

Women's empowerment through education, employment and social

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ABSTRACT

The research reported is concerned with the study of social change in women of Hazaribag. Attempts have been made to examine the influence of education and employment on the extent of social change of women. Social change has two faces, one is the material changes and the other is the non-material change. The present research is concerned with measurement of social change through the measure of one's attitudes, beliefs and values. Modernization signifies a process of epochal transition. It implies emergence of culture of high-tech., formal organization, secularized value system and vigorous psycho- social mobilization. A sample of 240 women has been selected for the study. Analysis of the data and discussion were made and major findings were obtained. The main finding that the role of education has been evident in social change.

KEY WORDS : Women's empowerment, Social change, Education, Employment

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INTRODUCTION

Women's empowerment begins with the awareness about their rights and responsibilities, encompasses their political, economic independence and social upliftment. In today's globalised India, there is a great need to focus on education as holistic and integrative realm empowerment. It is imperative that so called mainstream education philosophy especially that which is practiced today be challenged.

Women have become more carrier oriented to fulfill their needs for self sufficiency. Women's employment is based on the economic well being of our families and socially in terms of good quality of life (Jospin, 2003).

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The present research is concerned with measurement of social change through the measure of one's attitudes, beliefs and values. Modernization signifies a process of epochal transition. It implies emergence of culture of high-tech, formal organization, secularized value system and vigorous psycho- social mobilization.

The modernity scale developed (Singh, 1984) consists of four dimensions namely, personality, socio-cultural,

political and health has been used in the study. The second means of measurement of social change is the measurement of one's life which has been also used in the study. A sample of 240 women has been selected for the study. Analysis of the data and discussion was made and the major findings were obtained.

The status of women in the society is index of civilization. Ginsberg (1985) defining social change explains "by social change I understand a change in social structure, e.g. the size of society, the composition or balance of its parts or the types of its organization".

Several studies in India have emphasized the modernizing role of education (Damle, 1966; Dube, 1974; George, 1971; Singh, 1973; Kaushik, 1995) and accepted education as agent which liberates women from their own physiological and sociological consists to a better self images frees them from a sense of dependency and despondency, inhibition and powerlessness. Education has been accepted as an agent for social transformation.

The present research was done with the following aims and objectives : to determine the impact of education on social change and to establish a relationship between employment and social change.

METHODOLOGY

Research Questions/Hypothesis:

Keeping in view, the following research questions

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have been formulated:

- What was the extent of attitudinal modernity in high educated and low educated women?
- What was difference between high educated women in their level of attitudinal modernity?
- Do the high educated women differ from low educated women with respect to life situation?
- What was the extent of attitudinal modernity in employed and un-employed women?
- What was the difference between employed and unemployed women in their levels of attitudinal modernity?
- Do the employed women differ from unemployed women with respect to social change relating to life situation?

Sample :

A sample of 240 women was selected for the purpose. The sample was divided into employed and unemployed women which were further subdivided into high and low educated groups. The high educated group constituted the women with minimum degree level education or above and low educated group constituted the women who had read upto ninth class or below. A complete sample design

has been given below:

Table 1 : Selection of women based on education and employment

Education	High education		Low education	
Employment	Employed	Unemployed	Employed	Unemployed
Rural	30	30	30	30
Urban	30	30	30	30

The age range of the women was upto 30 to 45 years. All the women were selected from rural and urban areas of Hazaribag.

Tools :

The following tools have been used in this present research :

- The personal data questionnaire:
- The modernity scale:

The Modernity scale is a standardized scale for the measurement of attitudinal modernity. This scale has been developed in the Post-Graduate Department of Psychology, Ranchi University, Ranchi by Singh (1984). The modernity scale consists of four dimensions of

Table 2 : The modernity scale-dimensions and themes

Sr. No.	Dimension	Theme	No. of items
1	Personality (Modernity (PERS))	Change openness to (CH)	5
		Work-ethics (WE)	5
		Rationality (RAT)	5
		Aspirations (ASP)	5
		Locus of control (LC)	5
2	Socio-culture (Modernity (SCM))	A Social Equality (Se)	5
		Social Customs Attitude (SCA)	5
		Cast Attitude (CA)	5
		Attitude Towards Women (AW)	5
		Religious Attitude (RA)	5
	Sub Total	25	
3	Political modernity (POLM)	Democracy (DEM)	5
		Civic Rights (CR)	5
		Seculasm (SEC)	5
		Political Identification (PI)	5
		Political Participation (PP)	5
	Sub total	25	
4	Health modernity (HM)	Scientific Versus Superstitious Belief of Health (SSH)	5
		Scientific Understanding of Health (SUH)	5
		Diet and Nutrition (DN)	5
		Child care (CC)	5
		Family planning (FP)	5
	Sub total	25	
	Total No. of items	100	

Total No. Scores = 100-300
Coded = 1, 2, 3 (Traditions)

modernity namely, personality, socio-cultural, political and health. Each dimensional scale has five themes, and each of the themes is measured by 5 Likert-type items in the score range of 25-125. The total modernity scale contained 100 items in the score-range of 100-500. High scores indicate high modernity and low scores indicate the low modernity.

Attitude to social life questionnaire:

For this purpose, a questionnaire was developed which was based on such questions which were expressed one's attitude to various aspects of social life.

OBSERVATIONS AND DISCUSSION

The main findings and discussion of the research were being presented theme wise below:

Role of education in social change:

Education has been found playing a vital role in modernizing one's attitudes. The following findings have been observed and reported :

– The frequencies and percentage of modern scorers (4-5) in the sub-group of modernity, namely, health, personality socio-cultural, political and total modernity

were higher in high educated sub-groups compared to low educated sub-groups (Table 3). This indicates that higher modernity is marked in high educated people than is low educated one. The mean score have also revealed the pattern (Table 4).

– The significance of mean differences testes t-tests have revealed that high educated sub-group have shown significant higher mean scores compared to low educated sub-groups. It was mostly in relation to each dimensions of modernity as well as total modernity (Total 5 and 7). This statistical analysis have confirmed the positive role of making a man more modern as measured through a standardized modernity scale and attitude scale.

– The role of education has also been marked sharp in relation to the questions related to social life situation. The frequencies and percentage of high scorers (those who scored 75% scorers) was higher in high educated sub-groups (Table 6).

Thus, the role of education has been evident in social change.

Role of employment in social change:

The role of employment has not been marked to be as clear as that of education. The following finding have

Table 3 : Frequencies and percentage of modern scorers (4-5) both in high educated low educated sub-groups

Group	N.	F	Healthy modernity	Personality modernity	Socio-cultural modernity	Political modernity	Total modernity
High educated	120	F	67	43	62	69	52
Total		P	56%	35.83%	51.66%	57.5%	43.33%
Low educated	120	F	33	9	22	23	16
		P	28%	7.5%	18.33%	19.16%	13.33%

Table 4 : High and low educated sub- groups

Groups	No.	Mean/SD	Healthy modernity	Personality modernity	Socio-cultural modernity	Political modernity	Total modernity
Graduate and above employed urban area	30	M SD	101.83 9.04	93.80 9.38	97.57 12.03	101.60 11.88	395.47 23.78
Below matric employed urban area	30	M SD	95.90 16.40	86.63 9.82	89.53 20.51	91.13 15.97	360.10 57.87
Graduate and above unemployed urban area	30	M SD	101.47 20.05	94.30 13.62	98.03 20.67	99.13 15.45	391.23 55.78
Below matric unemployed urban area	30	M SD	93.33 14.13	88.20 10.02	85.73 17.81	85.67 16.37	351.07 51.93
Graduate and above employed rural area	30	M SD	97.87 11.24	96.47 9.50	99.37 9.86	99.97 1.17	393.67 22.57
Below Matric employed rural area	30	M SD	101.20 11.63	80.23 10.79	77.57 18.70	82.50 16.80	318.30 55.87
Graduate and above unemployed rural area	30	M SD	101.20 11.63	92.27 11.98	95.73 13.53	99.30 12.70	387.87 36.95
Below matric unemployed rural area	30	M SD	71.63 10.43	74.73 11.02	73.07 11.48	76.87 10.57	296.67 28.72

been be marked:

– The frequencies and percentage of modern scorers (4-5) were not very high in employed sub-groups compared to unemployed sub-groups. (Table 8). The difference between employed and unemployed sub-groups was negligible.

– The significance of mean difference between employed and unemployed female tasted by t-tests have not revealed the clean picture. Most of the t-value are statistically not significant (Table 9 and 10). The mean scores have negligible difference.

– The role of employment has been marked not very

sharp in relation to the questions related to social life situation. The frequencies and percentage of high scores are given in Table 11.

The role of employment combined with education and urbanity or only with education has the significant role in making one more modern to issues related to life situations. This has been marked that only one t-value where employment has combined with urbanity was not significant (Table 112). Thus, the role of employment in social change of women is not very clear.

Table 5 : Comparison of both high educated and low educated sub groups on modernity : t- values

Sub-group	Sub-group	Healthy modernity	Personality modernity	Socio-cultural modernity	Political modernity	Total modernity
High educated employed urban area	Vrs. Low educated urban area	2.68**	1.71ns	2.98**	1.63**	3.22**
High educated unemployed urban area	Vrs. Low educated urban area	1.84ns	2.29**	0.78**	1.68ns	2.89**
High educated employed rural area	Vrs. Low educated urban area	5.74**	5.24**	4.85**	4.15**	6.86**
High educated unemployed rural area	Vrs. Low educated urban area	5.46**	7.53**	11.10**	9.63**	10.68**

Table 6 : Frequencies and percentage of modern scorers (at least 75% scores) in High educated and Low educated groups in attitudes scale

Group	No.	FP	Healthy modernity	Personality modernity	Socio-cultural modernity	Political modernity	Total modernity
Total High educated	120	F	99	105	105	94	74
		P	82.5	87.5	87.5	78.33	61.67
Low educated	120	F	82	70	76	58	27
		P	68.33	58.33	63.33	48.33	22.5

Table 7 : Comparisons of High educated and Low educated groups on attitudes of life situation: t- values

	High educated			Low educated			t-value
	N.	M	SD	N	M	SD	
Employed urban	30	38.67	3.40	30	32.47	3.77	6.67**
Employed rural	30	37.30	2.92	30	32.17	6.79	3.8**
Unemployed urban	30	34.60	4.76	30	30.80	4.00	3.36**
Unemployed rural	30	33.80	4.41	30	26.50	7.05	4.80**

** indicates significance of value at P=0.01

NS=Non-significant

Table 8 : Frequencies and percentage of modern scorers (4-5) in both employed and unemployed groups in modernity scale

Group	No.	Healthy modernity		Personality modernity		Socio-cultural modernity		Political modernity		Total modernity	
		F	P	F	P	F	P	F	P	F	P
Total Employed	120	54	45	25	20.83	51	42.5	55	45.83	36	30
		46	38.33	27	22.5	33	27.5	37	3.83	32	26.66
Total Unemployed	120	33	55	22	36.66	35	58.33	27	45	25	41.66
		34	56.66	21	35	27	45	32	53.33	27	45

Table 9 : Mean and S.D.'s of employed and unemployed sub- groups

Groups	No.	Mean/ SD	Healthy modernity	Personality modernity	Socio-cultural modernity	Political modernity	Total modernity
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Table 10 : Comparisons of employed and unemployed sub groups on modernity: t- values

Sub-group	Sub-group	Personality modernity	Socio-cultural modernity	Political modernity	Health modernity	Total Modernity
High educated employed urban area	Vrs. High educated unemployed urban area	0.15	0.0097ns	0.64ns	0.084ns	0.28ns
Low educated employed urban area	Vrs. Low educated unemployed urban area	0.57ns	0.71ns	1.21ns	0.30ns	0.65ns
High educated employed rural area	Vrs. High educated unemployed rural area	1.40ns	1.103	0.229	1.09ns	0.78ns
Low educated employed rural area	Vrs. Low educated unemployed rural area	1.81	1.04ns	1.56ns	2.87**	1.89ns

** indicates significance of value at P=0.01

NS= Non-significant

Table 11 : Frequencies and percentage of modern scorers (at least 75% scores) in employed and unemployed groups in attitudes scale

Group	No.	Frequencies Percentage	Intercaste relations	Co-operation	Family welfare	Women's freedom	Total
Employed	120	Frequencies Percentage	93 77.5	92 76.67	94 78.33	89 74.17	69 57.5
Unemployed	120	Frequencies Percentage	88 73.3	83 69.17	87 72.5	63 52.5	32 26.67

Table 12 : Comparisons of employed and unemployed groups on attitudes of life situations: t-values

		Employed		Unemployed		t-value	
High educated urban	30	38.67	3.40	30	34.60	4.76	3.81**
Low educated urban	30	32.47	3.77	30	30.80	4.00	1.52ns
High educated rural	30	37.30	2.92	30	33.80	4.41	3.57**
Low educated rural	30	32.17	6.79	30	26.50	7.05	3.17**

** indicates significance of value at P=0.01

NS=Non-significant

Conclusion:

The main conclusion of the present research was that the role of education has been evident in social change and the role of employment was not very clear. There is need to establish a relationship of social change (modernity) with systematic grades of education and in samples forming various levels of education, the big size of ample should be taken.

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