



# A Study of effectiveness of awareness of higher secondary school students of standard-XI about women empowerment towards Woman Empowerment

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## 1. Introduction

The chaos of the originals and the surprising changes have brought about a new change in education. Education is the foundation of society's well-being. It becomes necessary to identify the problems and solve the problems through a series of efficient steps in order for the educational work to be useful to the society, to be productive and to be quality conscious from a multidimensional perspective.

## 2. Rationale of the study

The rich girls of India have flown in the air till now, no girl has ever flown in a rocket. Imaginary rockets fly into space for a full sixteen days and become involved in space experiments. This was the first child concept from Asia to fly into Haryana. Karnal village. Both Mamata Samyogita and father Banavarlal were also clever in the general imagination. The parents' intention was to send him to the medical branch, but the concept eventually wanted to stay away from the mob. The fun, witty, energetic imagination was just as imaginative. The woman voluntarily took care of her house to control the world. This did not spread chaos in the society and create a beautiful world, but the man, who understood this sacrifice of women, continued to suppress the woman. The position of women in the male-dominated society was somewhat narrow. Despite acknowledging the importance and position of women in the modern age, women have always been valued in a conservative society with a unique perspective. Women donate with the words 'Kanyadaan', a woman should stay in the four walls of her house, women should not be aware of their rights, so that the duty of duty should be avoided from childhood and at least the whole world has no right to treat me freely. The survey decided that if we want to make the society healthy, educated, then at its core women are. After educating and educating women, men began to take more care of women and new plans were being made for women. Pandit Jawaharlal Nehru's statement is correct that if you teach a man, you will teach a man only, but if you teach a woman, you will teach the whole family. If women are empowered, then India will empower itself. Equality, freedom and equal opportunity are essential in democracy. RTI Under higher secondary school students of standard-XI education is becoming compulsory. Education is required to be universalized through free and compulsory education. It is necessary to emphasize women empowerment.

## 3. Statement of the problem

There are several areas of the state of Gujarat. In view of the fact that girls' education is negligible, the experimenter has chosen the following problem for the study. Secondary schools have set up a good women empowerment program for girls' education and empowerment of girls. The researcher has chosen the following topic, as the researcher wants to examine the effectiveness of women empowerment at higher secondary school level of the Gujarat state in terms of gender, habitat and stream of the students and response of the teachers towards implications of women empowerment.

#### 4. Title of the research

A Study of effectiveness of awareness of higher secondary school students of standard-XI about women empowerment towards Woman Empowerment

#### 5. Objectives of study

1. To compare the response of the arts and commerce higher secondary school students of standard-XI about women empowerment.
2. To know the response of the male and female higher secondary school students of standard-XI about women empowerment.
3. To compare the response of the male and female higher secondary school students about women empowerment.
4. To know the response of the rural and urban habitat higher secondary school students of standard-XI about women empowerment.
5. To compare the response of the rural and urban habitat higher secondary school students about women empowerment.

#### 6. Variables of the study

**Table 1: Variables of the study of Women empowerment**

No	Type of Variable	Variable	Level	Category
1	Dependent	Women empowerment		
2	Independent	Gender	2	•Male •Female
3	Independent	Habitat	2	•Rural •Urban
4	Independent	Stream	2	•Arts stream •Commerce stream

#### 7. Hypothesis of the study

- H<sub>01</sub>** There will not be significant difference between the mean score of the male and female rural habitat Arts stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>02</sub>** There will not be significant difference between the mean score of the male and female urban habitat Arts stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>03</sub>** There will not be significant difference between the mean score of the male and female rural habitat Commerce stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>04</sub>** There will not be significant difference between the mean score of the male and female urban habitat Commerce stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>05</sub>** There will not be significant difference between the mean score of the male and female rural habitat higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>06</sub>** There will not be significant difference between the mean score of the male and female urban habitat higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>07</sub>** There will not be significant difference between the mean score of the male and female Arts stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>08</sub>** There will not be significant difference between the mean score of the male and female

- Commerce stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>09</sub>** There will not be significant difference between the mean score of the male and female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>010</sub>** There will not be significant difference between the mean score of the rural and urban habitat Arts stream male higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>011</sub>** There will not be significant difference between the mean score of the rural and urban habitat Arts stream female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>012</sub>** There will not be significant difference between the mean score of the rural and urban habitat Commerce stream male higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>013</sub>** There will not be significant difference between the mean score of the rural and urban habitat Commerce stream female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>014</sub>** There will not be a significant difference between the mean score of the rural and urban habitat male higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>015</sub>** There will not be significant difference between the mean score of the rural and urban habitat female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>016</sub>** There will not be significant difference between the mean score of the rural and urban habitat Arts stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>017</sub>** There will not be significant difference between the mean score of the rural and urban habitat Commerce stream higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>018</sub>** There will not be significant difference between the mean score of the rural and urban habitat higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>019</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream rural habitat male higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>020</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream rural habitat female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>021</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream urban habitat male higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>022</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream urban habitat female higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>023</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream rural habitat higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>024</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream urban habitat higher secondary school students of standard-XI on Women empowerment rating scale.
- H<sub>025</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream male higher secondary school students of standard-XI on Women

- empowerment rating scale.
- Ho<sub>26</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream female higher secondary school students of standard-XI on Women empowerment rating scale.
- Ho<sub>27</sub>** There will not be significant difference between the mean score of the Arts stream and Commerce stream higher secondary school students of standard-XI on Women empowerment rating scale.

### 8. Delimitation of the study

This research is a survey type of research. Since this research is conducted as a part of the sponsor research, the demarcation presented in terms of time and energy matters has been decided as follows.

1. The study presented comprises a total of five districts of Mehsana, Aravalli, Sabarkantha, Banaskantha and Patan in the state of North Gujarat is delimited.
2. Higher secondary school students of standard-XI studying in the years of study were delimited to 2018-19 years.
3. A total of five districts of the state of Gujarat, including Mehsana, Aravalli, Sabarkantha, Banaskantha and Patan, are limited to higher secondary school students of standard-XI schools.
4. Only modified opinions will be used for the sake of research.

### 9. Population and sample

The research presented is accepted as the business world of the students of higher secondary schools in the districts of North Gujarat. If the business world is well selected, then a sample representing the world may be selected.

- 1.Area: A total of five districts like Mehsana, Aravalli, Sabarkantha, Banaskantha and Patan in the state of North Gujarat.
- 2.Department: Higher Secondary School
- 3.Medium: Higher secondary schools of Gujarati medium (Grant-in-aid).
- 4.Included in Business: Higher Secondary School Students

### 10. Sample selection

**Table 2: Sample of the study**

Stream	Arts stream				Commerce stream				Total
	Rural		Urban		Rural		Urban		
Habitat									
District\Gender	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Mahesana</b>	41	41	44	48	14	17	15	16	236
<b>Aravali</b>	48	45	48	42	15	15	19	15	247
<b>Sabarkantha</b>	43	51	45	45	18	17	18	16	253
<b>Banaskantha</b>	48	52	43	41	16	18	14	17	249
<b>Patan</b>	47	46	52	43	18	17	16	14	253
	227	235	232	219	81	84	82	78	1238

Sample selection is always based on the topic of the research. Because the selected template is used to obtain information. In the study presented from the above methods, sample selection was done using a random sample selection method. From the probable sample selection in the presented research Random sample selection and stratified sample selection has been used. In the research presented, the researcher has selected five out of five districts of North Gujarat. It comprises five districts of

Mehsana, Aravalli, Sabarkantha, Banaskantha and Patan in the state of North Gujarat. These districts are selected in the sample of Grant-in-Aid Higher Secondary Schools by randomly withdrawing their letters from higher secondary schools. Six students from these higher secondary schools have been taken as samples.

## 11. Tool of the study

### 11.1 Women empowerment rating scale (For Students)

This study is conducted to know the opinion about Woman Empowerment. So, the rating scale was constructed about Woman Empowerment. First, research was made a row opinioned about Woman Empowerment, it was given to subject and method expert for expert opinion and suggestion. According to expert opinion and suggestion, improvement was done in the rating scale. After that the rating scale was given to small group of the students of standard-XI as a pre-pilot to know the timing of the tool and suggestions of the students. According to the suggestions of students, correction and improvement were done in rating scale. Then, the rating scale was given to large group of students of standard-XI as pilot study. According to the responses of the students, item analysis was done. As per item analysis, item was short listed for final rating scale. New number was given to the items for final rating scale. Agree, Neutral and Disagree, these three points were indicating to give responses of the rating scale. Students read properly the statement of rating scale and make  $\checkmark$  in one point which is more preferable for them. This way, researcher was following the procedure of construction of the tool.

## 12. Reliability of Women empowerment

Reliability of Women empowerment is as follows.

**Table 3: Reliability of Women empowerment**

No	Reliability	r.
1	Test: Retest Reliability	0.86
2	Split-half Reliability	0.72

Test: Retest Reliability and Split-half Reliability deliberate for the Women empowerment rating scale. Afterward a two months gap Test: Retest Reliability of Women empowerment rating scale was found to be 0.86, which is very high association in nature. Split-half Reliability Women empowerment rating scale was found to be 0.72, so it can be said there is average nature of correlation found as well as it is positive in nature.

## 13. Validity of Women empowerment Rating Scale

**Table 4: Correlation and SEr of Women empowerment with different test**

No	Validity	r
1	Correlation between score of Women empowerment rating scale and score of students in previous examination	0.324

Calculated Correlation for the above variables between score of Women empowerment rating scale and score of higher secondary school students in previous examination was found to be 0.324, which indicates that the here is obtained correlation is positive and average correlation validity found between the Women empowerment and score of higher secondary school students in previous examination of secondary school students.



**Table 5: Factorial Validity of Women empowerment Rating Scale**

No	Factorial Validity		
	Factor	1 <sup>st</sup> factor	2 <sup>nd</sup> factor
1	Simple	72.74	----
	Thurstone	68.88%	31.12%

As per above table Factorial Validity was calculated for the Women empowerment rating scale for higher secondary school students. In the calculation of Factorial Validity Test of Women empowerment rating scale by the factorial validity through simple method was found to be 72.74, which indicates that the selected test measure 72.74 percentage of Women empowerment of higher students of secondary school, same as Factorial Validity of Women empowerment rating scale by the Turnstone method was found to be 68.88 percentage for first main factor of woman empowerment and second factor was 31.12 percentage. So, it can be said that the present Women empowerment rating scale measures 72.38 percentage Women empowerment of higher secondary school students.

#### 14. Data Collection

The researcher was taking the oral permission of Principal of the selected schools. He was going to school on given date and time. Rapport were established with pupils and tell them how the response given on the test. After the time limit, the rating scale were taking back. That way, the researcher was collecting the data properly. This research was discussing data collection, data presentation, analysis and interpretation. In order to consolidate the information, the study was first contacted to obtain the prior approval of the Principal of the schools selected as the director. After obtaining the pre-approval, the students were sent to the school at the time and date specified by the approval and the appropriate instructions were given to them. They were then asked to give feedback on the Rating scale given to the researcher, as there was no time limit for filling the dissertation. The students took about 20-25 minutes to complete the revision. Came. Lastly, thanks were given to each student and the principal of the school. The Rating scale in which incomplete details were found were returned to replenish the Rating scale. Finally, the Principal and students were thanked for their approval and co-operation for collecting information. This was how the information was collected. Thus, the task of data collection was completed in a period of 30 days.

#### 15. Data analysis

On the basis of responses on rating scale of students, total score of each rating scale were calculate. These scores were divided accordingly to variables and different strata. Percentage, Mean, S.D., and C.V. were calculated of total score of rating scale according to variables, t- value will find out for significance of the hypothesis. The classification of the data is shown below. The implications of the research information technology and the device have been selected regardless of the study's objectives and inputs. Analyzing and interpreting information takes a lot of time and requires just as much patience and precision. Thus, the importance of analyzing information becomes very important for the researcher in research studies. The research work is as accurate as the information received from the samples and becomes full. In the research presented, the researcher prepared the frequency distribution on the basis of the students' receipts through self-designed questionnaires, computed the Rating scale based on the percentage and obtained the distribution from the recipients. Based on that the hypotheses have been tested, the research findings have been concluded.

#### 16. Research Findings

The Women's Empowerment Opinion Rating scale for all students shows the value of the recipient of the five received awards versus the value close to zero. The critical ratio of Venus is less than the value of the value obtained from the sum of 4 times. The opposite is found. Therefore, distribution is equitable in terms of the opposite. Thus, it can be said that the female empowerment opinion rating scale for all the students of the higher secondary schools are equal in terms of the distribution of the receipts received by the women.

The Women's Empowerment Opinion Rating scale for Students across the Student. The critical ratio of Kurtosis is significant since the value obtained from the positive ratio is high. The kurtosis received is not a smock. Therefore, in terms of Kurtosis, distribution is equitable. Thus, it may be said that the female empowerment opinion criterion for all students of higher secondary schools is divided by the frequency of receipts received by the recipient.

Women's Empowerment Opinion Rating scale for All Students of Higher Secondary Schools The version of the five received recipients is based on the degree of distortion and skewness.

Women's Empowerment Opinion Rating scale for Students by Gender: Achievement of Received Objectives, Deviation of Proportion, Value of Proportionality and Significance

## **17. Major findings of the study**

### ***17.1 Impact of gender on response of women empowerment***

Gender-wise there is significant difference found between mean score of the male and female higher secondary school students of class-11. Response of the female higher secondary school students of standard-XI found significantly higher than the response of the male students on women empowerment rating scale with reference to various gender-wise groups.

### ***17.2 Impact of habitat on response of women empowerment***

Habitat-wise there is no any significant difference found between mean score of the urban habitat and rural higher secondary school students of class-11. Response of the urban habitat higher secondary school students of standard-XI found no any significantly higher than the response of the rural students on women empowerment rating scale with reference to various habitat-wise groups.

### ***17.3 Impact of stream on response of women empowerment***

Stream-wise there is no any significant difference found between mean score of the arts stream and commerce stream higher secondary school students of class-11. Response of the commerce stream higher secondary school students of standard-XI found no any significantly higher than the response of the arts stream students on women empowerment rating scale with reference to various stream-wise groups.

With comparison of the gender, habitat and stream-wise women empowerment of higher secondary school students of class-11, only gender is found to be effective on women empowerment rating scale, while there is no any significant difference seen of habitat and stream on response of score of the higher secondary school students of standard-XI on women empowerment rating scale.

## **18. Conclusion**

With comparison of the gender, habitat and stream-wise women empowerment of higher secondary school students of class-11, only gender is found to be effective on women empowerment rating scale, while there is no any significant difference seen of habitat and stream on response of score of the higher secondary school students of standard-XI on women empowerment rating scale.

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