ROLE OF EDUCATION IN EMPOWERMENT OF WOMEN; A SOCIOLOGICAL STUDY

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ABSTRACT

Women's activities were restricted to living inside the four walls of the home. They were unable to participate in daily political and economic matters since they were not permitted to roam freely. Participating in outdoor activities was only available to men. In addition, women were not mandated to pursue any kind of education. The religious and customary prohibitions forbade them from participating in some sacred rites, and on occasion they were viewed as "polluted." As a result, women in Indian culture continued to be dominated by traditional conservatism and religious orthodoxy. The conservative attitude is in vogue today as well. However, thanks to a change in viewpoint brought about by higher education, women now want to progress their jobs as well as get married and not just staying at home. The purpose of the present study is to better understand respondent's perception toward women's education and whether they believe that education contributes to women's empowerment. The paper also makes recommendations that it hopes will help to forward the cause of women empowerment.

KEYWORDS: Women empowerment, education, literacy rate.

INTRODUCTION

There is a general concern now about global security. Children, women, minorities, immigrants, indigenous people, those who have experienced racial discrimination, the impoverished, and other groups are some of the focus points of this fear. Growing economic and social inequality, impoverishment in many sectors, the content and nature of the media, as well as self-preoccupation at all levels, from the person to the nation, appear to be the main causes of this sense of breakdown everywhere.

Women's self-esteem is undermined since they are frequently considered as inferior and socialized to put others before themselves. According to the data that is currently available, discrimination against girls begins early in life and continues throughout childhood and adulthood in many countries. One of the causes of the discrepancy is harmful attitudes and behaviors, such as female genital mutilation, son preference, which leads to female infanticide, and prenatal sex selection. Other factors include early marriage, including child

marriage, violence against women, sexual exploitation, sexual abuse, and discrimination against girls in matters of food distribution and educational opportunities, among other things. To eliminate these ingrained gender preconceptions, women and men must work together.

By focusing on the three elements of material, human, and intellectual resources, empowerment is a process that modifies current power relations. It is a process that must question and alter ideology, the body of thoughts, behaviors, and customs in which social biases like caste, class, regionalism, and communalism are ingrained.

Empowerment is a process that affects both men and women internally, as well as outside, to bring about these changes. There are very few issues from the men when women organize, increase their awareness of their disempowerment, and utilize their critical thinking to organize themselves and fight for better access to resources.

It is difficult and foolish to address gender as a separate set of disparities in the majority of South Asian nations without also tackling caste and class. In South Asia, it's a popular belief that women are their own worst adversaries. By carefully examining and comprehending the social dynamics and psychological underpinnings of oppression, this myth can be dispelled.

An important sign of women's empowerment is education. Even though women make up the majority of students in education, few of them go on to have successful careers or hold highly coveted jobs in the fields of research or instruction. Due to the closure of several historically accommodating schools, including tailoring schools as a result of the textile sector crisis, the females have less possibilities to enroll in high schools that prepare them for careers. Nevertheless, some technical schools do not accept female students. All of this results in less options for girls to pursue vocational training.

By addressing three dimensions of material, human, and intellectual resources, empowerment is a process that modifies the current power relationship. It is a process that must question and alter ideology, the body of thoughts, attitudes, convictions, and behaviors in which societal biases like caste, class, regionalism, and communalism, as well as gender bias, are ingrained. Many empowerment programmes are ineffective at changing gender relations in the long run because they don't address the ideology.

Empowerment is a process that affects both men and women internally, as well as outside, to bring about these changes. There are very few issues from the men when women organize themselves, bring attention to their disempowerment, and utilize their critical understanding to organize themselves and fight for greater access to resources. The issues arise when women contest societal norms and men's authority over them in the household.

The present study is titled "Empowerment of women via education" because, as was already mentioned, education is a potent tool in the liberation and empowerment of women.

CONCEPT OF EMPOWERMENT:

One of the most frequently used development terms is empowerment. Empowerment is cited as one of the objectives by women's organizations, non-governmental development organizations, activists, politicians, governments, and international organizations. But in terms of how it should be assessed or observed, it is one of the least known. There is a need to define and come up with provisional meanings precisely because this word has become one of the trendiest concepts to include in plans, programmes, and initiatives. Furthermore, it's important to talk about the specific effects of women's empowerment. Empowerment is a tough concept to define because of its nature. On the one hand, it's frequently mentioned as an objective for numerous development projects and programmes. On the other hand, it can also be thought as a process that individuals go through that ultimately results in changes.

Women have relied on "networks of reciprocal trade" (Lomnitz, 1977) in many civilizations, particularly in Latin America, to get information and help from family, friends, and neighbors to get access to basic services like health, childcare, food, and even services like loans and job recruitment. These networks function across all socioeconomic levels, including the wealthy and the privileged (Lomnitz, 1977 and 1984). These unofficial networks are, in some ways, an important resource for women. However, on a deeper level, these institutions establish societal control mechanisms by upholding ideas of femininity and masculinity and by showing respect for authoritarian, patriarchal power.

Empowerment has numerous elements, just as subordination does. Beyond formal political engagement and awareness-raising, empowerment is a sociopolitical idea. The cognitive, psychological, political, and economic facets of empowerment must all be considered.

The cognitive element relates to women's comprehension of their subordination-related conditions and the reasons behind them at both the micro and macro levels of society. Understanding oneself and the need to make decisions that may contradict cultural and social norms as well as behavioural patterns that promote independence, interdependence, and autonomy within the family and in society as a whole are necessary (Hall, 1992). It entails both obtaining new information to develop a distinct view of gender interactions and dismantling outdated notions that support potent gender ideas. Beyond family planning methods, sexual education is part of cognitive empowerment since taboos on sex information have obscured the differences between men and women and provided justification for men's physical and psychological authority over women.

Legal rights are a crucial area of cognition. Women need to know which legal rights currently exist in order to push for their implementation and enforcement because in the majority of countries, including democratically advanced nations, legislation for gender equity and women's rights is far ahead of practice. Knowledge that is more in-depth and well-articulated is required for empowerment in relation to factors that influence the dynamics of marriage, such as control over wives' fertility, sexuality, childbearing and raising,

companionship, feelings of affection and rejection, unpaid domestic work, and household decision-making. According to Beneria and Roldan (1987, pp. 137–139), these components make up wives' obligations under the "marriage contract," making them the group most prone to patriarchal control.

Although the psychological component is crucial, it needs to be supported by financial resources. The empirical evidence supports the idea that having access to employment promotes a woman's economic independence and, with it, a better level of general freedom. However, outside work for women sometimes entails carrying two burdens at once. Economic subordination must be eliminated for women to be empowered, as noted by Hall (1992). In order for women to be economically empowered, they must be able to engage in a creative activity that will grant them some level of financial autonomy, however little and challenging that autonomy may be initially. Programs that generate income are challenging to establish since they are risky, time-consuming, and ineffective in the beginning. However, they can develop over time provided they are supported by such essential abilities as marketing, accountancy, and adequate money. The issue with income-generating projects is not that they are not a good answer, but rather that they have failed due to inadequate planning, execution, and funding. It is possible to transform profitable business endeavours from sources of income. The dedication to using them effectively is missing.

The political aspect of empowerment comprises the capacity for political and social analysis of the immediate environment, as well as the capacity for organising and mobilising for social change. So, in order to achieve social transformation, an empowering process must incorporate individual awareness and group action. According to Griffin (1988), "Redistribution strategies depend for their success on mobilising the populace for grassroots development, on utilising the plethora of local opportunities for small-scale projects, and on organising the various groups in the community around effective institutions so that they can articulate their demands, establish priorities, and work together for the common good" (p. 63).]

According to Joke Schrijvers, "autonomy" is "a basic critique of the current social, economic, and political order" (1991, p.6). "An anti-hierarchical idea, which inspires critical and creative thought and action," is how she describes autonomy. What I personally find most appealing about it is how it conveys an inner attitude of strength, one that creates space for transformation, one that springs from one's own inner resources as an individual or a collective, one that moves from the bottom up and resists the unwelcome dominance [on the part of others] (Schrijvers, 1991, pp. 5-6). Schrijvers definition is helpful because it emphasizes how crucial it is for women to have power "from within" before they can exert any influence "over" other facets of society, especially the state.

REVIEW OF LITERATURE

Akosua K Darkwah (2010) Education has long been regarded as essential to the empowerment of women. However, academics like Stromquist are beginning to cast doubt on our belief in the ability of education to empower women. This article argues that the advantages of education for women depend on the surrounding circumstances, such as when decent employment in the public sector is available. It bases this argument on a survey of 600 women across three age groups in three regions of Ghana and 36 intergenerational interviews. This survey reveals that compared to women over 50, women aged 18 to 29 are more than twice as likely to have completed some type of schooling.

S saravanakumar; M palanisamy (2013) The main driver of women's empowerment, prosperity, progress, and welfare is education. Women face discrimination from conception to death. Women continue to experience inequity and vulnerability in every sector, including the political, social, health care, and nutrition. Correct, lawful, etc. Women need to be empowered in all facets of life since they are oppressed in all aspects of existence. Women must swim against the current that demands more strength in order to combat socially built gender inequalities. Such power results from the process of empowerment, which in turn results from education. And the empowerment of women will lead to rural development. This research on the role of education in empowering women tries to ascertain the impact of Indian women's education during the Vedic, Buddhist, and Muslim eras, as well as the impact of education on Indian women during the British and modern eras. The goal of this study is to ascertain the situation regarding women's rights and the status of women in India. Additionally, this study displays Lists of India's "Crude Literacy Rate" from 1901 to 2011. Achievements in girls' education in India since independence, including declining dropout rates and fewer out-of-school girls, etc. In addition, they promote women's empowerment.

Kingsley E Nsirim; Gabriel Ekwueme Elechi (2013) The essay makes an effort to deal with the issue of gender inequality. It emphasizes that any sincere attempt to address the issue must begin from the man and places the cause of gender disparity in a cultural background in which man had played a dominant role. It suggests that man will change his perspective on his self-assigned roles in light of existential reality after receiving education and reorientation. It is thought that a shift in human perspective will bring about equality, which was previously constrained by the law of the nation. Women would therefore be encouraged to fully participate in the educational, economic, political, social, and other development activities of their societies in an environment of gender equality, freedom, and security for all beings. Naturally, this would lead to the long-awaited opportunity equality and female empowerment.

E M Lemmer (2009) The fundamental instrument for empowering women is education, and this is especially evident for women from disadvantaged economic and social situations. Women's life stories reveal a variety of self-developmental stages, which are further complicated by concerns of race, class, and socioeconomic status. In order to examine how women from backgrounds of extreme deprivation construct and give

significance to the tale of their educational experience and its contribution to their self-identity, this paper offers the accounts of four black midlife women. Written life histories and interviews were used to gather data, which was then analyzed using two narrative models. The results demonstrate the utility and importance of narrative inquiry in educational research, how the women dealt with trauma and challenging life transitions, and how they ultimately became empowered via their accomplishments in education and the workplace.

Haimanti Mukhopadhyay (2008) The purpose of this essay is to examine how education affects women's empowerment in the Malda area of West Bengal, India. The essay attempts to uncover the position of women, attitudes toward girls' education in society, obstacles to women's education, the significance of marriage in women's lives, and how these factors affect education and women's empowerment through a thorough survey of 42 villages. The article also emphasizes how educated and economically independent women have firmly rejected the dowry's pervasive evil, thus contributing to economic empowerment in the Malda district of West Bengal. Finally, certain suggestions have been offered to abolish the practice of social and intra-household discrimination against women and girls. The survey found that the only way to end the evils of dowry is via empowerment through education.

OBJECTIVES

1. To ascertain the respondent's socioeconomic profile.
2. To study the perception of respondents regarding women's education.
3. To determine whether respondents believe that education promotes women's empowerment.
4. To provide suggestions that will strengthen the cause of women empowerment.

RESEARCH METHODOLOGY

The group of female teachers who work in various schools in Mohali is the subject of the current investigation. It is significant to highlight that a handful of female teachers are employed. The universe was therefore quite big. The names of the schools and the subject matter of the research are kept secret to protect its confidentiality. The goal of the current study was to study fifty female teachers who worked at schools in Mohali.

Area of Study

A total of five schools in Mohali are kept as the research area to better understand how respondents feel about women's education and do they believe that education helps in women's empowerment. The paper also makes recommendations that will strengthen cause of women empowerment. A total of ten female respondents (who are teachers) from each school are included, which results in a total of fifty female respondents in the city of Mohali located in Punjab.

Techniques of Data Collection

Both quantitative and qualitative methods were used. The quantitative technique has been employed via an interview schedule. Informal interviews were conducted with the study's respondents. The sociodemographic profile, respondent's perceptions of women's empowerment, and respondent's perceptions of women's education make up the different components of the interview schedule. Books, articles, policy documents, committee reports, working papers, conference and seminar proceedings, were also explored as secondary sources of information. The interview schedule included both closed-ended and open-ended inquiries. manual tabulation of the survey's questions was used. Convenient method sampling was applied to collect the data. By using percentage analysis, a conclusion has been drawn.

- ➢ **SOCIO DEMOGRAPHIC PROFILE OF RESPONDENTS**

1. **Demographic Factors**

These significant factors, including sex, age, and marital status, all have an effect on respondents' beliefs about education and how education supports women's empowerment. These factors influence how differently everyone perceives things, according to numerous research. The usage of demographic profiles facilitates comprehension of the population's general structure.

Table 1 showing distribution of respondents based on "Demographic Factors"

Age Group	Frequency
21- 30 Years	10(20)
31 to 40 Years	20(40)
41 to 50 Years	13(26)
51 and above	7(14)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table 1 it came into light that there were a greater number of female respondents in the age category of 31 to 40 years with a total of 40 percent followed by the age category of 41 to 50 years with 26 percent. There was a total of female respondents in the age category of 21 to 30 years with 20 percent. And there were 14 percent of female respondents in the age category of 51 and above.

2. Literacy level

The level of education a person possesses exposes their link to their earnings, chosen jobs, and life decisions that support their concept of education and empowerment. Education status is a crucial factor of how a family approaches higher education and women's empowerment in addition to having a significant impact on the home's socioeconomic standing in the community.

Table 2 showing distribution of respondents based on "Literacy level"

Education Qualification	Frequency
Graduate	27(54)
Post Graduate	12(24)
PG with M. Phil	8(16)
PG with Ph.D	3(6)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table 2 it came into light that these female respondents who are teachers in the schools of the research area were found to be graduate with a total of 54 percent. There were 24 percent of the respondents who were found to be post-Graduate. While, there were 16 percent of respondents who were PG with M. Phil and also, 6 percent of the respondents were PG with Ph.D. some of the respondents were found to be highly qualified in terms to be a teacher in the school. These highly qualified teachers completed their higher education just to gain knowledge and to get better career options in life.

3. Marital Status

Table 3 "Marital Status"

Marital Status	Frequency
Unmarried	20(40)
Married	27(54)
Widow	1(2)
Divorce	2(4)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table it could be seen that there were a greater number of married respondents with 54 percent followed by unmarried respondents with 40 percent. The study also found that here were only 4 percent of divorced respondents and a mere 2 percent of widow respondents. It implies that the majority of the female teachers are married.

4. **Income**

Table 4 showing distribution of respondents based on their "Monthly income"

Monthly income	Frequency
Below Rs. 25000	20(40)
Rs. 25000 to 50,000	19(38)
Rs. 50,000 to 75,000	6(12)
Above Rs. 75,000	5(10)
Total	**50(100)**

Figures in parentheses column wise percentages

The above table reveals that the respondents who get salary less than 25000 are in majority with 40 percent. There were 38 percent of the respondents who get a salary of Rs. 25000 to 50,000. While, there were 12 percent of respondents getting salary Rs. 50,000 to 75,000. There were only 10 percent of the respondents who gets a month salary Above Rs. 75,000. From the above table it could be summarized that teachers in majority get less monthly salary. While, only a few school teachers get a higher salary.

5. **Designation of the respondent**

Table 5 showing distribution of respondents based on their "Designation"

Designation	Level of class	Frequency
Primary Teacher (PRT)	1st-5th	20(40)
Trained Graduate Teacher (TGT)	6th-8th	16(32)
Post Graduate Teacher (PGT)	9th-12th	14(28)
Total		**50(100)**

Figures in parentheses column wise percentages

The above table 5 reveals that there were majority of respondents who were found to be Primary Teacher (PRT) who teaches 1st-5th class with 40 percent. While, there were 32 percent of Trained Graduate Teacher (TGT) who teaches classes from 6th-8$^{th.}$ and also, it was found that 28 percent of respondents were found to be Post Graduate Teacher (PGT) who teaches classes from 9th-12$^{th.}$ It could be linked from the above tables that there is a close link in the education qualification of a teacher with the designation of job she does with the salary she earns. The higher a teacher is qualified, the higher the designation she has, the higher she is paid.

6. Type of family

There are three different types of families: nuclear, joint, and extended. The following table shows

- *A nuclear family is made up of a husband, wife, and any unmarried children who live with them.*

- *Grandparents who live with their married children and grandkids are considered to be part of a joint family. where three to four generations coexist.*

- *An extended family is a group of many nuclear families with two to three generations residing in one home.*

Table 6 showing distribution of respondents based on their "type of family"

Type of family	Frequency
Nuclear	39(78)
Joint family	10(20)
Extended family	1(2)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table it could be summarized that there were a greater number of respondents with 78 percent who lives in a nuclear family. While, there were 20 percent of female respondents who lives in a joint family. It could be seen that there were only 2 percent of respondents who lives in an extended family. The data gathered from the field also shows that, as opposed to the traditional joint family, the majority of women teachers live in nuclear or single families. It indicates that they are residing with their spouse and kids. In nuclear family life, the customary authoritarian rule of the in-laws is not developed.

As a result, they have more freedom to enjoy their personal freedom and to run their families with their own methods and perspectives. Their departure from the usual united family has allowed them to experience more freedom.

7. Importance of education for Women

The respondents were asked about their opinion regarding the importance of education. They asked, about why education is important for women. For that purpose, some options were provided to the respondents to choose from.

Table 7 showing distribution of respondents based on their perception about "Importance of education"

Response	Frequency
Gain knowledge in society	16(32)
Live modern life	17(34)
Get employment	42(84)
Live an independent life	45(90)
Total	**50(100)**

Figures in parentheses column wise percentages

*The respondents have given multiple answers.

From the above table it could be summarized that a greater number of female respondents believe that education helps women in living an independent life. There were 90 percent of the respondents who believe that education helps in living an independent life. While, there were 84 percent of female respondents believe that education helps in getting employment. There were 34 percent of respondents believe that education helps in living a modern life. While, there were 32 percent of respondents who believe that education helps in gaining knowledge.

8. Education for women helps to achieve

The respondents were asked about their perception regarding the statement "Education for women helps to achieve". There were certain options provided to the respondents to choose from.

Table 8 showing distribution of respondents based on their perception about the statement "Education for women helps to achieve"

Response	Frequency
Economic independence	45(90)
Socio economic equality	42(84)
Obtain status in society	45(90)
Total	**50(100)**

Figures in parentheses column wise percentages

*The respondents have given multiple answers.

From the above table 8, it could be summarized that there were equal number of respondents with 90 percent who believe that education helps in economic independence to a woman and also in obtaining status in society. It was found that there were 84 percent of respondents who believe that education helps in getting socio-economic equality in the society. The respondents have acquired a favorable mindset about female employment and education. To put it another way, they adhere to the logical principle that women shouldn't be economically dependent on males. They support women's financial autonomy.

9. Is there Gender discrimination by parents in providing higher education?

The respondents were asked do they feel that parents discriminate between their male and female children in getting higher education. To this, majority of them said 'No'.

Table 9 showing distribution of respondents based on their perception about the statement "Is there Gender discrimination by parents in providing higher education?"

Response	Frequency
Yes	10(20)
No	30(60)
Sometimes	10(20)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table 9, it could be summarized that there were 60 percent of respondents who said 'No' that their parents do not discriminate between their male and female children in getting higher education. They believe that now-a-days females are more highly qualified than males. There were 20 percent of respondents who believe that 'yes' parents do discriminate between their children in terms of getting higher education. While, there were 20 percent of respondents who believe that to some extend parents do discriminate between their children. According to some respondents, women's own decision to pursue higher education plays a bigger role than the motivating support of their parents or husbands. It is therefore possible to estimate that these female respondents have a sensible outlook and are committed to the empowerment of women. Additionally, this fact shows that they have partially internalized and embraced modern standards and values and are in the process of becoming more empowered.

10. If you had to make a choice between pursuing career and getting married, what would be your choice.

Table 10 showing distribution of respondents based on their perception about the statement "If you had to make a choice between pursuing career and getting married what would your choice be."

Response	Frequency
Career	8(16)
Marriage	6(12)
Both	36(72)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table 10 it could be concluded that there were a majority of respondents with 72 percent who believe that career and marriage both needs to be carried on together on an equal pace. While, there were 16 percent of respondents choose their career over marriage. There were 12 percent of respondents who believe that marriage is more important than career. Majority of the respondents believe that since women were doomed to live their entire lives in servitude to the male members of society, women in Indian civilization have been the target of social exploitation for ages. They were required to help their fathers during the premarital period. They had to serve their husbands after being married, and later they had to serve their sons as well. However, due to a shift in perspective brought about by higher education, the female no longer only desire to get married and stay at home, they now wish to advance their careers as well. While some women even prefer having a career than getting married.

11. Do you think that education helps in women empowerment?

Table 11 showing distribution of respondents based on their perception about the statement "Do you think that education helps in women empowerment?"

Response	Frequency
Yes	45(90)
No	5(10)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table, it could be summarized that there were majority of respondents with 90 percent who believe that 'yes' education helps in women empowerment. A lot many respondents do believe that with education women gets employment and getting financially independent one could get empower. There were only 10 percent of respondents who believe that 'no' education does not help in women empowerment. Those

who rejected the idea that education could give women more power claimed that empowerment did not come from merely becoming financially independent. In this patriarchal society, women will continue to be dependent on their families.

12. Do you think that with higher the education a woman has, the more independent she is?

Table 12 showing distribution of respondents based on their perception about the statement "Do you think that with higher the education a woman has, the more independent she is?"

Response	Frequency
Yes	45(90)
No	5(10)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table 12 it could be summarized that majority of respondents with 90 percent who believe that 'yes' with higher the education a woman has, the more independent she is. A lot many respondents do believe that with education women gets independence and one could get empower. While, there were only 10 percent of respondents who believe that 'no' education does not help women getting independence. These female respondents, who attribute patriarchy's existence to the same cause, think that as long as patriarchy endures, women's dependency on family members, particularly male members, will continue.

13. Do you believe that more a woman is educated, the more responsible decisions she could take?

Table 13 showing distribution of respondents based on their perception about the statement "Do you believe that more a woman is educated, the more responsible decisions she could take?"

Response	Frequency
Yes	40(80)
No	5(10)
To some extent	5(10)
Total	**50(100)**

Figures in parentheses column wise percentages

From the above table it could be concluded that majority of respondents with 80 percent do believe that more a woman is educated, the more responsible decisions she takes. While, 10 percent of them believe that to some extend with education responsible decisions could be taken. Whereas, there were only 10 percent of the respondents who do not believe the same.

14. As a working woman what are your personal & family problems

The respondents were asked about what problems do they face while working. For this purpose, the respondents were given certain option to choose from.

Table 14 showing distribution of respondents based on their perception about the statement "As a working woman what are your personal & family problems"

Response	Frequency
Lack care to Husband	25(50)
Lack care to Children and Elders	30(60)
Ill health due to mental stress & strain	15(30)
Total	**50(100)**

Figures in parentheses column wise percentages

*The respondents have given multiple answers.

From the above table, it could be summarized that there were 60 percent of respondents who believe that they lack care to Children and Elders when they go out for work. There were 50 percent of female respondents who said they lack care to Husband. While, there were 30 percent of the respondents who said that as a working woman they suffer ill health due to mental stress & strain. The aforementioned table shows that the majority of respondents continue to consider their roles in the family even while they are working. They attempt to manage their job and home together but still find it difficult.

SUGGESTIONS

➢ Inclusion of a variety of courses emphasizing women's skills: The focus must be widened, the strategy must be strengthened, and new courses must be introduced to meet local demands.

➢ Curriculum inclusion of gender and social studies: Students should learn about current inequality between men and women, social discrimination, and life values at this point. This will assist the younger generation in maturing, which will improve humanity as a whole.

➢ Promoting Women's Studies Research: Schools ought to encourage structural studies of women. The funding for data base studies should come from research grants or project funds. They recommend that both the national and state level policy makers are informed of their findings and recommendations. These studies undoubtedly offer fresh methods and metrics for empowering women, and they enable the development of realistic national policies.

CONCLUSION

The evidence gathered from the field shows that these women teachers are being exposed to more and more forces of empowerment in their personal, familial, and social lives. Women's education has enabled them to experience more freedom and exposure to the social structure as it goes through the process of rationalization.

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