



Influencing Factors for the Female Students in the Persistence of Higher Education: An Investigation in the Context of Bangladesh

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ABSTRACT

The gender gap in education continues to be an essential issue in many aspects of the world; as a consequence, the topic of the variables that inspire female students to seek higher education has gained significance over the past several years. This study aims to provide a synopsis of some of the most critical aspects that play a part in determining whether or not female students continue their education after graduating from high school. Numerous socioeconomic and cultural issues and a substantial body of research are significant obstacles to instructing female pupils. There is a widespread misconception in many different societies that a woman's education is less important than a man's education. This misconception can limit the possibilities and resources for young women pursuing an education. Additionally, female students may be discouraged from pursuing higher education due to the financial restraints they face and the expectations placed upon them by their families. Her academic preparation and motivation are two factors that may play a role in determining whether or not a female student is prepared to continue her education at a higher level. If a female student starts receiving higher-quality instruction early and is driven to succeed academically, she will be more likely to continue her education after graduating high school. This is because of the correlation between these two factors. In addition, the accessibility of educational resources, such as high-quality schools, libraries, and technology tools, can substantially impact the academic path that female students choose to pursue. The critical ideas in this study highlight some significant aspects of the decision-making process that decide whether female students will continue their education beyond high school.

Keywords: Education, Factors, Gender, Influence, Higher-education

1. Introduction:

Gender inequality is still a significant issue in many parts of the world, particularly regarding educational opportunities for people of both sexes. Despite recent gains, women still struggle to pursue higher learning since they face many significant barriers. It is essential to understand these elements to close the gender gap in schooling. Several studies have been conducted to investigate the factors that play a role in the choices made by female students regarding their participation in higher education.

In several global areas, gender inequality is still a significant issue, especially concerning educational opportunities. Despite recent gains, there are still significant barriers in place for women who choose to pursue higher education. To close the gender gap in education, gaining an understanding of these variables is absolutely necessary. Several studies have investigated the factors that influence the decisions of female students to pursue higher education. Indeed, gender inequality is still a big problem in many places around the world, especially regarding educational opportunities. Although some advancements occurred in the field over the past several years, significant barriers still prevent women from entering and completing higher education. Various reasons, including economic, cultural, and social impediments, have been identified as influencing the decisions of female students to seek higher education by a number of different studies. The cost of education, a lack of financial resources, and limited career opportunities are all examples of economic hurdles that people may face. As a result of poverty and other forms of

economic pressure, many young women who come from less fortunate households might need access to a primary or secondary school or a higher level of education. Women's access to higher education is also hindered by cultural and societal factors. Some families may value their sons' education more than their daughters' due to traditional gender roles and stereotypes.

Additionally, women may receive pressure from society to value their domestic responsibilities more than their academic endeavours. A lack of female role models, gender-based violence, and discrimination in academic and professional settings are all issues that may influence a woman's decision to seek higher education. To solve the problem of gender inequality in education, one needs to use a multidimensional strategy that considers the many different obstacles and challenges. This encompasses policies and initiatives that enhance access to education, provide financial support, promote gender equality and empowerment, and boost the likelihood of students graduating from high school. Additionally, if efforts are made to combat gender stereotypes and promote positive images of women in academic and professional domains, it may be possible to persuade more women to pursue higher education.

1.1 Societal and Cultural Factors:

One of the most critical factors that play a role in female students' choices regarding their educational pursuits is how society and culture see the role of women in the classroom. In many countries, the presumption that getting an education is less important for women than for men leads to female students having fewer opportunities and fewer resources than their male counterparts. It's possible that societal and cultural beliefs on marriage and family could discourage female students from continuing their education beyond high school. According to the findings of many research carried out in Bangladesh, the following are some of the elements that have a role in determining whether or not female students pursue higher education: Poverty and a lack of income are two of the most major socioeconomic problems working against the teaching of Bangladesh's female population. In households with low financial resources, it is common practice to prioritize the instruction of boys over that of girls. The high cost of education expense, the absence of scholarships, and inadequate financial support all work together to make it difficult for female students to attend higher education institutions. As a result of cultural conventions and gender stereotypes, most people in Bangladesh believe that women's place is in the home as caregivers rather than in the workforce. Beliefs held by several cultures and religions restrict women's ability to move freely outside the house, limiting their opportunities for formal education. Lack of female role models: There need to be more female role models in Bangladesh's academics and other professional domains, which can discourage young girls from pursuing higher education. Education is low in many schools and universities in Bangladesh, particularly in rural areas. This is especially true for secondary education. Female students frequently contend with a dearth of adequate educational facilities, which hurts their academic achievement. Safety concerns: When commuting to and from their educational institutions, many female students, particularly those attending schools in urban areas, have safety concerns. Parents often need safer transportation and accommodation options to send their girls to colleges and universities. Early marriage and childbearing: In Bangladesh, girls are more likely to marry and have children at a younger age than boys, limiting their opportunities to receive an education. Many young girls are forced to be married at an early age, which results in their missing out on their education and limiting their options for further study. Overall, the combined effects of these issues collectively contribute to the low enrolment rates of female students in Bangladesh's higher education institutions. To overcome these issues, the government, non-governmental organizations, and other stakeholders must collaborate to modify societal norms and prejudices around female education. This will allow the government to improve the quality of education, expand financial assistance for female students, and address other challenges.

1.2 Family Expectations and Financial Constraints:

Many factors can influence a female student's decision to pursue higher education, including financial limitations and the pressures placed on her by her family. Women are typically expected to get married at a young age and have families, which can limit the opportunities for obtaining a higher degree. On the other hand, the expense of a college education can be a significant barrier for many families, particularly those who live in households with lower incomes. Whether or not to continue one's education beyond high school may be influenced by factors such as one's financial situation and the obligations imposed by one's family. In many different societies and cultures, it is expected of married women to put their families and husbands before their education and careers. This might result in women feeling pressured to marry early, which can restrict their ability to pursue higher education at a college or university. In addition, the price of a college education can be a considerable barrier for families, particularly those with incomes that are lower than average. Women who live in these households frequently discover themselves in a situation where they must determine between providing financial assistance for their families and investing in their education. For many women who wish to pursue their aspirations but are unable to do so owing to financial restraints, this might present a difficult decision that they must make. It is necessary to establish greater possibilities for women to pursue higher education, particularly those from households with modest incomes. This is especially true for women in developing countries. This may involve providing monetary support through scholarships, grants, or loans to assist the recipient in covering the cost of tuition and any other associated expenses. The cultural norms and expectations surrounding marriage and family should be reexamined and reevaluated to ensure women reach their full potential. Regenerate response

1.3 Academic Preparation and Motivation:

Female students' academic readiness and motivation is another critical factor that recreates a function in specifying whether or not they will pursue higher education. If a female student begins to receive high-quality instruction at an early age and is motivated to succeed academically, she will have a greater chance of continuing her education after high school. The availability of educational resources such as high-quality schools, libraries, and technological advancements can also affect the educational paths that female students choose to pursue. Therefore, the decisions of female students to continue their education at a higher level are influenced by a wide range of factors, including societal and cultural perceptions regarding women's education, the expectations of families and the limits placed on financial resources, academic preparation and motivation, and academic achievement. To address these challenges, governments, educators, and parents must collaborate to create a friendly environment where female students can achieve their educational aspirations. Only then will these issues be able to be addressed? Listed below is some broad statistical information pertinent to the topic:

a. Compared to the 72% of adult males who have completed secondary school, just 63% of adult females around the world who are 25 years old or older have done so.

b. In several countries, notably in South Asia and sub-Saharan Africa, cultural and societal customs frequently constrain girls' ability to receive an education.

c. Around the world, 63% of women 25 years old or older or older have completed their secondary education, whilst 72% of men in the same age group have reached this educational milestone.

d. Females' access to education is commonly hampered by cultural and societal standards in many countries, particularly South Asia and sub-Saharan Africa. This is especially the case. For example, women comprise two-thirds of Pakistan's illiterate population and sixty per cent of children in Nigeria who are not enrolled in school.

Despite recent advances, gender inequality in education remains a significant issue in many parts of the world, and female students still face a great deal of opposition in their pursuit of higher education. It is vital to close the gender gap in education and understand the factors that influence female students' choices regarding whether or not to pursue higher education. This issue statement will analyze the primary factors that play a role in female students' decisions regarding their pursuit of higher education, as well as the challenges they face in doing so. Traditional gender norms and prejudices frequently contribute to the widespread perception that the value of an education is lower for females than for males. As a result, female students have fewer opportunities and resources than their male counterparts. It's possible that societal and cultural beliefs on marriage and family could discourage female students from continuing their education beyond high school. Several factors can influence a female student's decision to pursue higher education, including financial limitations and the pressures placed on her by her family. In many countries, women are expected to get married and start families at a younger age than men, which significantly limits their educational opportunities.

On the other hand, the expense of a college education can be a significant barrier for many families, particularly those who live in households with lower incomes. The level of academic readiness and motivation of female students is another crucial factor that plays a role in determining whether or not they will pursue higher education. If a female student begins to receive high-quality instruction at an early age and is motivated to succeed academically, she will have a greater chance of continuing her education after high school. However, a lack of access to educational resources, such as renowned institutions, libraries, and technology, may hinder female students' academic preparation and motivation. This is especially true in developing countries. Female students frequently face discrimination and other obstacles even when motivated to pursue higher education. These challenges may include a need for more educational resources, discrimination, and few employment opportunities after graduation. Therefore, the decisions of female students to pursue higher education are influenced by a wide range of circumstances, including societal and cultural attitudes, academic preparation and motivation, family expectations and financial limits, and academic preparation and motivation. Legislators, educators, and parents must collaborate to develop a welcoming atmosphere where female students can thrive in their academic aspirations. Only then is it possible to overcome these challenges? It is also necessary to encourage equitable access to educational opportunities and resources to remove the obstacles in higher education.

2. Literature Review

The gender gap in education is still a problem in many parts of the world, and female students regularly face significant difficulties in pursuing higher education. This is especially true in countries where the gender disparity in education is particularly severe. This literature review

will look at earlier research on the factors that affect female students' decisions to pursue higher education, focusing on societal and cultural factors, academic preparation and motivation, family expectations and financial constraints, and societal and cultural factors. This literature review will also examine earlier research on the factors that affect male students' decisions to pursue higher education.

Since the year 1971, when Bangladesh gained its independence, the education of women in Bangladesh has been an essential topic of discussion. This literature review aims to investigate the current situation of women's education in Bangladesh, the obstacles that have been overcome, and the advancement made over the previous few decades. According to the World Bank, Bangladesh has made tremendous progress in expanding the opportunities for girls and women to pursue an education. The number of young women enrolling in primary schools has climbed from 80 per cent to 98 per cent over the past decade, while the number of young women enrolling in secondary schools has increased from 45 per cent to 64 per cent. Nevertheless, despite these advancements, a considerable education disparity exists between men and women. Poverty is one of the most significant obstacles standing in the way of women's education in Bangladesh. Instead of being able to afford to send their girls to school, many families are obliged to put their daughters into the workforce so that they can contribute financially to the family. Further contributing to the gender gap is the fact that cultural and societal conventions frequently place a higher value on the education of men than on the education of women. In recent years, many efforts in Bangladesh have been launched to address these difficulties and promote women's education. In addition to the laws put in place by the government to ensure that girls have access to free education up until the secondary level, several organizations are working to improve access to school for girls who live in rural areas. In addition, programs like the Female Secondary School Stipend Program and the Food for Education program have substantially contributed to the increase in the percentage of females who enroll in secondary school and continue their education. The Female Secondary School Stipend Program offers financial assistance to females enrolled in secondary school, and the Food for Education Program provides free meals to students to increase attendance and retention rates. Both of these programs are aimed at promoting the continuation of secondary education. Despite these efforts, there is still a significant distance to travel before gender equality can be achieved in Bangladesh's educational system. To ensure that all girls have access to an education of sufficient calibre and combat the effects of poverty and cultural obstacles, additional work needs to be done. In conclusion, even though Bangladesh has seen significant advancements in women's education in recent years, the country still struggles to achieve gender parity due to obstacles such as economic disparity and cultural traditions. Efforts and initiatives must be maintained to guarantee that all girls have access to education of a sufficient standard and are equipped with the tools necessary to realize their full potential. Regenerate response.

2.1 Societal and Cultural Factors:

Numerous studies have investigated how socioeconomic and cultural factors influence the choices made by female students regarding their participation in higher education programs. The conventional gender roles and prejudices in many countries have contributed to the widespread perception that women do not place the same value on education as men do. As a result, female students have fewer chances and resources available to them, and they may also face discrimination and unfavourable views about the academic goals they strive to achieve.

2.2 Family Expectations and Financial Constraints:

Female students' decisions to pursue higher education are significantly impacted by several variables, including financial constraints and the pressures placed on them by their families. Women are sometimes expected to prioritize having children and marriage over continuing their education, which can limit the opportunities available to them for personal and professional growth. On the other hand, the expense of a college education can be a significant barrier for many families, particularly those who live in households with lower incomes.

2.3 Academic Preparation and Motivation:

The level of academic readiness and motivation that a female student possesses significantly impacts the student's decision to seek higher education. If a female student begins to receive high-quality instruction at an early age and is motivated to succeed academically, she will have a greater chance of continuing her education after high school. However, a lack of access to educational resources, such as renowned institutions, libraries, and technology, may hinder female students' academic preparation and motivation. This is especially true in developing countries.

2.4 Challenges in Accessing Higher Education:

Even when they are driven to pursue an education beyond high school, female students usually face challenges. Some examples of these challenges are a need for more educational resources, the experience of prejudice, and a restricted number of employment opportunities following graduation. To overcome these challenges, it is vital to provide equitable access for female students to educational opportunities and

resources. Therefore, the decisions of female students to pursue higher education are influenced by various factors, including societal and cultural perspectives, the expectations of families and the constraints placed on their financial resources, academic preparation and motivation, and hurdles to higher education. To find solutions to these problems, governments, educators, and parents need to collaborate to create an inclusive and conducive environment for female students' academic success. It is also necessary to close the gender gap in education by working toward more equitable access to educational opportunities and resources.

According to a report by UNESCO (2020), the net enrollment rate for primary education in Bangladesh was 98% in 2018. However, the net enrollment rate for tertiary education was only 15% for male students and 10% for female students. This disparity in access to higher education is primarily due to cultural and social factors that limit girls' access to education beyond primary school (Bari, 2017).

Financial constraints are a significant factor that limits female students' access to higher education in Bangladesh (Nasrin et al., 2018). Female students often face financial barriers such as high tuition fees and the cost of living away from home (Khan, 2015). Furthermore, limited employment opportunities for women, particularly in rural areas, make it difficult for families to justify the cost of higher education for their daughters (Islam & Hasan, 2020).

Cultural and social norms also play a significant role in limiting female students' access to higher education. In many families, girls are expected to prioritize household duties and marriage over education (Khan, 2015). Furthermore, concerns about women's safety and security often limit their mobility, particularly in rural areas where the lack of infrastructure and public transport makes it difficult for female students to travel to and from university (Nasrin et al., 2018).

The quality of education also affects female students' access to higher education in Bangladesh. Many female students who do gain access to higher education often face a low-quality education system that does not provide them with the skills and knowledge they need to compete in the job market (Bari, 2017). This lack of quality education often leads to female students dropping out of university before completing their degree.

3. Objective of this Study

This study aims to determine the barriers that prevent Bangladeshi female students from continuing their education beyond high school.

4. Methodology

This study aims to investigate the factors that play a role in determining whether or not female students will continue their education beyond high school. This research utilized a mixed-methods strategy for data collection and analysis to obtain information from both qualitative and quantitative sources. The focus of the study was on female students coming from a variety of different cultures and backgrounds. The material was analyzed to seek common themes and trends. The research method known as concurrent triangulation is characterized by the simultaneous collection and examination of qualitative and quantitative data. It was feasible to acquire a more in-depth knowledge of the factors that influence the decisions of female students regarding whether or not to pursue higher education by utilizing this technique. Surveys, one-on-one interviews, and focus groups were this study's primary data collection methods. A cross-section of female students hailing from various countries and cultural backgrounds participated in the research. The selection of participants was made based on their desire to participate in the study and their availability throughout the time that the data was being collected. Data were collected by way of questionnaires and personal interviews. In contrast to the survey, which only contained closed-ended questions, the interviews were carried out using a process known as semi-structured interviewing. Online administration of the survey was carried out on a secure system. As a result, qualitative and quantitative research approaches were utilized to evaluate the information obtained from the surveys and interviews. Examining the data with descriptive statistics allowed for identifying recurring themes and developments within the quantitative information. The researchers used a thematic analysis technique to discover repeating themes and patterns in the qualitative data. The study outcomes were presented in the form of a comprehensive report that featured tables, numbers, and testimonials from the people who participated in the research. In this particular piece of research, a mixed-methods strategy was utilized so that the researchers could examine the factors that either encourage or discourage female students from pursuing higher education. 4. The Results of this Investigation the investigation findings are presented in the following section.

5. Findings and Discussion

This section presents the findings of this study and make a discussion of the findings.

5.1 Findings from Survey Questionnaire

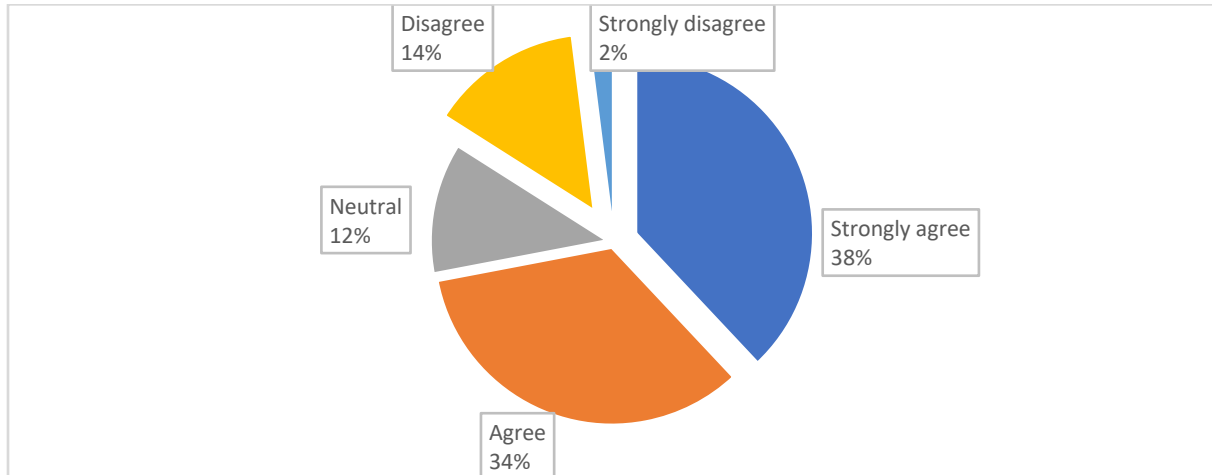


Figure 1.1 Financial solvency influences female students in receiving higher education.

The opinions of those who participated in this research are depicted in Chart 1.1. These respondents were asked about the importance of financial stability as a variable that affects a student's decision to pursue higher education in Bangladesh. 72% of those polled agreed that the availability of financial resources has a role in determining whether or not female students in Bangladesh pursue higher education. 16% of those surveyed did not agree with the topic at hand, while 12% of those polled did not have a strong opinion regarding their consent about this issue.

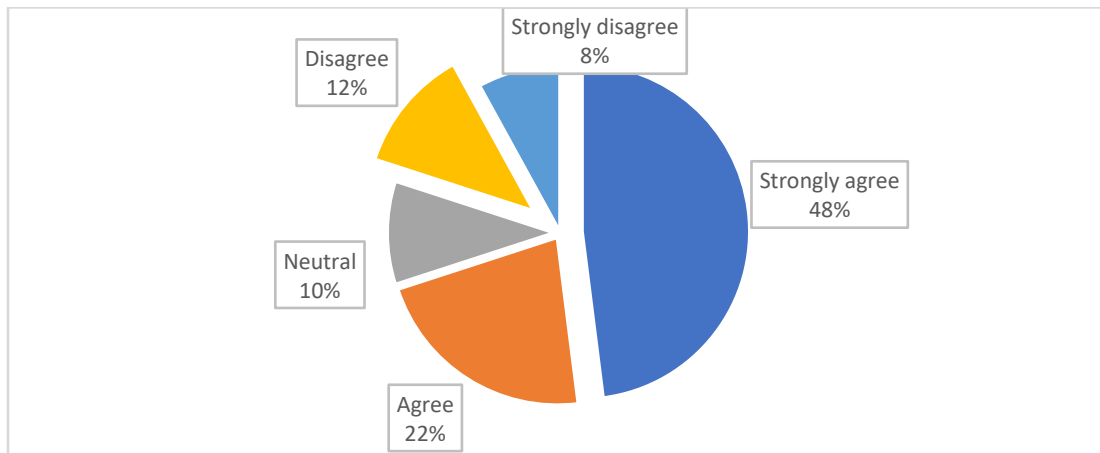


Figure 1.2 Societal expectations influence female students in receiving higher education.

The opinions of those who participated in this research are presented in chart 1.2. These respondents were asked about the role that societal expectations play in influencing female students' decisions to pursue higher education in Bangladesh. Seventy percent of those polled expressed agreement with the statement that societal expectations have a role in determining whether or not female students in Bangladesh pursue higher education. There were 20% of respondents who did not agree with the issue, and 10% of respondents who did not have a strong opinion either way when it came to expressing their consent to this subject.

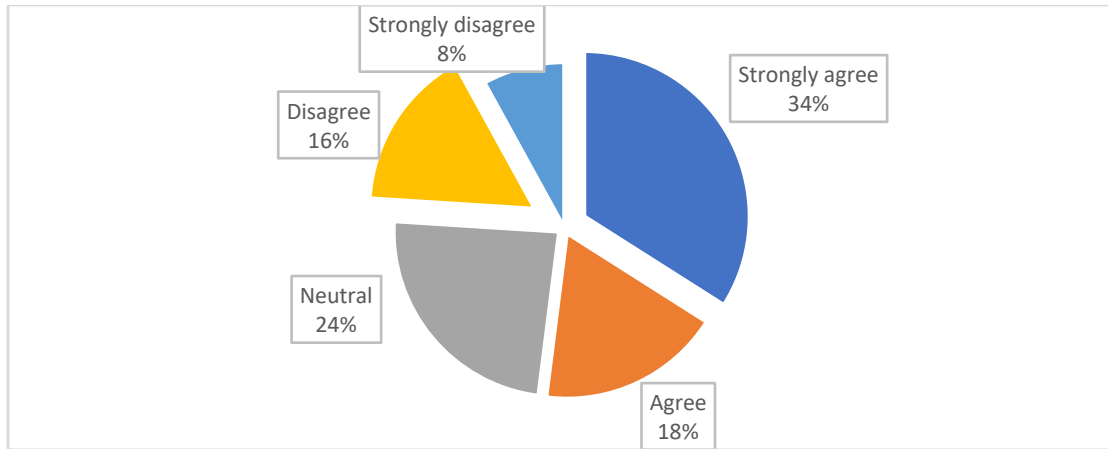


Figure 1.3 Cultural standards around gender roles influence female students in receiving higher education.

The respondents of this study were asked their opinions regarding the cultural norms that surround gender roles and how they may or may not play a part in the decision of female students in Bangladesh to pursue higher education. These responses are presented in Chart 1.3. The issue that cultural standards regarding gender roles influence the decision of female students to pursue higher education in Bangladesh received agreement from 52% of those who participated in the survey. 24% of those polled did not agree with the topic at hand, while another 24% did not have a strong opinion on their consent regarding this issue.

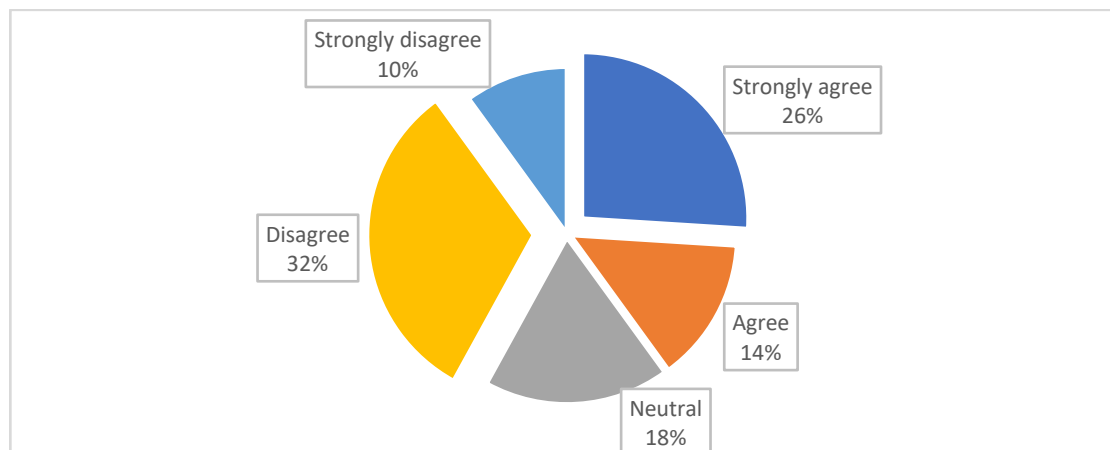


Figure 1.4 Encouraging and supporting families influence female students in receiving higher education.

The opinions of the people who took part in this research are depicted in Chart 1.4. These people were asked their thoughts on promoting and supporting families as influencing factors for female students in attaining higher education in Bangladesh. Forty per cent of those who participated in the survey held the opinion that the issue of encouraging and supporting families has a role in the decision of female students in Bangladesh to pursue higher education. 42% of those polled did not agree with the subject at hand, while 18% of those surveyed gave their assent without expressing a clear opinion one way or the other regarding this matter.

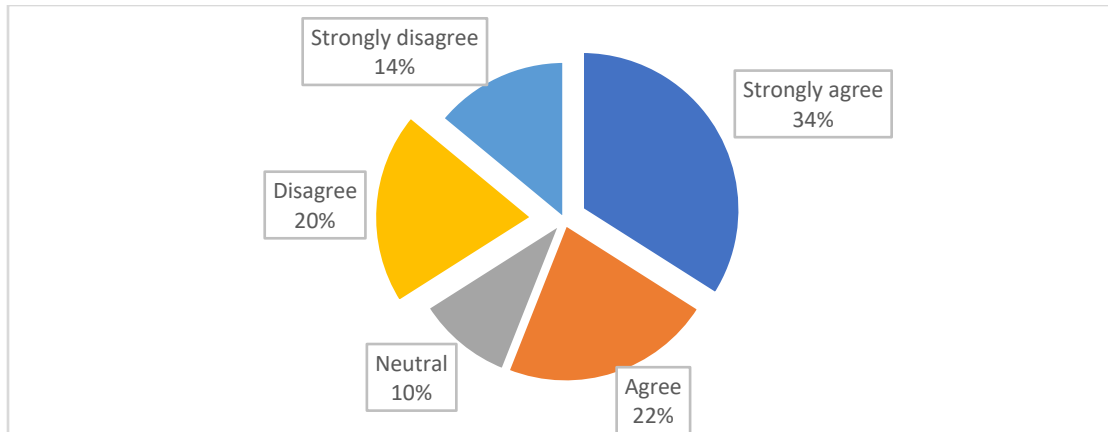


Figure 1.5 The standard of instruction and the accessibility of educational resources influence female students in receiving higher education.

The respondents to this survey were asked their opinions on many questions, one of which was whether or not they thought the quality of the teaching and the availability of educational resources were significant factors in determining whether or not female students in Bangladesh pursued higher education. 56% of those who participated in the survey agreed with the statement that the quality of the teaching and the availability of educational resources are factors that have a role in determining whether or not female students in Bangladesh pursue higher education. 34% of those polled did not agree with the subject at hand, whereas 10% of those surveyed delivered their permission without expressing solid feelings one way or the other towards the matter.

5.2 Findings from Interview

As a result of interviews with the participants, it has been determined that several factors influence female student's access to and completion of higher education in Bangladesh. These aspects include the following:

- a. A girl's socioeconomic status is a significant factor in whether or not she will complete her primary schooling. Girls from higher-income families are more likely to continue their education, whereas girls from families with lower payments are less likely to do so.
- b. Cultural norms and gender roles In Bangladesh, conventional gender roles and cultural conventions place more significance on women's household obligations and marriage than on their educational and professional endeavours. This is because women are expected to care for their husbands and children.
- c. Worries regarding women's safety and security, particularly campus amenities and transportation, might make it difficult for some women to enroll in higher education programs. This is especially true for those who live in rural areas.
- d. The accessibility of education of a high standard Given that the quality of education in Bangladesh varies widely, it may be challenging for individuals from disadvantaged or rural backgrounds to enroll in higher education institutions of a high grade.
- e. A lack of female role models: In Bangladeshi society, women who excel in higher education or other professional disciplines are typically considered anomalies, and other women may not view their successes as feasible or desirable. This is because there are few female role models to look up to in Bangladeshi society.
- f. Access to technology is usually limited in Bangladesh, particularly to the internet and computer resources, particularly in rural regions.

This problem is especially prevalent in Bangladesh. This may make it substantially more difficult for women to access job opportunities and higher education. In Bangladesh, the availability of higher education for female students is significantly impacted by many important factors, some of which are included here. To find solutions to these problems, lawmakers, educators, and groups representing civil society

will need to collaborate to expand access to education of a higher standard and create an environment that encourages women's educational and professional growth.

5.3 Discussion on the Findings

The research on the various elements that affect female students' access to higher education in Bangladesh, including the factors that affect female students' ability to attain higher education: The findings of a study conducted in Bangladesh shed light on these difficulties. Using a research strategy that included qualitative and quantitative approaches, data were collected from fifty Bangladeshi female students currently enrolled in higher education. One of the most essential takeaways from the research is that financial concerns are one of the primary reasons female students don't pursue higher education. Because their families did not have the financial means to support them during their education, many participants said they were forced to apply for financial aid in the form of scholarships or loans. The norms and expectations of society and culture about women's and men's respective positions in society are significant impediments to their entry to higher education. According to the study, families can also play a vital role in empowering their daughters to seek higher education by providing encouragement and support. Many participants reported that their families not only inspired them to achieve their educational objectives but also provided them with the resources and support they required to do so. The study came to several important conclusions, one of which was that the quality of teaching and the availability of educational resources both have a role in determining whether or not female students are granted access to higher education. Participants reported that it was difficult for them to complete their studies because the educational standards at their institutions were only sometimes up to par, and there needed to be more resources and facilities. In general, the study's findings highlight the complex interplay of social, economic, and cultural issues that play a role in determining whether or not female students in Bangladesh have access to higher education. It underscores the need for individualized policies and activities that deal with the specific challenges that prevent women from pursuing higher education and develop an environment conducive to their achievement.

6. Conclusion

The focus of the study has been on female students coming from a variety of different cultures and backgrounds. The researchers strived to repeat themes and patterns in the information they gathered. The results of the study will be helpful in the development of policies and programs that promote gender equality in the academic setting and broaden the access that female students have to higher education. The findings of this study will also contribute to the existing body of information on the topic by illuminating the factors that play a role in determining whether or not female students will continue their education beyond high school. In many parts of the world, especially regarding access to higher education, gender inequality is still a significant problem. Despite recent progress, women still confront considerable impediments that make it difficult for them to pursue higher education. It is crucial to grasp these factors to reduce the educational gap between the sexes. Several types of research have been done to determine what factors influence female students' decisions to pursue higher education. Gender inequality remains a significant problem in many parts of the world, particularly regarding access to education. Despite progress, women who want to continue their education face substantial obstacles. Acquiring knowledge of these factors is crucial for closing the gender gap in schooling. Several studies have examined what motivates female students to continue their education through high school. In many parts of the world, there is still a significant problem with gender inequality, especially regarding access to education. Despite progress over the past few years, women still face numerous obstacles on their path to and through higher education. Several studies have found that factors such as financial concerns, cultural constraints, and social pressures discourage female students from pursuing higher education. Some examples of economic barriers are the high expense of higher education, insufficient funds, and restricted employment options. Many young women from low-income families could benefit from elementary school, secondary school, or even tertiary education because of the stresses of poverty and other economic disadvantages. Cultural and societal considerations are also a barrier to women's participation in and completion of higher education. Due to conventional gender roles and assumptions, some families may place greater significance on a son's education than a daughter's.

Furthermore, women may be pressured to prioritize home responsibilities over educational pursuits. Women's decisions to pursue higher education may be impacted by several factors, including but not limited to a lack of female role models, gender-based violence, and discrimination in academic and professional settings. Gender inequality in education is a complex issue; any attempt to address it must consider many factors. This includes efforts to increase high school graduation rates, the number of students who enroll in college, and the number of students who complete their degrees. It may also be possible to encourage more women to pursue higher education by working to reduce the prevalence of negative gender stereotypes and increase the visibility of successful women in the workplace. In any case, the findings of this study call for additional research, which is why this paper's primary purpose has been to encourage further research on this issue.

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