"Age-Based Differences in Perceptions of Education's Role in Reducing Cultural Restrictions on Women's Mobility"

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Abstract
The limited mobility of women is still one of the most ingrained gender inequality manifestations in most traditional communities. It has been generally accepted that education is one of the potent tools of breaking the binding constraints of cultural values and allowing women to move socially and physically. But the perceptions of people towards this role of education might be different among the various age groups because of the difference in socialization, exposure to modern values, and educational experience. This study discusses the presence or absence of age difference in the perception towards the role of education in mitigating cultural limits to women movement outside their home. The study used descriptive statistics, one-way analysis of variance (ANOVA) and post-hoc comparison to study the variation in mean age when considering levels of five levels of agreement based on the statement: Education reduces cultural restrictions connected to women movement outside the home. The results indicate that, although some slight differences between age were found between the various categories of agreements, the findings of the ANOVA test were not significantly different which expounds on the fact that age is not a potent factor in influencing these perceptions. But post hoc analysis revealed a significant difference between those who were neutral and those who strongly agreed with the analysis with the neutral having a large age difference. The research finds that the views on the role of education in the mobility of women are predominantly similar in all age groups indicating a great societal agreement. Policy implications on educational policy, gender equity enterprise and social change strategies are discussed.

Keywords: Women's Mobility, Education, Cultural Restrictions, Age Differences, Gender Equality, Social Change

1. Introduction
The freedom of movement of women their mobility outside the home to get an education, to work, to access health care services and to socialize is a primary indicator of gender equality. In a lot of traditional and

patriarchal culture, the movement of women is limited by their cultures, social conventions, and internalized gender role. The restrictions deprive women of opportunities and enhance dependence as well as decrease their involvement in economic, political, and social life (Kabeer, 1999; Sen, 1999; World Bank, 2020).

Education has been generally considered as one of the strongest tools of social change. Not only does it increase the individual knowledge and skills, but it also forms values, beliefs, and attitudes to the gender roles. The education exposes people to the concepts of equality, human rights and female empowerment, which may overcome the limitations of traditional culture. The more educated people are, the more they would support the idea of women participation in the life of society, work, and decision-making, which would contribute to their mobility increase (UNESCO, 2018; Stromquist, 2015; World Bank, 2021).

Although the role of education has been identified as important, the way the educational aspect of changing the cultural limits is viewed might differ with the generations. Aged people might have matured in very conservative cultures, but young people in many cases are introduced to globalization of the world through education, the media and technological advancement. This is where the question of age comes in as there is a generational divide, and it becomes a significant concern, whether age can contribute to the perception that education can remove cultural limitations on women-mobility. (Inglehart and Norris, 2003; Jennings and Niemi, 1981; Twenge, 2014).

The knowledge of such differences by age is important in the development of efficient educational and social interventions. In case the younger generation is more supportive of the emancipatory role of education, the policies may be oriented at preserving and reinforcing this tendency. In case older groups are more resistant, some specific awareness and adult schooling programs can be required to close the audience divide (UNESCO, 2020; Freire, 1970; World Bank, 2019).

The current research is exploring the existence of a difference in the perception about the statement based on age: Education decreases cultural limitations to female movement away of home. The study involves quantitative analysis, the results of which indicate the significance of the difference in age of respondents in various levels of agreement with this statement (Creswell, 2014; Field, 2018; Bryman, 2016).

2. Conceptual Background

Empowerment, autonomy, and social participation are closely related to women mobility. The freedom of women to move out of the homes allows women to be in schools, access healthcare, work, and take part in community and political activities. The limitation of movement of women is commonly explained by cultural, religious, or ethical reasoning but in fact they only support male dominance and gender hierarchies. Here education acts as a transformational factor. It empowers women with knowledge, skills and confidence and thus they are able to defy the constraining norms. Meanwhile, education transforms the mindset of men and the entire society as a whole because it fosters equality, fairness and human rights.

An essential social variable is the age since it is shown to be a representation of the generations. Elderly people might even have been raised in the time when the segregation of genders and the limited mobility of females were more rigorous. The younger generations, however, will have, more likely, been subjected to co-education, social media, and discussions on the rights of women all over the world. Thus, age can be a factor that affects the way people perceive the role of education in the difficult culture. Nevertheless, social change is not necessarily linear and homogenous. Culture among some societies is so potent across the generations that even younger people can internalize the conservative thinking. Thus, one should take into consideration the empirical investigation of the reality of age discrimination of perceptions on education and mobility of women.

3. Objectives of the Study

The point of this research is:

To test the hypothesis on the existence of age-related variation in the perceptions on the role of education in

the narrowing of cultural barriers against movement of women out of home.

4. Research Hypothesis

The null hypothesis that was tested was as follows:

H 0: The mean age varies significantly at the various levels of agreement with the statement that education lowers cultural restrictions on women mobility.

5. Methodology

5.1 Research Design

The research was based on a quantitative and cross-sectional survey. This was an appropriate design since the aim was to make comparisons of the age differences among various response groups on the basis of one attitudinal statement.

5.2 Participants

One hundred and eighty-eight respondents were used to collect data. The participants were coded on a scale of 1 to 5 with the age groups. These were numerical age categories on which means were computed and inferential statistics performed.

5.3 Instrument

Respondents were asked to indicate their level of agreement with the statement:
"Education reduces cultural restrictions related to women's movement outside the home."
Responses were recorded on a five-point Likert scale:
1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Age was treated as the dependent variable in the analysis.

5.4 Data Analysis

The data were analyzed using SPSS.
The following statistical techniques were applied:
- Descriptive statistics (mean, standard deviation, confidence intervals)
- One-way Analysis of Variance (ANOVA)
- Least Significant Difference (LSD) post-hoc test

These methods were used to determine whether age differed significantly across the five agreement groups.

6. Results

6.1 Descriptive Statistics

Descriptives								
age								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum

strongly disagree	11	2.91	.831	.251	2.35	3.47	1	4
Disagree	43	2.93	.985	.150	2.63	3.23	1	5
Neutral	35	3.23	.877	.148	2.93	3.53	2	5
agree,	22	2.86	.640	.136	2.58	3.15	2	4
strongly agree	7	2.43	.535	.202	1.93	2.92	2	3
Total	118	2.97	.872	.080	2.82	3.13	1	5

The current descriptive analysis was done to understand variations in age in the amount of agreement with the statement among the respondents, that, education minimizes the cultural restrictions of movement of women out of the home. The respondents who were analyzed numbered 118, which is large enough to reflect the patterns in five response categories, which include strongly disagree, strongly agree, and others. Age was captured using a five-point scale which was categorical scale with a lower value representing younger respondents and a higher value representing older respondents. The total average of the mean age of the respondents was 2.97 with a standard deviation of 0.87, implying that on average the respondents were found in the middle of the age range with a moderate dispersion of the ages of the respondents in the sample. The lowest age score was 1 and the highest was 5 and this proves that all the age categories were included in the dataset. This general distribution shows that there was a balanced representation of young and old respondents in the sample and this will be adequate in the study of the relationship between age and the perceptions of how education is to help curb the cultural barriers limiting the mobility of women. As the data were disaggregated by level of agreement, there were minor yet significant differences in mean age across the five categories. The mean age score of those respondents who strongly disagreed with the statement (n = 11) was 2.91 with standard deviation, 0.83. Their confidence interval was 2.35 to 3.47, which is moderate and thus, it is plausible that the true mean age of this group will be between the given range. The average age of this group was a little lower than the mean of the sample, suggesting that the individuals that strongly disagreed with the idea that education lessens cultural restrictions did not significantly differ in terms of age as compared to the rest of the sample. Otherwise, the most numerous respondent groups in the dataset (n = 43) disagreed with the results, recording a mean age of 2.93 and a standard deviation of 0.99. Their confidence span was between 2.63 and 3.23 as they indicated a broader range of age than other categories. The similarity between this group mean and the strongly disagree group and the sample as a whole indicates that the negative or skeptical attitudes towards the importance of education in transforming the cultural norm are not tightly clustered around a particular age group. Rather, they seem to be of widespread opinion between a wide age group. Conversely, those respondents who opted to choose the neutral (n = 35) had the highest mean age score of 3.23 with a standard deviation of 0.88. Their confidence interval of 95 percent was between 2.93-3.53 that placed this group above the overall mean age by a bigger margin. This trend shows that the relatively older respondents were more inclined to take the neutral position on the issue. It is possible that their place indicates uncertainty, ambivalence, or a moderate viewpoint, the result of the lived experience within the traditional cultural contexts, in which education might still be viewed as significant, but it cannot change the deeply ingrained norms. The mean age of the neutral group is higher than others, so older participants may be more hesitant to voice any strong opinions, which may be explained by the fact that they may be more exposed to social realities, which do not allow them to make easy cause-and-effect conclusions about education and cultural change. The group respondents who consented to the statement (n=22) had a mean age of 2.86 and the Standard deviation of 0.64 and the confidence interval was 2.58 to 3.15. The average age of this group was slightly less than the general one and less than in the neutral group, which implied that rather younger respondents were more likely to agree that education could positively influence the reduction in cultural limitations on women mobility. The fact that the standard deviation of this group was relatively lower means

that the ages of this group were more centralized meaning that the age structure of those holding a favourable opinion was more homogenous. Lastly, strongly agree group (n = 7) had the worst average age of 2.43 and a standard deviation of 0.54. Their confidence interval was between 1.93 and 2.92, which was obviously the lowest among the groups in the sample. Though this group was the least numerous in the respondent list, the steadily lower mean age may indicate that there is a tendency according to which the most ardent advocates of education as a means of cultural change are young people. The latter finding can be attributed to sociological theories according to which younger generations are usually more progressive and more willing to change the social order, including gender norms and women rights. The closed distribution of the scores in this population is an additional pointer of a similar generational outlook on education as the catalyst of empowerment and social mobility. When all groups are considered as one, the lowest and highest differences in the mean age are not very great, with the lowest figure of 2.43 and the highest figure of 3.23, respectively, in the strongly agree group and the neutral group. This small range indicates that age does not play the leading role in exhibiting differences in attitudes but it is one of the factors that influence either agreement or disagreement with the statement. The fact that most groups have overlapping confidence intervals is also an additional indication that these differences are not large. However, there is a faint indication of a trend as younger respondents are more inclined to say that education diminishes cultural constraints, and older respondents behave more in the neutral or cautious position. The individuals who did not agree or even disagree extremely are on the range of the overall average, which means that there is no age group of people that is especially resistant to this idea. In general, the descriptive results indicate that the perception regarding the role of education in decreasing cultural barriers to women movement is similar in all the age groups with slight variations. These findings imply that the age might be a contributing factor as to the strength of the agreement, but more likely, more socially and culturally oriented and experience-based factors will be less influential but impactful on the attitudes of the respondents.

6.2. One-Way ANOVA Results

ANOVA is a type of inferential statistic that is mostly applied to test the hypothesis about the significance of the difference between the mean scores of three or more than three independent groups. It operates by balancing the difference between groups and the difference within groups to identify whether differences being observed are higher than the difference resulting out of chance. This is suitable when the independent variable is a single categorical variable that is to be applied in explaining a continuous dependent variable. ANOVA One-way ANOVA offers a general test of the group effect and assists investigator to determine whether additional post hoc tests are necessary to investigate the particular mean differences. In this way, it is broadly used in the research of the educational and social sciences to study group-based patterns and trends (Cohen, Manion, and Morrison, 2018; Hair et al., 2019).

ANOVA					
age					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.747	4	1.187	1.593	.181
Within Groups	84.176	113	.745		
Total	88.924	117			

One-way analysis of variance (ANOVA) was used to test the hypothesis, either the mean age of respondents was significantly different between five levels of agreement between the respondents and the statement, education reduces cultural restrictions associated with movement of women outside the home. The five categories consisted of respondents strongly disagreeing, disagreeing, being neutral, agreeing and strongly

agreeing with the statement. The ANOVA made comparisons of the average age scores between these categories to establish whether there was any noticed difference that was statistically significant and not because of random variation. The findings showed that the mean age of the five groups was not significantly different as the calculated F-value of 1.593 with degrees of freedom (4, 113) and p-value of.181. Since the p-value was greater than the traditional level of significance of.05, the null hypothesis that there are no differences on mean age within the agreement categories was accepted. This implies that the little differences that are recorded in the descriptive statistics are not powerful enough to assume that age is a determinant factor that influences the perception of respondents in relation to the influence of education on cultural constraints on women mobility.

Despite the slight differences in the mean age (younger respondents were more likely to express the stronger agreement, and older respondents were found to be more in the middle category) such tendencies could not be statistically proved. Such intersection of the confidence intervals, as well as the low levels of mean difference between groups also contribute to the conclusion that the age does not play a major role in distinguishing between the attitude of respondents to this issue. That is, the general opinions of the respondents in various age groups seem to be similar in terms of the possibility of education to diminish the cultural barriers of movement outside the house of women. This indicates that the perceptions of the transformative position of education do not pertain to any particular age group but rather are spread comparatively equally in the sample.

The non-statistical significance also suggests the presence of additional factors that can be more relevant to form the opinions of respondents. Dependent variables, including educational level, sex, socio-economic, cultural values, personal experiences and exposure to liberal thinking might have a greater influence on attitudes than age per se. Therefore, although age is a significant demographic factor, it does not seem to be a major predictor of being in agreement or disagreement with the statement which is being researched in this paper. On the whole, the results of ANOVA substantiate the descriptive ones by showing that age-related influences are insignificant and do not have a statistically significant influence, thus the necessity to undertake further studies to determine other factors that can more effectively explain the differences in perceptions related to education and social mobility of women.

6.3. Post Hoc (LSD) Multiple Comparisons

Multiple comparisons (post hoc (LSD)) are performed following a statistically significant outcome of the ANOVA in order to determine which of the specific group means differ between each other. The Least Significant Difference (LSD) test is another popular technique of a pairwise comparison that regulates Type I error but allows group differences to be studied in detail. It is fast especially when the sample size of groups is small and when the researcher wants to test strict mean differences in each category. Relating every group to all the other groups, the LSD test is used to help identify the precise source of variance that ultimately leads to the overall effect identified by ANOVA. This approach is more interpretable as it would explain the groups that are seen to be significant and those that are statistically different. Consequently, LSD posthoc analysis enhances the validity of the conclusions since the observed differences will not be attributed to random chance only (Field, 2018; Pallant, 2020).

Multiple Comparisons						
Dependent Variable: age						
LSD						
(I) Education reduces cultural restrictions related to women's movement outside the home.	(J) Education reduces cultural restrictions related to women's movement outside the home.	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
strongly disagree	disagree	-.021	.292	.942	-.60	.56
	neutral	-.319	.298	.287	-.91	.27
	agree,	.045	.319	.887	-.59	.68
	strongly agree	.481	.417	.252	-.35	1.31
Disagree	strongly disagree	.021	.292	.942	-.56	.60
	neutral	-.298	.196	.132	-.69	.09
	agree,	.067	.226	.769	-.38	.51
	strongly agree	.502	.352	.157	-.20	1.20
Neutral	strongly disagree	.319	.298	.287	-.27	.91
	disagree	.298	.196	.132	-.09	.69
	agree,	.365	.235	.123	-.10	.83
	strongly agree	.800*	.357	.027	.09	1.51
agree,	strongly disagree	-.045	.319	.887	-.68	.59
	disagree	-.067	.226	.769	-.51	.38
	neutral	-.365	.235	.123	-.83	.10
	strongly agree	.435	.375	.248	-.31	1.18
strongly agree	strongly disagree	-.481	.417	.252	-1.31	.35
	disagree	-.502	.352	.157	-1.20	.20
	neutral	-.800*	.357	.027	-1.51	-.09
	agree,	-.435	.375	.248	-1.18	.31
*. The mean difference is significant at the 0.05 level.						

The overall one-way ANOVA failed to provide statistically significant difference of mean age between the five agreement categories, although, Least Significant Difference (LSD) post hoc tests were performed to further test the possibility of finding pair-wise differences between the groups. The post hoc analysis revealed that most pairwise comparisons did not have statistically significant means age difference since most of the p-values exceeded the standard alpha level of 0.05. It implies that, in the majority of the combinations of agreement categories, similarity of age of the respondents was observed which supports the conclusion that age is not a powerful discriminating variable in the development of perceptions regarding the role of education in diminishing cultural constraints limiting female mobility beyond the home.

But there was one statistically significant difference between respondents who chose the neutral response and strongly agreed with the statement. The average age of these two groups was 0.800 with p-value of.027, which means that this difference could not have been due to probability. The confidence interval of this comparison was 95 percent between 0.09 and 1.51 and this does not contain zero which also confirms the statistical significance of the result. This observation indicates that the average age of the respondents who held a neutral view on the question was much higher than that of the respondents who strongly held that education alleviates

cultural limits concerning the mobility of women. This difference, though statistically significant, is quite small indicating a minor generation gap and not a large age gap.

Any other pair-wise significant difference in the mean age was not obtained in any other pair-wise comparisons such as the strongly disagree, disagree, and agree categories. It means that, except the contrast of neutral and strongly agree respondents, other age distributions within the other groups were quite similar. All in all, the post hoc results are an addition to the results of ANOVA, as they validate that the differences between age and attitudes are not usually tremendous. The one major comparison shows that there is a small tendency where younger respondents would more often give a strong response in the empowering role of education as compared to older ones who might be more hesitant or neutral. However, these findings substantiate the idea that age does not significantly explain differences in perceptions on education and freedom of movement among women and that other social and contextual determinants are most probably going to be more significant.

6.4. Overall Interpretation

In short, the descriptive statistics showed that there were small differences in the mean age at various levels of agreement of the role of education in eliminating cultural barriers on the mobility of women. The results of the one way ANOVA however indicated that overall these differences were not statistically significant and this indicated that age does not have a strong effect on perceptions on this matter. Even though the overall trend had minor deviations between age groups, they were not substantial to draw a meaningful pattern. The post hoc LSD analysis also supported this observation, following the fact that majority of the pair-wise comparisons were not statistically significant. A single major distinction was found between specific agreement types, which implies that the influence is minimal and confined. This unique serious comparison is not enough to judge that there is a strong influence of age. Thus, it could be concluded that there are few differences in perceptions of women mobility with the help of education within various age groups. All in all, age seems to have little influence on attitudes to cultural restraints in this situation.

7. Discussion

The results of the study show that age is not a significant factor statistically used in distinguishing the perceptions of respondents on the role of education in diminishing cultural barriers that limit the mobility of women. Though the mean age was found to differ slightly between the various levels of agreement, the overall results of the one way ANOVA was to prove that there was no significant difference between them at the. 05 level. This implies that women age categories tend to be largely similar regarding their viewpoint on the empowering status of education in protecting their liberty to move around. That is, individuals with diverse generations tend to hold a lot of similarities about the significance of education in the resistance of restrictive culture practices. This agreement is positive because it is indicative of a wider trend within society in which education is gradually being seen as a major force of social change irrespective of age disparities.

This broad consensus among people of ages can be explained by the increasing effect of education, media, and the popular press that highlight the equality of genders and female rights. In modern culture, the information which promotes the empowerment of women is conveyed in schools, universities, television, social media sites, and community programs. These experiences could have narrowed generation differences in terms of mobility of women. Consequently, even the older respondents, who could have been raised in more conservative environments, seem to concede that education does play a role in the shift in social norms. This nearing of opinions indicates that education has been an empowering event which it has cut across age related lines creating a shared perception of the rights and freedoms of women. Nonetheless, the descriptive statistics showed that the respondents that chose the option of the neutral were slightly older compared to the respondents that chose the options of agree or strongly agree. This difference was not found to be statistically significant, but it still gives an interesting trend that should be thoughtfully interpreted. The fact that the mean

of neutral respondents is relatively higher, could be an indication of ambivalence or doubt. The older generation might be able to appear to have the intellectual understanding of the importance of education to empower women, but be emotionally or culturally connected to the tradition. Such norms can be so ingrained in the minds of some respondents that this issue can make some of the respondents who are older to totally support change despite their knowledge of the benefits of such change. This contradiction between the progressive thought and the conservative beliefs may result into non-partisan or indecisive reactions. In the sociocultural aspect, the older generations have usually been socialized in a setting where strict gender roles and restricting women mobility were normal and socially acceptable. These are long-held convictions which can influence attitudes and behaviors even into adulthood. Some of them may not be able to balance the new views with the previous values they were taught earlier in life even after being exposed to the modern ideas through education or media. Consequently, neutrality can be indicative of a transitional attitude - one that is not quite resistant to change or quite supportive of it. This also shows how complicated the attitude creation is since it depends not only on the education level but also on the cultural background, family customs and social norms. Conversely, young respondents with a strong affirmation of the statement might have been more directly affected by the modern educational curricula, the world media, and the online environment of gender equality and human rights. The issue of women empowerment, social justice, and equal opportunities are topics that are frequently combined with other subjects in schools and universities today. Besides, social media reveals the youth to a wide range of opinions and global movements that criticize established standards. These factors might make the younger people grow more progressive and strongly believe in the contributions of education towards the freedom of movement of women. The fact that they are more concurring can be interpreted as more openness to change and a more firm belief in education as a means of social change.

Irrespective of these trends, the findings should be interpreted with care. The general ANOVA findings showed that the age groups were not statistically different. This implies that though some trends are observed in the descriptive information, they cannot be assured to be extended to the rest of the population. The significant lower means may be attributed to chance fluctuation and not substantial effects of age variation. This is why, one should not make any concrete conclusions concerning the differences between generations, relying only on these findings. Rather, the results indicate that age has a minor, or no impact at all, on the development of perceptions regarding the influence of education on lessening cultural limitations of movement of women. The insignificant outcome also supports the notion that intergenerational homogeneity of the attitudes toward the women empowerment is increasing. This could be a good sign of social development, since it shows that there has been a general awareness about education as a strong weapon to question inequality. The fact that people of various ages support each other in their opinions, gives an opportunity to provide favorable conditions to policy change, community working and educational programs dedicated to appearance of sex equality. This kind of agreement can serve to enhance the fight to overcome cultural obstacles and invite more people to join the efforts to one that is aimed at empowering the rights of women.

Meanwhile, the existence of neutral reactions in the older participants points at the necessity to introduce specific awareness and community-oriented initiatives. As much as education is a powerful tool, it might not be enough alone to break the culture that has strongly gone down the generations. Dialogue and storytelling programs and community engagement can be used to address the gap between the traditional values and contemporary views. It could be possible to decrease ambivalence and support women mobility and empowerment stronger by establishing environments in which people can freely discuss their issues and experiences. In addition, it is possible to examine other variables that might complicate the effect of age by age in future studies, including education level, gender, socio-economic status, and urban-rural background. These considerations can give a more holistic explanation of the reasons why some people stand in the middle whereas others are a huge fan of change. It might also be possible to provide a deeper insight into the personal and cultural causes of various attitudes by use of qualitative methods like interviews or focus group

discussions. These methods would go hand in hand with the quantitative results and create a better understanding of the way perceptions are created. To draw a conclusion, the results show that age does not make much difference in differentiating perceptions regarding the role of education in reducing cultural barrier that constrain movement of women. Though there were observed differences albeit minor, these did not have strength to point to significant differences between generations. The general trend indicates that there is a common belief in all the age groups that education is a powerful tool that will advance freedom among women and criticize oppressive norms. The age difference in neutral respondents could be attributed to cultural ambivalence and not resistance whereas the high of the agreement of respondents in their younger age group could be attributed to the exposure of more progressive ideas. Nevertheless, the patterns are to be viewed with caution because the statistical outcomes are not significant. Finally, the research indicates the negative factor of education in maintaining a positive perception toward female empowerment among generations.

8. Conclusion
This paper comes out with the conclusion that age is not a significant factor in terms of perceptions towards the role played by education in curbing cultural barriers to the movement of women. The reason is that people of all ages tend to believe that education is a potent instrument, which enables women and breaks the harmful stereotypes.

9. Implications
- Educational policies should continue to promote gender equality across all age groups.
- Adult education and community awareness programs can help address lingering cultural resistance among older populations.
- Schools and universities can serve as platforms for promoting women's rights and mobility.

10. Limitations and Future Research
The study used categorical age coding, which may limit precision. Future studies should use actual age in years and include additional variables such as gender, education level, and rural-urban background.

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