

## **Attitude of Prospective Teachers Towards Women Empowerment**

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### ***Abstract***

*Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For women, that freedom is curtailed by their voicelessness and powerlessness in relation particularly to the state and markets. There are important gender inequalities, including within the household, since powerlessness is embedded in a cultural of unequal institutional relations. This disparity urged the investigator to investigate on women empowerment among prospective teachers. The data was collected from hundred samples and Normative Survey method was used. Statistical analysis revealed that only gender is influenced by the Attitude towards Women Empowerment.*

*Key words: Empowerment, Prospective Teachers, disparity.*

### **INTRODUCTION**

Empowerment refers to enabling people to take charge of their own lives. For women empowerment emphasizes the importance of increasing their power and taking control over decision and issues that shape their live. Women's empowerment addresses power and relationships in society intertwined with gender, class, race, ethnicity, age, culture and history. Power is identified with equity and equality for women and men in access to resources, participation in decision making and control over distribution of resources and benefits. Gender equality is addressed at these levels with the aim of increasing equality between men and women, and achieving women's empowerment. Access to resources refers to both the means and the right to obtain services, products or commodities. Gender gaps in

access to resources are a major obstacle to women's development. The process of empowerment includes mobilizing women to eliminate these gaps.

To promote a sustainable future, we need to address inequities and focus on creating an environment in which men and women can prosper together. This means creating programmes that increase women's control over income and household resources, improve their productivity, establish their legal and social rights and increase the social and economic choices they are able to make.

## **DEFINITION OF WOMEN EMPOWERMENT**

Women's empowerment is the way or a social action in which women elaborate and recreate what it is to be in a circumstance that they previously were denied. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. "This puts a strong emphasis on participation in political structures and formal decision-making and, in the economic sphere, on the ability to obtain an income that enables participation in economic decision-making." Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. People are empowered when they are able to access the opportunities available to them without limitations and restrictions such as in education, profession and lifestyle. Feeling entitled to make your own decisions creates a sense of empowerment. Empowerment includes the action of raising the status of women through education, raising awareness, literacy, and training. Women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society.

## **SIGNIFICANCE OF THE STUDY**

The need for women's empowerment is felt because of the status they have in society since the beginning. There is a need to redefine the status of women in the society.

Empowerment of women is a necessity for the very development of a society, since it enhances both the quality and the quantity of human resources available for development.

Empowerment is one of the procedural concerns when addressing human rights and development. It is also one of the solutions to the problem of inequality, subordination and marginalisation that women face in the society. Hence the researcher felt that the women empowerment is to be analysed in the present situation that too with the future teachers.

## **REVIEW OF RELATED LITERATURE**

**Vipin Kumar Singhal (2015)** discussed numerous studies on Empowerment of Women in India covering variety of problems and issues, micro, macro and regional levels, and almost all general aspects of related to women empowerment have been studied by social and political scientists. As apparent from the preceding detailed discussion on the existing literature on the empowerment of women at different levels in India, attempts made so far suffer discerningly although with the following significant limitations: (i) All the studies reveals a predominant bias of being macro level studies. Such studies by their very nature do not touch the core of reality, since it is not possible to know from the inner base of the mountain, the problem. The correct approach necessary was to dissect the problem into small pieces and then make an intensive effort to assess the reality; (ii) In the present development context in India, rapid changes are taking place on the economic scene, which bring in their trail, far reaching changes in the social, cultural, and political aspects of life. Therefore, even though a number of micro-studies existing, initiating of a new study in this area would have undiluted importance as such an attempt is bound to throw up several new facts in any empirical exercise having a bearing on policy issues. Thus, on its own, the necessity of a new micro study remains evergreen.

**Sohail (2014)** studied on women economic empowerment & development. This article illustrates the negative approach regarding working women in an under-developing country like Pakistan. Things are changing now-a-days & this concept is no more in this society & women are considered equal to men but there is nothing like that on Pakistan. According to Bill Clinton 2009, there is a numerical percentage of about 66% working women in world & 50% of the women produce food, 10% of them earn income but only 1% of them own their own property.

## **OBJECTIVES**

1. To find out the level of Attitude of Prospective Teachers towards Women Empowerment.

2. To find out the significant difference in the Attitude of Prospective Teachers towards Women Empowerment based on Gender, Locality, Mother's Employment and Parent's Education.

## **HYPOTHESES**

1. The level of Attitude of Prospective Teachers towards Women Empowerment is favourable.

2. There is no significant difference in the Attitude of Prospective Teachers towards Women Empowerment based on Gender, Locality, Mother's Employment and Parent's Education.

## **POPULATION AND SAMPLE**

For this study, the population of Prospective teachers of B.Ed colleges in Thiruvallur District were considered. The sample of 100 Prospective Teachers was selected by random sampling technique from B.Ed colleges in Thiruvallur District.

## **TOOL USED**

**Attitude of Women Empowerment Scale**—In the present study the tool used is Women Empowerment Scale prepared by the investigator with the help of guide and the subject experts. Investigator used web-based resources in the construction of the tool. Tool consists of 30 items with five alternatives such as strongly agree, agree, neutral, disagree and strongly disagree.

## **STATISTICAL ANALYSIS USED**

The data's has been analysed through Descriptive and Differential analysis.

## **ANALYSIS**

### **Hypothesis – 1**

**The level of Attitude of Prospective Teachers towards Women Empowerment is favourable.**

**Table 1**  
**Descriptive Analysis of Attitude towards Women Empowerment mean scores of Prospective Teachers**

| Variable          | N   | MEAN SCORE | SD    | MEAN % |
|-------------------|-----|------------|-------|--------|
| Women Empowerment | 100 | 75.41      | 24.48 | 75.41  |

Mean percentage score for Women Empowerment among the Prospective Teachers is (75.41) which is favourable.

## Hypothesis – 2

**There is no significant difference in the Attitude of Prospective Teachers towards Women Empowerment based on Gender, Locality and Mother's Employment**

**Table 2**  
**Significance of t-value for Attitude of Prospective Teachers – Women Empowerment based on Gender, Locality and Mother's Employment**

| Variable                 | Sample Group        | Sample Divisions | N  | Mean  | S.D   | 't' value | L.S       |
|--------------------------|---------------------|------------------|----|-------|-------|-----------|-----------|
| <b>Women Empowerment</b> | Gender              | Male             | 50 | 68.26 | 20.64 | 3.04      | S at 0.01 |
|                          |                     | Female           | 50 | 82.56 | 26.08 |           |           |
|                          | Locality            | Rural            | 49 | 75.92 | 24.20 | 0.20      | N.S       |
|                          |                     | Urban            | 51 | 74.92 | 24.97 |           |           |
|                          | Mother's Employment | House wife       | 47 | 77.66 | 24.91 | 0.86      | N.S       |
|                          |                     | Employed         | 53 | 73.42 | 24.15 |           |           |

From the table 2, it is observed that the Mean score for Female prospective teachers **82.56** is higher than that of Male **68.26**. The 't' value (**3.04**) is higher than the table value at **0.01** level showing significant difference between the means. Hence the null hypothesis is rejected.

From the table 2, it is observed that the Mean score of Rural prospective teachers **75.92** is higher than the Urban prospective teachers mean score **74.92**. The 't' value (**0.20**) is less than the table value at **0.05** level showing no significant difference between the means. Hence the null hypothesis is accepted.

From the table 2, it is observed that the Mean score of prospective teachers whose Mothers' are Housewife **77.66** is greater than the Employed mothers' mean score is **73.42**. The 't' value (**0.86**) is less than the table value at **0.05** level showing no significant difference between the means. Hence the null hypothesis is accepted.

## Hypothesis – 2a

**There is no significant difference in the Attitude of Prospective Teachers towards Women Empowerment based on Parent's Education.**

**Table 3**

**Significance of F-ratio of Prospective Teachers –Attitude towards Women Empowerment based on Parent's Education**

|                | Sum of Squares | Df | Mean Square | F    | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 19.510         | 2  | 9.755       | .016 | NS   |
| Within Groups  | 59320.680      | 97 | 611.553     |      |      |
| Total          | 59340.190      | 99 |             |      |      |

From the table 3 cited above, it is observed that F-value obtained (**0.016**) is lesser than the table value showing no significant difference among groups at **0.05** level. Hence the null hypothesis is accepted.

## **FINDINGS**

On the basis of analysis and interpretation of data, the following findings are drawn.

1. The level of Attitude of Prospective Teachers towards Women Empowerment is favorable.
2. Attitude of Prospective Teachers towards Women Empowerment is influenced by Gender.
3. Locality is not influenced by the Attitude of Prospective Teachers towards Women Empowerment.
4. Mother's Employment is not influenced by the Attitude of Prospective Teachers towards Women Empowerment.
5. No significant difference is found in the Attitude of Prospective Teachers towards Women Empowerment based on Parent's Education.

## **IMPLICATIONS**

Education is a powerful tool to change the position of woman in the family as well as in the society. Establishing schools, colleges, universities for women will help them to provide knowledge and education. Free books, Scholarship, School uniforms, hostel facility, boarding and lodging will help for more girls education. Mid-day meals, stipend for BPL (Below Poverty Line) families related girls, Attendance based scholarship will help in girl's education. EFA (Education For All) programme is providing different facilities to uplift education for woman. Different NGOs should be trained women for their job and also encourage them, provide better placement after their training. Different short term courses of rural development should be given emphasis in women empowerment.

## **CONCLUSION**

Empowerment of women is attained by reducing gender inequalities and also through building equality in nation's development thereby enhancing women's participation.

Empowerment of women through education provides them an opportunity to see themselves different, to become discomfited with their subordinated status and empowered to confront the situation and transform the aspect of family and income relation that oppress them. Education empowers the women to develop more self esteem and courage to challenge authorities and individuals.

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