

## **Chapter – VI**

### **SUMMARY**

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### SUMMARY

The position of women reflects the cultural, aesthetic, moral and spiritual attainment of society. The elevation of the feminine principle pervades Vedic thought, throughout the Vedic period women was given a status equal of man's to participate in sacrificial rites, to undergo the investiture ceremony and to be man's equal in upholding "Dharma". She could fight wars, join in festivals, take part in philosophical discussions or even remain unmarried if she so desired. With the passage of time there was a gradual degradation in the status of women. The social codes and sanctions of Manu left their marks permanently on the future status of the Indian women. Manu clamped down the freedom of women in certain spheres in order to safeguard their position and to preserve the family structure. His famous dictum "a woman must be her father's shadow in childhood, her husband's in her youth, her son's in old age" is all well known. It is indeed, right from ancient times to modern age, women's position in society suffered from strange somersaults, sometimes she was taken to a high pedestal from where she could dictate and sometimes brought low in the earth where nothing but kicks and pricks were her lot.

The National Movement, under the leadership of Mahatma Gandhi, provided further necessary impetus towards restoration of the status of women in the Indian society. Mahatma Gandhi's "call" to women to setup out of the confines of their home to join the "Prabhat pheris, Satyagrahas" and other related activities was one of the first attempts to draw Indian women out of the restricted circle of domestic life into equal roles with men. Their involvement in the struggle for political freedom had taken women

a long way from the position they had reached under the reformers. The new assumed leadership for their cause had, thus, generated fiery spirit in the women for the same. The spirit in which Mahatma Gandhi inspired women to participate actively and whole- heartedly in the struggle for freedom, has now come to be firmly enshrined in the Constitution of independent India which promises to all its citizens," Justice- social, economic and political, liberty of thought, expression, belief, faith and worship, equality of status and opportunity and to promote among them all fraternity assuring the dignity of the individual and the unity of the Nation. Thus in 1950, women were formally emancipated but the yoke of tradition and mechanism still impedes the free movement of women- ideologically, psychologically and physically.

Educational opportunities to women have been an important programme in the educational sector since Independence, yet the education system of our country has not been able to make sufficient contribution towards women equality. In view of the above, the National Policy on Education (NPE, 1986) envisaged that education would be used as a strategy for achieving a basic change in the status of women. According to NPE, the national education system would; i) play a positive interventionists role in the empowerment of women, ii) contribute towards development of new values through redesigned curricula and text-books and iii) women's studies will be promoted as a part of various courses.

National Perspective Plan for Women's Education (1988-2000 AD) The programmes for women's education will have to be implemented as a priority so that women attain a comparable level of education by 2000 A.D. The strategy to be adopted for raising literacy levels and education among women has to keep in

view the vast cultural, geographical and ecological variation and also problems relating to poverty and ignorance.

National Policy for the Empowerment of Women (2001) The principle of gender equality is enshrined in the Indian constitution in its preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The constitutions not only grant equality to women, but also empower the state to adopt measures of positive discrimination in favour of women. Within the framework of a democratic polity, our laws, development policies, plans and programmes have aimed at women's advancement in different spheres.

National Programme for Education of Girls at Elementary Level (NPEGEL) (2003-04) The NPEGEL has been launched in the year 2003-04 with the noble objective to provide additional support to education of girls at the elementary level.

Empowerment literally means "to invest with power". In the context of women's empowerment the term has come to denote women's increased control over their own lives, bodies and environment "in literature, women empowerment emphasizes on women's decision-making role, their economic self-reliance and their legal rights to equal treatment, inheritance, and protection against all forms of discrimination, in addition to the elimination of barriers to their access of resources such as education, health and information".

Women's participation in nation's development is not merely a question of providing some special concessions to them. Women's collective action on issues of relevance for their empowerment is the key factor around which women's movement as a whole has to be organized and directed. A nation or society goals ahead only through the contribution of all its members, Push the women into the backyards, and society itself will be behind.

The constitution (73<sup>rd</sup> amendment) act makes villages the focus of development efforts and gives special importance to local communities in deciding priorities and programmes. The fact that one-third of the elected representatives at village, block and District level are going to be women, provides the right opportunity for decentralized planning and programming as well as community participation for making an effective assault on poverty among women. Decentralized decision making powers can ensure accountability and sustained development.

The Women participation in economic activity besides increasing total participation and outputs have other important implications. Firstly, it tends to reduce fertility and population growth, thereby raising per capita income and consumption. Secondly, women participation will result their greater access to educational opportunities. Thirdly, women participation in economic activity affects the structure and operation of labour market. It is often argued that in low income countries, with excess labour supply women employment would reduce employment available to males.

Education has always been considered an important instrument for bringing change in any social set-up. The teachers who impart education are the key person in grooming the personality and the life style of the younger generation. They can invariably set the ball rolling in the positive direction of change. Realizing the importance of this aspect NPE (1986) has emphasized, education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be well conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, test books, training and orientation of teachers, decision – makers

administrators and the active involvement of educational institutions. Education certainly can help women to conquer the disadvantages and discrimination, which they suffer from and that is indeed the greatest and foremost empowerment. Education helps women to resist exploitation, besides of course empowering them to be self reliant. Educating women benefits the whole society. It has a more significant impact on poverty and development than men education. Indeed as far as the philosophy behind the empowerment of women is concerned it looks to be all very alluring but the practical situation shows that it is all illusive, hence, there is a dire need to empower the women in the prevalent scenario so that they may be active and consecutive contributors to develop the present conditions of family and society. The above mentioned variables viz. Leadership Qualities, Economic Independence and Educational Levels play very important role in empowering women. These variables are closely related to each other and have great relationship with empowerment. Hence the problem is worded as under:

#### **STATEMENT OF THE PROBLEM**

#### **“LEADERSHIP QUALITIES, ECONOMIC INDEPENDENCE AND EDUCATIONAL LEVELS AS CORRELATES OF WOMEN EMPOWERMENT”**

#### **OBJECTIVES OF THE STUDY**

The following were the objectives of the study:

1. To construct and standardize the Inventories for measuring Leadership Qualities, Economic Independence and Women Empowerment.
2. To study the Leadership Qualities of women as correlates of Women Empowerment.
3. To study the Economic Independence of women as correlates of Women Empowerment.

4. To study the inter relationships of Leadership Qualities, Economic Independence and Women Empowerment at following Educational Levels:
  - (i) Illiterate
  - (ii) Primary
  - (iii) Matriculation
  - (iv) Plus Two
  - (v) Graduation and
  - (vi) Post Graduation and above
5. To study the Leadership Qualities and Economic Independence as significant predictors of Women Empowerment at following Educational Levels:
  - (i) Illiterate
  - (ii) Primary
  - (iii) Matriculation
  - (iv) Plus Two
  - (v) Graduation and
  - (vi) Post Graduation and above
6. To study the main effects of following variables on Women Empowerment:
  - (i) Leadership Qualities
  - (ii) Economic Independence
  - (iii) Educational Levels
7. To study the two way and three way interactional effects of following variables on Women Empowerment:
  - (i) Leadership Qualities x Economic Independence
  - (ii) Leadership Qualities x Educational Levels

- (iii) Economic Independence x Educational Levels
- (iv) Leadership Qualities x Economic Independence x Educational Levels

## **HYPOTHESES OF THE STUDY**

The following were the hypotheses of the study:

- 1 There exists a significant relationship between the Leadership Qualities and Women Empowerment.
- 2 There exists a significant relationship between the Economic Independence and Women Empowerment.
- 3 There exists a significant inter relationships between the Leadership Qualities, Economic Independence and Women Empowerment at following Educational Levels:
  - (i) Illiterate
  - (ii) Primary
  - (iii) Matriculation
  - (iv) Plus Two
  - (v) Graduation and
  - (vi) Post Graduation and above
4. Leadership Qualities and Economic Independence will emerge as significant predictors of Women Empowerment at following Educational Levels:
  - (i) Illiterate
  - (ii) Primary
  - (iii) Matriculation
  - (iv) Plus Two
  - (v) Graduation and
  - (vi) Post Graduation and above



5. There will be significant main effects of following variables on Women Empowerment:
  - (i) Leadership Qualities
  - (ii) Economic Independence
  - (iii) Educational Levels
6. There will be significant two way and three way interactional effects of following variables on Women Empowerment:
  - (i) Leadership Qualities x Economic Independence
  - (ii) Leadership Qualities x Educational Levels
  - (iii) Economic Independence x Educational Levels
  - (iv) Leadership Qualities x Economic Independence x Educational Levels

#### **DELIMITATIONS OF THE STUDY**

1. The study was delimited only to the women of Himachal Pradesh.
2. The study was restricted only to the three District of Himachal Pradesh i.e. Hamirpur, Bilaspur and Solan.
3. The study was further delimited in terms of variables viz. Leadership Qualities, Economic Independence and Educational Levels.

#### **OPERATIONAL DEFINITIONS OF THE TERMS USED**

##### **Women Empowerment**

The scores obtained by the women on the women empowerment Inventory developed and standardized by the investigator.

### **Leadership Qualities**

The scores obtained by the women on the Leadership Qualities Inventory developed and standardized by the investigator.

### **Economic Independence**

The scores obtained by the women on the Economic Independence Inventory developed and standardized by the investigator.

### **Educational Levels**

Educational levels mean women possess different levels of education i.e. Illiterate, Primary, Matriculation, Plus Two, Graduation and Post Graduation and above.

### **METHOD**

There are several methods for conducting research study. But it is a fact that choice of method of research is determined on the basis of the nature of the problem. Keeping in view the nature and the objectives of the present research, descriptive survey method was considered to be an appropriate one to describe and interpret what exist at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is concerned with the phenomena that are typical of the normal conditions. It investigates into the conditions or relationships that exist, practices that prevail, beliefs, point of view or attitudes that are helpful: processes that are going on, influences that are being felt and trends that are developing. It is an organized attempt to analyse, interpret and report the present status of a social institution, group or areas. Descriptive studies involve measurement, classification, analysis, comparison and interpretation of the phenomena. Hence, to collect the necessary data descriptive survey method of research were used.

## **POPULATION**

Any group of people or observations which includes all possible members of that category is called population or universe is the group to whom the researcher would like to generalize obtained results, he would like to make statements which are valid for this total group. Therefore, the Population of the present study consists of all women of twelve Districts of Himachal Pradesh.

## **SAMPLE**

In the present study out of twelve Districts of Himachal Pradesh, three Districts i.e. Hamirpur, Bilaspur and Solan were selected randomly. The sample consisted of 900 women were selected in these three Districts. The sample consisted of 300 women from District Hamirpur including 150 rural and 150 urban, 300 women from District Bilaspur including 150 rural and 150 urban. Similarly 300 from District Solan included 150 rural and 150 urban women.

## **DESIGN OF THE STUDY**

The present study is based on co- relational and factorial design. To see the inter variable relationships, correlation among variables i.e. Leadership Qualities, Economic Independence and Educational Levels with Women Empowerment were computed.

The 2 x 2 x 6 factorial design was employed with two (High and Low) levels each of Leadership Qualities Inventory and Economic Independence Inventory of women. The high and low levels on different independent variables except that for Educational Levels were determined by using formula  $M \pm \frac{1}{2} \sigma$ . There were 10 subjects in each cell. The scores of Women Empowerment Inventory constituted the dependent variable.

## **VARIABLE STRUCTURE**

In the present study, three variables Leadership Qualities, Economic Independence and Educational Levels have been treated as independent variable and Women Empowerment is treated as dependent variable.

## **TOOLS USED**

To collect the necessary data for achieving the objectives of the present study, following tools were developed and standardized by the guide and investigator.

- (i) Women Empowerment Inventory
- (ii) Leadership Qualities Inventory
- (iii) Economic Independence Inventory

## **PROCEDURE OF DATA COLLECTION**

After finalizing the sample, tools and techniques for data collection the investigator contacted the women of different three district of Himachal Pradesh. Researcher explained the purpose of the investigation with the respondents of respective women and attempt was made by the investigator to establish rapport with subjects so as to obtain the correct and complete information from them.

## **CLASSIFICATIONS OF SUBJECTS**

The subjects were classified into two levels of Leadership Qualities i.e. high and low, two levels of Economic Independence i.e. high and low and six Educational Levels i.e. Illiterate, Primary, Matriculation, Plus Two, Graduation and Post Graduation and above.

## **STATISTICAL TECHNIQUES USED**

In the present study, the data was analyzed with the help of following statistical techniques:

- Product Moment Correlation (inter-variable correlation).
- Step-wise Multiple Regression Analysis.
- ANOVA.

## **ANALYSIS AND INTERPRETATION OF DATA**

The present investigation was aimed at studying the Leadership Qualities, Economic Independence and Educational Levels as correlates of Women Empowerment. To attain the objective of the study, the relationship of Leadership Qualities and Economic Independence with Women Empowerment were to be computed for whole of selected sample and inter-relationships of Leadership Qualities and Economic Independence with Women Empowerment at different Educational Levels were also too computed. It was also to be studied about the Leadership Qualities and Economic Independence as predictors of Women Empowerment at different Educational Levels. Further, the main and interactional effects of Leadership Qualities, Economic Independence and Educational Levels were also to be studied.

The analysis and interpretation of the data consist of four parts. Part first deals the relationship of Leadership Qualities and Economic Independence with Women Empowerment. Part second shows the inter-relationships of Leadership Qualities and Economic Independence with Women Empowerment at different Educational Levels. The Leadership Qualities and Economic Independence as predictors of Women Empowerment at different Educational Levels are deals with in part three. Part four deals with main and interactional effects of Leadership Qualities, Economic Independence and Educational Levels on Women Empowerment.

## CONCLUSIONS

On the basis of analysis and interpretation of data the following conclusions can be laid down:

- (i) Leadership Qualities are positively and significantly correlated to Women Empowerment. This is indicative of the fact that with the increase in Leadership Qualities, there is an increase in Women Empowerment and vice versa.
- (ii) Economic Independence is positively and significantly related to Women Empowerment. This indicates that with increase in Economic Independence, there is an increase in Women Empowerment and vice versa.
- (iii) There exists a significant relationship between Leadership Qualities and Women Empowerment, Economic Independence and Women Empowerment at Illiterate Educational Level of women. However, there is no significant relationship of Women Empowerment at Illiterate Educational Level with Leadership Qualities and Economic Independence taken together.
- (iv) There exists a significant relationship between Leadership Qualities and Women Empowerment, Economic Independence and Women Empowerment at Primary Educational Level of women. However, there is no significant relationship of Women Empowerment at Primary Educational Level with Leadership Qualities and Economic Independence taken together.
- (v) There is a positive correlation between Leadership Qualities and Women Empowerment, Economic Independence and Women Empowerment, and Leadership Qualities and Economic Independence taken together at Matriculation Educational Level.
- (vi) There is a positive correlation between Leadership Qualities and Women Empowerment, Economic Independence and

Women Empowerment, and Leadership Qualities and Economic Independence at Plus Two Educational Level.

- (vii) There exists a significant relationship between Leadership Qualities and Women Empowerment, Economic Independence and Women Empowerment at Graduation Educational Level of women. However, there is no significant relationship of Women Empowerment at Graduation Educational Level with Leadership Qualities and Economic Independence taken together.
- (viii) There is a significant positive correlation between Leadership Qualities and Women Empowerment, Economic Independence and Women Empowerment and Leadership Qualities and Economic Independence at Post Graduation and above Educational Level.
- (ix) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Illiterate Educational level.
- (x) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Primary Educational Level.
- (xi) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Matriculation Educational Level.
- (xii) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Plus Two Educational Level.
- (xiii) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Graduation Educational Level.
- (xiv) Leadership Qualities and Economic Independence emerged as important predicting factors in determining Women Empowerment at Post- Graduation Educational Level.

- (xv) There exists a significant main effect of Leadership Qualities on Empowerment among women having High Leadership Qualities and women having Low Leadership Qualities. In other words, it may be said that Leadership Qualities significantly play an important role in affecting the Women Empowerment.
- (xvi) There exists a significant main effect of Economic Independence on Empowerment among women having High Economic Independence and women having Low Economic Independence. In other words, it may be said that Economic Independence significantly plays an important role in affecting the Women Empowerment.
- (xvii) There exists no significant main effect of Educational Levels on Women Empowerment. In other words, it may be said that Educational Levels do not play an important role in affecting the Women Empowerment.
- (xviii) There exists a significant interactional effect of Leadership Qualities and Economic Independence on Women Empowerment.
- (xix) There exists no significant interactional effect of Leadership Qualities and Educational Levels on Women Empowerment.
- (xx) There exists no significant interactional effect of Economic Independence and Educational Levels on Women Empowerment.
- (xxi) There exists no significant interactional effect of Leadership Qualities, Economic Independence and Educational Levels on Women Empowerment.



## EDUCATIONAL IMPLICATIONS

On the basis of the findings, the present study has following educational implications:

- (i) The findings of the present study indicate that there is a significant positive correlation between Leadership Qualities and Women Empowerment. With the increase in Leadership Qualities the Women Empowerment also increases. Hence, the Government must take steps to start programmes for developing Leadership Qualities in the women. The Educational institutions must provide opportunities to girl students to participate in all academic and co-curricular activities of the school programmes and must be given leading roles. The women must be encouraged to take part in Local Bodies i.e. Gram Panchayat, B.D.C. and Municipalities etc. By playing different role in various above stated activities Leadership Qualities will be developed among them and they will feel more empowerment.
- (ii) Economic Independence is significantly related to Women Empowerment. The findings of the present study show that the women who are economically more independent feel more empowered as compared to women having low Economic Independence. In view of this, steps must be taken to make women Economically Independent. The girl students should be provided scholarships and other financial aids by the schools. Opportunity must be provided to women in all the income generating activities so that they may earn at their own and feel economically independent.
- (iii) The findings of the present study indicate that as the Educational Level increases the Women Empowerment also increases. In view of this the State and Central Government must take steps for the education of the girl child. Every girl child must attend the school and higher educational

institution for getting higher education. All educational facilities i.e. access and availabilities to educational institution must be provided. The parents should be made aware with various rights of the girl child so that they send their girl child to the School/ College / University.

- (iv) The results of the present study are indicative of the fact that Leadership Qualities and Economic Independence are significant predictors of Women Empowerment at different Educational Levels. Therefore, the programmes which develop Leadership Qualities among women should be started and the women should be provided opportunity to become Economically Independent.

### **SUGGESTIONS FOR FURTHER RESEARCH**

The scope of present study was delimited in a number of ways to assess the Women Empowerment in three Districts of Himachal Pradesh. Hence, some suggestions in the continuity of this research endeavor are laid down for further research:

- (i) The present study was conducted on a sample of 900 women. Similar studies may also be conducted on large samples.
- (ii) The present study was delimited to a few dimensions pertaining to the Women Empowerment i.e. Leadership Qualities, Economic Independence and Educational Levels. Further research may also be undertaken on other variables of Women Empowerment.
- (iii) The present study was restricted to the three districts i.e. Hamirpur, Bilaspur and Solan. Similar study on Women Empowerment may be conducted in other districts of Himachal Pradesh and other State.