

An empirical study to examine the role of education in the empowerment of women in Tamil Nadu

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Abstract

The study aimed at examining the role of education in the empowerment of women in Tamil Nadu. Further, the study intends to investigate whether the role of education in the empowerment of women varies across the demographic profile of the respondents. For the study, the descriptive research design was adopted. The data was collected from 413 women belonging to Tamil Nadu, who are working. The data were collected using a structured questionnaire using a simple random sampling technique. From the analysis made it was found that the majority of the women respondents belong to the age category either less than 25 years or between 36 – 45 Years. Most of the women considered were from the urban area holding Under Graduates degrees and are married. It was found that there is no significant difference in the role of education in the empowerment of women varies across the demographic profile of the respondents. Also, it was identified that Better Standard of Living, Recognition in Society and Equality are the important role of education in the empowerment of women in Tamil Nadu.

Keywords: *Education, Women Empowerment, Tamil Nadu*

Introduction

Women's education is just as important in developed societies as it is in underdeveloped and developing ones for a variety of socioeconomic reasons. It is a strong tool for social change. It is required for the effective implementation of the rights granted to specific women by the constitution of law (Emayavaramban, M., Kandasamy, R. K., Muthusamy, S., & Manickam, M., 2020). Additionally, it broadens the cognitive map and enables women to contrast their social status with that of men. However, there were many issues with girls' education in India during the nineteenth century. But it is now considered essential to the social and economic development of India (Selvaraj, N., & Suganya, M., 2015).

Before the twentieth century, it was impossible for women to receive an education. Even the government failed to make any progress in this regard. In British India, the growth of women's education can be largely credited to steadfast individual effort. The women did not understand the value of education because their parents were eager to marry off their daughters. Only the reformers emphasised how crucial female education was. Despite generous encouragements, the Hindu and Muslim communities' attitudes toward girls' education were demoralising. In the nineteenth century, there were no Muslim or Hindu girls who matriculated at the University of Madras. The conservative adage "Educate a woman and you put a knife in the hands of a monkey" used to be very common (Venkatraman, V., 2018).

Review of Literature

However, in the 21st century, Tamilnadu's reformers and press played a significant role in highlighting the importance of women's education and the government's corrective actions to improve it. A common Western proverb, "Educate a girl, and you can educate an entire family," was introduced into India as a result of the awareness the media generated. Regarding the type of education, there were divergent views in the papers (Siddaraju, K. S., 2019).

Even though the Indian Universities Commission was established to promote higher education, India had a strict policy against introducing even primary education for girls. The press made a lot of effort to educate the public about this attitude. By 1921, there had been a noticeable shift among the educated Indians, who were eager to give their daughters a good education for a variety of socioeconomic reasons. The boundaries of women's education were redefined during this time (Selvaraj, 2012).

Female literacy serves as a catalyst for overall performance in important social development areas, including general literacy performance, in addition to being a goal in and of itself. To comply with the requirements of Article 45 of the Constitution for universal free and compulsory elementary education for children up to the age of 14, the government of Tamilnadu has given elementary education a higher priority in the Development Plans (Barnabas, A., Anbarasu, D. J., & Clifford, P. S., 2009). The steady increase in the age group's enrollment ratio over the course of the various plan periods demonstrates the successful outcomes. Although the government claims that 93.35 percent of girls are enrolled in primary schools, the persistent phenomenon of

high dropout rates is in fact a cause for serious concern. Recognizing the fragility of the school attendance system is crucial. In other words, it is difficult for girls to continue their education and maintain a regular attendance schedule (Jeyarathnam, M., & Kamalaveni, S., 2013).

Objectives

The study aimed at examining the role of education in the empowerment of women in Tamil Nadu. Further, the study intends to investigate whether the role of education in the empowerment of women varies across the demographic profile of the respondents.

Methodology

For the study, the descriptive research design was adopted. The data was collected from 413 women belonging to Tamil Nadu, who are working. The data were collected using a structured questionnaire using a simple random sampling technique.

Analysis and Interpretation

Herein percentage analysis was carried out to identify the demographic profile of the respondents considered for the study.

Table No. 1: Percentage Analysis - Demographic Profile

		Frequency	Percent
Age	Less than 25 Years	108	26.2
	25 - 35 Years	105	25.4
	36 - 45 Years	107	25.9
	Above 45 Years	93	22.5
	Total	413	100.0
Educational Qualification	Illiterate	92	22.3
	HSC	96	23.2
	UG	129	31.2
	PG and Others	96	23.2
	Total	413	100.0
Marital Status	Married	187	45.3
	Unmarried	226	54.7
	Total	413	100.0
Area of Residence	Rural	197	47.7
	Urban	216	52.3
	Total	413	100.0

Source: (Primary data)

From the percentage analysis, it can be interpreted that the majority of the women respondents belong to the age category either less than 25 years or between 36 – 45 Years. Most of the women considered were from the urban area holding Under Graduates degrees and are married.

Herein analysis was carried out to identify whether the role of education in the empowerment of women varies across the demographic profile of the respondents.

Table No. 2: Multivariate Test - The role of education in the empowerment of women

Multivariate Tests						
Effect		Value	F	Hypothesis df	Error df	Sig.
D1	Pillai's Trace	.030	.824	15.000	1206.000	.651
	Wilks' Lambda	.970	.825	15.000	1104.625	.650
	Hotelling's Trace	.031	.827	15.000	1196.000	.648

	Roy's Largest Root	.026	2.063 ^c	5.000	402.000	.069
D2	Pillai's Trace	.063	1.726	15.000	1206.000	.041
	Wilks' Lambda	.938	1.723	15.000	1104.625	.041
	Hotelling's Trace	.065	1.720	15.000	1196.000	.042
	Roy's Largest Root	.033	2.629 ^c	5.000	402.000	.024
D3	Pillai's Trace	.006	.447 ^b	5.000	400.000	.815
	Wilks' Lambda	.994	.447 ^b	5.000	400.000	.815
	Hotelling's Trace	.006	.447 ^b	5.000	400.000	.815
	Roy's Largest Root	.006	.447 ^b	5.000	400.000	.815
D4	Pillai's Trace	.008	.676 ^b	5.000	400.000	.642
	Wilks' Lambda	.992	.676 ^b	5.000	400.000	.642
	Hotelling's Trace	.008	.676 ^b	5.000	400.000	.642
	Roy's Largest Root	.008	.676 ^b	5.000	400.000	.642
Tests of Between-Subjects Effects						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.
D1	Equality	3.483	3	1.161	1.650	.177
	Better Standard of Living	.067	3	.022	.037	.990
	Recognition in Society	1.767	3	.589	.827	.480
	Leadership roles inthe workplace and government	3.595	3	1.198	1.543	.203
	Increased Freedom	4.819	3	1.606	2.113	.098
D2	Equality	1.352	3	.451	.641	.589
	Better Standard of Living	6.990	3	2.330	3.860	.010
	Recognition in Society	.976	3	.325	.457	.713
	Leadership roles inthe workplace and government	4.957	3	1.652	2.128	.096
	Increased Freedom	3.713	3	1.238	1.628	.182
D3	Equality	.005	1	.005	.007	.935
	Better Standard of Living	.135	1	.135	.224	.637
	Recognition in Society	.111	1	.111	.156	.693
	Leadership roles inthe workplace and government	1.412	1	1.412	1.818	.178
	Increased Freedom	.523	1	.523	.688	.407
D4	Equality	.039	1	.039	.055	.815
	Better Standard of Living	.379	1	.379	.628	.429
	Recognition in Society	.222	1	.222	.312	.577
	Leadership roles inthe workplace and government	.226	1	.226	.291	.590
	Increased Freedom	.773	1	.773	1.016	.314

Source: (Primary data)

The estimated significance value is greater than 0.05 for most of the cases, meaning the null hypothesis is accepted. Therefore, there is no significant difference in the role of education in the empowerment of women varies across the demographic profile of the respondents.

Herein rank analysis was carried out to identify the important role of education in the empowerment of women.

Table No. 3: Rank Analysis - The role of education in the empowerment of women

Descriptive Statistics			
	N	Mean	Rank
Equality	413	4.2906	3
Better Standard of Living	413	4.3317	1
Recognition in Society	413	4.3148	2
Leadership roles in the workplace and government	413	4.2470	4
Increased Freedom	413	4.1622	5

Source: (Primary data)

From the rank analysis made using the mean score, it can be interpreted that, Better Standard of Living, Recognition in Society and Equality are the important role of education in the empowerment of women in Tamil Nadu.

Findings and Conclusion

From the analysis made it was found that the majority of the women respondents belong to the age category either less than 25 years or between 36 – 45 Years. Most of the women considered were from the urban area holding Under Graduates degrees and are married. It was found that there is no significant difference in the role of education in the empowerment of women varies across the demographic profile of the respondents. Also, it was identified that a Better Standard of Living, Recognition in Society and Equality are the important role of education in the empowerment of women in Tamil Nadu.

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