

## Women Education: A Strong Nation

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### Abstract

*Women's education is universal rights and necessity. This paper focused the women's education challenges and good women education impact. The research did in Thanjavur district. The total respondents were 252, in that 128 were government school girls students and the other 124 were educated women. The research used a purposive and cross-sectional method to collect the data. The structured questionnaire tool was used in the research. The multiple regression and descriptive mean statistical tools evaluated the primary data. The study would assist to understand the current challenges of women's education and also can realize the consequence of female education*

**Keywords:** Challenges, Education, Impact, Women

### 1. Introduction

***"I Measure the progress of a community by the degree of progress which women have achieved" – Dr.B.R.Ambedhkar***

Education is the most powerful tool for transformation. The development of an individual highly depends on education. It's an asset that should be available to all human beings. In our community still, gender diversity exists and it is the worst practice. The women are the pillar of the house and her role in the family also very high. Similarly, the whole country depends on the women development and empowerment necessary for the country's development. In rural areas, women are not treating respectfully and their rights are being stripped by the men. Even though half of the population in India were women but the dominance of men on women is high. Women's knowledge and talents were unable to explore due to the men dominance and highly depended upon nature. So educating women is an important thing to make them independent. Moreover, the government also understands women's education importance and provided more facilities, schemes, and acts to encouraging women's education. Despite the government's giving strength, the women are still facing some challenges to catch the fruit(education). Thus this research is focused to identify the women's education challenges and also understand the impact of good education to women

### 2. Literature Review

Bhadauria and Mridula, (2005) did research on women's higher education. The researcher revealed that only 38.84% of women are thinking to continue their higher education. The researcher pointed out that the women are willing to access technical courses like engineering, doctor, law, etc. but there is not a quality of education available nearby. The researcher also suggested that to improve and encourage more on to distance education to women by giving social awareness to the women.

Choodambigai and Ramalinga, (2011) studied women's higher education and its dimension in Coimbatore. The researcher explored that majority of respondents studied UG and PG degree can earn less than Rs.10000 per month and they were mostly employed in both the public and private sector. Then 40% of respondents did her Ph.D. degree can earn Rs.20000 to Rs.25000 per month. The researcher described that educated women easily got their job and they were very independent. The surveyor found that educated women were more confident than uneducated women.

Das and Jonali (2011) researched the tribal community and their women empowerment. The researcher suggested that the community should provide the nearby educational center for tribal peoples. The researcher also recommended that the society and government should give more importance to sanitary facilities in tribal schools and colleges for especially women students.

Devi (1991) analyzed the attitudes of educated women and their family welfare practices in Andhra Pradesh. The researcher found that women doctors and college professors were high given more importance to physical health. The researcher also explored that their physical health consciousness was highly related to their incomes and education. Further, the research focused that the doctors and college professors were highly attituded in population issues and teachers, clerks, nurses were followed respectively.

Dhamija and Neelam, (2006) analyzed the role of colleges and universities on women's education and empowerment. The researcher stated that women's education would be to benefits the whole community. The nation's poverty and progress are depended higher on women's education than men. Moreover, women education reduces the high population, influence on child health, and decrease child death.

Hazarika. Himadri and Devi, (2011) studied the women secondary level education issues in Sipajhar Block at Darrang District. The researcher found that the majority of the women's educations were eradicated due to financial weakness, illiteracy of parents. The researcher also explored that commonly girls were a force to do engage the house domestic works. Further, the women's education is on the parent's hand and 20% of parents were not having proper ideas and guidance about women's education.

### **3. Methodology**

#### **3.1 Research Objectives**

- To identify the most challenging factors of women education in society
- To measure the impact of good women education in society

#### **3.2 Research Methodology**

The research is a descriptive method to investigate women's education challenges and women's education impact. The researcher adopts both qualitative and quantitative data. The qualitative data deeply coined through a survey method to understand the student's emotions and expectations about education. The quantitative data is gathered through an interview method to collect the data. Further, the research consists of primary and secondary sources. The primary source gathered from rural government school girl's students in Thanjavur district. The secondary source obtained from articles, journals, e-magazines, and e-books. The purposive sampling method and cross-sectional techniques are used in the research. The total sample size is 128 girls students and 124 educated women who completed her degree. The primary data is collected through a structured questionnaire with five points Likert scale and the interview schedule method is adopted. The collected data were analyzed through statistical tools such as descriptive statistics and multiple regressions via SPSS IBM package 21 to explore the statistical results.

#### **3.3 Statement of the Problem**

Gender discrimination and gender disparities have been in effect for many years and even in this modern digital scenario, it is still, in practice. Further, inequality in education is sin. Therefore it is the right time to identify the women's education challenges in this contemporary era. Moreover, as a social researcher, we also have to explore the impact of good women education and its benefits to society. Hence this study focused on the women education challenges and good women education impact in the study area.

### 3.4 Variables used in the study

#### A. Challenges

- (i) Factors: Co-Education (CE), Self Efficacy (SE), The poor sanitary facility in school for girls (PSF), Financial challenges (FC), Parental Education (PE), Lack of Family support (LFS), Lack of social consciousness (LSC), More immorality in society (IMS), Shortage of female teachers (SFT), Early Marriage (EM)

#### B. Impact Predictors

- (i) Dependent: Good Women Education (GWE)
- (ii) Independent: Active Participation in Decision making (AP), High Confidence (HC), Improving Children education (IC), Generating own income (GI), Independent (IN), Believes in economic development (BED), Decrease early marriage (DEM), Social Awareness towards women empowerment (SAWE)

### 3.5 Hypothesis Statement

H1: H0 – There is no impact on Active Participation in Decision making and Good Women Education

H1 – There is an impact on Active Participation in Decision making and Good Women Education

H2: H0 – There is no impact on High Confidence and Good Women Education

H1 – There is an impact on High Confidence and Good Women Education

H1: H0 – There is no impact on Improving Children education and Good Women Education

H1 – There is an impact on Improving Children education and Good Women Education

H1: H0 – There is no impact on Generating own income and Good Women Education

H1 – There is an impact on Generating own income and Good Women Education

H1: H0 – There is no impact on Independent and Good Women Education

H1 – There is an impact on Independent and Good Women Education

H1: H0 – There is no impact on Believes in economic development and Good Women Education

H1 – There is an impact on Believes in economic development and Good Women Education

H1: H0 – There is no impact on the Decrease of early marriage and Good Women Education

H1 – There is an impact on the Decrease of early marriage and Good Women Education

H1: H0 – There is no impact on Social Awareness towards women empowerment and Good Women Education

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## 4. Findings and Discussion

### 4.1 Descriptive Mean

**Table 1**

<b>Factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
CE	4.13	0.587
SE	4.45	0.674
PSF	4.67	0.706
FC	4.47	0.682
PE	4.21	0.591
LFS	4.69	0.723
LSC	4.54	0.689
IMS	4.81	0.781

SFT	4.25	0.652
EM	4.31	0.665

Table 1 shows the mean and standard deviation of the women's education challenging factors. In this research, the researcher focused on ten challenging factors of women's education. The descriptive results indicate that IMS is a highest challenging factor of women education with 4.81 mean values followed by LFS (4.69), PSF (4.67), LSC (4.54), FC (4.47), SE (0.674), EM (4.31), SFT (4.25), PE (4.21) and CE (4.13) respectively.

## 4.2 Multiple Regressions

### a. Model Summary

The regression analysis output includes the model summary analysis. The result shows that the R square value is 0.821 and the R-value is 0.911 it describes that there is a high impact among dependent and independent variables. The Square values also indicated the good fitness of the respondents. The standard error estimates the value that 0.361. This shows that only 36.1% of the respondent's answers were dispersed from the regression line.

#### (ii) Anova

The ANOVA table of the regression output shows the significance value is 0.000 (i.e) less than 0.001. Hence it clearly shows that there strong impact among the variables.

#### (iii) Co-efficient

Regression Equation:  $Y = (0.019) \beta_0 + (0.454) \beta_1 + (0.701) \beta_2 + (0.634) \beta_3 + (0.571) \beta_4 + (0.511) \beta_5 + (0.762) \beta_6 + (0.312) \beta_7 + (0.543) \beta_8$ .

The equation explore that the (AP) P-value is 0.003. The value of an independent variable of (AP) is increased by 1 unit then there would be an increase in (GWE) by 0.454 units. This shows that there is a significant relationship with a positive impact of (AP) on (GWE). The (HC) P-Value is 0.04 which has a significant relationship with the B value = 0.701. This shows that there is a significant relationship with (HC) on (GWE). The (IC) P-Value is 0.05. The value of an independent variable of (IC) is increased by 1 unit then there would be an increase in (GWE) by 0.634 units. This shows that there is a significant relationship with the positive impact of (IC) on (GWE). The coefficient result explores that the (GI) P-Value is 0.044. The value of an independent variable of (GI) is increased by 1 unit then there would be an increase in GWE by 0.571 units. The results indicate that there is a significant relationship with the positive impact of GI on GWE. The coefficient results reveal that the (IN) P-Value is 0.031 which has a significant relationship with the B value = -0.511. This shows that there is a significant relationship with (IN) on (GWE). The P-Value of (BED) is 0.061 has no Significant. Hence there is no impact on (BED) towards (GWE). The P-Value of (DEM) is 0.054 (Significant). The value of (DEM) is increased by 1 unit then there would be a decrease in (GWE) by 0.312 units. This shows that there is a significant relationship with the positive impact of (DEM) on (GWE). The value of (SAWE) is increased by 1 unit then there would be an increase in (GWE) by 0.543 units. This shows that there is a significant relationship with the positive impact of (DEM) on (GWE).

### Suggestion

- The community should come up with a good plan for women to safeguard and provide proper security to women.
- The society and government should focus on many more programs to promote female education that would be better regulated.

## Conclusion

The researcher found that no matter how advance we are in technology, we still have to face gender disparities in education. The researcher identifies ten challenges of women education, in that (IMS) more immorality in society has the highest influence challenge in women education. In the past few years, sexual harassment of women was increased. So women were hesitating to get out of the house and afraid to pursue higher education. Hence this is a major obstacle faced by the women in society.

The researcher also explored the impact of a good education on women; the result reveals that (HC) high confidence has an impact among other variables. The woman's confidence highly depends on her education. The girl has educated the whole family to become knowledgeable. So in today's context, female education is a very important one.

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