



## **Impact of Education on Women Empowerment**

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### **Abstract**

*It is training that is the most important factor in determining the growth, welfare, and strength of women. From the time they are conceived until the moment they die; women are split in an odd way. All throughout the world, women continue to face discrimination and a lack of authority, and they are subjected to assault in every element of society. It is imperative that women be active in every facet of their day-to-day lives. In order for women to resist the socially built sex predispositions, they need to swim against the framework that expects greater quality. The process of strengthening is what gives rise to this sort of quality, and instruction will help enhance it. In addition, the empowerment of women will be the driving force behind improvement in rural areas. Through this study, the researchers want to increase the level of knowledge among women in the Mysore region on particular strengthening as well as the effect that training has on women's general strengthening. There was a total of 455 female respondents between the ages of 20 and 50 who participated in the poll. The findings of the research indicate that women's strengthening is significantly impacted by their instructional capabilities, and the conclusion of the study reveals that training is the only method that can have an effect on women's strengthening. Increasing the standards for women's training is thus of utmost significance.*

**Keywords: Women empowerment, Education and Training.**

### **Introduction**

It is possible for women to examine certain situations with the power or authority that comes with being empowered as a process (Basu and Basu, 2001). It is a precondition and a required requirement to make the process of personal growth and the development of a nation stable and sustainable (Swain & Wallentin, 2008). Women's empowerment, which generally

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happens when they question prevalent conventions and culture in order to better their well-being, is a prerequisite and a necessary necessity. It is a means to advance aims, which is the second objective of the women's empowerment movement (*Sridevi, 2005*). The first objective is social justice, which is an essential component of human well-being and should constantly be sought. However, the second objective is to empower women. Despite the fact that women's rights and importance are recognized in the modern western world, attempts to equalize the position of men and women in developing countries are not as encouraging as they are in developed countries.

According to the Ethiopia *Demographic and Health Survey* completed in 2005, women in industrialized countries have a more powerful voice and are relatively more economically empowered than women in less industrialized nations. There is a widespread belief that rising countries are all struggling with the same issue of gender inequality. In countries that are considered to be undeveloped, women are often kept in the background and have had their voices silenced due to the rules of society and the economy. According to the *Economic Survey of Pakistan* (2014), almost half of Pakistan's population is comprised of females. In spite of this, women are lacking the ability to compete with males in a variety of fields. Take, for example, the fact that the literacy rates of women (45%) are lower than those of males (69%), which ultimately prevents the economy of the nation from flourishing (*Oladipo, 2009*).

This gap in educational attainment also results in the loss of human resources that may be used to further the cause of attaining financial stability. With the goal of identifying and revitalizing this underrepresented community and including them into mainstream development processes, the empowerment of women would be of the utmost importance. Researchers from a wide range of academic fields, including as sociology, economics, and psychology, have been doing research on the elements that lead to women's empowerment ever since the turn of the century. According to the findings of a number of studies, the personal, familial, and social factors that may have an effect on women's empowerment include factors such as age, marital age, the structure of the family, the length of time a couple has been married, education, and job.

When it comes to fostering empowerment, external variables like governments, organizations, and society are very important; but, internal elements like self-worth may have a significant influence in a short amount of time. The present study focuses on three aspects in order to encourage empowerment: self-esteem, which is an internal component, education and money, which are external factors, and self-esteem, which is an internal factor. The premise that higher levels of educational attainment led to greater levels of women's empowerment is supported by a substantial body of research. According to *Mishra and Nayak* (2010), there is a clear correlation between the level of education attained and the health and income of each individual. Education is a major predictor of women's mobility, empowerment, and

communication between husbands and wives, according to *Ahmad and Sultan* (2004), who are in agreement with this statement.

According to the findings of two studies conducted in Bangladesh (*Parveen and Leonhauser*, 2005), the formal and informal education that was available to women in rural Bangladesh had a positive and significant influence on their empowerment. In Bangladesh, women with higher levels of education had more options to choose from when it came to their houses and the economy, which contributed to their increased level of power. Along the same lines, *Sheikh, Meraj, and Sadaqat* (2015) discovered that economically successful educated women in Pakistan had greater power to decide on things pertaining to the house and reproduction.

### **Objectives of the Study**

The objectives of the study are as follows,

- a) To investigate the correlation between women's educational attainment levels and their empowerment status.
- b) To analyze how education influences economic independence, decision-making authority, and overall empowerment among women.

### **Research Methodology**

An official set of Census 2011 data for the Mysore district has been made public by the Directorate of Census Operations in the state of Karnataka. In the year 2011, the city of Mysore had a total population of 3,038,252 people, with 1,526,475 males and 1,511,777 females residing there. With an increase from 77.82% in 2001, Mysore's average literacy rate in 2011 was 70.00%. With regard to gender, the literacy rates for men and women were 89.72 and 77.16, respectively.

This was the case when gender was taken into account. This study is mostly descriptive in nature, or descriptive in nature. There are thirteen revenue blocks that make up the Mysore district, and for the study, there were selected 455 female respondents who were between the ages of 20 and 50. A questionnaire that was well-structured was employed as a data collection tool, and the researcher applied a sampling approach that was appropriate for the situation. A survey method is used by the researcher in order to collect the questionnaires, and they do it with the support of other knowledgeable research colleagues.

It was requested of the respondents that they choose the responses that most accurately expressed their thoughts by using a Likert scale of five points, with one being strong disagreement and five representing strong agreement. A variety of questions pertaining to different types of empowerments, including social, psychological, technical, economic,

educational, personal, and political empowerment, as well as demographic characteristics such as age, marital status, family income, employment type, and educational qualification, are included in the research instrument.

## Data Analysis

**Table-1: Respondents Demographics Characteristic**

Demographic	Option	Frequencies	Percentages
Age's	ages 20 to 29	251.0	55.0
	Ages 30 to 39	109.0	24.0
	Over 40 Year	95.0	21.0
Qualifications for Educations	Science & Arts(UG)	206.0	45.0
	Science & Arts(PG)	75.0	16.0
	Expert(UG)	101.0	22.0
	Diplomas	48.0	11.0
	Illiterate	25.0	5.0
Situation of marriage	Wed	231.0	51.0
	Single	185.0	41.0
	Matriarch	39.0	9.0
Sort of Job	Homemaker	243.0	53.0
	Working	212.0	47.0
Earnings each month	Below Rs.20000.0	323.0	71.0
	Rs.20001.0-Rs.40000.0	96.0	21.0
	Rs.40001.0-Rs.60000.0	36.0	8.0
	<b>Total</b>	<b>455.0</b>	<b>100.0</b>

According to Table-1, the majority of the respondents (55%) were between the ages of 20 and 29, and 45% of them had a level of education that was lower than a bachelor's degree in either art or science. 51% of the respondents were married, while 41% of them were single. At the same time as 47% of respondents were employed in either the public or private sector, 53% of respondents were members of the household. In the survey, 71% of respondents reported having a monthly income of less than Rs. 20,000.

**Table-2: Cronbach Alpha Coefficients and Descriptive Statistics**

Distinct Forms of Empower	Means	S.D	$\alpha$
Individual liberation	3.27	0.95	0.764
Social-Decentralization	3.27	0.94	0.753
empower in the economy	3.35	0.93	0.812
empower via education	2.95	1.18	0.878
Psychological self-determination	3.06	1.14	0.758
empower via technology	3.17	1.01	0.916
Civic Mobilization	3.22	1.16	0.784
All-around empower	3.85	0.95	0.703

Table-2, demonstrates that the two types of empowerments that get the highest ratings are social empowerment and economic empowerment. The mean values for these two types of empowerments are 3.36 and 3.28 respectively. Psychological and educational empowerment had the lowest ratings, with mean values of 2.96 and 3.07 respectively, for their respective levels of empowerment. According to the Cronbach alpha coefficient, which may vary anywhere from 0.704 to 0.915 (*Malhotra, 2004*), the reliability coefficients for the components that were discussed before are higher than 0.60, which is a good value. Because of this, every variable that is being considered has sufficient internal consistency among the pieces that make up its whole structure.

**Table-3: Effects of Education Level on Various Forms of Empowerment**

Different forms of empowerments	F	p-value	Outcome
Individual liberation	3.51	0.007	H <sub>0</sub> Reject
Social-Decentralization	2.12	0.079	H <sub>0</sub> Reject
empower in the economy	6.25	0.001	H <sub>0</sub> Reject
empower via education	5.73	0.0001	H <sub>0</sub> Reject
psychological self-determination	4.95	0.002	H <sub>0</sub> Reject
empower via technology	5.04	0.002	H <sub>0</sub> Reject
Civic Mobilization	4.14	0.004	H <sub>0</sub> Reject

All-around empower	7.28	0.001	H <sub>0</sub> Reject
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As a result of the fact that the p value for each category of empowerment is smaller than 0.06, the null hypothesis is rejected. This indicates that there are significant disparities across educational backgrounds in terms of the many sorts of empowerments.

**Table-4: The Effects of Various Empowerments on Total Empowerments**

Various forms of empowerment	Beta	t-value	Sig.
Individual liberation	0.11	1.63	0.104
societal liberation	0.05	0.85	0.403
Financial liberation	-0.15	-1.86	0.064
instructive liberation	0.43	6.71	0.001**
mental liberation	0.55	5.58	0.001**
Technological liberation	0.11	1.31	0.196
Elections liberation	-0.34	-4.53	0.001**
Multiple-R	0.778		
R <sup>-2</sup>	0.597		
Adjusted-R <sup>2</sup>	0.593		
F-value	94.974		
P-value	0.001**		

In the chart that came before this one, it was obvious to see that overall empowerment was responsible for explaining sixty percent of the variance in the criterion measure. It meant that the empowerment that was accounted for by variables other than the ones described above accounted for forty percent of the overall empowerment. According to a description of the regression analysis, the variable that served as the criterion was complete empowerment, whereas other types of empowerments were considered to be predictors throughout the process. In general, the relevance of the regression model was taken into consideration. Because of this, the null hypothesis is not supported; the key and most significant factors that determine overall

empowerment are political empowerment, psychological empowerment, and educational empowerment.

## **Conclusion**

The aforementioned research was conducted in Mysore, Karnataka, one of the state's rapidly developing districts. According to the aforementioned findings, respondents' instructional competence also typically affects general strengthening and other connected strengthening kinds. Relapse analysis shows that political, mental, and instructional strengthening factors were major markers of overall strengthening. Engaging requires much more than just paying attention to women's rights, choice, and the way things are needed. More education increases a woman's ability to safeguard her own financial assets and increases her access to employment prospects. This research aims to raise awareness of flirting among Madurai's 13 economic segments. Despite being instructed, the majority of responders lack awareness toward strengthening throughout the knowledge acquisition process. Given that education is the primary means of strengthening, other measures also have an impact on strengthening. According to the current research, general mindfulness training should be given to women living in rural areas to help them become more aware of the cutting edge of science and innovation and help them let go of superstitious beliefs and mentalities. Women from rural areas should be trained in specialized professional programs such as handloom and fabric, chicken farms, fish farming, pig farms, dairy farms, nutrition and sustenance, design and illustration, beauty salon, and so on. The reservation policy for women should be strictly adhered to in all respects, including participation in legislative matters, employment in government and semi-government establishments, and admission to educational institutions. This research makes the assumption that barriers based on sexual orientation still exist generally, particularly in rural areas. More provinces are included in the research zone. Due to present financial constraints in rural areas, women's potential has not been fully used and has been further marginalized within society. Many well-informed women believe they are capable of doing more than men. However, there is an ingrained belief that women are less productive and capable of completing less labor than males. Lack of training causes obstacles to the process of strengthening. By summarizing all of the aforementioned viewpoints, we can see that even while the speed of the change may not be precisely what is desired, it is still very necessary. Training is essential to bringing vitality to this process. Ladies' empowerment can now only be achieved via education if they are to be strengthened. From now on, it is crucial to increase women's educational attainment.

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