

The Role Of Education On The Empowerment Of Women In Rangareddy District

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Abstract: Education is the key factor for women empowerment, prosperity, development and welfare. Discrimination of women from womb to tomb is well known. There is continued inequality and vulnerability of women in all sectors and women oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from the education. And rural development will come from women empowerment. This paper aim to create the awareness among the women's about different empowerment and identifying the impact of education in women overall empowerment in Rangareddy district. Totally 100 women respondents between 25-40 age group were selected for the study. Findings of the study shows that educational qualification play significant role in women empowerment and it concludes that if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

I. INTRODUCTION

Women empowerment has become the buzzword today with women working alongside men in all spheres. They profess an independent outlook, whether they are living inside their home or working outside. They are increasingly gaining control over their lives and taking their own decisions with regard to their education, career, profession and lifestyle. With steady increase in the number of working women, they have gained financial independence, which has given them confidence to lead their own lives and build their own identity. They are successfully taking up diverse professions to prove that they are second to none in any respect. But while doing so, women also take care to strike a balance between their commitment to their profession as well as their home and family. They are playing multiple roles of a mother, daughter, sister, wife and a working professional with remarkable harmony and ease. With equal opportunities to work, they are functioning with a spirit of team work to render all possible co-operations to their male counterparts in meeting the deadlines and targets set in their respective professions.

While it is true that women, by and large, do not face discrimination in society today, unfortunately, many of them face exploitation and harassment which can be of diverse types: emotional, physical, mental and sexual. They are often subjected to rape, abuse and other forms of physical and intellectual violence.

Women empowerment, in the truest sense, will be achieved only when there is attitudinal change in society with regard to womenfolk, treating them with proper respect, dignity, fairness and equality. The rural areas of the country are, by and large, steeped in a feudal and medieval outlook, refusing to grant women equal say in the matters of their education, marriage, dress-code, profession and social interactions.

Women form a vulnerable section of the society and several macro indicators related to education, employment, economic participation and participation in domestic decision making etc. point towards an adverse status of women. Empowerment and education of women has been a priority in successive plans and several public expenditure programmers are directed to this objective. However, outcomes of administrative intents are not often realize. The first aspect to

empower women is to make them literate and educated. Education is the key to progress and unless Indian women are educated, they will not be able to enjoy their freedom and liberties. The education of women has been sadly ignored in the past. Historically, in the Indian situation the rearing of girl child and her education has always been taken with indifference. The only exception may be the Vedic period. The women accepted their subordinate status for centuries. It is only in the later-half of the 20th century that the Indian women started revolting against stipulations that women are inferior to men. Women are seeking for employment, and the old conservative norms and traditions are changing in the enlightened households. In many families, this [144] changing phenomenon is creating conflict, particularly in those families where women's role is confined to being housewives. Women education leads to empowerment. Since woman's empowerment is a global issue, UNO has also expressed concern in this matter. Illiteracy adversely affects the personality of a woman by making her timid, unconfident, insecure, dependent and helpless identity. Hence, right to education as well as economic independence are some of the keys to women's emancipation and empowerment, eradication of gender based discrimination and an assurance of all other human rights on equal footing, which is a continuous process for realizing the standards of parity, liberation and freedom. Thus it implies, growth of life chances.

II. REVIEW OF LITERATURE

Malhorta et al. (2002) conducted a research to analyze women empowerment by using different approaches. Woman empowerment was examined in different fields like economically, socially and demographically. Researcher also analyzed about women empowerment and its impact or consequences on development and poverty reeducation. The finding of the research was that if the women empowerment is low it will have terrible affect on development and ultimately it will increase poverty.

Dhamija Neelam and Panda S.K (2006) conducted a study on education for women empowerment as it enabled them to understand the opportunities, traditional role and challenges to lives. It created confidence, skills and knowledge to understand the problems and find their solutions. It was influential factor for improving child health and reducing infant mortality. Education should train them that the girls should be sent to school to improve their well beings and enlightenment. They should come out of the mystic role of only mothers and housewives.

III. METHODOLOGY

Researcher used convenient sampling method for data collection and well-structured questionnaire was used data collection tool. Using survey method researcher collects the questionnaires with help of well-trained research associates. Respondents were asked to select the options based on their opinions in 5 point Likert scale (1-Strongly disagree to 5-Strongly agree).

OBJECTIVES

- ✓ To study the role of education on women empowerment on the basis of qualification.
- ✓ To know the role of education on women empowerment on the basis of marital status.
- ✓ To study the role of education of working and non working women on women empowerment.

HYPOTHESIS

- ✓ There is no significant difference between the roles of education on women empowerment on the basis of marital status.
- ✓ There is no significant difference between the role of education of working and non working women on women empowerment
- ✓ There is a significant difference between the roles of education on women empowerment on the basis of qualification.

DELIMITATIONS

- ✓ This study is limited to 50 educated women and 50 uneducated women in Rangareddy district.
- ✓ This study is conducted on only 100 women in Rangareddy district

IV. DATA ANALYSIS

HYPOTHEIS 1: There is no significant difference between the roles of education on women empowerment on the basis of marital status.

The above hypothesis is tested using the t test

The stated hypothesis is tested using t test. For this purpose the sample is divided into two groups viz., Married and unmarried and the mean values of these two groups are calculated along with the respective standard deviations. The mean values are compared using the t test and the results are shown in table: 2

Sex	N	Mean	S.D	t-value	Level of Significance	df
Married	60	174.46	14.33	3.06**	0.01	98
Un married	40	184.80	17.85			

**Significant at 0.01 level

Table 2: Showing the mean value of different marital status

The mean perception value of unmarried participants is more than the mean value of the married participants. Since the gap between the mean values the two groups is almost 10 mean points. , The standard deviation values are 17.85 and 14.33 respectively for the scores of the two group's viz., married and unmarried. The obtained t value is significant at 0.01 level of significance. Hence the null, hypothesis is rejected. Unmarried participants have better empowerment than their counterparts. The reason may be due to the less life experiences as they are unmarried and not felt the burden of running a family.

HYPOTHESIS 2: There is no significant difference between the role of education of working and non working women on women empowerment.

Sex	N	Mean	S.D	t-value	Level of Significance	Df
Working	50	182.22	12.86	0.94	NS	98
Non working	50	179.59	14.93			

NS- Non Significant

Table 3

It could be observed from the table above that the obtained mean values for working and non working group are in the order of 182.22 and 179.59 and the respective Sds are 12.86 and 14.93. The calculated t value i.e. 0.94 is less than the table value at 0.05 level for 2 and 98 df. Hence the null hypothesis is accepted. There is no significant difference between the role of education of working and non working women on women empowerment is accepted.

HYPOTHESIS 3: There is a significant difference between the roles of education on women empowerment on the basis of qualification.

To test the above hypothesis, the sample is divided in to four group's viz., can sign only, SSC level and Graduate level and the scores obtained by each group are compared using f test. The summary of the f test is given table:

Source of Variation	Sum of squares	df	Mean square (Variance)	F-ratio
Between Groups	651.000	2	2,325.5	1.87N S
Within Groups	16,860.291	97	97,173.82	
Total	17,511.291	99		

Table 4

Table 4.14: Table Showing the Analysis of Variance of Overall among the different qualification groups (CSO, SSC, and UG)

From the table above it could be observed that there is no significant difference between the roles of education on women empowerment on the basis of qualification. It can be seen the calculated f value is no significant at any level. Therefore the null hypothesis is rejected.

V. RESULT AND CONCLUSION

There is a significant difference between the roles of education on women empowerment on the basis of marital status.

There is no significant difference in the empowerment of women in working and non-working women in role of education

There is a significant difference between the roles of education on women empowerment on the basis of qualification.

Findings of the present study indicate that the women should be encouraged and guided to find solutions to their different education problems and become well adjusted individuals.

The study will contribute to the education system in dealing with the empowerment problems of women and enhance their achievement. Most of the educated women feel that, they can able to achieve more than men. But inbuilt idea that women are capable of doing less work than men and less efficient than men. The lack of education becomes the obstacles in getting empowerment. Taking an overview of all the above aspects, we come to know that the transformation is very much needed, accepting at the same time that its pace may be less than the desired pace. For giving this process a momentum, education is indispensable. Hence, if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

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