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A STUDY ON WOMEN EMPOWERMENT IN KOLHAN DIVISION IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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Abstract:

Education is a whole person development designed to inculcate knowledge, skills and attitudes necessary to empower women to cope efficiently with their environment. However, in a highly competitive world the quality of performance has become the basic factor for personal and social progress and it is generally measured by achievement. The current study was carried out among Women Empowerment of West and East Singhum district of Jharkhand to find out the relationship between Women Empowerment (W.E.) and Socio Economical Status (S.E.S.). The results indicated that there was a significant relationship exists between Women Empowerment (W.E.) and Socio Economical Status (S.E.S.). It was further noticed that Government B.Ed Women are similar SES in comparison to their Private B.Ed Women's SES when compared with urban and rural areas in Kolhan Divison..

Keywords: Women Empowerment, Socio Economical Status, Government and Private B.Ed Girl's Students, Urban and Rural areas.



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Introduction

Education is one of the most fundamental pillars of human society. It is a lifelong process that enables individuals to acquire knowledge, skills, values, attitudes, and habits necessary for personal growth and social development. Its influence extends beyond the individual to families, communities, nations, and the world at large. Education shapes the way people think, behave, interact, and contribute to societal advancement. Women empowerment is a multidimensional concept that encompasses the enhancement of women's agency, autonomy, access to resources, and participation in decision-making at personal, social, economic, and political levels. In India, significant strides have been made over the decades to improve the status of women through education, legal reforms, employment schemes, and awareness campaigns. However, the degree of empowerment still varies widely across regions, especially in rural and tribal districts where patriarchal norms and socio-economic constraints are deeply entrenched. Empowering women is very essential for the society because unless and until women are empowered, there can be no progress. They need to be made alert and aware of their equal status in the society. One can't think of a progressive society without women empowerment. Due to a Patriarchal family system and hegemony of men, women have suffered a lot throughout the ages. They have been denied equal rights and opportunities for their all-round growth and development. Socio-economic status is considered as one of the important variables in social science research. It has been and is being included quite often as variable in studies in Psychology, Sociology, Education and other social Science streams. The concept 'Socio-economic Status' is used in social sciences as well as by layman quite frequently. Yet, there is no general assumption regarding its definition and measurement. Different persons have defined the concept of Socio-economic

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status in their own unique way. Women empowerment in the Kolhan Division of Jharkhand - comprising East Singhbhum, West Singhbhum district is characterized by a transition from traditional, agriculture-based roles towards increased economic participation through Self-Help Groups (SHGs), financial schemes, and vocational training. While initiatives from both state and private actors have improved the livelihoods of rural and tribal women, significant challenges remain in literacy, health, and patriarchal social norms.

Rationale of the Study

The scholastic literature unanimously reported the role of education in empowering women and consequential benefits of women empowerment. However, studies will not very clear about the specific level of education required for women empowerment. It will, therefore, thought worthwhile to examine how the level of women empowerment varies across different levels of qualification in a sample of women drawn from a heterogeneous population. The outcome of the research may pave the way to accelerate women education. An empirical and rational basis may be found to determine the level of education and socio-economic status needed for women empowerment. A plan of action can be designed to widen the access to education for the girls coming of low socio-economic background. Therefore, women will be placed under socio-economically disadvantaged group in NEP-2020. It will be envisaged to focus attention on formulation of gender identities. Gender sensitivity will be an integral part of curriculum and there would be entrust on designing policies and schemes targeted towards female students. A proposal will be extended for gender inclusion funds for female students. Therefore, the following research questions were raised to be addressed through the present study. 1. How does the socio-economic status influence women empowerment? 2. To what extent the predictive variable like socio-economic status explains the variance in women empowerment? 3. To what extent the variables like socio-economic status contribute to women empowerment?

After discussing the above statement and research question the researcher has to point out the research topic given in statement of problem.

Statement of the Problem

The researcher was selected the following topic entitled as “A STUDY ON WOMEN EMPOWERMENT IN KOLHAN DIVISION IN RELATION TO THEIR SOCIO-ECONOMIC STATUS.”

Objectives of the Study

Objective of the study was as follows: -

1. To find out the women empowerment in relation to management.
2. To find out the women empowerment in relation to area.
3. To find out the socio-economic status in relation to management.
4. To find out the socio-economic status in relation to area.
5. To find out the relationship between women empowerment and socio-economic status of Kolhan division.

Hypothesis of the Study

Hypothesis of the study was as follows: -

- H₀₁ There was no significant difference between govt. college and private college in relation to women empowerment.
- H₀₂ There was no significant difference between urban and rural areas in relation to women empowerment.
- H₀₃ There was no significant difference between govt. college and private college in relation to socio-economic status.
- H₀₄ There was no significant difference between urban and rural areas in relation to socio-economic status.
- H₀₅ There was no significant difference between women empowerment and socio-economic status.

Operational Definitions

Empowerment:—Empowerment is a term widely used in the context of development. Empowerment is a way of defining challenging and overcoming barriers in one’s life through which the individual increases his or her ability to shape own life and environment.

Women empowerment: - Women empowerment means to lead the women from the state of powerlessness to a state of powerfulness. Women empowerment means giving the women the capacity to give themselves power in all aspects like cognitive, psychological, political, social and economic components. Women empowerment means equipping women to be economically independent, self-reliant, have a positive self-esteem to enable them to face any difficult situation, and make them capable of participating in developmental activities.

‘Empowerment’ has become one of the most widely used terms in development. Women’s groups, non-governmental organizations, activists, politicians, governments and international agencies refer to empowerment as one of their goals. The National Policy on Education (1986) emphasizes, ‘Men and women are created after the images likeness of God’ (Gen 1:27). So, God created man in his own image, in the image of God he created him; male and female he created them.



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This equality stands solemnly inscribed on first page of the Bible. In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism.

Tyagi says that as women constitute nearly half of the population, there cannot be full development of the Nation as long as women remain depressed and exploited.

Socio-economic status: - Socio-economic status refers to the position of any person in comparison to others in terms of social and economic values like respect, money, property, power, prestige, education etc. Socio-economic status has been made with combination of two words i.e. socio and economic. It means that there are two types of statuses viz. social and economic status. Social status is an indication of one's position of respect, prestige and influence in the society (MacIver and page, 1937, Cole and Montgomery, 1959, Rogers 1962) apart from his personal attributes (MacIver and page, 1937) which may either inhibit or enhance an individual's access to sources of information and his willingness to deviate from group norms (Rogers, 1962) and many even vary with the group (Cole and Montgomery, 1959).

The Economic status is generally used for the word economic for the motives involving earning a livelihood, the accumulation of wealth (Driver, 1964). The economic endeavour entails cherishing of things because of their material value (Springer, 1928) and the pursuer, by virtue of this activity, carves for him-self a place in society recognized population according to the amount and source of income which is usually derived from a set of occupational activities, the ownership of property or both. From the above explanations, the socio-economic status can be confined to the blending of the two statuses as enumerated earlier. Though none of the two can exist without each other yet they are distinctively different. Socio-economic status appears to be the resultant of the position of an individual in society by virtue of complex fusion of both of them, which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator of socio-economic status.

Thus, socio-economic status is joint measure of social and economic factors of members in a family on the basis of income, education of occupation in comparison to the other members of the society. SES is categorized into three levels (high, middle and low) to indicate where an individual may fall. Any of the levels will certainly indicate the position of an individual on the basis of income, education and occupation.

Delimitation of the Study

Delimitation of the study was as follows: -

1. The study was delimited to the region of Kolhan division of Jharkhand.
2. The study was delimited in the East Singhbhum and West Singhbhum district of Jharkhand.
3. The study was delimited to only B.Ed. female pupil teachers.
4. The study was delimited for management (government and private) and area (urban and rural). Here government college is constituent college and private college is affiliate college of Kolhan University, Chaibasa.
5. Here the Researcher was used two standardised tools as
 - a) Socio-Economic Status Scale which is standardized and developed by Rajbir Singh (Department of Psychology, Maharshi Dayananda University, Rohtak) et al.
 - b) Women empowerment scale which is standardised and developed by Sunanda Das (Lecturer in Education, Christ College, Cuttack (Utkal University))
6. The study was adopted descriptive as well as inferential statistical technique only.

Method of the Study

The researcher was used the descriptive survey method for complete this research.

Population of the Study

Here the researcher was taken the B.Ed. female pupil teachers of Kolhan division (both government and private teachers training colleges) as the population of the study.

Sample of the Study

100 B.Ed. female pupil teachers from East Singhbhum and West Singhbhum district of Kolhan Division was taken as the sample of the study.

Sampling Procedure of the Study

In this study the researcher was selected the sample by using stratified random sampling method, ensuring the students had an equal opportunity to be included. This technique based on probability, ensures an unbiased selection, making the study more representative and reliable.

Tools of the Study

For the collection of data, the researcher was used the tools



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1. For Socio-economic status, the researcher was used the Socio-economic status scale which is standardized and developed by Rajbir Singh (Department of Psychology, Maharshi Dayananda University, Rohtak) et al.
2. For women empowerment, the researcher was used the women empowerment scale which is standardised and developed by Sunanda Das (Lecturer in Education, Christ College, Cuttack (Utkal University))

Statistical Technique of the Study

Here the researcher has used descriptive as well as inferential statistics. In descriptive Mean and Standard deviation was used and in inferential both t-test and r-test was used.

Major Findings of the Study

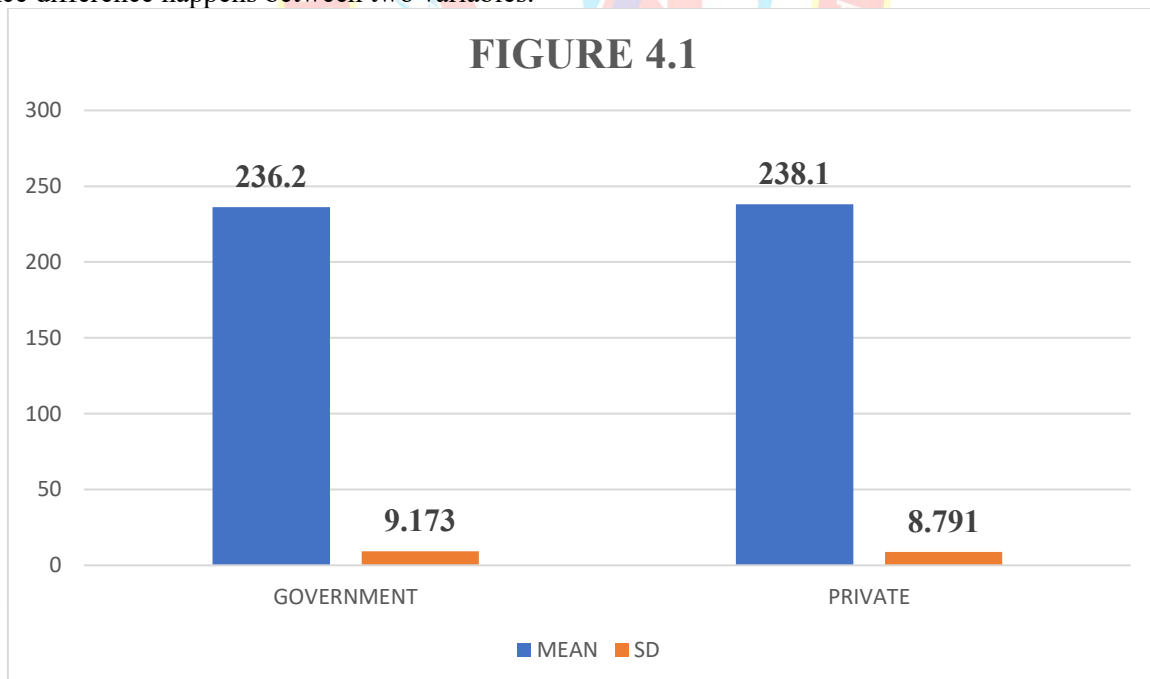
The first objective was to examine the Socio-economic status among government and private B.Ed. female pupil teacher in Kolhan division. The hypothesis corresponding to this objective was stated that there was no significant difference between government college and private college in relation to socio-economic status. Keeping this in mind of the researcher, the data were analysed with the help of t-test given below the following table.

TABLE NO. 4.1

Variable	N	Mean	SD	SEM	df	t-Value			Results
						LOS	C.V.	T.V.	
Govt.	50	236.2	9.179	1.297	98	0.05	1.03	1.98	Accepted and no significant
Private	50	238.1	8.791	1.243		0.01	1.03	2.63	

Interpretation: The table no. 4.1 shows that the mean and SD of government B.Ed. female pupil teachers toward socio-economic status was 236.2 and 9.17 respectively. Similarly, mean and SD of private B.Ed. female pupil teachers toward socio-economic status was 238.1 and 8.79 respectively. So, compare the significant difference between government B.Ed. female pupil teachers and private B.Ed. female pupil teachers t-test was used. The formula of t-test was $\frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{M_1} + \frac{(SD_2)^2}{M_2}}}$. So calculative t-test at level of significance 0.05 and 0.01 the calculative value was 1.03 but, the tabular value is 1.98 at 0.05 level and 2.63 at 0.01 level.

So, it is concluded that calculated value is less than the tabular value. So, null hypothesis is accepted and no significance difference happens between two variables.



4.1.2 Showing Mean, SD, and t-test for socio-economic status among urban and rural B.Ed. female pupil teachers

The second objective was to examine the Socio-economic status among urban and rural area B.Ed. female pupil teacher in Kolhan division. The hypothesis corresponding to this objective was stated that there was no significant difference between urban and rural area in relation to socio-economic status. Keeping this mind the researcher, the data were analysed with the help of t-test given below table.

TABLE NO. 4.2



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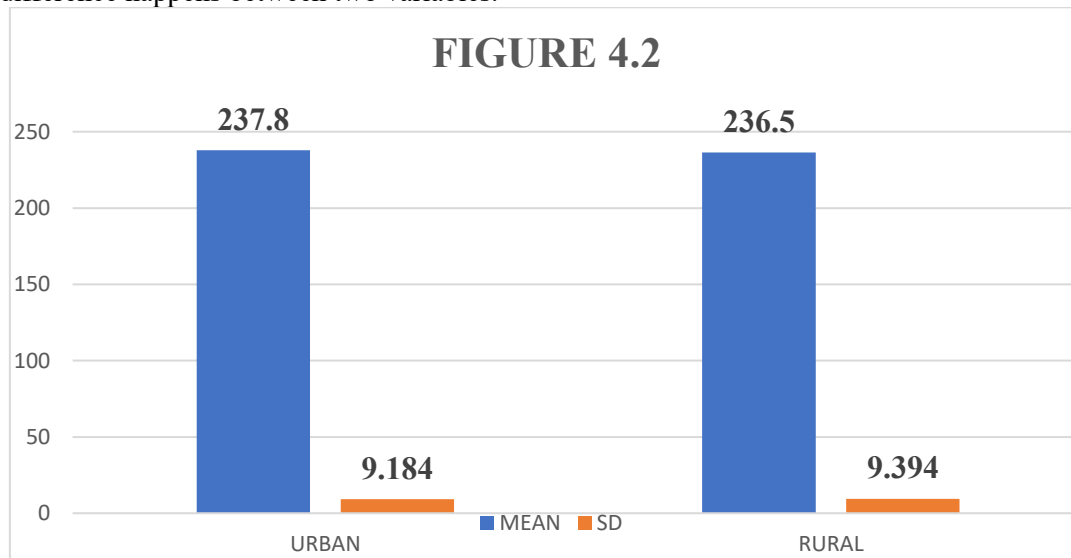
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Variable	N	Mean	SD	SEM	df	t-Value			Results
						LOS	C.V.	T.V.	
Urban	50	237.8	9.184	1.299	98	0.05	0.702	1.98	Accepted and no significant
Rural	50	236.5	9.394	1.328		0.01	0.702	2.63	

Interpretation: The table no. 4.2 shows that the mean and SD of urban area B.Ed. female pupil teachers toward socio-economic status was 237.8 and 9.18 respectively. Similarly, mean and SD of rural area B.Ed. female pupil teachers toward socio-economic status was 236.5 and 9.39 respectively. So, compare the significant difference between urban area B.Ed. female pupil teachers and rural area B.Ed. female pupil teachers t-test was used. The formula of t-test was $\frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{M_1} + \frac{(SD_2)^2}{M_2}}}$. So calculative t-test at level of significance 0.05 and 0.01 the calculative value was 0.702 but, the tabular value is 1.98 at 0.05 level and 2.63 at 0.01 level.

So, it is concluded that calculated value is less than the tabular value. So, null hypothesis is accepted and no significance difference happens between two variables.



4.1.3 Showing Mean, SD, and t-test for women empowerment status among government and private B.Ed. female pupil teachers

The third objective was to examine the women empowerment among government and private B.Ed. female pupil teachers in Kolhan division. The hypothesis corresponding to this objective was stated that there was no significant difference between government and private college in relation to women empowerment. Keeping this mind the researcher, the data were analysed with the help of t-test given below table.

TABLE NO. 4.3

Variable	N	Mean	SD	SEM	df	t-Value			Results
						LOS	C.V.	T.V.	
Govt.	50	240.6	9.8	1.386	98	0.05	0.761	1.98	Accepted and no significant
Private	50	242	8.66	1.224		0.01	0.761	2.63	

Interpretation: The table no. 4.3 shows that the mean and SD of government B.Ed. female pupil teachers toward women empowerment was 240.6 and 9.8 respectively. Similarly, mean and SD of private B.Ed. female pupil teachers toward women empowerment was 242 and 8.66 respectively. So, compare the significant difference between government B.Ed. female pupil teachers and private B.Ed. female pupil teachers t-test was used. The formula of t-test was $\frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{M_1} + \frac{(SD_2)^2}{M_2}}}$.

So calculative t-test at level of significance 0.05 and 0.01 the calculative value was 0.76 but, the tabular value is 1.98 at 0.05 level and 2.63 at 0.01 level.

So, it is concluded that calculated value is less than the tabular value. So, null hypothesis is accepted and no significance difference happens between two variables.

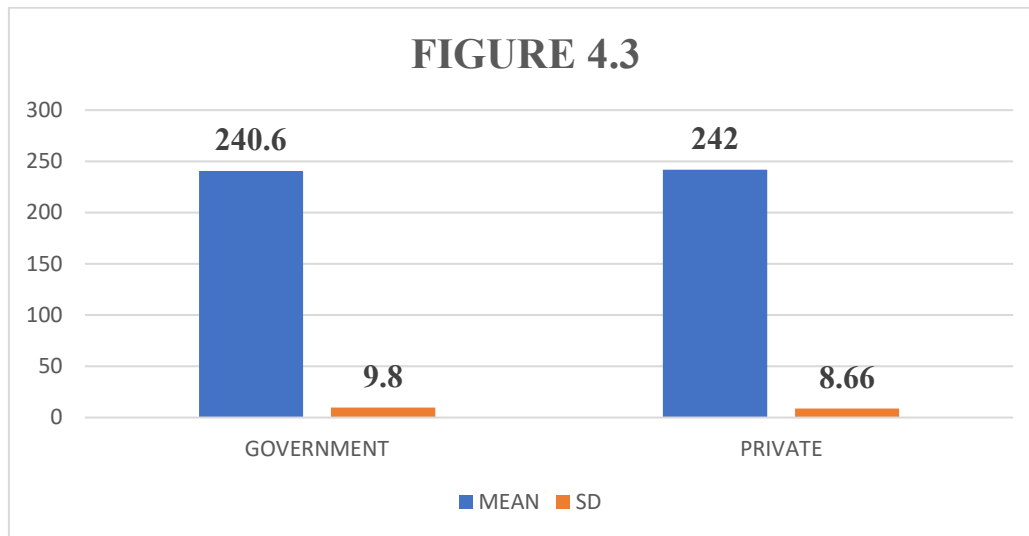


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4.1.4 Showing Mean, SD, and t-test for women empowerment among urban and rural B.Ed. female pupil teachers

The fourth objective was to examine the women empowerment among urban area and rural area B.Ed. female pupil teacher in Kolhan division. The hypothesis corresponding to this objective was stated that there was no significant difference between urban area and rural area in relation to women empowerment. Keeping this mind the researcher, the data were analysed with the help of t-test given below table.

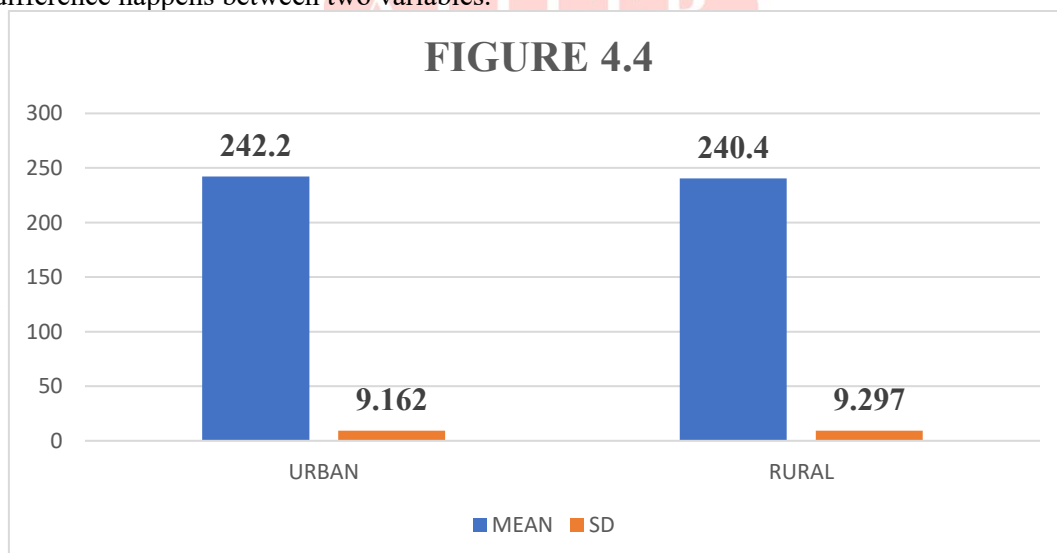
TABLE NO. 4.4

Variable	N	Mean	SD	SEM	df	t-Value			Results
						LOS	C.V.	T.V.	
Urban	50	242.2	9.162	1.295	98	0.05	0.978	1.98	Accepted and no significant
Rural	50	240.4	9.297	1.314		0.01	0.978	2.63	

Interpretation: The table no. 4.4 shows that the mean and SD of urban area B.Ed. female pupil teachers toward women empowerment was 242.2 and 9.16 respectively. Similarly, mean and SD of rural area B.Ed. female pupil teachers toward women empowerment was 240.4 and 9.29 respectively. So, compare the significant difference between urban area B.Ed. female pupil teachers and rural area B.Ed. female pupil teachers t-test was used. The formula of t-test was $\frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{M_1} + \frac{(SD_2)^2}{M_2}}}$.

So calculative t-test at level of significance 0.05 and 0.01 the calculative value was 0.97 but, the tabular value is 1.98 at 0.05 level and 2.63 at 0.01 level.

So, it is concluded that calculated value is less than the tabular value. So, null hypothesis is accepted and no significance difference happens between two variables.





Amitrakshar International Journal

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Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

4.1.5 Showing r-test for women empowerment and socio-economic status

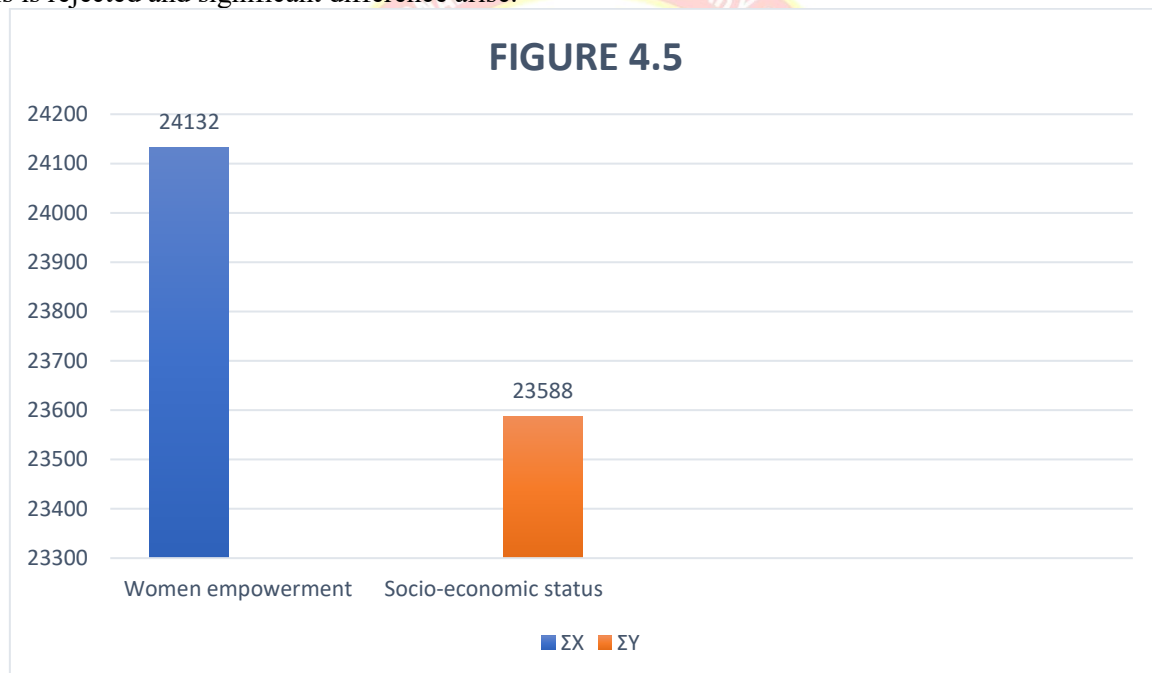
The fifth objective of the study was to compare the relationship between women empowerment and socio-economic status of B.Ed. female pupil teachers in Kolhan division. The hypothesis corresponding to this objective was stated that there was no significant relationship between women empowerment and socio-economic status. Keeping this mind the researcher, the data were analysed with the help of r-test given below table.

TABLE NO.4.5

Variable	N	ΣX	ΣY	df	R-value			Result
					LOS	C.V.	T.V.	
Women empowerment	100	24132		198	0.05	0.2591	0.139	Rejected
Socio-economic status	100		23588		0.01	0.2591	0.182	

Interpretation: The table no. 4.5 shows that the sum total of score of women empowerments is 24132 and the sum total score of socio-economic status is 23588. So, the researcher compares the significant relationship between women empowerment socio-economic status of B.Ed. female pupil teacher r-test was used. The formula of r-test was
$$\frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$
. After calculation of r-test the following r-value i.e. 0.2591. Here the researcher compares the calculative value and tabular value compare in two level i.e. 0.05 and 0.01. The tabular value is 0.13 and 0.18 in 0.05 and 0.01 respectively.

As per the formula of r-test the calculative value is greater than tabular value in both level of significant result. Null hypothesis is rejected and significant difference arise.



Educational Implications

Read on my research topic

“A study on women empowerment in Kolhan division in relation to their socio-economic status.” Here are some educational implications we can consider

- **For teacher educators;** Teachers need to female pupil teachers belonging to low socio-economic status to avail themselves of higher education opting for professional education courses so that they become economically self-sufficient. Teacher educators need to make the female pupil teachers aware of the value of higher education in life and guide them to know their fundamental rights and duties. Teacher educators need to create female friendly environment inside the educational institutions where females feel free, secured and comfortable to continue their education.
- **For policy makers:** Policy makers need to extend the access to higher education of female students passing out of secondary school stage of education by giving them scholarship and soft loans. Policy makers need to be well informed about the influence of varying level of socio-economic status on women empowerment. The policy makers



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are required to plan and implement various outcome-oriented programs/ schemes to ameliorate their socio-economic status so that the women become independent.

- **For institution administrations:** The administration needs to create an atmosphere of equity and social justice in their respective institutions. The administration needs to create a women student friendly atmosphere in respective institutions. Special programs need to be planned and implemented to foster the development of women education. Awareness programs need to be organized for creating awareness among female students about their rights. Vocational courses need to be introduced for the female students so that they can become economically self-sufficient. The administration must be sensitive to discriminative practices.
- **For parents:** Parents are required to send their girls to teacher training institutions. Parents need to realize the value of girl education and encourage their girl children to pursue higher studies. Parents need to encourage their daughters to go for higher level of education. Parents' awareness is very much required for the success of women empowerment.
- **For government:** The first and foremost priority need to be given to the education of women as it is quite essential to make them fit for twenty first century. Government efforts need to be taken for providing quality education and employability to women population in order to make them empowered. Government has to ensure the participation of women in all its programs and education.

Suggestions For Future Student's Research

Future students should take note of this suggestion. I did try best to meet the goal and give useful information to scholars, teachers and parents. However, it appears that there was still work to be done. The following suggestions have been extended for further research.

- Studies can be conducted to find out the level of empowerment of women and their socio-economic status belonging to rural and urban areas.
- Studies can be conducted to find out the level of empowerment of women and their socio-economic status belonging to government and private colleges.
- Both qualitative and quantitative analysis of data can be done. Mixed method of data analysis can be done.
- Studies can be conducted to find out the difference in the empowerment level among B.Ed. female pupil teachers.
- A high sample size may be used by future researchers, which will provide a clearer understanding of the women empowerment and socio-economic status of B.Ed. female pupil teachers.
- Future researchers will have a wider range of options because Kolhan division is a small region of research.
- A few more variables can also be added to study like emotional intelligence, level of education, etc.

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