

Impact of Education on Decision-making Ability of Women

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ABSTRACT

Promotion of Women's education has been one of the cornerstones of our educational policy. National policy on Education-1986 revised in 1992 took a broader view in underscoring the role of education in empowering women in order to overcome inequalities and disparities. The study was conducted taking 100 women of Bhopal city. Self prepared tool was used for collecting the data. It was found that the decision-making ability of educated women is more than uneducated women. Educated working women have more decision making ability than educated non working women.

Keywords: Women's education, Bhopal, decision-making

The National Policy on education brought the fundamental issue of women's equality on centre stage. "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 a well conceived age in favour of women. This will be an act of faith and social engineering. The elimination of women illiteracy and obstacles inhibiting their access to and retention in elementary education will receive overriding priority through provision of special support services setting time targets and effective monitoring".

Education has become a tool and also an agent of social change promoting new knowledge, new values and new ways of improving human conditions. Through education one is expected to become a dutiful, responsible citizen of the society. A person can be shaped in thinking, behaviour and interaction in the line with the expectation of the society through undergoing the process of education. Culturally women are perceived as having lower social status, which has further worsened their opportunity and consideration for education. It is an established fact that the development of a nation depends on maximum utilization of her man power. For any country, participation of women in the development process is of utmost necessity as they

comprise of a half of the population percentage. Therefore, development of the nation in true sense cannot be achieved without proper development and empowerment of the women population. In a country like India this becomes doubly essential as India traditionally has been a country which worships its women only in temples, but its women are completely marginalized in all other sectors (Bhatt and Ela, 1984). The skewed sex ratio in the census survey clearly demonstrates the favour of the society towards one sex over the other. Status of women have witnessed different ups and downs over centuries and at present Indian society is trying for eradicating gender discrimination through empowering women through education and employment. The role of education in facilitating social and economic progress is well accepted today.

Women empowerment is receiving world attention; India has included gender equality and women empowerment in its development goals. Women empowerment is an essential ingredient for achieving all the developmental goals. India as a nation has adopted education as an instrument for social and economic transformation. Much has been done to increase gender equality in education over the past 15 years.

Empowerment refers to the process of gaining control – over self, over resources and over decision making. Empowerment in education implies: (i) promoting self-recognition, a positive self-image and self-actualisation (ii) stimulating critical thinking (iii) deepening understanding of the gendered structures of power, including gender (iv) enabling access to resources, specially to an expanding framework of information and knowledge (v) developing the ability to analyse the options available, and to facilitate the possibility of making informed choices (vi) reinforcing the agency of girls to challenge gendered structures of power and take control of their lives. (Position Paper National Focus Group on Gender Issues in Education)

The socio-economic status of Hindu women were very much low (Vasistha, 1976). Lack of education, early marriage, non existence of employment opportunities, absence of absolute property rights were considered as main reason of inequality of sex in the socio-economic field. The assumption of superiority of males has built up the ideas of male dominance and female dependence. Most of the major decision making roles are thus in the domain of males in most cases. The status of women can be measured in terms of degree of equality and freedom enjoyed by them. (Bala, 2004) Equal participation of women with men in decision making, free expression of their views and participation in the community life help them to get recognized in the society. The power of expression and ability to solve problems through their views and ideas, make women capable of getting attention from everyone. The financial independence along with employment opportunity makes a woman capable of asserting her voice in community as well as in the family.

From time immemorial women have been associated with domestic lives, where as politics and livelihood generation is often viewed as male dominated activities. It is always culture (norms, values, and beliefs of people) with gender inequalities and socialization which determines position of woman in societies (Arun, S. 1994).

Mangathai's (2001) study revealed that reservation policy of 73rd Amendment have created favorable environment for women. The husbands motivate and support their counter parts but still they play

a vital role in influencing women. Most of their decision was influenced by their husbands.

Women empowerment in society and family are closely linked to decision making influence. Traditional gender roles reflecting men's participation in commercial spheres and women's in domestic spheres have disadvantaged women in their ability to engage in decision making. Decision making has been measured in terms of participation of women in household responsibilities. Education plays an important role and influences decision making of women which is an important indicator of empowerment of women.

Objective of the study

1. To study the impact of education on decision making ability of women.
2. To study the decision making ability of educated working and non working women.

Hypothesis of the study

1. There is no significant difference in decision making ability between educated and uneducated women.
2. There is no significant difference in decision making ability between educated working and non working women.

Design of the study

The present study had been planned to elaborate methodological procedure adopted and various analytical techniques employed in achieving the set objectives of the present study on "Impact of Education on Decision Making Ability of Women". Descriptive survey method of research was employed in the study.

Sample

A sample of 100 women's from Bhopal city was taken for the study. Keeping in-view the objectives, hypothesis and number of sample of the present study, investigator found random sampling technique suitable for data collection.

Tool Used

Self constructed tool for 'decision making ability' was used by the researcher, yielding the scores on

five dimensions of decision making i.e. economic decisions, legal matter, family, mobility, social behaviour. In all 25 questions were there.

Statistical technique used

For analysis of the data Mean, SD and t-test was used.

DATA ANALYSIS AND DISCUSSION

In the present study the raw scores of women on decision making ability in terms of mean, standard deviation and t-test have been employed and the data was analysed.

H01: There is no significant difference in decision making ability between educated and uneducated women.

Table 1: Significance of ‘t’ between educated and uneducated women in respect of decision-making ability

Women	N	M	SD	Df	T	Sig.
Educated	50	21.16	3.71	98	11.99	0.05 level
Uneducated	50	13.42	2.65			

Significant at 0.05 level of significance.

The above table indicates that the there is significant difference between the mean of educated and uneducated in respect of decision making ability. The value of ‘t’ is significant at 0.05 level and hence the hypothesis is not accepted, so there is a significant difference between decision making ability of educated and uneducated women. From the finding it could be inferred that education plays an important role in decision making ability of women, as education makes them rational towards their decision-making.

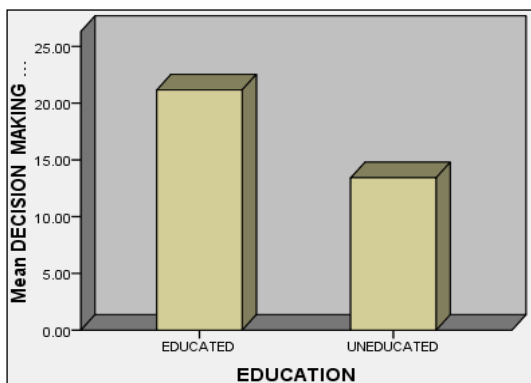


Fig. 1: Graphical representation of mean of educated and uneducated women in respect of decision making ability

H0 2: There is no significant difference in decision making ability between educated working and non working women.

Table 2 : Significance of ‘t’ between educated working and non working women in respect of decision-making ability

Educated Women	N	M	SD	Df	T	Sig.
Working	25	23.80	1.89	48	7.31	0.05 Level
Non working	25	18.52	3.17			

Significant at 0.05 level of significance.

The above table indicates that the there is significant difference between the mean of educated working and non working women in respect of decision making ability. The value of ‘t’ is significant at 0.05 level and hence the hypothesis is not accepted, so there is a significant difference between decision making ability of educated working and non working women. It could be because of the financial independence, exposure that the working women gets and also interaction with different kinds of people makes them rational to take decision.

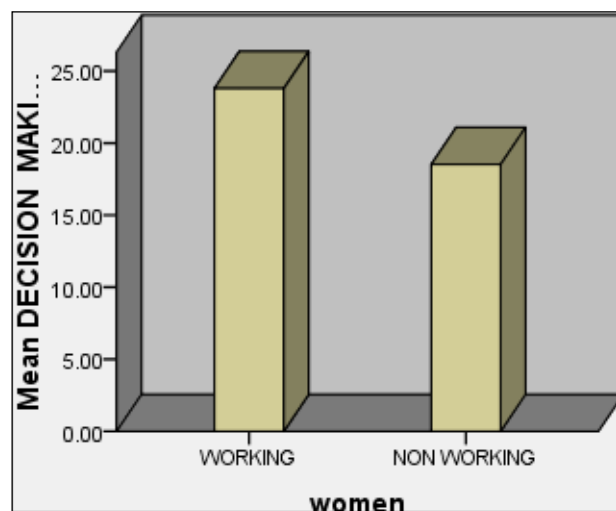


Fig. 2: Graphical representation of mean of educated working and non working women in respect of decision making ability

Findings and conclusion of the Study

The major findings of the study were:

1. Decision-making ability of educated women is more than uneducated women.
2. Decision-making ability of educated working women is more than educated non working women.

It shows that the decision making ability of the women is largely affected by education. It plays a major role in women as education makes women to take decision in an effective way. It can be concluded that person can be shaped in thinking, behaviour and interaction in the line with the expectation of the society through undergoing the process of education.

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