

## **A Study on Empowerment of Women through Technical Education- A Case Study of Koradacheri**

**Hema Priyadharshini<sup>1</sup> and S. Sivaanathi<sup>2</sup>**

**Abstract:** *Empowerment is a word widely used, but seldom defined. Long before the word became popular women were speaking about gaining control over and participating in the decisions that affect them in the home and community in government and international development policies. The word 'empowerment' captures this sense of gaining control of participating in decision making.*

**Keywords:** Empowerment, Technical Education, Economic empowerment

### **Introduction**

There are other definitions of empowerment as “The term empowerment refers to a range of activities from individual self-assertion to collective resistance, protest and mobilization that challenge basic power relations. For individuals and groups where class, caste, ethnicity and gender determine their access to resources and power, their empowerment begins when they not only recognize the systemic forces that oppress them, but act to change existing power relationships. Empowerment, therefore, is a process aimed at changing the nature and direction of systemic forces that marginalize women and other disadvantaged sectors in a given context. “It is giving lawful power or authority to act. If people were empowered they would be able to participate in the planning, execution and implementation of developmental schemes. Apart from Political Empowerment, Economic and Social Empowerment are crucial. Empowerment and development are closely related. Empowerment leads to development, which further leads to greater empowerment”.

Empowerment is a word widely used, but seldom defined. Long before the word became popular women were speaking about gaining control over and participating in the decisions that affect them in the home and community in government and international development policies. The word ‘empowerment’ captures this sense of gaining control of participating in decision making.

### **Social Empowerment of Women**

The indicators of social empowerment of women include the base of gender inequality, sex ratios, life expectancy rates and fertility rates which show the general status of women in terms of literacy, economic growth, availability of health care and birth control facilities, educational

---

<sup>1</sup> Assistant Professor, Department of Economics, Sengamala Thayaar Educational Trust Women’s College, Mannargudi.

<sup>2</sup> M.A. Economics, Department of Economics, Sengamala Thayaar Educational Trust Women’s College, Mannargudi.

Corresponding author: Hema Priyadharshini can be contacted at: drhemadhabu@gmail.com

Any remaining errors or omissions rest solely with the author(s) of this paper

status of women, age at marriage, literacy rates and participation of women outside the home. Violence against women is a real factor which needs some real concentration. It demoralizes the women psychotically and physically. It is necessary to develop feminist values and give equal social status against all forms of oppression. Social equality can be achieved only through addressing the needs of women in the areas of education, health, nutrition, drinking water, housing, shelter, sanitation and participation in walks of life.

### **Economic Empowerment**

“Women who are economically empowered are an incredibly powerful source of development.”  
– Peter Sands, Group Chief Executive. Women economic empowerment is uplifting the economic status of women by creating economic opportunities in the form of better jobs, better business climate and access to financial services. Economic empowerment helps women to depend on themselves and also to claim their legal rights especially to land and other properties.

### **Educational Empowerment**

It is often argued that education is a powerful tool in the emancipation and empowerment of women. Indeed, the different organs of United Nations (e.g. UNICEF) and experts on women’s liberation argue for women’s education as the basic step in women’s equality. Education is a milestone for women empowerment because it enables them to respond to opportunities, to challenge their traditional roles and to change their lives. Education is one of the most important means of empowering women with knowledge, skills and self confidence required to participate fully in the development process.

### **Review of Literature**

Jones et al. (2013) suggested that examples of recruitment policies in the healthcare, business or industrial sector may offer insights into the processes involved in establishing recruitment policies and defining managerial objectives. Successful recruitment techniques involve an incisive analysis of the job, the labour market scenario/ conditions and interviews, and psychometric tests in order to find out the potentialities of job seekers.

Burack (2014) recruitment sources are closely linked to the organizational activities as performance of employees, employee turnover, employee satisfaction, employee wishes and the commitment of the organization (Burack, 1980).

Pillai. V.N Rajasekharan, (2015) in convocation address “Empowerment of women through Education in University News, said that India recognizes the empowerment of women as the most critical precondition for participation of girl and women in education Central and state government have to implement policies on empowerment of women to effectively dress gender disparities, particularly in educational program needs further strengthening to enable girls to attend school. Women’s empowerment programmes are to be supported to raise the awareness about education of women. The higher educated girls can play proactive roles in such significant activities”.

### **Need for the Study**

Indian society is a developing society. It is passing through a transitional stage. The attitude to women is not as rigidly unfavourable as it was in the past. Women are trying hand to establish themselves as entrepreneurs through technical training. Before Independence, women were engaged mostly in agriculture. Household duties are at the most in family’s trade activities.

## A Study on Empowerment of Women through Technical Education

Social constraints and attitudes that inhibit the development of women entrepreneurs, the atmosphere in which they have to work and the attitude of the society they have to have, all together were keeping them away from the active of entrepreneurship. Even if they were holding any position, they were secondly; management was in the hands of men. Today much is talked about the development of women empowerment in India, because time has changed and is changing very fast.

### **Statement of the Problems**

The researcher has made an attempt to study the women empowerment through technical education and the researcher has also made an attempt to study methods of technical education and the value of training in the study areas. The women have twin responsibility, both in the family as well as in the work place. Women facing several problems in their growth and development.

### **Objectives of the Study**

1. To find out the socio- Economic conditions of the respondents
2. To analyse the role of technical education through the empowerment of women
3. To find out the problem faced by the working women in private and public sector
4. To study the importance of technical education for family and society.

### **Scope of the Study**

The need of the present day is therefore, to promote development in such a way that the strategy for women's advancement first and foremost lays priority to after current inequality. Women have plunged in to the field of small enterprises as entrepreneurs during the two decades, India has been successful to a great degree in fostering the growth of small industries, through a package of support measures at various levels, policy, finance, infrastructure, training, and common facility services. Enterprises started by women are no longer confined to conventional fields like embroidery, knitting and tailoring. They are venturing in the fields of high technology, successfully looking after electronics, engineering and computer industries.

### **Collection of Data**

#### **Primary data**

Primary data refer to those that the collected by research through the study. It is also named as first hand information. Since the purpose of the study is to collect first hand information regarding training effectiveness of employees, much significance has been given to primary data and its techniques. Here the schedule is used for collecting primary data.

The researcher has used primary data for collecting information and the researchers has used questionnaire as a tool for collection.

#### **Secondary data**

Secondary data refers to those that are collected from the Organization, Books, Internet, Publications, Journals and Magazines.

### **Research Methodology**

Research Methodology is a way to systematically solve the research problem. It is understood as a science of studying how research is done systematically.

It is necessary for the researcher to know not only the research methods and techniques but also the research methodology.

**Research design:** The study conducted was Descriptive in nature.

### **Type of Data**

The researcher has used primary data for analysis. The primary data was collected with the help of structured questionnaire. The Secondary data are collected from documents, websites.

**Tools for data collection:** Questionnaire method was used for the collection of data from the respondents.

**Sampling area:** The sampling area was selected in Koradachery in Mannargudi Taluk.

**Sampling Technique:** The researcher has used the convenience sampling method for the study.

**Sample size:** The researcher has collected the data from 50 Women trainers, 100 for his study.

**Tools:** Percentage analysis are used this study.

### **Women Position in the Study Area**

The topic of the present study is study on the agricultural women labourers, so it is necessary to know about women's position in the study area. In the study area, high proportions of women are engaged in agricultural sector. They get Rs.150 as daily wages, but in harvesting time only they get 15 Kgs of rice along with their wages. Male members in that village are mostly engaged in agriculture their full earning to the family so the female take care of their family and they earn for their children.

### **Data Analysis and Interpretation**

Analysis and interpretation are central steps in the research process. Analysis of data means studying the tabulated materials in order to determine inherent facts or meaning. It involves breaking down existing complex factors in to simpler parts and putting the parts together in new arrangement for purpose of interpretation. Analysis of data involves a number of closely related operations that are performed with the involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such in a manner that they will field answer to research questions.

## A Study on Empowerment of Women through Technical Education

### Age Wise Classification of Respondents

S.No	Age	No. of Respondents	Percentage
1	Below 25	16	32
2	26-35	14	28
3	36-45	09	18
4	Above 45	11	22
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data.

From the above table shows that 32% of the respondents are in the age group of below 25 years, 28% of the respondents are in the age group of 26-35 years, 22% of the respondents are above 45 years and then remaining 18% of the respondents in the age group of 36-45 years.

### Marital Status Wise Classification of Respondents

S.No	Marital Status	No. of Respondents	Percentage
1	Married	23	46
2	Unmarried	27	54
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data.

From the above table it is inferred that 54% of the employees are unmarried and the rest of 46% are married.

### Technical Qualification of Respondents

S.No	Educational Qualification	No. of Respondents	Percentage
1	Typewriting	08	16
2	ITI	14	28
3	Polytechnic	16	32
4	B.E	05	10
5	Diploma	07	14
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data.

From the table shows that 32% respondents are qualified from polytechnic, 28% of the respondents are ITI holder, 16% of the respondents are qualified type writing in lower or Higher, 14% of the respondents are Diploma holder and remaining 10% of the respondents are B.E professional holder.

### Income Wise Classification of Respondents

S.No	Income	No. of Respondents	Percentage
1	Below Rs.10000	16	32
2	Rs.10000 – Rs.20000	20	40
3	Rs.20000 – Rs.30000	10	20
4	Above Rs.30000	04	08
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data.

From the above table it is inferred that 40% respondents of the income in the range of Rs.10000- Rs.20000, 32% of the respondents are earn below Rs.10000 per month, 20% of the respondents are earn Rs.20000 – Rs.30000 per month and remaining 8% of the respondents are earn above Rs.30000 per month.

**Nature of Work Burden in the Job**

S.No	Work burden	No. of Respondents	Percentage
1	More working hours	18	36
2	Leave problems	08	16
3	Transport problems	10	20
4	Low salary	14	28
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data

From the above table it is inferred that 36% of the respondents are feel about the work burden for more working hours, 28% of the respondents are say the management providing low salary, 20% of the respondents are say the transport problems is the main reason for the work burden and remaining 16% of the respondents are feel the leave problem is one of the of the work burden.

**Welfare Facilities Provided By the Concern**

S.No	Opinion	No. of Respondents	Percentage
1	Very good	24	48
2	Good	10	20
3	Neutral	12	24
4	Poor	03	06
5	Very poor	01	02
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data

The above table shows that 48% of the respondents are very good opinion about the welfare facilities provided by the concern, 24% of the respondents are neutral opinion about the welfare facilities provided by the concern, 20% of the respondents are good opinion about the welfare facilities provided by the concern, agree, 6% of the respondents are poor opinion about the welfare facilities and remaining 2% of the respondents are very poor opinion about the welfare facilities provided by the management.

**Impact of Welfare Facilities to Increase Job Satisfaction**

S.No	Opinion	No. of Respondents	Percentage
1	Definite increase	24	48
2	Moderate increase	20	40
3	No change	06	12
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data

The above table shows that 48% of the respondents are opinion that the welfare facilities increase the job satisfaction of the workers, 40% of the respondents are opinion that moderate

## A Study on Empowerment of Women through Technical Education

increase the job satisfaction and remaining 12% of the respondents are opinion that the welfare facilities have no change the job satisfaction of the concern.

### Income Earn From the Technical Education

S.No	Feel about facilities	No. of Respondents	Percentage
1	Fully satisfied	10	20
2	Satisfied	25	50
3	Dissatisfied	15	30
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary Data

The above table shows that the technical education helping to the workers for income earning, 50% of the respondents are satisfied income from the technical education, 30% of the respondents are told that dissatisfied of income from the technical education and remaining 20% of the respondents are fully satisfied the income from the technical education.

### Attend the Training Programme

S.No	Opinion	No. of Respondents	Percentage
1	In-service Training	24	48
2	Represent training	21	42
3	Oriented training	03	06
4	Education training	02	04
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data

The above table 4.12 shows that 48% of the respondents are attend the training programme for in-service training, 42% of the respondents are attend the represent training, 6% of the respondent are attend the oriented training and remaining 4% of the respondents are attend the education training.

### Problems Faced By the Women

S.No	Problems	No. of Respondents	Percentage
1	Lack of finance	21	42
2	Lack of family support	11	22
3	Delay in loan procurement	10	20
4	Marketing problems	8	16
	<b>Total</b>	<b>50</b>	<b>100</b>

**Source:** Primary data

The table 4.15 shows that the problems faced by the women technical workers majority 42% of the respondents are feel lack of finance is the main problems of women employees, 22% of the respondents suffer by lack of family support, 20% are suffer by delay in loan procurement and remaining 16% of the respondents are feel lack of marketing problems is the main problems for the women workers.

### Findings of the Study

- Majority 32% of the respondents in the age group of below 25.

- Majority 54% of the respondents are unmarried.
- Majority 32% of the respondents are qualified from polytechnic education.
- Majority 46% of the respondents are experienced of less than 5 years.
- 40% of the respondents of the income in the range of Rs.10,000 to Rs.20,000.
- 32% of the respondents are opinion that the technical training support of the women's for economic empowerment.
- 36% of the respondents are suffered for more working hours.
- 42% of the respondents are working into 8-10 hours per day.
- 48% of the respondents are very good opinion about the welfare facilities provided by the concern.
- 48% of the respondents are opinion that the welfare facilities increase the job satisfaction of the workers.
- 50% of the respondents are satisfied income from technical education.
- 48% of the respondents are attending the training programme for in-service training.
- 80% of the respondents are satisfied the management providing tea and lunch to the working employees.
- 40% of the respondent are opinion that the very good relationship with workers and management.
- 42% of the respondents are feeling lack of finance is the main problems of women employees.
- 40% of the women trainer need for the central government or state government provide training centre in district head quarters.
- Majority 40% of the respondents are preferring computer education for easily employability in the job market.
- 46% of the respondents spend Rs.5000 to Rs.7000 for learning the technical education.
- Majority 32% of the respondents are opinion that lack of trained faculty in the main defects of technical education.
- Majority 40% of the respondents suffering from depression in the place of training centre.
- 40% of the respondents motivated by friends for the learning of technical education.

### **Suggestions**

The study has revealed that the women workers could work into private and public sector enterprises. It is very rare of find women in manufacturing. Finance has been the primary problem and also time of working hours and transport problems are the main problems of the workers. Training has not been derived by most of the employees. The employment generation and capacity utilization must be improved by proper diversification expansion, modernization and innovative methods of doing. Providing safeguard to the women's employees in the working place especially provide the separate room facilities for lunch and other purposes.

### **Conclusion**

The study has not fully revealed whether the particular group of enterprises owned by women could successful, whether the pattern of entrepreneurship restrict to only processing. Servicing & trade whether, previous experience along would contribute to emergence women workers. Further studies are needed to problem these question in depth. But, the problems and experience of the women workers in this study are not unusual. It is true that lack of finance has been one of

## A Study on Empowerment of Women through Technical Education

the biggest issues faced by all scales of operations. However, a silver lining in this study is that family support has been in the fore front which has taken institutional care half of the problem.

### References

- Bhowmick, Pradip, K, "Empowerment of Rural Women. A Study Across the Three States Jharkhand, Orissa and West Bengal", R.N.Bhattacharya, Kolkata, 2015.
- Bathla, Sonia (2015) Women, Democracy and the Media, Sage Publications, New Delhi.
- Behura, N.K and Panigrahi, N (2016) Tribals and the Indian Constitutions, Rawat Publications, New Delhi, India
- Das, Janali (2015) Tribal Women: Their Problems and Means of Empowerment, International Journal of Arts and Education Research, 1(2).
- Devindrappa K and Rahul V. Shinde (2014) Socio-Economic Conditions of Scheduled Tribes in Karnataka, Indian Streams Research Journal, 4(8).
- Kulathoor, Nair, Prema Kumaran, S.V., "Empowering Women, To Be or Not to Be", Kerala Calling, Vol. 19, No. 5, 2015.
- Ming Suun Tsui, "Social Work Supervision- Contexts and Concepts," London, Sage Publications, Thousand Oaks. Mathivaanan, Samuel, C., "Voluntary Agencies and Social Change", Manas Publications, 2015.
- Wilkinson and Bhandarkar, "Methodology and Techniques of Social Research ", Bombay, Delhi and Nagpur, Himalaya Publishing House, 2015.