



IMPACT OF WOMEN LITERACY ON COMPOSITION OF WORKFORCE AND LIVING STANDARDS OF FAMILIES

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ABSTRACT

The radical agenda of education for empowerment, however present a contrast to the conventional conception for adult education and training. Women literacy programmes help them to work collectively and develop strategies for social transformation. A women is "empowered" when she is literate, educated and has productive skills has access to capital and self confidence. This view of empowerment as individual self reliance is considered not to recognize nor question how a woman can gain increased access to resources if the hurdle of gender discrimination remains in place. In 2001 our country 75.85% of males are literate and 54.16% of females are literate. Aim of the present article is to find the structure, family attachments and characteristics of working women. For this study data is collected by primary and secondary sources. The qualitative research techniques are used for drawing the results. In working class women 200 respondents selected by purposive selective sampling method. SPSS software (Version:8) is used for statistical analysis. It is interesting to note that majority of working women respondents has been in educational field because it have more secure to work. From this study it is found that there are 41.5 percent of working women receive the per month salary below ten thousand rupees (Rs.10000), 29.5 percent working women receive the salary slab in between fifteen thousand rupees to twenty five thousand rupees (Rs.15000 to Rs. 25000) and the 10 percent of working women receive the salary above thirty five thousand rupees



per month (Rs.350000). Working women gives equal priority to the son's and daughter's monthly expanses as compare to the non-working women. Being an earning hand 70percent of the working women take a money spending decision with their husband as compare to 84percent in non-working women. It is interesting to find that working women require more time for their family and children. Working women said that become an increase a earning their thinking is for educational priority to their son and daughter. About 25.7 percent working women believes Self Respect Esteem is more important to become in workforce and 14.3percent respondents think for Confidence Build up is more important to become in workforce. This study concludes that

there are varying family characteristic leads to develop and family bonding.

KEYWORDS : *working women, job, family esteem, living standards, education.*

INTRODUCTION

Stressing the role of women in nation building, APJ Abdul Kalam, once said, “Enlightened women are very important for nation building since their thoughts, the way of working and value system will lead to faster development of good family, society & a good nation. It is assumed that formal school education for women will help them to advance in their personal, social and work life. However, there is evidence that schooling alone cannot enhance the value of women’s status. The radical agenda of education for empowerment, however presents a contrast to the conventional conception for adult education and training. Women literacy programmes help them to work collectively, and develop strategies for social transformation. A women is “empowered” when she is literate, educated, has productive skills, has access to capital and is self confident. This view of empowerment as individual self reliance will not be recognized if the hurdle of gender discrimination remains in place. It leaves out the political & ideological dimensions of women’s struggle.

Education is raising the status of women and their role in society since independence as accelerating rate of expansion of women’s education. Only 25% of women including girls, enrolled out of the total enrollment in 1951, it rose to 35% in the year 2006. Similarly literacy rate of women has increased from 7.3% in 1951 to 24.88% in 1981. The proportion of enrollment of girls as compared to boys in educational institutions has also risen from 33% to 55% during this period. At the primary stage of education, 62 girls for every 100 boys are now under instruction, as against 38 in 1951. The number of literate, women in the country has increased from 14 million in 1951 to nearly 8 million in 1981 according to census data of respective years.

In the first 3 years after independence that is up to formulation of constitution of the country and launching of the first five year plan, the educational development of girls and women went along the lines on which it was proceeding the pre-independence period. It is seen that three years after independence was comparatively slower than boys and gap between boys and girls in the field of education widened instead of narrowing.

During the First five year plan concerted efforts were made towards accelerating the growth of women education as a step for raising the status of women in the society towards equality of sexes provided in the new constitution of India. The Government of India, appointed a committee in 1958, under the chairmanship of Smt. Durgabai Deshmukh to suggest special measures in women’s education at primary and secondary level. The committee suggested that the education of women should be treated as a special problem for years to come and that special programmes should be developed to extend the education to girls at all stages. It was also recommended that a special machinery to look after the programme should be created both at the centre and in the States. At centre there should be National Council for Women is education and special unit to look after the programme. Similarly, for each State a State Council for Women’s education and special officer in the Directorate to look after the educational programmes for girls.

With the advent of industrialization and modernization, women have assumed greater responsibility, both at home and work. This is reflected in the work participation rate of women which was 19.7% in 1981 and 51.9% in 2001. The number of women employed in the organized sector was 4.39 million in 1997, 2.76 million in the public sector in 1998 and 1.5 million in the private sector in 1996. The number rose to 4.95 million in the organized sector as on 31st March, 2001, of which 86

million were in the public sector & 2.09 million were in the private sector.

Women in India have struggled to establish an identity and create a life space in social as well as work organization. Educational institutions are training women to enter in the new professions and to move away from traditionally expected roles and low paid jobs. In corporate certain objections served as a drawback for the women to make a profession. It was observed that it was essential to motivate the women to take up managerial positions. This motivation has been identified with salary, workplace, recognition, security incentives, power, satisfaction with work and other facts. Women are increasing in professionally trained educational institutes and find work in corporate non-traditional jobs. More women are entering the corporate world as women executives & managers from financially sound families. Some study pointed out that, some change leading to emancipation of women as they are increasingly getting married by choice of partners than through arranged marriages & entering in to inter-caste, inter-religious choices.

Table No. 1 Women in different profession.

Sr. No.	Women in Different Profession	Percent
1	Medical	2.3
2	Engineering	4.7
3	Banking and Insurance	10.1
4	Legal	5.9
5	Corporate	3.2
6	Government Offices	16.5

Source - Fact sheet on Women Education, 2005.

During 1922-47 women's education got further fillip, as a result of the rise in the marriage age of women and awakening among women injected by social reformers and Mahatma Gandhi's movement and also by the establishment of the All India Women's Conference in 1926. At the same period enrolment of girls in primary schools moved up from nearly 12 lakhs in 1922 to nearly 35 lakhs in 1946-47 and enrolment in secondary schools increased from about 37 thousands in 1921-22 to a record of 281 thousand. Significant progress occurred in higher education where the enrolment of girls increased from nearly 1529 in 1921-22 to as high 23,207 followed by improvement in the demand for women in the employment.

In the Netherlands where it is considered that the problems of working women with family responsibilities can be solved only through changes in the distribution of roles between men and women in every sector of society. The government created a National Advisory Committee on emancipation in 1974, which are mandate to advice the government on the implementation of coherent policy.

MATERIALS AND METHODS

A) Objectives- The prime objectives of this study are mentioned below-

- 1) To study the spending pattern of working females versus earning males and non earning females
- 2) To understand the role of literate female in imparting education to future generation.
- 3) To study the instrumental role played by a women employee in building the status of an excellent family.

B) Primary Research Methodology-

The primary data is collected from following tools and techniques-

a) Questionnaires- The structured questionnaires for working and non working women are designed and pilot tested.

C) Sampling- The 200 samples of working women from different fields and occupations are selected by using the stratified random sampling method.

RESULTS AND DISCUSSION

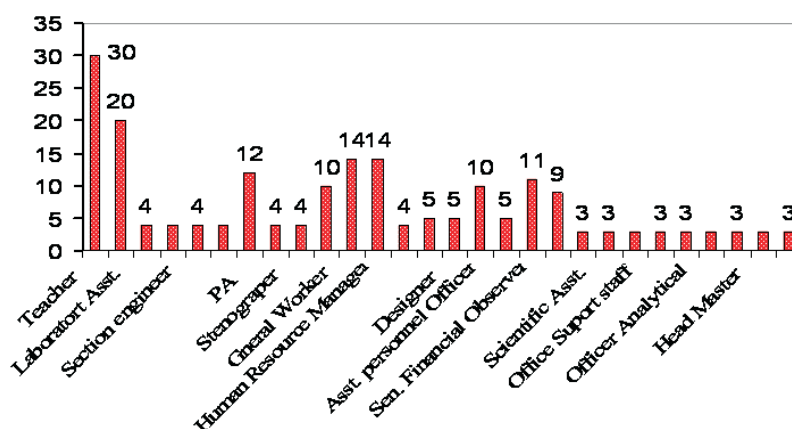
The samples collected are from diverse age groups in between 20 years to 60 years and above. The 26 percent of samples are from age group 36 to 40 years. In the age group 20 to 30 years, 34 percent samples demarcate the views on the present project work. Only 8 percent of samples are above 50 years. Therefore it is stated that the present research work data belongs to a younger age group of working women.

Education enables the women to open the doors of the whole world. In the present study maximum numbers of samples are from post graduation level. It is interesting to see that there are few samples opinions collected from primary (2.5 percent), high school (2.0 percent) and junior college (10.5%). These working women's views are also helpful to analyze the quality family concept. 11.5 percent of working women's samples are securing the professional educational degree.

Table No. 2 Women working in different sectors.

Sr. No.	Sector	Frequency	Percent
1	Industry	36	18.0
2	Banking	8	4.0
3	Medical	12	6.0
4	Engineering	17	8.5
5	Education	57	28.5
6	Legal	12	6.0
7	Other	58	29.0
	Total	200	100.0

From traditions the position of women in Indian Society has seen considerable changes. This transformation has occurred because of education in general and globalization in particular. Now women are equally working with men in various sectors. The present research project attempts to involve the various sectors to interpret the perfect responses based on objectives of present research work.. From table number 9 it is interesting to note that 28.5 percent of samples are working in educational field. Till date women find themselves more secure in educational field than any other. In Industry 18 percent women working, banking 4 percent, medical 6 percent, engineering 8.5 percent, legal sector 6 percent, and in other sectors 29 percent of women working.

Diag. No.2 Occupation of Working women.**Table No.3 Working women's family income (per month).**

Sr. No.	Family income per Month (Rs)	Frequency	Percent
1	Below 10,000	38	19.0
2	10,000 to 15,000	20	10.0
3	15,000 to 25,000	39	19.5
4	25,000 to 35,000	40	20.0
5	35,000 and above	63	31.5
	Total	200	100.0

In recognizing the above fact table number 11 shows the per month family income of working women. It is interesting to envisage that the lower income class decreases sharply. Because only 19 percent of respondent's family income level is below ten thousand rupees (Rs.10000) and there are 31.5 percent of the respondents per month family income goes above thirty five thousand rupees (Rs.35000) depicted in table number 5. Therefore it is proved that working women play a very crucial role for enhancing the family's economic level.

Table No.4 Per month expenditure on household purposes of working women.

Sr. No.	Expenditure per month (Rs.)	Frequency	Percent
1	No Opinion	51	25.5
2	500.00	5	2.5
3	3000.00	7	3.5
4	4000.00	4	2.0
5	5000.00	27	13.5
6	7000.00	8	4.0
7	8000.00	3	1.5
8	10000.00	38	19.0
9	12000.00	9	4.5
10	14000.00	3	1.5
11	15000.00	13	6.5
12	20000.00	25	12.5
13	22000.00	3	1.5
14	25000.00	4	2.0
	Total	200	100.0

The per month expenditure on different heads, the expenses on house hold purposes shown in table number 13. 25 percent of working women did not produce any response. It may be because they did not have family or house or were living all by themselves or did not maintain the expenses record. The minimum household expenses are five hundred rupees (Rs.500) while maximum is twenty five thousand rupees (Rs.25000). There are 23.5 percent of the respondents who have paid more than fifteen thousand rupees (Rs.15000) over house purposes.

Table No.5 Per month expenditure on Investment of working women.

Sr. No.	Expenditure per month (Rs.)	Frequency	Percent
1	00	35	17.5
2	No Opinion	54	27.0
3	1000.00	8	4.0
4	2000.00	3	1.5
5	3000.00	7	3.5
6	3500.00	4	2.0
7	5000.00	23	11.5
8	6000.00	12	6.0
9	7000.00	4	2.0
10	8000.00	3	1.5
11	10000.00	10	5.0
12	11000.00	3	1.5
13	13000.00	3	1.5
14	15000.00	7	3.5
15	20000.00	10	5.0
16	25000.00	6	3.0
17	35000.00	4	2.0
18	50000.00	4	2.0
	Total	200	100.0

Investment indicates the nature of saving. Table number 8 indicates the investment pattern of working women's family. From this it shows that 17.5 percent of the working women are not investing where as the 27 percent of the respondents did not give any opinion on their investment pattern. The minimum per month investment started from one thousand rupees (Rs. 1000) to fifty thousand rupees (Rs. 50000) maximum.

Diag. No.2 Response of Respondent on decision for money spending.

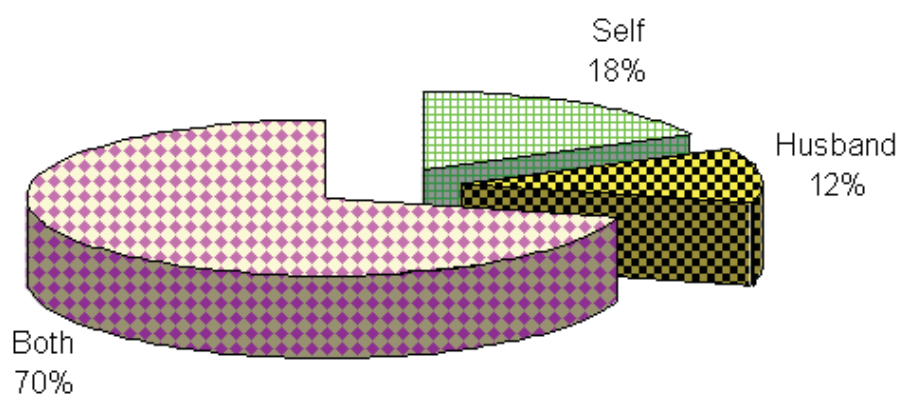
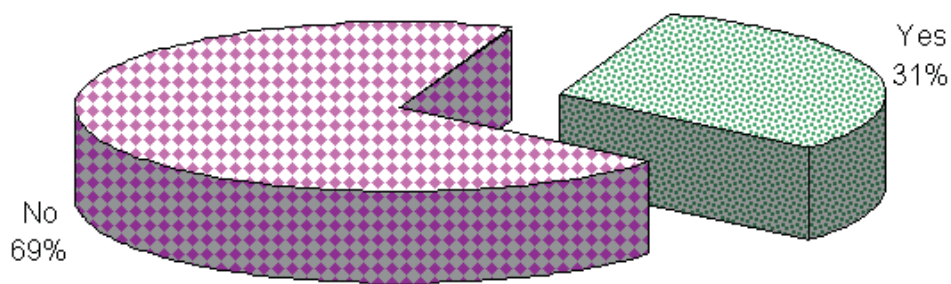


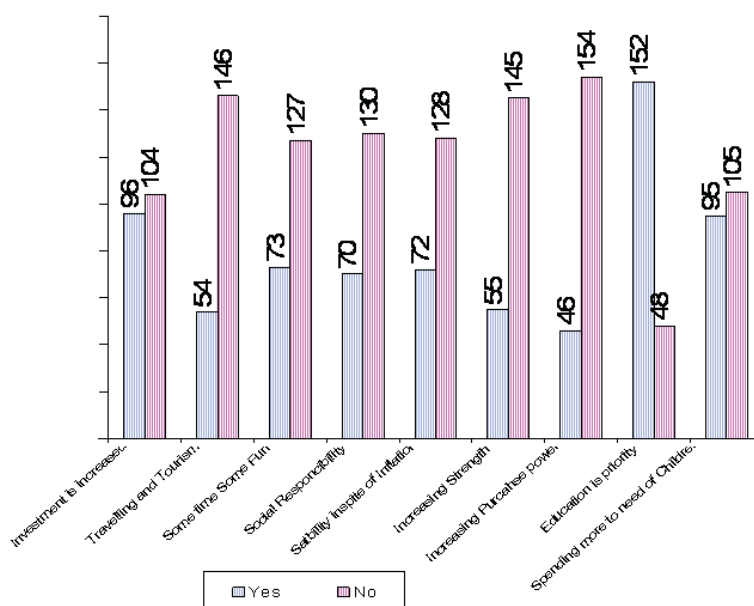
Diagram number 2 demarcates the money spending decision on working women. Due to the earning power of money, women have right to take decision on how to spend it. In working women 70 percent respondents said that they take decision of spending money in consultation with their husband. In spite of earning 12 percent respondent did not have a freehand to have her spending decision of her own money whereas 18 percent of the respondent took own decision. It is interesting to note the Indian family structure is so unique to understand the social functions. Because working women in India have given the decision priority to their husband. This will help to create more stronger relations.

Diag. No.3 Response of working women for monthly budget preparation.



Budget is an important practice to escape from economical crisis. Being qualified and working, women have the response over preparation of monthly budget. From the pie diagram number 4 it is seen that only 31 percent of working women prepared the monthly budget. Henceforth it is need to address this problem for making policy for women improvement. Women are believed towards the saving of the money. On this background the attempt is made to find out opinion of working women towards spending in comparison with their husbands.

Diag. No.4 Opinion of working women over change in attitude of living standard of family.



Bar diagram number 4 shows the working women's opinion on the changes occurred in the attitude towards standard of living due to the profession. 76 percent of respondent said 'Yes' about they have get education is highest priority to them. This is noted that after securing higher education working women give the priority to education to children and self. This statement also proves in previous result for expenditure for education of children. Increasing in investment, increasing strength, social responsibilities have been giving the more positive priority to check the attitude of working women.

Diagram No.5 Response of Working women on motivation of doing job

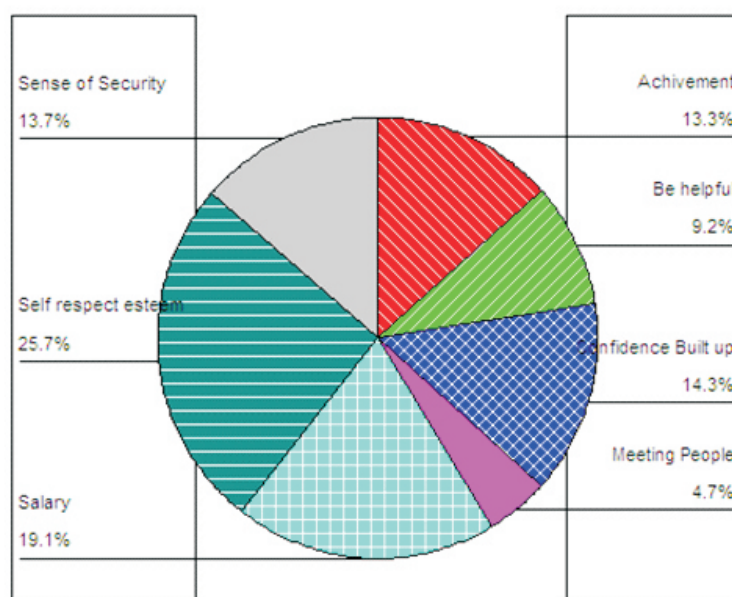


Table No.6 Response of working women on preference of doing the job

Sr. No.	Things most important	Preference
1	Having pleasant home and family life	1st
2	Getting challenging and Existence jobs	2nd
3	Making most of ability	3rd
4	Forgiving ahead the world	4th

Table number 6 shows the analysis of preference of working women. Four preferences are given to judge what is most important to think for job vis-à-vis family. Respondents give 1st preferences to having pleasant home and family life. 2nd preference to getting challenging and existence jobs, 3rd preference to making most of ability and last preference for going ahead in the world. From this it is noted that working women have more bond towards its home and family. This shows one of the most important characteristics of Indian Family system.

CONCLUSION

It is important to develop a sound policy for working women with family responsibilities and can also be one of the fundamental objectives of the present research work. Some of the policy suggestions of the present research project work are listed below-

- 1.The policy should encourage and facilitate educated women to take up jobs.

2. Japan has a separate director for the planning and promotion of policies for the working women. With this background, Indian Government should establish such kind of mechanism for working women. This will give more policies to evolve and bring out their good and hidden talent into the working stream. (World Bank Report, 1997b)
3. The pre-school institutions require to be more flexible, provide conducive atmosphere. Children should be taken care of all the year round except during public and statutory holidays. This will give the relief to women and will have time for education and work. It requires setting up day nurseries for the children of working women in the corporate agency. Employers have to pay the premium for this service.
4. There should be recreational facilities provided to school going children of working parents and semi-boarding schools for children of working women.
5. Women wishing to enter or re-enter into employment require special help through placement services.
6. Women who have not taken up employment because of their family responsibilities or same reason have been out of the labour force for many years may find it difficult to enter or re-enter in employment because they have not or have lost the necessary skills and qualifications. This is recognised in the recommendations indicated above specifies that adequate and appropriate vocational training or re training facilities shall be provided for such women, without distinction as regards to age.
7. Working women have one frequent problem of emergency care for child or other members of the family who are sick therefore special leaves will be formulated in India. Australia, Norway, Belgium, Chile, Finland, Germany, Norway and Poland provide special leaves to attract the women in work. (World Bank Report, 1997b)
8. Non-working women, who have secured the professional and technical education, there should be a provision for part time work. This will bring these women partially in the workforce and apply their knowledge well and have job satisfaction.

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