriculture, and it is linked to agriculture and fertility in the pension (H. Von Wissmann, Badw, 1977-1998, p 910), rural women are those who were born, raised, lived in the countryside outside the city or urban, and have not received any kind of education in any school in Algeria.

Role: it is "the sum of behaviors associated with a certain social status" (Le Petit La Rousse, 2006, p 123), it is a "social bond that sets expectations and obligations associated with social sites and the role is considered very important because it directs individuals on how they behave.

The accomplishment of their activities represents a social character" (Maan, 2000, p 281) The role of rural women is determined by their position in the family and society, and this role is linked to the education they have received from various socialization institutions, especially in Algerian schools.

The theoretical part of the study:

Education of rural women and their place in society:

Ralph Linton believes "that status is the set of rights and duties, and that the role is the dynamic manifestation of status, walking on these rights and duties means doing the role, and the role of a person in any situation is determined by a set of expectations that others embrace as well as the person himself" (Ghaith, 1996, p 391 -390) therefore, the status of women is linked to her role in her family and in her society.

However, her status is often more negatively affected than that of men due to the presence of traditional rural institutions on the basis of which the roles of each individual in society are determined. But the social truth that cannot be overlooked here is that the status and authority of rural women is closely linked to the authority of men and to the social and economic functions of the family, because the Algerian rural woman is subordinate to the man and her relationship with him is based on respect, obedience, and subordination.

Therefore, their social status represents a part of the general culture of the countryside, derived from the situation in the community, or rural community, and depends on the people and roles in the eyes of this society, which views women as a weak human being in need of permanent protection, despite being distinguished by physical and emotional strength, which is sometimes equal to the strength of men when balancing the nature of the work they do, but their role remains marginalized as a result of the traditional social outlook towards them, and to ensure the continuity of social life and meet its requirements, the roles between men and women in rural society are integrated until the integration of living life, which ensures the stability of family life and its continuation (Ben Baatouche 2013/2014, p 228).

Within the framework of talking about the status of rural women in society, radical changes appeared in Algerian society due to historical, economic and technological conditions that created a new situation that allowed changing the status of rural girls, especially after independence, where the girl went out to education and work, girls' education was not widespread before 1954, only in small proportions, often stopping at the primary stage, and rarely reaching secondary and university levels (Boutefnouchet, 1991, p 242), "education is a key element that contributed to the development of a positive image in the girl's view of herself" (Khodja, 1991, p 91).

The roles of women in any society are determined based on the prevailing cultural trends in it, the cultural structure represents reference frames for determining and evaluating roles and social relations in general, and some social and anthropological studies have concluded that the traditional culture in the Arab countries has limited women's activities to roles within the family and the home, but the activities within society are reserved for men but not women (Sidi Abdullah, 2016, P 98), and this short view still persists in our rural areas and the rural family relies on it to re-socialize, which means re-consecrating reality, for example, "a boy who comes from two parents who have acquired some knowledge, the child wants to complete his studies and continue in them, while a child who comes from illiterate parents finds it difficult to complete his years in primary school, so he wants to escape from school (Fizzy, P 123).

Statistics have proved that ensuring education for one mother leads to a decrease in the death rate in children under the age of 5 by 9% thanks to the mother's care

for the health of her children by providing them with proper and balanced food, timely vaccinations, providing first aid in case of medical emergencies, in addition to taking care of her health by conducting the necessary examinations, birth control and birth control, so that educated women are aware of the benefits of birth control on her health and the health of her children, of course, by understanding between the spouses (Hedjimi,2013/2014,p 133).

Returning to Tébessa, its population reached 648,703 people in 2008, and the illiteracy rate was 21.5%, of which 69% were female (From the National Bureau of Statistics, 2008), in the area of El-Ogla under study, the illiteracy rate was 34.5%, of which 51.7% were female, and the percentage of university education reached only 3.9%, which is scary figures, as El-Ogla is a rural area par excellence and women still live there in a traditional way, really reflects the inferiority status of rural women, in rural Bir El-Ttrab, although it is not far from urban areas it is only about 2 km away, but it is not connected to potable water or natural gas, and there are no public facilities except for one primary school "Ioucif Chouchan", and most families depend on agricultural crops from the land, and thus live below the poverty level, which forces most families to search for informal work, resulting in children dropping out of schools and not paying attention to their education, especially girls.

Third, the field part of the study:

To find out the reality of rural girls ' education in Algeria, the researcher, as mentioned above, selected an available sample using the interview form consisting of 80 respondents. the form was distributed at the beginning of February 2018 and was retrieved two weeks later. the spss program was used to unload and process the forms data. after this, the characteristics of the research community can be presented as follows:

Table No. 1 shows the distribution of sample members by age

Distribution Age	Number	Percentage
Under 30	68	85%
30 and above	12	15%
Total	80	100%

Prepared by the researcher

It is clear from this table that the distribution of respondents by age is as follows:

the age group under 30 years old by 85%, which received the highest percentage, and in second place came the age group 30 and over a year, with a percentage of 15%.

After a numerical reading of this table, the distribution of these proportions can be interpreted as follows:

Perhaps the concentration of the research in the first age group is a result of the distribution of the interview form, as well as due to the responsiveness of this category to the researcher more than the second category.

Table 2 shows the distribution of the sample according to family status

Distribution	Number	Percentage
gender		
married	72	90%
Unmarried	08	10%
other	/	/
Total	80	100%

Prepared by the researcher

Table No. (02) shows that the majority of the respondents are married by up to 90%, with a frequency of up to 72 respondents, while it came in second place by 10%, equivalent to eight unmarried rural women, as for divorced and widowed, the researcher summed them up in other cases and no case was recorded.

After reviewing the digital reading, it can be explained that one of the most important characteristics of a rural family is early marriage to ensure frequent childbearing, which is considered an extension of the rural family, where the number of children, especially males, is considered "a source of income more than a door to cost" (Rashwan, 2005, p 140).

Table No. 3 shows the distribution of the sample according to the reason for not attending school

Distribution	Number	Percentage
Education al level		
Abstaining from studying	4	5%
Ban by parents/family	60	75%

member		
Distance from school	7	8.7%
Poverty	9	11.3%
Other reasons	-	-
Total	80	100%

Prepared by the researcher

Table No. (3) shows the distribution of female respondents according to the reasons that prevented them from attending school, and they were arranged as follows:

- "Preventing parents or a family member "ranked first by 60%, equivalent to 60 respondents," poverty "ranked second by 11.3%, followed by" school distance from home "by 8.7%, and finally" unwillingness to study " by 5%.

These data can be read as follows: the first reason that prevents a rural girl from studying, according to the research community in this study, is the exclusion of a family member, and most often the exclusion may be masculine, and the reason is due to the gender culture inherent in rural people, they think that woman's place is at home to be a wife and mother, and there is no point in educating her, especially if she shows signs of femininity.

As for the second reason, which won a percentage of 11.3%, equivalent to only 9 respondents, they stated that the reason is poverty and not being able to buy study supplies such as books and others, although most schools, if not all of them, provide this for free with a grant for the vulnerable and poor class, and then it comes after school from home as the third reason that prevents a girl from attending school. Girls, especially rural ones, are usually prevented from education because of the distance from school and the fear of their families for them when their daughter is away from their eyes. Finally, four female respondents stated that they do not want to study and this lack of desire may be due to the environment that does not encourage the girl to pursue education, or it may return to her wrong view and understanding of education, and this is the result of the socialization she received.

Table (4) shows the distribution of individuals according to the question: in light of the illiteracy you suffer from, what do you think about education (How much do you agree or disagree with the following statements?):

Distribution statement	agree		Neutral		disagree		total	
	T	%	T	%	T	%	T	%
Education raises the status of women in the family	93	75%	-	-	5	6.3%	80	100%
Education raises the status of women in society	81.3	65%	02	2.5%	13	16.2%	80	100%
Makes you choose a husband	46	57.5%	23	28.7%	11	13.8%	80	100%
Raising children in a better way	80	100%	-	-	-	-	80	100%
Equality between male and female	28.7%		11	13.8%	46	57.5%	80	100%
Self-realization through learning	80	100%	-	-	-	-	80	100%
Birth spacing	54	67.5%	6	7.5%	20	25%	80	100%
SMA	2.96		Standard deviation		0.023			

Prepared by the researcher

It is clear through Table No. (04), which shows the importance and impact of education on the position of women in society from her point of view, and the results according to the answers of the study sample as follows:

Education raises the status of women in the family came in this order: in the first place was "approval" with a percentage of 93.7%, representing the majority with the equivalent of 75 respondents, in the second place was "opposition" with 6.3%, while "neutral" had no answers.

Education raises the status of women in society came in this order: in the first place "approval" by 81.3%, equivalent to 65 respondents, in the second place "opposition" by 16.2%, while "neutral" came by 2.5%.

Education makes you choose a spouse: in the first place is "approval" with 57.5%, which is equivalent to 46 respondents, in the second place is "neutral" with 28.7% and in the third place is "opposition" with 13.8%.

Raising children in a better way:

all respondents "agreed" with this by 100%, while there were no answers at "neutral, opposed".

Equality between male and female:

in the first place is "opposition" with a percentage of 57.5%, equivalent to 46 respondents, in the second place is "approval" with a percentage of 28.7% and in the third place is "neutral" with a percentage of 13.8%.

Self-realization through learning: all respondents also "agreed" with this by 100%, while there were no answers at "neutral, opposed".

These results can be interpreted as follows:

These suggestions-for all the members of the study sample - show their representation of the importance of education in the life of rural women and whether it affects their status or not, as the sample members agreed to this by percentages exceeding a total of 60%, and with an arithmetic average of a total of (2,96), which tends to agree, while the standard deviation was (0,023), from which we say that the respondents agree on the importance and role of education in the life of rural women, as it enhances their status in the family and society, as it leads to a girl's consultation upon marriage and makes her choose that instead of choosing her parents she also agrees that education makes her raise her children in a better way than the upbringing she received, which is in line with the data and conditions of this age.

As for the phrase that says: "equality between male and female", more than half of the sample opposed this because, in their opinion, education does not affect this, and this is a negative indicator and indicates the extent to which this idea is rooted (discrimination between male and female) and their firm belief in the preference of male over female even in the presence of Education.

As for "self-realization through education", all the respondents agreed on this, as the respondents believe that education makes them assert themselves and prove their identity as an individual in society and the family, and the majority also agreed that education makes rural women care about their health and spacing births..

General study results:

After quantitative and qualitative analytical reading of the tables, we can include the following results:

- Illiteracy is still widespread in the countryside, where the researcher found little difficulty in accessing illiterate female researchers, despite the development and spread of technology, but the researcher records a gap between technological development and the spread of illiteracy.

- There are no statistically significant differences between the reasons for not enrolling the respondents in school and between age and family status, so the researcher did not include them.

- Most of the respondents are married and their age is less than 30 years, and this is an indication of the prevalence of early marriage in the countryside, especially with the spread of illiteracy.

- Preventing a girl from attending school by her parents or a family member is the main reason for the spread of illiteracy among rural women –according to the study sample - and this is due to gender discrimination.

- The respondents mostly agree on the crucial importance of education in their lives and their position in the family and society, as they believe that an educated woman has a better position in her family and society.

Conclusions:

Through this study, the researcher touched on the extent of the prevalence and suffering of illiteracy and ignorance among women in the countryside, despite what the responsible authorities and the media showered us with the decline in the illiteracy rate, the high percentage of females in education and their high percentage in passing various educational stages; however, diving into the depths of the Algerian countryside reveals a completely different picture.

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