



**ISSN : 0973-7057**

**Int. Database Index: 663 www.mjl.clarivate.com**

## **Individual and holistic academic status of the family determines the economic empowerment of women**

**Naziya Parween\***

Department of Psychology, Jagdam College, JPU, Chapra, Bihar, India

*Received : 20<sup>th</sup> April, 2020 ; Revised : 24<sup>th</sup> May, 2020*

**Abstract-** The pipeline to women's economic empowerment starts by ensuring access to quality education for women. Better educated women not only take your bright future for themselves, rather they can lift entire households out of poverty. A multitude of factors can prevent women's for accessing quality education. Education makes women self-sufficient in every aspect. She is not depends on her father, husband, son or brother. If women are qualified, she may earn for the family. In this way, she helps to elevate the economic status of family and the nation. Women's economic important emphasizes the process by which women increase their right to economic resources and power to make decisions. It is the basic demand of the hours that benefit themselves and their families.

**Keywords : Women empowerment, Economic status, Family, Education.**

### **INTRODUCTION**

Women's empowerment literally means the processes of change through which women expand their ability to make strategic choices about their lives and to participate on equal terms with men in bringing about desired changes in the society in which they live. It is widely recognised that empowerment is a multidimensional process, encompassing changes in the political, social and economic spheres of life and that these different dimensions of empowerment are closely inter-related, so that significant changes in one dimension is likely to generate changes in others.

Women economic important relates to enhancement of women's capacity for strategies choice and agency in

the sphere of the economy and to possibilities this opens up for change in other spheres of their lives.

Women's work remains unrecognised and formally unorganised despite the fact that women's contributions to the family are vital, in many cases women are the breadwinners and work longer hours than men<sup>1</sup>. This underestimation reflects women's lower status in the family and locality; they have very little or no say in household decision making. Disparities in responsibilities and income share received ample attention in the Human Development Report<sup>1</sup>. Men received the lion's share of income and recognition for their economic contribution while most women's work remains unpaid, unrecognised and undervalued<sup>1</sup>.

This is a result of a faulty concept to participation in the labour force that does not include household or domestic work as economic activity, mainly because of

\*Corresponding author :

Phone : 9835458480

E-mail : drnaziyaarween@gmail.com

the focus on use value rather than exchange value<sup>2</sup>. This indicates a reason for the neglect of women's economic contributions to the household in particular and to society in general<sup>3</sup>. All women spend more time on housework have more responsibility for child rearing, have less access to many social and material resources, and have less access to public spaces and public power<sup>4</sup>.

Women's empowerment comes to bear in multiple spheres of life (Family / household, economic, legal, and political) and women may be relatively empowered in one sphere while simultaneously not so in other<sup>5,6</sup>.

A joint study conducted by the World Bank and International Finance Corporation<sup>7</sup>, found out that women's economic empowerment through increased and improved formal employment opportunities, higher income levels and economic independence could deliver important economic returns either at national and family levels as women become able to contribute to national economic development and poverty reduction, to gender equity and enhanced household decision making power for them which will ultimately translate into the increase of allocation of income to family health, nutrition and children education.

Ronix<sup>8</sup> found that their empowerment generated positive impact at individual and family levels as they became able to buy more food for their households and although the situation exposed them to additional family responsibilities as their husbands reduce their contributions to the household, they gained a feeling of pride from being indispensable to their families.

### OBJECTIVES AND HYPOTHESIS

The following objectives have been incorporated in this study-

1. To examine the relation between the economics women empowerment and education of the women.
2. To examine the relation between the economic women empowerment and education of the family.

To the above objectives the assumed hypothesis was- "Higher the education level of the women and the family, Greater the economic level of empowerment".

### MATERIALS AND METHODS

For the present study the respondents have been selected from Muzaffarpur and were asked to fill a Personal Data Sheet (PDS) and the Questionnaire.

The sample size and the number of respondents selected were 320. The categories were made depending upon the level of education viz- no education, primary, secondary, and higher education. Education status the family arrived at using a family Education Status Index (ESI) varying from 2 to 5 and structure of the family (Joint or Nuclear).

### TOOLS AND TECHNIQUES

1. One day camp was organised in Muzaffarpur town and surrounding area and all the 320 respondents after screening of Personal Data Sheet (PDS) were selected from the same.

2. Empowerment questionnaire used for measuring the level of empowerment by using Cumulative Empowerment Index (CEI).

3. Statistical Analysis- The mean (Average) and variance (Standard Deviation) of the data collected were calculated. The P-value of the data were estimated.

4. One way ANOVA test was carried out for the classes respondents across all the dimensions to establish the validity of analysis.

### RESULTS AND DISCUSSION

The results of the present study have been shown in following text table-

**Table-1. Showing the economic empowerment scores across all 4 education level of respondent-**

Groups	Count	Sum	Average	Variance
Higher	80	1216	15.2	2.0
Secondary	80	1056	13.2	1.4
Primary	80	936	11.7	2.8
No	80	792	9.9	2.6

**Table- 2. Showing the one way ANOVA for economic empowerment score across 4 education levels**

Source of variation	SS	Df	MS	F	p-value	F-crit
Between groups	1482.389	3.0	494.13	114.369	2.38	2.62744
Within groups	1710.917	396.0	4.3205			
Total	3193.306	399.0				

**Parween-Individual and holistic academic status of the family determines the economic empowerment of women**

The extremely low P-value rejected the null hypothesis which suggested about a significant difference in the economic empowerment score of respondents across different education levels of respondents.

**Table- 3. Showing the economic empowerment scores across the 4 family education levels-**

Groups	Count	Sum	Average	Variance
2	80	864	10.8	1.7
3	80	912	11.4	1.1
4	80	1000	12.5	0.6
5	80	1072	13.4	0.8

**Table- 4. Showing the one way ANOVA for economic empowerment index across 4 education levels**

Source of variation	SS	Df	MS	F	p-value	F-crit
Between groups	669.884	4.0	167.5	26.2	2.7	2.39453
Within groups	2523.42	395.0	6.4			
Total	3193.31	399.0				

Extremely low P-value rejected the null hypothesis and suggested a significance difference in the economic empowerment score of respondents across difference & family education levels.

Based on the analysis of the data collected it has clearly been established that there exists a positive correlation between the level of education of a family and the level of economic empowerment of women i.e., greater the level of families education higher the level of economic empowerment of women thus the proposed hypothesis of the present study stands verified.

This is true across all the dimensions of empowerment. However, the level of influence on the improvement scores with change in education level in different for different dimensions. It is the highest for the social dimension that is an increase in level of education of the family is expected to have the biggest impact on the social empowerment of the women. The least impact is for the score of economic dimension, i.e. with increase in the education level of the family would increase the level of empowerment.

**CONCLUSION**

Hence women empowerment is empowerment of the women in a holistic manner. The development of a nation depends upon the literacy and the level of woman empowerment. There has been a paradigm shift in the contribution of women, in elevating the social economic as well as their niche with reference to their family status since last 4-5 decades. The educated women can guide the male counterpart and other members of the family for their individual as well as holistic contribution for the development of the family. Hence, there is a vis-à-vis relationship between women’s academic status and the level of their economic exposure in the society.

**REFERENCES**

1. **UNDP (United Nation Development Programme) 1995.** Human Development Report 1995- Gender and Human Development. New York, YN : Oxford University Press.
2. **Donahoe, DA., 1999.** Measuring women's work in developing countries. Population and Development Review. **25(3):**543-576.
3. **Ironmonger, D., 1999.** An overview of Time use Survey New Delhi, India : Ministry of statistics and program implementation.
4. **Krishnaraj, M., 2006.** Is 'gender' easy to study? Some reflections. *Economic and political weekly*. **4 (42):**4440-4443.
5. **Malhotra, A., and Schuler, S.R., 2005.** Women's empowerment as a variable in International Development, Measuring Empowerment: Cross Disciplinary Perspective. D. Narayan, Washington, DC, World Bank: 71-88.
6. **Kishor, S., 2000.** Empowerment of women's in Egypt and links to the survival and health of their infants. Women's Empowerment and Demographic Processes: Moving Beyond Cairo.
7. **World Bank and International Finance Corporation 2011.** Fostering women's economic empowerment through a special economic zones. Comparative Analysis of Eight countries and implication for

**Biospectra : Vol. 15(2), September, 2020**

*An International Biannual Refereed Journal of Life Sciences*

governments. Zone Authorities is and Businesses  
(Online) <http://www.ife.org/wps/wcm/connect>.

Investments and Technical Assistance Facility  
(MITAF), Berlin, Retrieved from <http://edoc.hu-berlin.de/series/sle/240/pdf>.

8. **Ronix, H., 2011.** Economic empowerment of women through Microcredit. The case of the Microfinance

\*\*\*