



## **AWARENESS OF WOMEN EMPOWERMENT AMONG PUPIL TEACHERS**

**Kusum, Ph.D.**

*Assistant Professor, VSLM (PG) College of education Chandi Solan, Himachal Pradesh. VPO  
Chandi, Tehsil Kasauli district Solan 173206*

### ***Abstract***

*In this paper, an attempt has been made to study the Awareness Sof women empowerment among pupil teachers. Keeping in view the nature of the present study the investigator developed and standardized the awareness scale. For the present study 200 pupil teachers were selected randomly. The main findings of the study were that there is no significant difference between male and female pupil teacher with respect to awareness on women empowerment. There is no significant difference between rural and urban area pupil teacher with respect to awareness on women empowerment. There is significant difference between awareness of arts and science stream pupil teachers towards women empowerment.*

---

**Keywords:** *Women empowerment, pupil teachers and Awareness.*

### **Introduction**

Women has been the torch bearer for centuries. She is responsible for the miracle of birth. Women is also a provider of the family and the epitome and embodiment of morality. Women is also responsible for the image of the society. It is the women who is a mother, sister a daughter, a wife. There are multiple role in which women elegantly fits.

Women role in contributing to the national development is significant. Women have started making headway as leaders, administrators and decision makers in different fields, women also have the ability to think; they have the capacity for hard work and they are trying best to become proficient a several activities and professions. Women empowerment means investing the women's with the right to participate in the determination of global goals and to exercise judgment about what to do and how to do. Women constitute one half of the segment of

population in India. We cannot afford to keep them out of main streams and they also make up one third of the labour force.

People in India are becoming more and more aware of the rights of women and parents treat boys and girls equally. Twenty-six laws have been enacted so far to protect women from various crimes. But in some places still women are not in the forefront. We cannot say that rural women are not empowered because in village panchayts they play a significant role. The process of women empowerment is still ongoing and with progress the outlook towards women will change. In India the empowerment process has already begun. We are now witnessing a steady improvement in their health is better as compared to earlier decades. They are showing their skills even in non traditional sectors like police, defence, administration, media and research fields,. The present study is a humble effort to access the awareness of women empowerment among pupil teachers.

### **Statement of the Problem**

*Awareness of women empowerment among pupil teachers.*

### **Objectives of the study**

1. To find out the level of significant difference between male and female pupil teachers with respect to awareness on women empowerment.
2. To find out the level of significant difference between rural and urban area pupil teachers with respect to awareness on women empowerment.
3. To find out the level of significant difference between arts and science stream pupil teachers with respect to awareness on women empowerment.

### **Hypotheses of the Study**

1. There is no significant difference between male and female pupil teacher with respect to awareness on women empowerment.
2. There is no significant difference between rural and urban area pupil teacher with respect to awareness on women empowerment.
3. There is no significant difference between arts and science streams pupil teacher with respect to awareness on women empowerment.

### **Operational definitions of Key terms**

**Awareness** : for the present study awareness means the state or ability perceive, to feel, or to be conscious of events, objects.

**Women Empowerment** : for the present study women empowerment means to give women power and help them face the challenges of being a women in society.

**Pupil Teacher** ; for the present study pupil teachers means those who are doing B.Ed at present.

### **Delimitation of the Study**

The study was delimited to pupil teachers.

The study was confined to 200 pupil teachers only.

The study was delimited to 4 B.Ed colleges of district Solan.

### **Review of Related Literature**

**Malik, Samina (2011)** conducted a study on higher education and women's empowerment in Pakistan. The major findings of the study were that participation in higher education enables women to impact on a number of discriminatory practices simultaneously and thereby effect change for the better. The main recommendation is that future educational strategies be developed with the aim of further promoting gender equality in all areas of education in Pakistan, but particularly with aim of increasing female student's participation in higher education.

**Wittmann, Veronika (2012)** Conducted a study on Gender and Empowerment in South Africa Findings: The paper does not simply present women as victims of apartheid legacy, but discloses the skewed social and cultural circumstances reproducing the cycle of their impoverishment. To counter the narratives of struggle and to balance the research and findings successful interventions by NGOs, CBOs and grassroots organizations are illustrated

**Ekesionve (2012)** conducted a study on women empowerment and participation in economic activities: Indispensable tools for self reliance and development of Nigerian society The major findings of the study were that farming, trading, craft, food processing, hair dressing, poultry and the likes were the major economic activities performed by women in Anambra state. Personal savings, family assistance, philanthropist's assistance, loans and credits, cooperative society assistance, group contributions, were the sources of fund available to the women for their economic activities. Education and health promotion, food supply and distribution, were some of the services rendered by the women that bring about societal development. Inability of government to provide support, corruption on the part of implementers, family burden, cultural

restrictions, husband influence, illiteracy were the obstacles women encounter in carrying out their economic activities. Provision of sustainable land tenure system, provision of soft loans and credits, training programmes, funding, establishment of cooperative societies, were some of the strategies proffered to enhance women participation in economic activities.

**Song, Li-yu (2012)** conducted a study on service utilization perceived changes of self and life satisfaction among women who experienced intimate partner abuse : The mediation effect of empowerment. The major findings of the study were that the participants had growth mainly in their psychological and interpersonal domains. The independent variables in the regression model explained 45.3% variance in perceived changes of self. In addition to empowerment and negative impact of violence, intensity of contact and professional relationship were two important service variables that directly and significantly correlated with perceived changes of self.

**Seeberg, vilma (2012)** conducted a study on Do Village girls gain empowering capabilities through schooling and what functioning's do they value ? The major findings of the study were that the girls were found to be gaining empowering capabilities through schooling, But that these were no equally distributed, neatly slicing the group into two sharply defined groups with different life paths. One set dropped out in the middle school years with a smaller set of empowerment capabilities to work in low-skilled jobs in cities, which offered them new places to change. The other set remained in school longer to achieve a larger set of empowering functioning's that they converted into more substantive freedoms in a variety of settings.

**Njoh, Ambe (2014)** conducted a study on the impact of religion on women empowerment as a millennium development goal in Africa. The major findings of the study were that there exists a link between women empowerment and religion. Any meaningful effort to promote women empowerment in Africa must account for the continent's three main religions African, Islam and Christianity.

### **Research methodology**

The present investigation was planned to check the awareness of pupil teachers towards women empowerment. The study was conducted through descriptive survey method of research. Descriptive method which provided a method of investigation to study, discuss and interpret what exist at present.

### **Sample of the study**

For the purpose of the present study 200 pupil teachers were selected randomly.

### **Tool Used**

In the present study the tool women empowerment awareness scale was developed the investigator herself with the help of research advisor. To collect the meaning methods form the study the researcher has used the scale.

### **Statistical Techniques Used**

In the present study investigator was concerned with finding out the significance of difference between the means of the population from which the sample was drawn . Mean, standard deviation and t test was used for testing the significant difference.

### **Analysis And Interpretation of Data**

**1. Hypothesis :** There is no significant difference between male and female pupil teacher with respect to awareness on women empowerment.

**Table (1) Mean, standard deviation and t ratio for testing significant difference of male female pupil teachers with respect to awareness on women empowerment**

| <b>Sex</b> | <b>N</b> | <b>M</b> | <b>SD</b> | <b>df</b> | <b>t-value</b> |
|------------|----------|----------|-----------|-----------|----------------|
| Male       | 97       | 38.85    | 8.27      | 198       | 1.564          |
| Female     | 103      | 40.68    | 8.63      |           |                |

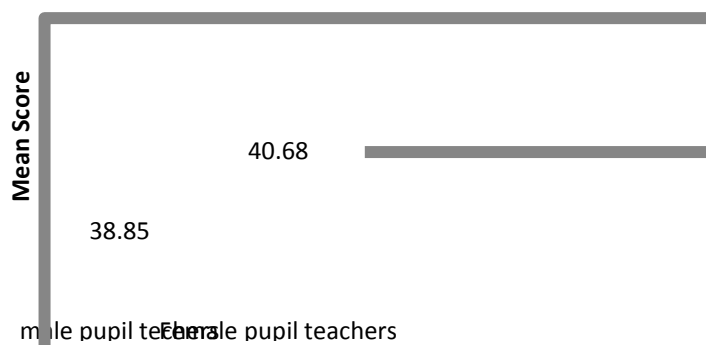
N=total no. of male and female pupil teachers.

M= mean score of male and female pupil teachers

SD= Standard deviation of male and female pupil teachers

df= Degree of freedom

**Figure (1)** show the comparison of male and female pupil teachers with respect to awareness on women empowerment.



**Interpretation**

Table and figure (1) show the comparison of male and female pupil teachers with respect to awareness on women empowerment. Table shows the mean scores and standard deviation of male pupil teachers (N=97) are 38.85 and 8.27 respectively and mean scores and standard deviation of female teachers (N=103) are 40.68 and 8.63 respectively. t-test was computed for the comparison of mean scores of male and female pupil teachers. . The value of t ratio was calculated 1.564 which is significant at 0.01 level of significance. Therefore the hypothesis, “ There is no significant difference between male and female pupil teacher with respect to awareness on women empowerment.” is retained.

**2 Hypothesis:** There is no significant difference between rural and urban area pupil teacher with respect to awareness on women empowerment.

**Table 2 Mean, standard deviation and t ratio for testing significant difference of rural and urban area pupil teachers with respect to awareness on women empowerment**

| Pupil teachers | N   | M     | SD   | df  | t-value |
|----------------|-----|-------|------|-----|---------|
| Rural          | 95  | 40.62 | 9.13 | 198 | 3.57    |
| Urban          | 105 | 37.16 | 7.57 |     |         |

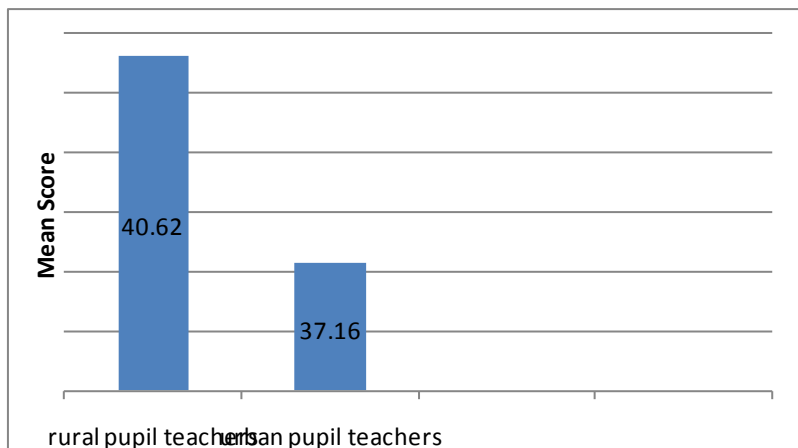
N=total no. of rural and urban area pupil teachers.

M= mean score of rural and urban area pupil teachers

SD= Standard deviation of rural and urban area pupil teachers

df= Degree of freedom.

Figure (2) show the comparison of rural and urban area pupil teachers with respect to awareness on women empowerment



**Interpretation**

Table and figure (2) show the comparison of rural and urban pupil teachers with respect to awareness on women empowerment. Table shows the mean scores and standard deviation of rural area pupil teachers (N=95) are 40.62 and 9.13 respectively and mean scores and standard deviation of urban area teachers (N=105) are 37.16 and 7.57 respectively.. t-test was computed for the comparison of mean scores of rural and urban area pupil teachers. The value of t ration was calculated 3.57 which is significant at 0.01 level of significance. Therefore the hypothesis ‘There is no significant difference between rural and urban area pupil teacher with respect to awareness on women empowerment’ is rejected.

**3. Hypothesis:** There is no significant difference between arts and science stream pupil teacher with respect to awareness on women empowerment

**Table (3) Mean, standard deviation and t ratio for testing significant difference of arts and science pupil teachers with respect to awareness on women empowerment**

| Pupil teachers | N   | M     | SD   | df  | t-value |
|----------------|-----|-------|------|-----|---------|
| Arts stream    | 110 | 38.64 | 8.32 | 198 | 2.14    |
| Science stream | 90  | 40.16 | 8.73 |     |         |

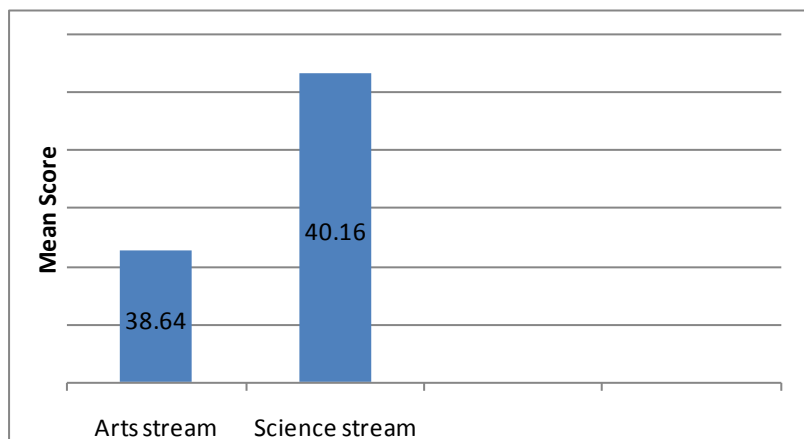
N=total no. of arts and science stream pupil teachers.

M= mean score of arts and science stream pupil teachers.

SD= Standard deviation arts and science stream pupil teachers.

df= Degree of freedom

Figure (3)) show the comparison of arts and science stream pupil teachers with respect to awareness on women empowerment.



### **Interpretation**

Table and figure (3) show the comparison of arts and science stream pupil teachers with respect to awareness on women empowerment. Table shows the mean scores and standard deviation of arts stream pupil teachers (N=110) are 38.64 and 8.32 respectively and mean scores and standard deviation of science stream pupil teachers (N=90) are 40.16 and 8.73 respectively. t-test was computed for the comparison of mean scores of arts and science stream pupil teachers. The value of t ration was calculated 2.14 which is significant at 0.01 level of significance. Therefore the hypothesis 'There is no significant difference between arts and science stream pupil teacher with respect to awareness on women empowerment is retained.

### **Major findings**

On the basis of analysis and interpretation the following findings can be laid down;

1. The mean score of male pupil teachers awareness were more than female pupil teachers mean score towards women empowerment. The t value was calculated 1.564 which was insignificant at 0.01 level of significance. Thus this proves that there is no significant difference between male and female pupil teacher with respect to awareness on women empowerment.
2. The mean score of rural pupil teachers awareness were more than urban pupil teachers mean scores towards women empowerment. The t value was calculated 3.57 which was significant at 0.01 level of significance. Thus this proves that there is no significant difference between rural and urban area pupil teacher with respect to awareness on women empowerment.



3. The mean score of science stream pupil teachers awareness were more than the arts stream pupil teachers mean scores towards women empowerment. The t value was calculated 2.14 which was insignificant at 0.01 level of significance. Thus this proves that there is significant difference between awareness of arts and science stream pupil teachers towards women empowerment.

### **Educational Implications**

In view of our following educational implication can be laid down;

- The result of present study indicates that the female pupil teachers have significantly better awareness of women empowerment. In order to improve the male pupil teachers awareness of women empowerment more workshop have to be conducted at state level.
- The result of present study indicates that the rural area pupil teachers have significantly better awareness of women empowerment. In order to improve the urban area pupil teachers awareness of women empowerment more seminars and conferences relating to women empowerment should be organized.
- The result of present study indicates that the arts stream pupil teachers have significantly better awareness of women empowerment. In order to improve the science stream pupil teachers awareness of women empowerment special lectures relating to women achievements their empowerment should be organized.
- Various seminars should be organized in B.Ed colleges for pupil teachers for pupil teachers to broaden their horizon towards women empowerment..
- Women day should be celebrated for increasing awareness of women empowerment.
- Debates should be organized relating to women issues.
- Women should be given special prizes for achieving or doing something for women's empowerment.
- Discussion should be organized relating to women issue
- In curriculum importance of women should be mentioned.

### **References**

*Costello, Jamie Glanton (2010). Exploring the connection between same-sex friendships and the development of self-authorship in black undergraduate women. Poroquest LLC, Ph. D. dissertation, Boston college.*

- Desai, Neera (2010) *Research in women's education, A trend report. Fourth survey of educational research vol. 2. Pp. 1392-1400.*
- E.N. Ekesione & A.N., Okolo (2012). *Women empowerment and participation in economic activities: Indispensable tools for self-reliance and development of Nigerian society. Educational Research and reviews, vol. (7). No. 1. Pp. 10-18.*
- Jarrett, Barbara (2010). *Independent senior women who travel internationally: A collective case study. Proquest LLC, Ph. D. Dissertation, University of Idaho.*
- Kaslow, Nadine, J; Leiner, Amy S & Reviere, Susan (2010). *Suicidal, Abused African American women/s response to a culturally informed Intervention. Journal of consulting and clinical psychology, vol. (78). No. 4. Pp. 449-458.*
- Njoh, Ambe J akiwumi, Fenda A. (2014). *The impact of religion on women empowerment as millennium development goalin Africa. Social indicators research, vol. (107), No. 1. Pp. 1-18.*
- Kunuga, A.O. (2011): *Distance education and women empowerment: The women who dared at distance learning institute. Journal of college teaching and learning, vol. 8 no. 7. Pp. 1---11.*
- Song, Li-yu (2012). *Service utilization, perceived changes of self, and life satisfaction among women who experienced intimate partner abus: The mediation effect of empowerment. Journal of Interpersonal violence, vol. (27). No. 6. Pp. 1112-1136.*
- Seeberg, Vilma; Lvo, Shvjuan (2012). *Do village girls gain empowering capabilities through schooling and what functioning do they value ? Frontiers of education I China, vol. (7). No. 3, pp. 347-375.*
- Sperandio, Jill (2011). *Context and the gendered status of teachers: women's empowerment through leadership of non-formal schooling rural Bangladesh. Gender and Education, vol. (23), no. 2. Pp. 121-135.*
- Shapira, Tamar; Arar, Khalid, ; Azaiza, Faisal (2010). *Aarab women principal's empowerment and leadership in Israel. Journal of educational administration, vol. (48) no. 6. Pp. 704-715.*
- Toraiwa, Tomoka (2009). *Empowerment and the construction of a safe space in a women's studies classroom. Educational studies in Japan: International Yearbook, no. 4, pp. 67-78.*

*Van Kempen, Lyuk (2009). The “Downside” of women empowerment in India: an experimental Inquiry into the role of expectations. Social indicators research, vol. (94). No. 3. Pp. 465-485.*

*Wittmann, Veronika (2012). Gender and empowerment in South Africa. Multicultural education and technology journal, vol. (6). No. 4. PP. 248-260.*

*Website visited.*

*www.google.com*

*www.wikigender.org*

*www.eric.ed.gov.*

*www.Unido.org.*