

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/361004554>

A STUDY ON THE INFLUENCE OF PLACE AND EDUCATION ON MUSLIM WOMEN EMPOWERMENT

Article in *Social Sciences Humanities and Education Journal (SHE Journal)* · May 2022

DOI: 10.25273/she.v3i2.12674

CITATIONS

0

READS

40

2 authors, including:



[Shahzad Hasan](#)

Lebanese French University

9 PUBLICATIONS 7 CITATIONS

SEE PROFILE

Social Sciences, Humanities and Education Journal (SHE Journal)

Volume 3 (2) 89 – 95, May 2022 | ISSN: 2720-9946 (Online) ISSN: 2723-3626 (Print)

The article is published with Open Access at: <http://e-journal.unipma.ac.id/index.php/SHE>

A STUDY ON THE INFLUENCE OF PLACE AND EDUCATION ON MUSLIM WOMEN EMPOWERMENT

Shahzad Hasan✉; Department of General Education, College of Education and Languages, Lebanese French University, Erbil, Kurdistan Region, Iraq.

Shilan Abdulkarim; Department of General Education, College of Education and Languages, Lebanese French University, Erbil, Kurdistan Region, Iraq.

Abstract: The main objective of the study is to determine whether there is any significant difference in women's empowerment based on their locality and qualification. The data collected for this study was from 200 women at Coimbatore District. Urban and rural locality women are not differing significantly in violence, but the rural women are facing more empowerment in the dimensions of education, social status, finance, marriage, gender equality and overall dimensions the empowerment than the urban women. Below graduate, graduation, above graduate qualified women's are not differing significantly in education, social status, finance, violence, gender equality and over all dimensions, but the below graduate women are facing more problem in the dimensions of 'marriage' in the women empowerment than the other qualified women.

Keywords: Women Empowerment, Muslim women, Locality, Qualification.

✉ shazad.ramazan@lfu.edu.krd

Citation: Hasan, S. & Abdulkarim, S. (2022). A study on the influence of place and education on muslim women empowerment. *Social Sciences, Humanities and Education Journal (SHE Journal)*, 3(2), 89 – 95. DOI: 10.25273/she.v3i2.12674



Published by Universitas PGRI Madiun. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Feeling into women's situation in the history is providing by the common insight that women are fickle-minded, feeble, and flabby to take up any position outer the family. Consequently, history is sated with examples of the second-rate part assign to the women in relative to female. The genetic dissimilarity, women abide children and are, on the usual, bodily weaker than man – toughened by the edifying norm and the worth systems, positioned women inferior to men. Women were principally relegated to the organization of the interior crossing point of social systems (Williams & Mills, 2019). They were also relegating to being the infrastructural setting of male and their function was the labor - setting. Fundamentally it was a district of villages - where farming and industry go hand in hand. The variety of technical transition follow by main change in the economic procedure and structure of the district play a major role in significant the socio-psychological standing of both male and female in the Coimbatore district.

Review of literature

In the context of women's empowerment, it refers to the process of increasing an individual's or group's spiritual, political, social, educational, gender, and economic strength. Women's empowerment in India is heavily influenced by a variety of factors, including geographic location (urban versus rural), educational attainment, social status (caste and class), and age (Malhotra et al., 2002; Kabeer 2005). Policies on women's empowerment are in place at the national, state, and local (Panchayat)

levels in a variety of sectors, including health, education, economic opportunities, gender-based violence, and political participation, amongst other things. Although policy advancements have been made, there is a significant gap between them and actual practice at the community level (Elias & Merriam 2005). A key component of women's empowerment is the establishment of a society and political environment in which women can live without the fear of oppression, exploitation, apprehension, discrimination, and the general sense of persecution that comes with being a woman in a traditionally male-dominated structure (Gram et al., 2019; Topal 2019; Tanima et al., 2020). In spite of the fact that women constitute nearly half of the world's population, India's gender ratio has been disproportionately low, with female population being significantly lower than male population. Their social status is not treated equally to that of men in all settings, and they are not treated as equals in all situations. In Western societies, women have equal rights and status with men in all aspects of life, including the workplace (Habib et al., 2019; Varshney 2019). However, gender-based disabilities and discrimination continue to exist in India today. Due to her paradoxical situation, at times she was regarded as a Goddess and at other times she was only concerned with her status as a slave (Leach and Sitaram 2002; Madan Mohan & Prabhu 2013; Al Khayyal et al., 2020).

Gender equality and women's empowerment were investigated. In order to determine the level of equality between girls and boys in primary, secondary, and higher education, data must be collected. The information has

been gathered from a variety of sources, including journals, magazines, reports and documents from the Ministry of Human Resource Development, the Government of India's National Family Health Survey Report, and other publications, among others. Gender disparities in access to education and educational attainment must be eliminated if we are to achieve gender equality and reduce women's disempowerment, which are both important goals. Education, and particularly higher education for women, is a critical enabler of demographic change, family welfare, and improved health and nutrition for women and their families, among other things. Efforts should be made to develop a gender-sensitive educational system, increase the enrollment and retention rates of girls, and improve the overall quality of education in order to facilitate life-long learning as well as the development of occupation/vocation/technical skills by female students (Thakur 2017; Verma 2020).

A study conducted by Rajeshwari M. Shettar (2015) examined the issues and challenges surrounding women's empowerment in India. The purpose of this study is to determine the current status of women's empowerment in India and to identify the issues and challenges associated with women's empowerment. In his research, he makes an attempt to analyze the empowerment of women in India. The information in it is derived entirely from secondary sources, which was necessary for the purpose of this study. Economic and social advancement are necessary for women to be able to achieve full equality in the workplace. This could only be accomplished through the implementation of specific

social and economic policies with the goal of promoting the total development of women and educating them to recognize their own potential as strong human beings (Al-Mamun et al., 2014).

Need and significance of the study

Muslims have a deprived socio-economic position, with a insignificant existence in civic life. More than 50% of India's 101.59 million Muslims live underneath the poverty line, with a monthly income of Rs.100 or less. The ancestry of History is intensely entrenched in the past and an effort to understand the present should require engage knowledge of the past. There is a broadly rampant notion that Muslim women enjoy the buck condition in each sphere of social life as compare to their counterpart belong to other secular community, that the Muslim women have not been permissible by their man to take part in many walk of living, that they have been pressed into typecast roles of looking after family circle errands which undermines their capability and capacity. Prejudiced handling is meted out to them at residence; make them drop out of the education as that they may carry out the custom duty of a care taker as servant. In this context, this study will effectual to find out the present development of Muslim women.

Problem statement

Is it empowerment of Muslim women's associated with their status?

Objectives of the study

- (1) To find out whether there is any significant difference in women’s empowerment based upon their locality.
- (2) To find out whether there is any significant difference in women’s empowerment based upon their qualification.

Hypothesis of the study

- (1) There is no significant difference in women’s empowerment based upon their locality.
- (2) There is no significant difference in women’s empowerment based upon their qualification.

METHODOLOGY OF THE STUDY

For the function of reality judgment, a questionnaire was arranged and the obtainable data were also use. The researcher used her

investigative wisdom for the decisive study of empowerment of women in the Coimbatore District. In this study the investigator was interested in acquiring the facts related to women-education, social status, finance, marriage, violence, gender equality. For finding empowerment of women, the researcher prepared and validated the questionnaire. The data collected for this study from 200 women at Coimbatore District.

Analysis and interpretation

Hypothesis 1

There is no significant difference in mean opinion scores of women’s at urban and rural areas with respect to education, social status, finance, marriage, violence, gender equality.

Here there are two categories in locality. So the data were tabulated and analyzed with t-test. The results are given in the table No. 1

Table 1. Medium wise N, M, SD, df and t-values of women’s empowerment

Variable	Medium	N	Mean	SD	df	t-value	Level of significance
Education	Urban	99	14.00	1.86	198	2.82	Significant at 0.01 Level
	Rural	101	13.18	2.18			
Social status	Urban	99	13.68	2.69	198	5.98	Significant at 0.01 Level
	Rural	101	11.51	2.42			
Finance	Urban	99	17.32	3.05	198	5.10	Significant at 0.01 Level
	Rural	101	15.21	2.76			
Marriage	Urban	99	14.19	2.27	198	3.19	Significant at 0.01 Level
	Rural	101	13.25	1.84			
Violence	Urban	99	12.45	2.28	198	1.00	Not Significant
	Rural	101	12.11	2.42			
Gender equality	Urban	99	14.49	3.32	198	4.75	Significant at 0.01 Level
	Rural	101	12.31	3.15			
Total	Urban	99	86.15	8.59	198	7.55	Significant at 0.01 Level
	Rural	101	77.61	7.34			

From the above table, it is substituted that the calculated ‘t’ values of empowerment of women’s on education, social status, finance, marriage, gender equality are 2.82,

5.98, 5.10, 3.19 and 4.75 which are greater than tabulated value is 1.96. The null hypothesis is partially rejected. Hence there is significant difference between the women’s of

urban and rural locality in mean scores of the empowerment such as education, social status, finance, marriage, gender equality. The other empowerment such as violence has the calculated value is lesser than the table value 1.96. Therefore the null hypothesis is accepted in the above concept. Hence there is no significant difference between the women's of urban and rural areas in the empowerment of women's.

So it is concluded that urban and rural women's are not differing significantly in dimensions of women empowerment, violence, but the urban and rural women's are differing significantly in dimensions of women

empowerment such as education, social status, finance, marriage, gender equality.

Hypothesis 2

There is no significant difference in mean opinion scores of women's having the qualification of below graduate, graduation, above graduate in women empowerment with respect to education, social status, finance, marriage, violence and gender equality. Here there are three categories in qualification (below graduate, graduation, above graduate). So the data were tabulated and analyzed with F-test. The results are given in the table 2.

Table 2. Analysis of Variance of the empowerment among women with respect to their qualification

Variables	Source of Variance	Sum of Squares	df	MSS	F-value	Level of significance
Education	Between groups	5.27	2	2.63	0.61	Not Significant
	Within groups	845.10	197	4.29		
	Total	850.38	199			
Social Status	Between groups	6.06	2	3.03	0.39	Not Significant
	Within groups	1532.31	197	7.77		
	Total	1538.38	199			
Finance	Between groups	46.54	2	23.27	2.47	Not Significant
	Within groups	1855.94	197	9.42		
	Total	1902.48	199			
Marriage	Between groups	33.02	2	16.51	3.79	Significant at 0.05 Level
	Within groups	857.29	197	4.35		
	Total	890.32	199			
Violence	Between groups	5.51	2	2.75	0.49	Not Significant
	Within groups	1099.24	197	5.58		
	Total	1104.75	199			
Gender Equality	Between groups	38.28	2	19.14	1.65	Not Significant
	Within groups	2275.51	197	11.55		
	Total	2313.79	199			
Total	Between groups	40.54	2	20.27	0.24	Not Significant
	Within groups	16250.33	197	82.48		
	Total	16290.88	199			

From the above table, it is substituted that the calculated 'F' values of women's on empowerment are greater than table value. The null hypothesis is rejected. Hence there is

significant difference in mean scores of women's empowerment. So it is concluded that women's empowerment are differing significantly in the

education, social status, finance, marriage, violence and gender equality.

From the above table, it is evident that the F- values of education, social status, finance, violence, gender equality and over all dimensions are not differing significantly but F-value of other dimension marriage is differing significantly. Therefore the above said null hypothesis is rejected in ‘marriage’ but accepted in the dimensions of education, social status, finance, violence, gender equality and over all dimensions . So it is concluded that below graduate, graduation, above graduate qualified women’s are not differing significantly in education, social status, finance, violence, gender equality and over all dimensions, but the below graduate women are facing more problem in the dimensions of ‘marriage’ in the women empowerment than the other qualified women.

Table 3. Multiple Comparison of Mean

Dimensions	Qualification	N	M	SD
Marriage	Below Graduate	85	13.25	1.89
	Graduation	83	13.98	2.12
	Above Graduate	32	14.25	2.44
	Graduation			
	Total	200	13.72	2.11

FINDINGS

Urban and rural locality women are not differing significantly in violence, but the rural women are facing more empowerment in the dimensions of education, social status, finance, marriage, gender equality and over all dimensions the empowerment than the urban women. Below graduate, graduation, above graduate qualified women’s are not differing significantly in education, social status, finance, violence, gender equality and over all dimensions, but the below graduate women are facing more problem in the dimensions of

‘marriage’ in the women empowerment than the other qualified women.

CONCLUSION

Due to positive factor like education, employment, shielding legislation, urbanization and industrialization our country come across a lot of development in the position and situations of women. Their rate of contribution outer the family has augmented significantly. They are challenging in approximately all the field of living. They instigate to carve up the same accountability as men. Nowadays there is barely any obstruction of women being positioned or promote on an equivalent balance with men still in area until newly measured as men’s effort.

REFERENCES

Al Khayyal, A. O., Alshurideh, M., Al Kurdi, B., & Salloum, S. A. (2020, October). Women empowerment in UAE: A systematic review. In *International Conference on Advanced Intelligent Systems and Informatics* (pp. 742-755). Springer, Cham.

Al-Mamun, A., Wahab, S. A., Mazumder, M. N. H., & Su, Z. (2014). Empirical investigation on the impact of microcredit on women empowerment in urban Peninsular Malaysia. *The Journal of Developing Areas*, 287-306.

Elias, J. L., & Merriam, S. B. (2005). Philosophical foundations of adult education. *Malabar, FL*.

Gram, L., Morrison, J., & Skordis-Worrall, J. (2019). Organising concepts of ‘women’s empowerment’ for measurement: a typology. *Social*

- Indicators Research*, 143(3), 1349-1376.
- Habib, K., Shafiq, M., Afshan, G., & Qamar, F. (2019). Impact of education and employment on women empowerment. *European Online Journal of Natural and Social Sciences: Proceedings*, 8(3 (s)), pp-62.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*, 13(1), 13-24.
- Leach, F., & Sitaram, S. (2002). Microfinance and women's empowerment: A lesson from India. *Development in practice*, 12(5), 575-588.
- Madan Mohan, G., & Prabhu, M. (2013). A study on students perception about Facebook. *International Journal of Contemporary Commerce*, 1(2), 64-77.
- Malhotra, A., Schuler, S. R., & Boender, C. (2002, June). Measuring women's empowerment as a variable in international development. In background paper prepared for the World Bank Workshop on Poverty and Gender: New Perspectives (Vol. 28). Washington, DC: The World Bank.
- Shettar, D., & Rajeshwari, M. (2015). A study on issues and challenges of women empowerment in India.
- Tanima, F. A., Brown, J., & Dillard, J. (2020). Surfacing the political: Women's empowerment, microfinance, critical dialogic accounting and accountability. *Accounting, Organizations and Society*, 85, 101141.
- Thakur, R. K. (2017). *Social Freedom and its Ramifications on Teaching: An Analysis in context of Women Teacher Educators* (Doctoral dissertation).
- Topal, A. (2019, September). Economic reforms and women's empowerment in Saudi Arabia. In *Women's Studies International Forum* (Vol. 76, p. 102253). Pergamon.
- Varshney, D. (2019). The strides of the Saudi female workforce: Overcoming constraints and contradictions in transition. *Journal of International Women's Studies*, 20(2), 359-372.
- Verma, R. N. (2020). Issues and Challenges of Gender Equality for Women in Indian Male Dominated Society. *Jaipuria International Journal of Management Research*, 6(2), 27-33.
- Williams, K. S., & Mills, A. J. (2019). The problem with women: a feminist interrogation of management textbooks. *Management & Organizational History*, 14(2), 148-166.