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IMPACT OF EDUCATION OF WOMEN ON THE SOCIETY

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Impact of Education of Women on the Society

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Abstract – Although education is considered a necessity, more and more parents are educating their daughters still learning household work for a girl is given importance. They cannot negate house hold work to most of women their daughters are helpful in household duties. Katai (1939) study perceived that household work was still the responsibility of working women.

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INTRODUCTION

Educated women also play an important role in major decisions taken in the family about educating marriage of children etc. No longer women prefer to be with their traditional wifely role. They wish to get knowledge and widen their mental horizon. Girls' education is essential in order to make them independent and as future security for them. Desai's (1990) studies support this finding Kantamma (1990).

Educated women get married at higher age than uneducated women. It is because even men want to get married when they complete their education and are well settled in their jobs. This increases age of marriage for girls as well as boys who prefer educated girls for marriage.

Education has also brought change in women's perception of their own self and they no longer consider that control of men is important for them. They consider themselves equal to men. They also become more aware about their rights in a family as well as in a society. Studies of Pandey (1988) and Gautam (1983) agreed to this finding.

The most significant issue has been raised here is the influence of education on improving socio-economic status of women in Haryana. The findings of different studies assert that education has a role of play in improving socio economic status of women in Haryana. Hence, it can be said that status of women may depend on their socio economic background. The kind of economic background they come from may show their status. Those who are economically sound have better status than those who are economically not that sound. It has also been found that birth of a male child is still a preference in our society. Although it is very difficult to suggest any single measure or some measures, which can directly enhance the status of women.

Decision for marriage of educated as well as uneducated women is the prerogative of parents. This may be because of mindset of females from childhood that major decisions for them in the family, whether it is about their schooling or choice of curriculum or marriage, are taken by elders in the family. Although consent for marriage is sought from the prospective women but that is a mere formality. It is perceived in our social milieu that a woman is not capable of taking major decisions all by herself and therefore elders, male members of family take decisions for her. By nature, women are considered submissive and incapable of taking decisions whereas on the other hand men feel themselves responsible for looking after and taking care of the members of the family. That is why all major decisions rest with males in the family. Studies of Miller (1981), Desai (1969), Kakati (1984), Rajvanshi (1991), support this hunch. It is also found that permission of family members is very important in case of educated as well as uneducated women for visiting or meeting relatives. The typical Indian culture requires a woman to seek permission of her elders in the family for all kinds of social mingling in the society or else she is considered ill-mannered and not following family norms. She may be stopped from social interactions if elders are not in favour of a particular interaction. 'Ascribed status' therefore, dominates over the 'Achieved status' as per cultural norms in the total social system. Attitude of a housewife is considered to be submissive to her husband, and other male members in the family. Studies like Ramanamma (1968), Raj Mohini (1972) on the contrary do not subscribe to this view. Educated women's attitude, according to them, towards their husbands is of equality. Perhaps sample belonged to upper socio-economic family group.

It was also found that women were not free to spend their earned money, the way they wanted. They are dependent on their husbands or other male members in the family. It means that education does not bring

them economic empowerment as well as social empowerment. For every big or small decision woman is dependent on the male member of the family. Males therefore develop authoritarian figure in the social system called as Male chauvinism. A woman, therefore, is subjugated and accepts the dominance of male members happily. Similar findings have been reported by Dubey (1958).

It was also found that educated women are consulted before making any kind of investment in the family whereas uneducated women are not consulted in such matters. Education as a factor seems to play an important role in bringing changes in thinking style and attitude. A woman plays an important role in deciding about education and career of their children. Education perhaps brings progressive change in women's traditional role to modernity. Similar findings have been reported by Modak (1984), Pandey (1988), Kalliath (1988). Whereas non- participation in decision-making of uneducated women can be attributed to absence or minimal level of education amongst girls.

REVIEW OF RELATED LITERATURE:

Radhakrishnan (1980) said that even today people do not consider education as a universal right and not a class privilege. Khobragade (1985) opined that the girls took education to gain status in the society for gaining personal independence to improve one's personality.

Vohara (1986) believed that education and working aptitude alone can enhance status of women.

Srivastava (1972) opined that educational qualification of a married woman is such that it enables her to enter the job, which is consistent with family prestige.

Even after getting education, much change is not noticed in the functions of educated women, except in a family where their opinion is given some importance. Visiting friends and relatives in case of uneducated women with permission of their elders is part of our Indian culture.

Whenever there are differences with their husbands most women have to remain quiet and allow things to settle down and they do not execute their rights about anything, as by nature women are supposed to be submissive and men to dominate her. Study of Dentsch (1944) indicated or supported the same findings.

Educated women find themselves independent and capable to take care of their own self and do not want any kind of legislative security or any male members to take care of their security. They do not find themselves secured under any kind of such controls.

There is no change of attitude in uneducated women. However, they believe that a divorced or a widow woman should be given maintenance and be allowed

to remarry. Hence there is a change in traditional rules of society where a divorcee and widow were not allowed to remarry. These women were often turned away from the society as they had been widowed or their husbands had deserted them.

Ross (1961) opined that men could not accept her as a colleague because they are not used to women playing to that particular role.

Ross (1961) also opined that husbands do not mind their wives going for employment provided their daily routine remain undisturbed.

Rao (1983) observed that social status of women is usually determined by the position of her husband or family status and her own individual achievements were rarely considered. Uneducated working women of lower economic status feel contended and satisfied in family despite lot of regressive pressures of life.

Educated girls face early difficulties and when employed and married later on overcome the vicissitudes of life bravely. Irrespective of education women must work as it makes them independent, economically stronger and capable of right decision. Finally, the role of women has seemed to have changed gradually from a "nurturer" of family to "wage earner" of family.

RESEARCH METHODOLOGY:

It was not a scientifically developed tool but it was a mental makeup of the investigator to look into the functioning of women as housewives and wage earners.

QUESTIONNAIRE FOR WOMEN

Questionnaire for women was divided into following parts (i) Personal data (ii) Attitude towards girls (iii) Age at marriage data (iv) Economic status (v) Educational status (vi) Social Independence.

- (i) Personal data form- This part of the questionnaire dealt with some basic information about the respondent. Questions like name, age, caste, religion, place of birth, type of family etc. were dealt with in this section. There are various questions in this part ranging from name, age to other information about the person.
- (ii) Attitude towards girls- this part of the questionnaire dealt with the female's attitude towards a girl child in the family. The purpose or most of the questions in this part had been to find out whether a female treats a girl child similar to a male child or there is some kind of preferential treatment given to a male child. This section included ten questions.

- (iii) Age at marriage data- in this section questions about the marriage of the respondent were included. The questions here were based on age at marriage, dowry system, age difference between the spouses etc.

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CONCLUSION

Educated women are respected more in a family than uneducated ones. Most of the educated women like to educate their daughters to higher levels than uneducated women. Educated women enjoy a better status in family than uneducated women as they are respected. They also more conscious about their rights. They are more aware about their rights, are more aware about their financial security, and operate saving accounts in banks. Educated women also wish to train their daughters to maximum- level so that they can be independent and have successful and secured future.

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