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An Empirical Study on Status of Women Empowerment in India

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Abstract

Women's empowerment is a long-standing and big challenge among all sections of society across the nations. Undoubtedly, a great deal of progress has been accomplished in empowering women; still, women and girls continue to face discrimination and violence in almost every part of the world, and India is no exception. At present, women participate in all activities in India, including education, sports, politics, media, art and culture, service sectors, science, and technology. Moreover, the Indian Constitution guarantees equal opportunities to women. However, multiple studies have shown that women's role in society has not changed drastically; and gender discrimination persists in India. Thus, empowering women is essential for the betterment of family, community, and national development. This study aims to assess the understanding and extent of the genuine meaning of women's empowerment amongst different sections of the society classified on basis of income level; and to compare their perspectives on the issue. Further, it seeks to analyze the acceptance of gender role reversal in the family. It is a primary study based on a survey conducted with the help of a structured questionnaire. The study has been conducted on the hypothesis that women respondents are relatively less empowered, and their status is lower than that of men. The study finds that in almost all cases, the family's financial standing has been strengthened wherever the women have earned to supplement the family's income. In some cases, the positive attitude towards women's economic empowerment is a major step in strengthening women's empowerment.

Keywords: Women Empowerment, Education, Health, Socio-Economic Status

Section 1
Introduction

Women empowerment is a multi-dimensional global phenomenon. It was a buzzword in the sixties of the previous century and became an extensively discussed subject among scholars by the eighties. It further gained momentum since the inception of the present millennium. As women constitute 49.6% of the total population in the world(the world bank data, 2021). And they play a vital role in a nation's social, political and economic development. Moreover, women are considered potential drivers of sustainable development. To unleash their potential, even the United Nations Organisations proposed Sustainable Development Goal 5 with the theme" Achieve Gender Equality and Empower all women and girls." In the past, United Nations declared the " Women Decade" in the year 1975; further ,it proclaimed 2001 as the "International Year of Women Empowerment". India also celebrated 2001 as the "Women's empowerment Year". Thus, women's empowerment is becoming a pivotal point in the various developmental programs, policies, and activities of the united Nations and other nations government and non -government bodies. Further, this subject is of significant solicitude to researchers, economists, scientists, politicians and bureaucrats. However, there is no consensus among scholars about conceptual definition of the term 'empowerment'. Sahay S. (1998) states , "Empowerment is an active , multi-dimensional process which enables women to realize their full identity and powers in all spheres of life." As per Bhadra (2001,P.61), "Empowerment refers to increasing the power of the low-power group so that it more nearly equals the power of the high-power group." The world Bank also defines empowerment as the "process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired

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actions and outcomes. Central to this process are actions which both build individual and collective assets and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets".(Chattopadhyay,2005,P.27)

Further, as defined by empowerment of women as defined by Griffin (1987) that, "being able to contribute to all levels of society and not just in the home. Power also means having women's contribution recognized and valued." On the other hand, Mc Whirter (1994) was quoted by Asp and Sandhu in their book- Empowering Women Equity: A counselling Approach .They delineate that "Empowerment is the process by which people, organizations or groups who are powerless or marginalized (a) become aware of the power dynamics at work in their life context, (b) develop the skills and capacity for gaining some reasonable control over their lives, (c) which they exercise, (d) without infringing on the rights of others and which coincides with actively with actively supporting the empowerment of others in their community¨". Presently, women participate in almost all walks of life across the nations, including India, whether it is the field of education, sports, politics, services, space, science, technology, media, art and culture, etc. No doubt, much progress has been made regarding various laws and developmental programs to empower women for their betterment and enhancement of gender equality. However, it is also a fact that women are still suffering in every age and country encompassing India. The dimensions of suffering, however vary from society to society, place to place, and country to country. India is a multi-lingual, multi-religious, and patriarchal society. Even in the 21st century, they are beaten , face honour-killing , tortured and raped; debarred from selecting their dress, profession life partner, and educational programs and institutions; restrained from moving freely, and restricted from taking decisions regarding spending investment and household matters; still expected to cook and clean the house; take care of children and elderly and so on. Such a contrasting scenario of progress and sufferings of women motivated us to examine the status of women empowerment in our surrounding area among the low-income group. It is our research question, and its significance of it is highlighted by the statement, "to empower women is smart Economics".(Ana Revenge and Sudhir Shetty, 2012)

SCOPE

As women's empowerment is a complex and multi-dimensional phenomenon, there is no standard norm to evaluate it. However, it can be understood and measured from various angles:
Economic, social, political, educational and legal empowerment; personal freedom; and gender equality. In this study, to comprehend the concept of women empowerment, particularly among the lower and lower- middle-income groups, we have focused on four aspects only: Economic indicators, Educational indicators, personal freedom, and gender role reversal. These aspects are inferred from changes at the individual level of women and their relational level. Changes at the individual level of women mean, at present ,how a women sees herself; contemplates her role and other women's role in society; perceives her economic role; and strengthens her confidence in deciding and taking actions that matter to herself women. Further, changes at the relational level relate to those in the relationships, and power relations within the woman's surrounding network, including changes with in the household and the community. As women empowerment is a complex and multi- dimensional phenomenon, there is no standard norm to evaluate it. However, it can be understood and measured from various angles namely: economic, social, political, educational and legal empowerment; and personal freedom and gender equality.

1. **Education Indicators :** Instructing youngsters to get their own life as well as on the whole adds to the improvement of a more solid country and the world. It can yield a superior encompassing in which individuals can separate between good and evil, know the significance of casting a ballot, comply with regulations, and decrease violations.

2. **Economic Indicators :** Giving women greater economic empowerment means enabling women to increase their right to economic resources and their control over meaningful decisions that benefit themselves, their households and their communities. Economic empowerment increases women's access to economic resources and opportunities, including jobs, financial services, property, and other productive assets, skills development, and market information. It also refers to the state of being employed in Government sector, Private sectors and Self-employed or unemployed. In addition, economics enables households to make their own decisions around

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investing in health and Education and taking risks to increase their income. Greater empowerment improves their well-being and economic status.

3. **Gender Reversal Role Indicators :** Role reversal is when two people have chosen to exchange their duties and responsibilities. Empowerment allows acting on their behalf so that they can take the initiative and make decisions.

4. **Freedom Indicators :** It is vital to permit individuals to live their lives as they like, so long as they do not interfere with others. Freedom is essential to empowering individuals to regulate their own lives.

5. This research paper is organized into five sections: Section one details the study's introduction and scope. Section two includes a review of the literature and objective. Section three specifies the research methodology used in this work. The results and findings of the research are described in section four. Finally, section five delineates the summary and conclusions of this study.

Section II

Review Of Literature

Women empowerment has been a burning issue globally for decades, and numerous studies have been conducted to examine the concept, status, and process of empowering women. A brief review of some of the studies in this regard is presented in this section.

Kumar & Pau(2004)l measured women's empowerment through enhancement in autonomy in decision-making. They conducted the primary survey for 448 females in the rural areas of Allahabad District. The study used a sample of working and non-working women to understand the differences in autonomy in decision-making capacity as an indicator of empowerment concerning their working status. This empirical study pointed out that a mere increase in Female Work Participation Rates did not ensure women's empowerment; instead, the quality of work involved was also a significant factor. And they further observed that economic, social, and political resources alone could never ensure empowerment without women's individual and collective ability to recognize and utilize resources in their interests. Finally, they concluded, _"The women's movement at its deepest is not an effort to play "catch-up" with the competitive, aggressive "dog-eat-dog" spirit of the dominant system. Instead, it is an attempt to convert men and the approach to the sense of responsibility, nurturance, openness, and rejection of hierarchy that are part of our vision"[i]_ Mosedale S. (2005) proposed a conceptual framework within which women's empowerment might be assessed and suggested that it should include the components namely:

* First, identifying various constraints to action.
* Second, recognizing the way women's agency has developed.
* Third, identifying the mode women's agency has altered the regulations to action.[ii].

Shettar M. (2015) analyzed the status of women empowerment in India and propounded the concerning issues and challenges. This study was based on secondary sources. She revealed that Indian women are relatively disempowered and have somewhat lower status than that men despite many initiatives undertaken by the government. She also found that the acceptance of unequal gender norms by women is still prevalent in Indian society. Finally, her research concluded that access to education, employment, and change in the social structure were the only factors to empower women in India.[iii]

Mandal B.'s (2018) study aimed to find out about women's education in pre-colonial, colonial, and modern India, the forms of empowerment of women, the violence against women, women's rights, legal protection of women in the Indian constitution, the role of NGOs in women empowerment, the Government schemes, and programs for women empowerment, how education has helped woman empowerment and how Indian society is changing by women empowerment in the21st century. It was a qualitative study based on data collected from different secondary sources. It revealed that:

1. Women's education in Indian society in the Vedic era was good.
2. Women's empowerment meant increasing women's socioeconomic, political, and legal strength, ensuring equal-right for women, and making them confident to enforce their rights.
3. A country's overall development requires its women to become powerful.
4. It explained women's constitutional rights and the advantages provided by various NGOs, national agencies, etc.
5. And found that education was the catalyst for woman's empowerment.[iv]

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Based on a review of the current literature, Singh S. & Singh A. (2020) examined the status of women's empowerment in India and other countries and assessed the preparedness to accomplish Sustainable Development Goal -5 of the United Nations based on the review of the existing literature. Their study focused on the concerned legislations, plans, and programs undertaken by the Government, non-government organizations, and the corporate sector as a part of their corporate social responsibility. The results revealed an improvement in gender parity in educational attainment and political participation. Still, they found a declining economic participation, opportunity trend, and health and survival category. The health and survival segment was worse even among SAARC countries. As we have a decade towards achieving the SDG Goals, the Government needs to focus on these two segments more to achieve gender parity. The research suggested an urgent need to reassess India's affirmative actions to thrive women empowerment through skill acquisition, equitable economic opportunity, and fitting medical and healthcare apart from traditional education.[v] Ranjitha M. & Sharma S. (2020) measured the extent of empowerment among women in urban Bangalore city (India) for the critical areas, namely educational achievement, economic opportunity, health and well-being, decision-making, and autonomy in all matters. They analyzed various indicators of women's empowerment using a structured questionnaire. The main emphasis was on women's decision-making power in household affairs, financial autonomy, freedom of movement, and access to education. The research revealed that decision-making power in households and women's freedom of movement varied considerably with age, education, and employment. In addition, very few women had a voice in decisions concerning how to spend their earnings. However, their control over cash earnings enhanced with age and education. The study further found that educational qualifications and access to employment were the prominent factors in promoting women's empowerment; however, the degree of achievement of the goal hinged mainly on the general population's attitude towards gender equality.[vi]

The review of literature motivated us to assess the status of women empowerment empirically among the low-income group of people around us in our neighbourhood who play a vital role in the economic development of the city; and to further analyze their perspectives on specific issues concerning this subject, as we could not come across the such study in recent time. As a result, this research article contributes to the existing literature on some aspects of women's empowerment based on observations made during interviews with members of the low-income strata of the community in the locality.

Objective Of The Study

The study aims to identify four factors namely economic education, gender, reversal, and freedom that are helping to achieve women's empowerment in society.

Section III
Methodology Of The Study

It is an empirical study based on a neighbourhood survey done in Delhi. Using a structured questionnaire, the primary data are gathered using a random sampling method. The research has developed a questionnaire that focuses on these four factors that promote and facilitate Women's Empowerment in Indian society. The questionnaire contained the following five sections: Part A - Profile demographic; Age, education, occupation, sex, monthly income, family, and income are among the six demographic data that are requested. Part B- Economic Indicators; The questions pertain to economic indicators such as women's engagement in revenue-generating activities, the flexibility to generate income, access to financial services, and financial decision-making. Part C- Educational Indicators; Indicators for education include items such as freedom of choice for children and attitudes toward girls' education. Part D: Attitude towards Liberty Indicators of Freedom include the right to choose children's education, whether the boy should attend school or remain at home, and who makes decisions regarding family matters. Part E- Attitude towards role reversal Indicators of education include questions such as freedom of choice for children and perceptions of girls' education. And each section comprised primarily closed-ended questions addressing that segment's structure.

The sample comprised of 35 males and females with lower-middle income (monthly family income up to Rs. 50,000 according to RBI figures) and lower income (monthly family income up to Rs. Different age groups ranging from 20 to 50 years for males and females can be gathered from the designated localities as a sample. The

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information gathered through in-person interviews has been analyzed using straightforward descriptive statistical methods.

In the study, One Sample T-test was utilised in the study's questionnaire development, data collecting, and scoring and quantification analytic techniques. **T-Test:** T-score is the ratio between the difference between two groups and the difference within a group. The larger the t-value, the greater the difference between groups. The smaller the t- value, the greater the similarity between groups . The Pearson product-moment correlation coefficient (abbreviated r) is a measure of the strength of a linear link between two variables. Pearson's Correlation has been applied to determine the relationship between them ,compare and contrast the four variables (education, economic status, freedom and gender role reversal).

Man nova have been utilised to determine the relationship between dependent variables namely education and economy with independent variable women empowerment

Section IV

Results and Findings

Null hypothesis (H_0) and (One-tailed) alternative hypothesis (H_1) of the one sample T test can be expressed as:

H_0: $\mu = \mu_0$ ("There is a no difference and relationship among various factors namely Education, Economic, Gender Reversal and Freedom each individually perceived by female respondents & by male respondents")and

H_1: $\mu \neq \mu_0$ ("There is a no difference and relationship among various factors namely Education, Economic, Gender Reversal and Freedom each individually perceived by female respondents & by male respondents")

1. t-test Static

The study has used a single sample t-test to analyze responses of males and females respectively.

A single sample test tests the mean of a group against a known mean.T-test form.

$$t = \frac{(\sum D)/N}{\sqrt{\frac{\sum D^2 - \left(\frac{(\sum D)^2}{N}\right)}{(N-1)(N)}}}$$

T-test formula:

where

n = Sample size (i.e., number of observations)

The calculated t value is then compared to the critical t value from the t distribution table with degrees of freedom $df = n - 1$ and chosen confidence level. If the calculated t value > critical t value, then reject the null hypothesis.

Result Tables

TABLE 1: Descriptive Statistics of Variables for Women Empowerment

TABLE 1.1: FEMALES: (SAMPLE SIZE=20)

VARIABLES	MEAN	MEDIAN	MODE	VARIANCE	STANDARD DEVIATION	STANDARD ERROR MEAN
ECONOMIC	11.2	12	12	12.8	3.58	.800
EDUCATION	6.95	7	7	5.94	2.44	.545
GENDER REVERSAL ROLE	4.85	4.3	6	11.5	3.392	.758
FREEDOM	4.60	4.1	4	3.2	1.789	.400

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TABLE 1.2: MALES: (SAMPLE SIZE= 15)

VARIABLES	MEAN	MEDIAN	MODE	VARIANCE	STANDARD DEVIATION	STANDARD ERROR MEAN
ECONOMIC	7.67	7	7	11.1	3.33	.860
EDUCATION	5.73	5	3	7.07	2.66	.686
GENDER REVERSAL ROLE	2.73	2	2	5.92	2.43	.628
FREEDOM	4.27	3	3	13.92	3.73	.963

This table represents the descriptive statistics of 4 variables: Economic, Education, Gender Reversal Role and Freedom of males and females respondents individually that helps to achieve Women Empowerment.

TABLE 2: One Sample T-Test of Variables Responsible for Women Empowerment

TABLE 2.1: DIFFERENCE BETWEEN VARIABLES THROUGH FEMALE'S PERSPECTIVE

One-Sample Test

		Significance			95% Confidence Interval of the Difference	
	t	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
economic	14.000	<.001	<.001	11.200	9.53	12.87
education	12.748	<.001	<.001	6.950	5.81	8.09
genderreversal	6.395	<.001	<.001	4.850	3.26	6.44
freedom	11.500	<.001	<.001	4.600	3.76	5.44

One-Sample Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
economic	Cohen's d	3.578	3.130	2.043	4.203
	Hedges' correction	3.727	3.005	1.961	4.035
education	Cohen's d	2.438	2.850	1.843	3.843
	Hedges' correction	2.540	2.736	1.769	3.689
genderreversal	Cohen's d	3.392	1.430	.792	2.050
	Hedges' correction	3.533	1.373	.760	1.968
freedom	Cohen's d	1.789	2.571	1.642	3.485
	Hedges' correction	1.864	2.468	1.576	3.346

[a]. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation.

Hedges' correction uses the sample standard deviation, plus a correction factor.

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TABLE 2.2: DIFFERENCE BETWEEN VARIABLES THROUGH MALE'S PERSPECTIVE

One-Sample Test

		Significance			95% Confidence Interval of the Difference	
	t	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
				Test Value = 0		
economic	8.914	<.001	<.001	7.667	5.82	9.51
education	8.353	<.001	<.001	5.733	4.26	7.21
genderreversal	4.349	<.001	<.001	2.733	1.39	4.08
freedom	4.428	<.001	<.001	4.267	2.20	6.33

One-Sample Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
economic	Cohen's d	3.331	2.302	1.307	3.274
	Hedges' correction	3.524	2.176	1.236	3.095
education	Cohen's d	2.658	2.157	1.207	3.084
	Hedges' correction	2.812	2.039	1.141	2.915
genderreversal	Cohen's d	2.434	1.123	.459	1.764
	Hedges' correction	2.575	1.062	.433	1.667
freedom	Cohen's d	3.731	1.143	.474	1.789
	Hedges' correction	3.947	1.081	.448	1.691

[a]. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation.

Hedges' correction uses the sample standard deviation, plus a correction factor.

2. Pearson Product Moment Correlation: A Pearson product-moment correlation, in essence, seeks to create a line of best fit through the data of two variables, and the Pearson correlation coefficient, r, reveals how close all of these data points are to this line of best fit.

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

The correlation coefficient is computed by dividing the covariance by the standard deviation of the variables. The Pearson correlation (r) is calculated using the following formula:

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The correlation coefficient might have a value between -1 and 1. A score around 1 shows the optimal degree of relationship between the two variables and is referred to as a strong correlation, whereas a value near -1 represents a strong negative correlation. The closer to 0 the value, the lesser or no degree of association.

TABLE 3: Relationship of Variables Responsible for Women Empowerment

TABLE 3.1: RELATIONSHIP BETWEEN VARIABLES FROM FEMALE'S PERSPECTIVE

Correlations

		economic	education	genderreversal	freedom
economic	Pearson Correlation	1	.532[**]	.081	.704[**]
	Sig. (1-tailed)		.008	.368	<.001
education	Pearson Correlation	.532[**]	1	.139	.418[*]
	Sig. (1-tailed)	.008		.279	.033
genderreversal	Pearson Correlation	.081	.139	1	.232
	Sig. (1-tailed)	.368	.279		.162
freedom	Pearson Correlation	.704[**]	.418[*]	.232	1
	Sig. (1-tailed)	<.001	.033	.162	

[**]. Correlation is significant at the 0.01 level (1-tailed).

[*]. Correlation is significant at the 0.05 level (1-tailed).

Correlations

		economic	education	genderreversal	freedom
economic	Pearson Correlation	1	.532[*]	.081	.704[**]
	Sig. (2-tailed)		.016	.735	<.001
education	Pearson Correlation	.532[*]	1	.139	.418
	Sig. (2-tailed)	.016		.559	.067
genderreversal	Pearson Correlation	.081	.139	1	.232
	Sig. (2-tailed)	.735	.559		.324
freedom	Pearson Correlation	.704[**]	.418	.232	1
	Sig. (2-tailed)	<.001	.067	.324	

[*]. Correlation is significant at the 0.05 level (2-tailed).

[**]. Correlation is significant at the 0.01 level (2-tailed).

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TABLE 3.2: RELATIONSHIP BETWEEN VARIABLES FROM MALE'S PERSPECTIVE

Correlations

		economic	education	genderreversal	freedom
economic	Pearson Correlation	1	.376	.006	.387
	Sig. (1-tailed)		.083	.492	.077
education	Pearson Correlation	.376	1	-.166	.267
	Sig. (1-tailed)	.083		.277	.168
genderreversal	Pearson Correlation	.006	-.166	1	.543*
	Sig. (1-tailed)	.492	.277		.018
freedom	Pearson Correlation	.387	.267	.543*	1
	Sig. (1-tailed)	.077	.168	.018	

*: Correlation is significant at the 0.05 level (1-tailed).

Correlations

		economic	education	genderreversal	freedom
economic	Pearson Correlation	1	.376	.006	.387
	Sig. (2-tailed)		.167	.983	.154
education	Pearson Correlation	.376	1	-.166	.267
	Sig. (2-tailed)	.167		.554	.336
genderreversal	Pearson Correlation	.006	-.166	1	.543*
	Sig. (2-tailed)	.983	.554		.036
freedom	Pearson Correlation	.387	.267	.543*	1
	Sig. (2-tailed)	.154	.336	.036	

*: Correlation is significant at the 0.05 level (2-tailed).

The one-way multivariate analysis of variance (one-way MANOVA) is used to determine whether there are any differences between independent groups on more than one continuous dependent variable. The dependent variable should be normally distributed within groups easily tested using SPSS Statistics.

The MANOVA extends this analysis by considering multiple continuous dependent variables and bundling them into a weighted linear combination or composite variable. We study any interaction between the factors. The four most common test statistics used in testing this hypothesis are Wilks' lambda, Hotelling's trace, Pillai's trace, and Roy's most significant roots.

TABLE 3.2: Relationship Between Variables sex, age, and employment and education

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-----------------------------------------------------------
         AGE           Value   Num DF  Den DF F Value Pr > F
-----------------------------------------------------------
         Wilks' lambda 0.2915 16.0000 28.1331  0.8740 0.6017
         Pillai's trace 0.9056 16.0000 48.0000  0.8780 0.5964
Hotelling-Lawley trace 1.7853 16.0000 12.8889  0.9246 0.5655
     Roy's greatest root 1.3458  4.0000 12.0000  4.0373 0.0267
-----------------------------------------------------------


-----------------------------------------------------------
      EDUCATION        Value   Num DF  Den DF F Value Pr > F
-----------------------------------------------------------
         Wilks' lambda 0.0286 28.0000 33.8722  2.0322 0.0250
         Pillai's trace 2.0734 28.0000 48.0000  1.8450 0.0305
Hotelling-Lawley trace 7.4210 28.0000 14.5263  2.1515 0.0633
     Roy's greatest root 4.2438  7.0000 12.0000  7.2751 0.0015
-----------------------------------------------------------


-----------------------------------------------------------
      EMPLOYMENT       Value   Num DF  Den DF F Value Pr > F
-----------------------------------------------------------
         Wilks' lambda  0.0094 40.0000 35.9823  2.1831 0.0097
         Pillai's trace  2.3696 40.0000 48.0000  1.7441 0.0329
Hotelling-Lawley trace 13.4185 40.0000 15.4286  2.6980 0.0192
     Roy's greatest root  8.8283 10.0000 12.0000 10.5940 0.0002
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Man ova Test
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-------------------------------------------------------------------
    Intercept         Value  Num DF Den DF F Value Pr > F
-------------------------------------------------------------------
         Wilks' lambda 0.4295 4.0000 9.0000  2.9884 0.0796
         Pillai's trace 0.5705 4.0000 9.0000  2.9884 0.0796
Hotelling-Lawley trace 1.3282 4.0000 9.0000  2.9884 0.0796
     Roy's greatest root 1.3282 4.0000 9.0000  2.9884 0.0796
-------------------------------------------------------------------


-------------------------------------------------------------------
       SEX            Value  Num DF Den DF F Value Pr > F
-------------------------------------------------------------------
         Wilks' lambda 0.5177 4.0000 9.0000  2.0961 0.1639
         Pillai's trace 0.4823 4.0000 9.0000  2.0961 0.1639
Hotelling-Lawley trace 0.9316 4.0000 9.0000  2.0961 0.1639
     Roy's greatest root 0.9316 4.0000 9.0000  2.0961 0.1639
-------------------------------------------------------------------
```
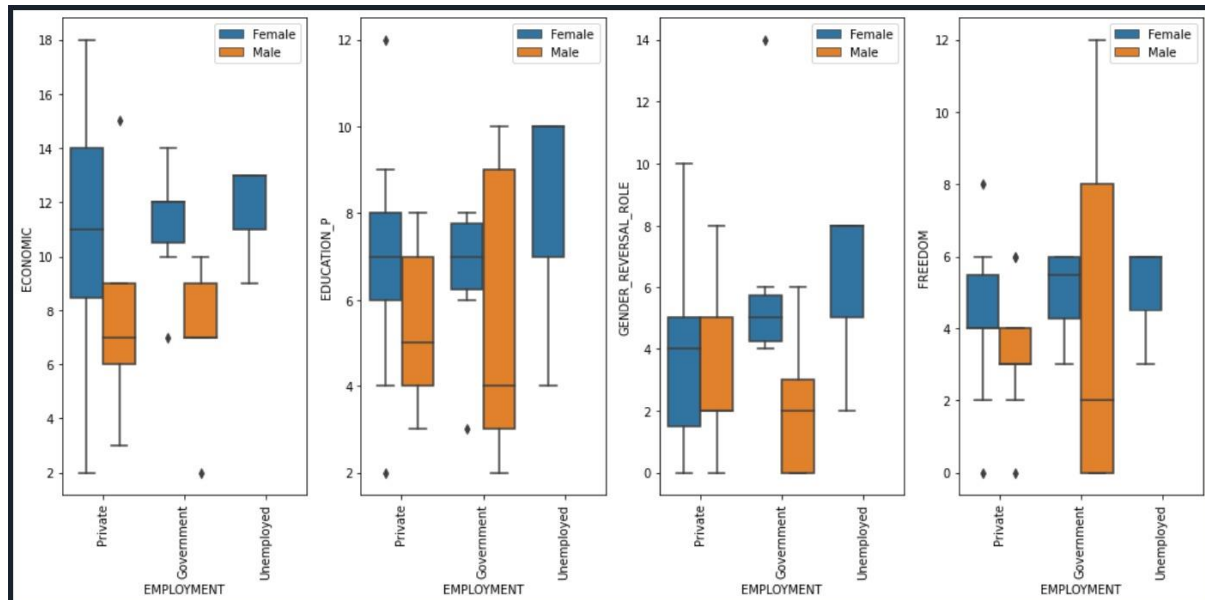
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Relationship Between Independent Variables (Sex) and Dependent Variables Among (Economic, Education ,Gender Reversal Role And Freedom)
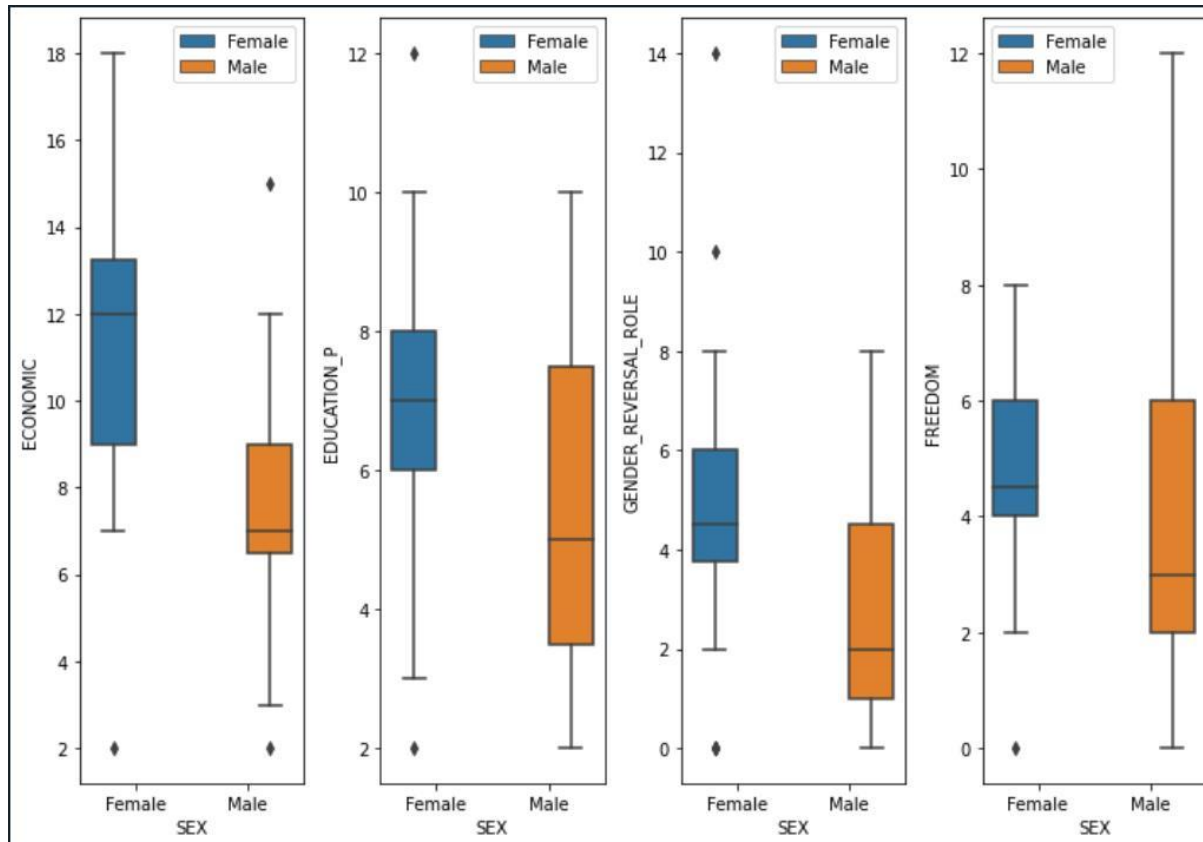
Relationship between Independent variables (Age)and Dependent variables among (Economic, Education ,Gender Reversal Role and Freedom)

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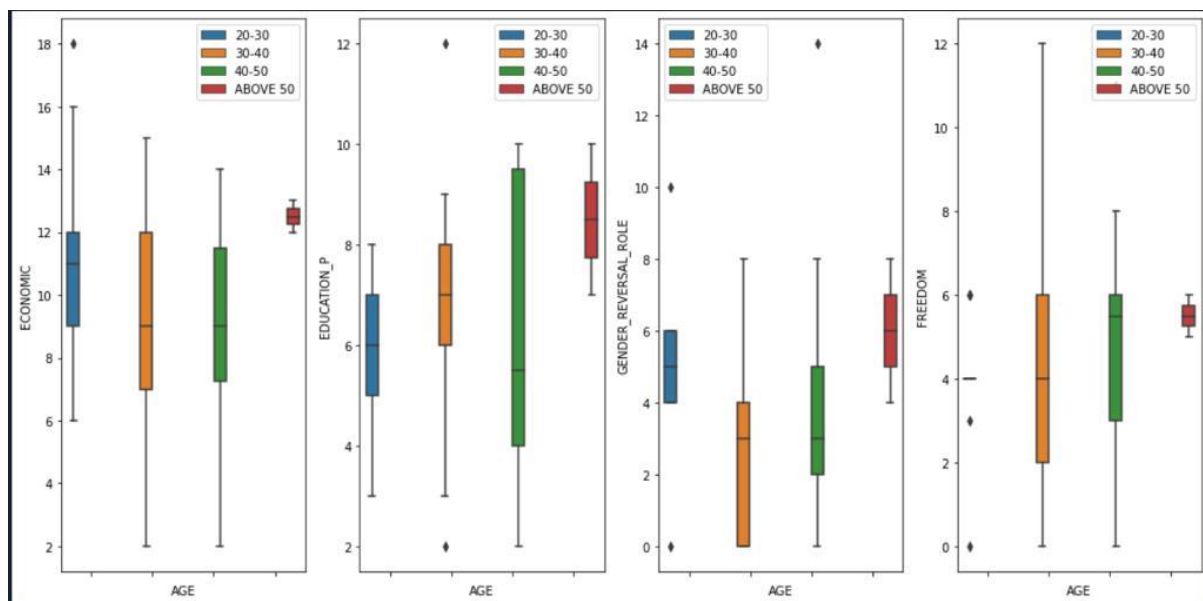
Relationship between Independent variables (Employment) and Dependent variables among (Economic, Education ,Gender Reversal Role and Freedom)

Relationship between independent variables (Education) and dependent variables among (Economic)

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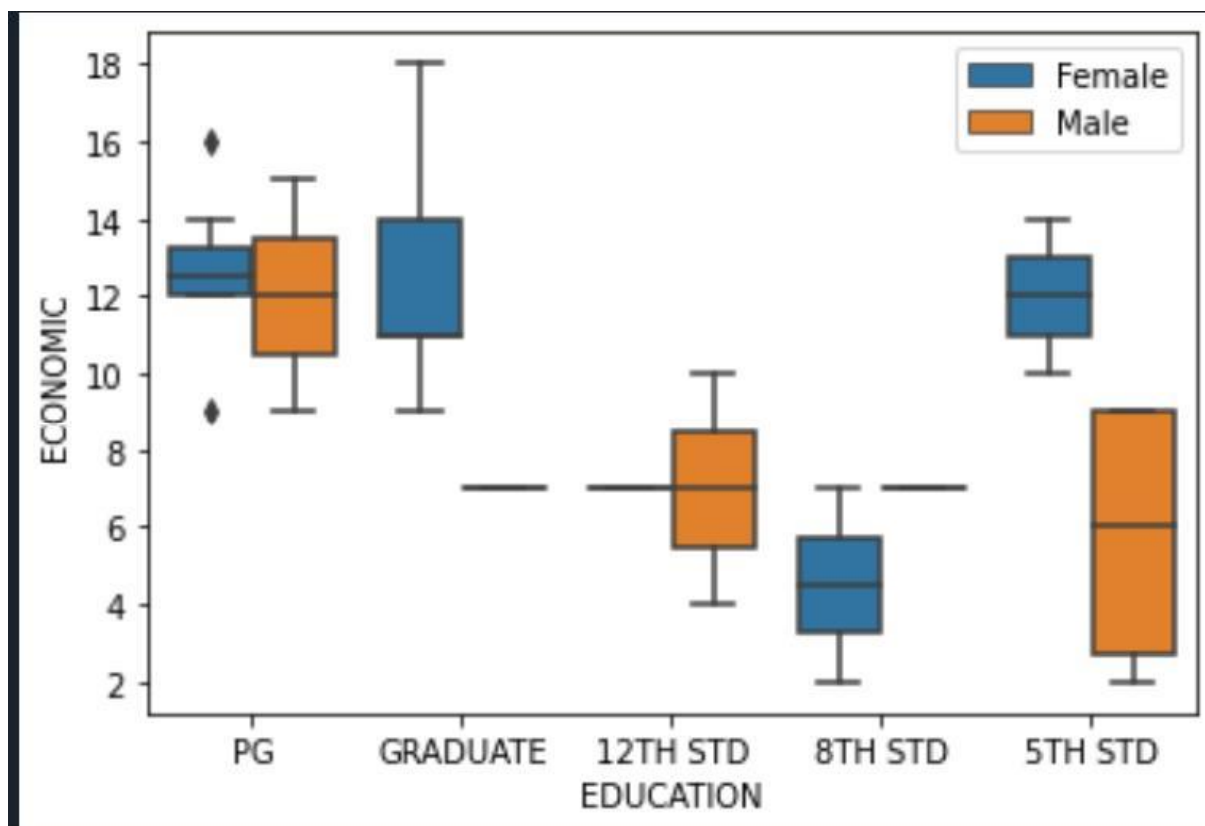
Findings And Interpretations Of The Results

The analysis of Tables 1.1 and 1.2 shows that Females have higher descriptive values in each context except Freedom. In contrast, Males have lower descriptive values in each context.

Table 2 represents One sample T-test, and Table 2.1 shows an analysis of female respondents for analyzing the difference among all four variables where the highest t-value at the degree of Freedom (19) is of Education at 14, Economic at 12, Freedom is 11.50. The lowest is for Gender Reversal which is 6.395. Table 2.2 depicts the sample T-test for male respondents to show the difference among all four variables in which the highest t-value t degree of Freedom (14) is of Economic through employment at 8.914 as well as Education of 8.353 and the lowest t-value is of Freedom at 4.428 and Gender Reversal of 4.349.

Table 3 indicates the relationship between all four variables, and through Table 3.1,

It seems that the Economy through employment has the strongest and direct relationship by (1) and the weakest relationship by Gender reversal at (.081)

Table 3.2 indicates a shallow relationship among four variables from a male's perspective. In this way, the MANOVA essentially tests whether or not the independent grouping variable simultaneously explains a statistically significant amount of variance in the dependent variable. Independent variables should consist of two or more categorical, separate groups. They are using SPSS Statistics. There is a linear relationship between each pair of dependent variables for each group of the independent variable. MANOVA is extremely useful in experimental studies where independent factors are manipulated. Further, since various factors are studied together, it is easier to determine which factors are significant. Multivariate Analysis of Variance tests two or more groups on two or more dependent variables.

Conclusion

Women empowerment is a very complex and dynamic concept. And the process to empower women does not confine merely to providing power to them, as they already have plenty of it through the various affirmative actions and interventions by government bodies, non-profit organizations, and the business sector via corporate social responsibilities at the macro and micro levels. Women's empowerment materializes with increased opportunities, more access to resources, strengthened ability to exercise control, ensuring availability of choices, improvement of conditions, and overall positive change in the mindset of the entire society at the global level. In the t-static test, $p < 0.001$ and $p < 0.005$ reject the null hypothesis. Based on the results, there is a significant difference in the perception of males and females about the four factors, namely education, economics, freedom, and gender reversal role for women empowerment.

A correlation relationship among variables shows that the change in one variable is the cause of the difference in the values of the other variable.

Multivariate analysis of variance (MANOVA) shows the significant effect of one or more independent variables{ Different age, different type of employment, and sex(males and females))}on a set of two or more dependent variables(range of economic, level of education, degree of freedom and degree of acceptance of gender reversal role). It also shows the relationship between the two variables: education and economics. As securing more education, the scale of the economy increases

Limitations Of The Study

The results of this study are based on the analysis of data obtained from a small sample of males and females belonging to lower-income and lower-middle-income groups. And the survey covered a limited geographical area. Thus, future research implications are that a large sample size can be surveyed over a wider region at the state(s) and national level, including upper-middle-income and higher-income groups.

Policy Implications

The policy implications of the research are to assist the law makers, NGOs and corporate bodies in designing effective policies and programmes while addressing the gender disparities and women empowerment issues. Further, findings of the study provide food for thoughts for wider discussion concerning the policies and interventions aimed to strengthen women empowerment and to ensure gender equality in India.

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