

## A comparative study of under graduate girls on role of education on social empowerment of women

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### ABSTRACT

This paper focuses on the role of education on political empowerment of women. Here the data sheet of 585 girls students of various colleges was taken as a sample. From these there were 200 girls students of Home Science, 200 girls students of Arts and 185 girls students of Commerce. The information was collected by questionnaire method. Statistical analysis was done using mean, standard deviation, standard error, significant test and calculation was done using both levels of F-test. Result for Home science respondents was higher than the Arts and Commerce respondents and Commerce respondents was higher than the Arts respondents.

**KEY WORDS :** Social empowerment, Women, Undergraduate girls

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We are convinced that women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace (Kumar, 2006).

In this section an attempt was made to analyse the wide scope for women empowerment. Empowerment of women has relevance in all the walks of life. The areas of women empowerment can be demarcated conveniently into political, social, economic, cultural and psychological. Social empowerment deals with empowerment at the level of family, community and at personal level which includes psychological and physical health of women. Other areas include religion, literature, arts, media, history, legislation, human rights and social movements.

### **Social empowerment of women at the level of family:**

Family is the first agency to create discrimination and gender injustice. Domestic empowerment is concerned with freedom and autonomy of women in the family or in the households; both at parental as well as in in-laws' houses. There are several traditions and customs related to dressing up, food habits, space for movements etc. that are discriminatory. And domestic empowerment envisages ensuring equality for women in domestic life.

Empowerment in the domestic field deals with socialization at home, succession, inheritance, the issue of domestic and social space, mobility, status and role at home, and so on (Devasia and Devasia, 1990).

Social space for women is very restricted in Indian context. The friendship circle of girls especially in rural areas is very limited. Mobility and social interactions of rural women are governed by culture and traditions. There is a relative lack of theorization on the spatial basis of social life in the domains of sociology and anthropology and a reluctance to conceptualize the body more fully in gender studies. Seeking to rectify these tendencies, she provides accounts of the domains and activities of women; describes cultural perceptions and experiences of the female body; explores gender in the ritual realm; and provides suggestions for formulating a basis for female agency within a space-body matrix.

The physical space of the domestic world where women reside provides an important clue to an understanding of their socio-economic position in India (Choudhary, 1990). Space at the household which women usually occupy is very limited and secluded. Even when they take up the yoke of the domestic responsibilities, they are rather invisible at their households. The expansion of physical space of the household for woman is an important concern of her domestic empowerment. She is no longer

the subdued daughter-in-law, seldom heard or seen, but a more vocal and visible wife and mother with greater share in decision making in the family.

In an extended family, daughter-in-law occupies relatively low status compared to other women of the household. Her appearance, mobility, freedom, and communication are restricted at in laws' house. The status of a daughter-in-law does not become better until she becomes a mother-in-law. Only with the attainment of the position of mother-in-law did women attain a position of respect in the joint family. The joint family discouraged public participation of women because the greater authority of older women prevented younger women from breaking out of traditionally approved female behaviour patterns. Divorce is considered a taboo in our society and a divorced woman looked upon with displeasure and disapproval.

The socio-economic empowerment of women in the family in reality is the urgent need of hour (Kumar, 2006). This seems to be the best way to stop the degeneration of the society and to bring real harmony, happiness, progress, prosperity and peace in the world. It is a very complex phenomenon and needs multi-dimensional, multi-pronged and multi-disciplined handling. What women do and are expected to do vary, of course, with economy, climate, political or religious ideologies and cultures, but there is throughout the world a core of common tasks which women everywhere are required to perform. These include housework like, cooking, cleaning and sweeping, care of small children and so on. In addition providing these services, a rural woman is also responsible for the household production of food, care of herds, etc. Moreover, often rural woman spend her time fetching water and fuel. Division of labour by gender is most often evident. More than any other concept, the concept of equal sharing of household and family work is universal goal of the women's movement.

Like in agricultural communities the world over, food and ritual, food and social custom, food and culture, are deeply imprecated. Women's lives are closely associated with the production and preparation of food. Certain foods are 'forbidden' which Indian windows cannot eat. Association of food with status is clear.

### **Health:**

A holistic approach to women's health which includes both nutrition and health services will be adopted and special attention will be given to the needs of women and the girls at all stages of the life cycle. The reduction of infant mortality and maternal mortality, which are sensitive indicators of human development, is a priority

concern. This policy reiterates the national demographic goals for Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR) set out in the National Population Policy, 2004.

### **Nutrition:**

In view of the high risk of malnutrition and disease that women face at all the three critical stages *viz.*, infancy and childhood, adolescent and reproductive phase, focused attention would be paid to meeting the nutritional needs of women at all stages of the life cycle. This is also important in view of the critical link between the health of adolescent girls, pregnant and lactating women with the health of infant and young children. Special efforts will be made to tackle the problem of macro and micro-nutrient deficiencies especially amongst pregnant lactating women as it leads to various diseases and disabilities.

### **Science and technology:**

Programmes will be strengthened to bring about a greater involvement of women in science and technology. These will include measures to motivate girls to take up science and technology for higher education and also ensure that development projects with scientific and technical inputs involve women fully. Efforts to develop a scientific temper and awareness will also be stepped up. Special measures would be taken for their training in areas where they have special skills like communication and information technology. Effort to develop appropriate technologies suited to women's needs as well as to reduce their drudgery will be given a special focus too.

There is a need for encouraging more women to participate in vocational, technical and professional education. Women's education should be treated as a special priority in all programmes of development. The government can open more places in schools for girls, lessen the financial burdens of education for women, reform curricula and education system, in order to encourage girls to formulate non-traditional career goals and centralize the educational system to greater equivalence of educational experiences for girls. Education for women must be practical and well adapted in their needs, especially in relation to health nutrition and legal right.

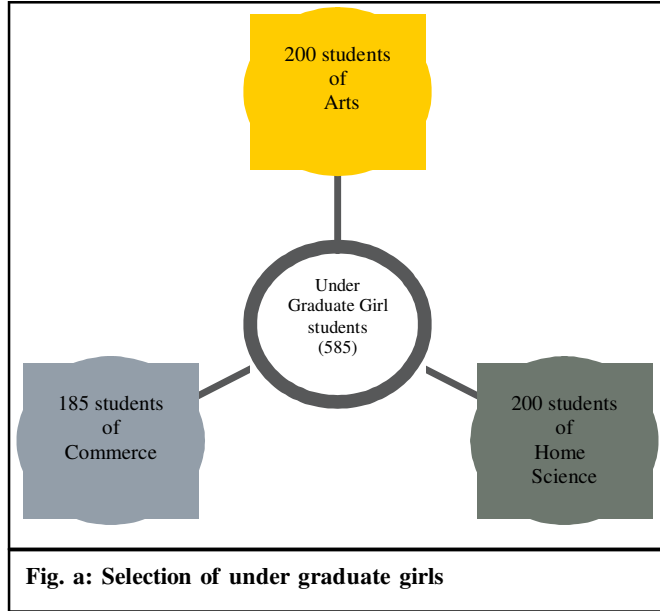
## **RESEARCH METHODS**

### **Procedure:**

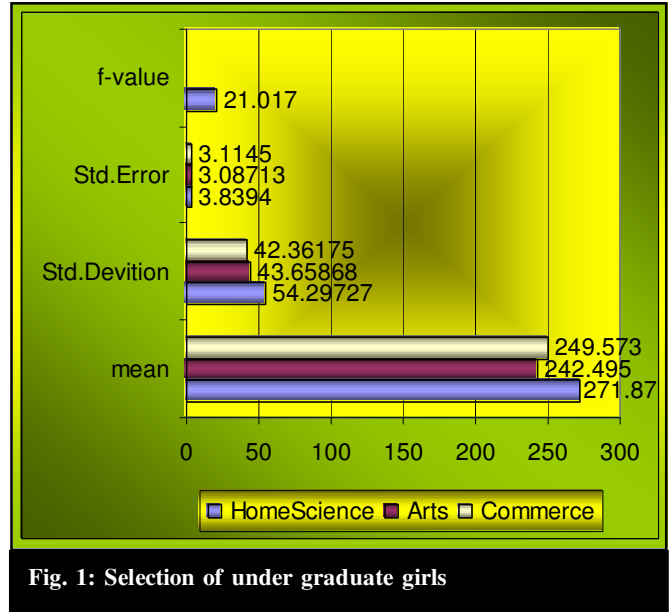
For collection of data , first the under graduate students were made aware about the purpose of the study and asked them to fill the statement given them and took

back from.

From total population, 585 under graduate girl students were selected randomly as a sample from them Home science, 200, Arts 200 and Commerce 185 (Fig. a).



respondents was 42.36175. The standard error of Home Science respondents was 3.83940, Arts respondents was 3.08713 and Commerce respondents was 3.11450 (Fig. 1).



**Statistical analysis:**

Statistical analysis was done using mean, standard deviation, standard error, significance test and all calculation was done using both level of ‘f’ test.

**RESEARCH FINDINGS AND DISCUSSION**

Table 1 shows that the mean score of Home Science respondents was 271.8700 of Arts respondents was 242.4950 and Commerce respondents was 249.5730. The standard deviation of Home Science respondents was 54.29727, Arts respondents was 43.65868 and Commerce

ANOVA of Table 2 shows that sum of square of between groups was 93613.785 and within groups was 1296191.880 and df of between groups was 2 and within groups was 582. The mean square of between groups was 46806.893 and within groups was 2227.134. The ‘f’ - value was 21.017 and was significant at 0.05 level (Fig. 1).

Multiple comparisons (Table 3) showed that mean difference of Home Science respondents and Arts respondents was 29.37500 and Home Science respondents and Commerce respondents was 22.29703 and Arts respondents and commerce respondents was -7.07797

Table 1: Mean scores of selected girl students				
Descriptives				
Women empowerment				
Faculty	N	Mean	Std. deviation	Std. error
Home science	200	271.8700	54.29727	3.83940
Arts	200	242.4950	43.65868	3.08713
Commerce	185	249.5730	42.36175	3.11450
Total	585			

Table 2: Avova						
Women empowerment						
Table value						
	S.S.	d.f.	M.S.	F-value	0.05 level	0.01 level
Between groups	93613.785	2	46806.893	21.017	19.50	99.50
Within groups	1296191.880	582	2227.134			

F-value is significant at 0.05 level

**Table 3: Multiple comparisons**

Women empowerment LSD			
(I) Stream	(J) Stream	Mean difference (I-J)	Std. error
Home science	Arts	29.37500*	4.71925
	Com	22.29703*	4.81396
Arts	Home	-29.37500*	4.71925
	Com.	-7.07797	4.81396
Commerce	Home	-22.29703*	4.81396
	Arts	7.07797	4.81396

and that standard error of difference between mean of Home science and Arts respondents was 4.71925, Home science and Commerce respondents was 4.81396 and commerce and arts respondents was 4.81396 which was significant at 0.05 level (Table 3).

So, it can be said that the role of education on social empowerment of Home Science respondent was higher than the Arts and Commerce respondents. And role of education on social empowerment of commerce respondent was higher than the arts respondents.

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