



Education as a Means of Attainment of Social Empowerment among Women

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Abstract:

This study explores the complex disparities in perceptions of the transforming function of education in women's social empowerment between male and female respondents, as well as between households that are below the poverty line (BPL) and those that are above it. Understanding that gender and socioeconomic status have a big impact on how people perceive things, this study aims to highlight the various perspectives that affect how education is viewed as a means of empowerment. In order to inform the development of more inclusive and focused educational policies, the study intends to investigate these attitudinal variances. The results not only shed light on the socio-cultural factors at work, but they also open the door for tactics that remove obstacles to women's empowerment. Ultimately, this study establishes the foundation for advancing gender equality and societal development via education, spurring more deliberate and significant efforts.

Keywords: Education, Social Empowerment, Women, Social Access, Decision.

Introduction:

The dynamic process of social empowerment empowers women to take control of their personal and professional lives, overcome social restraints, and move forward with more confidence. Education is essential to this change since it creates avenues for increasing one's knowledge and abilities. As women pursue education, they become more capable of advocating for their rights, speaking out against prejudice, and overcoming obstacles that lie in their way. Thus, the relationship between education and social empowerment not only promotes personal development but also opens the door to a society that is more progressive and inclusive.

Significance of the Study:

This study is important because it examines how households in APL (above poverty line) and BPL (below poverty line) differ in their attitudes about how education affects women's social empowerment. It is important to comprehend these distinctions since socioeconomic position has a big impact on how people view education's ability to promote empowerment. By addressing the unique requirements of economically disadvantaged groups, the insights gathered will aid in the formulation of focused educational policies and initiatives that will foster more inclusive social development. Additionally, the study intends to look into how respondents-male and female have different opinions about how education affects women's social empowerment. It is crucial to examine gender-based differences in perception to spot any biases or obstacles

that can compromise the success of educational programmes meant to empower women. This knowledge will help create education programs and strategies that are sensitive to gender. By concentrating on these factors, the study advances our knowledge of how gender and socioeconomic status influence perceptions of education's role in social empowerment. Policymakers, educators, and social researchers will find the findings useful in developing successful, empirically supported strategies to advance women's empowerment via education.

Brief Review of Literature:

Women's empowerment is seen as one of the key elements contributing to the expansion of global development initiatives, it is crucial for socioeconomic growth. As previous research has shown, the impact of microfinance on women's empowerment is a contentious issue. According to some studies, microfinance helps women earn more money, which gives them more power to address cultural inequalities (Khursheed et al., 2021). A study applies the theory of constructivism, scoping to human aspects of teaching and learning in sustainable employment generation and social empowerment. The study primarily collects the existing variable pools from the available literature on education (EDU), training (TRA), e-learning (ELRN), government policies (GPOL), national culture (NCUL), sustainable employment generation (SUEG), and social empowerment (SEMP) (Singh et al., 2022). The second is elaborating the uniqueness of social empowerment and how it differs from other theories of empowerment (Noordink et. al. 2021). Compared to urban women, rural women are more likely to experience domestic abuse. . According to the study's conclusion, access to school and work are only enabling variables for empowerment; attainment of the aim, however, is primarily dependent on people's attitudes towards gender equality (Waghamode & Kalyan, 2014).

Objectives:

1. To find out the difference in attitude between APL & BPL households towards the impact of education on social empowerment of women;
2. To find out the difference in attitude between male and female towards the impact of education on social empowerment of women;

Hypothesis:

⁰H₁: No significant difference in attitude exists between APL & BPL households towards the impact of education on social empowerment of women;

⁰H₂: No significant difference in attitude exists between male and female towards the impact of education on social empowerment of women;

Variables of the Study:

- **Dependent Variable:** Women Empowerment
- **Independent Variable:** Education

The present study also included several Socio-economic and demographic variables like this:

- Economic status (APL and BPL)
- Gender (Male and Female)

Analysis Pertaining to Hypothesis ⁰H₁:: No significant difference in attitude exists between APL & BPL households towards the impact of education on social empowerment of women

Table -1: Comparing Mean, SD, t-value, and SED value about the level of Social empowerment according to economic status of the respondents

Variables	APL		BPL		t-value	df	SED	Critical Value	Decision
	Mean	SD	Mean	SD					
Social Empowerment	102.52	5.32	98.58	3.81	9.60	608	0.17	2.58	Null hypothesis rejected, Significant diff. exists (P < .01)

Source: Calculation based on Field Survey, 2023-24

Table 1 reveals a considerable difference in attitudes between APL and BPL households about the impact of education on women's social empowerment. The APL and BPL households have mean values of 102.52 and 98.58, respectively. Again, the mean score of APL households exceeds that of BPL households. This suggests that APL households achieve a higher level of social empowerment than BPL households. The t-value is 9.60, which is higher than the table value. So, the alternative hypothesis is accepted, implying that there is a significant difference in attitudes between APL and BPL households about the impact of education on women's social empowerment.

Analysis Pertaining to Hypothesis ⁰H₂: No significant difference in attitude exists between male and female towards the impact of education on social empowerment of women

Table -2: Comparing Mean, SD, t-value, and SED value about the level of social empowerment according to gender of the respondents

Variables	Male		Female		t-value	df	SED	Critical Value	Decision
	Mean	SD	Mean	SD					
Social Empowerment	107.89	5.30	98.58	3.82	22.46	608	0.14	2.58	Null hypothesis rejected, Significant diff. exists (P < .01)

Source: Calculation based on Field Survey, 2023-24

Table 2 shows that the average scores for males and females in terms of social empowerment are 107.89 and 98.58, respectively. The standard deviations for men and women are 5.30 and 3.82, respectively. The t-value is 22.46, which exceeds the table value at the 0.01 level of significance. Thus, the anticipated null hypothesis is rejected. Hence, it is clear that a significant difference exists in the level of social empowerment among male and female households.

Conclusion:

This study highlights the impact of education on women's social empowerment while exposing disparities in opinions according to gender and socioeconomic class. The study provides insight into the socio-cultural elements that influence opinions on women's empowerment via education by examining the perspectives of

male and female respondents, as well as those of APL (above poverty line) and BPL (below poverty line) households. The knowledge gained from this study will help create focused educational programmes that address the particular requirements of gender-specific and economically disadvantaged populations. In the conclusion, this research establishes the foundation for more inclusive and successful methods to increase women's social empowerment, promoting gender equality and social development.

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