

# WOMEN'S EMPLOYMENT, ENTREPRENEURSHIP AND EMPOWERMENT

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Vol. II



# **WOMEN'S EMPLOYMENT, ENTREPRENEURSHIP AND EMPOWERMENT - VOL II**

**ISBN : 978-93-5891-103-9**

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## **ACCESSING THE LEVEL OF GENDER INEQUALITY AMONG THE FEMALE TEACHERS OF SCHOOLS AND COLLEGES IN UDUMALPET TALUK**

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### **Abstract**

*A study was undertaken to understand the scope for growth and hindrances of rural women entrepreneurs in Udumalpet Taluk. There are 55 villages in Udumalpet Taluk, of which the sample of 60 respondents were taken using the convenience sampling method. The results revealed that Analysis showed that 42% of the respondents belongs to age category of 31-45. 30% of the respondents has education qualification of UG or B.Ed. 42% of the respondents has annual income Below Rs.100000. Family members are 4 to 6 for 57% of the respondents. 50% of the respondents works in private school or college. 47% of respondents has teaching experience of 1 to 3 years. 38% of the teachers works in the institution where the % of female employees is 51% to 75%. Due to the time constraint and other factors, the study was limited to small number of respondents in Udumalpet Taluk*

**Keywords :** *Gender Inequality, Gender Disparity, Schools and College Teachers, Gender Discrimination, Gender disequilibrium, Gender issues in education.*

### **Introduction**

Gender inequality is the social phenomenon in which people are not treated equally on the basis of gender. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in the society. Some of these distinctions are empirically grounded, while others appear to be social constructs. While current policies around the world cause inequality among individuals, it is women who are most affected. Gender inequality weakens women in many areas such as health, education, and business life. Studies show the different experiences of genders across many domains including education, life expectancy, personality, interests, family life, careers, and political affiliation. Gender inequality is experienced differently across different cultures and also affects non-binary people.

### **Review of Literature**

Chinkey Agarwal et.al (2017) studied the In-service Teachers' Attitude Towards Gender Discrimination This research paper is based on the research study of the investigator on the attitude of in-service teachers towards gender issues, namely, gender roles, gender stereotypes and gender discrimination. For the study, the researcher conducted a descriptive survey among 312 teachers teaching at secondary level in the schools of Delhi. Self-developed attitude scale and interview schedule were employed for the collection of the data. The data collected was systematically categorized, tabulated,

analyzed and interpreted. The study revealed that none of the teachers has studied about 'gender' as a complete subject, however, majority of them were interested in knowing more about gender issues. Further, it was also found that the teachers discriminated among girls and boys when it came to assigning tasks or activities to them. Some positive trends in their attitude were also revealed.

Radhika Kapur (2019) made an attempt to study Gender Inequality in Education. In educational institutions, gender inequality has been experienced. Girls have been discriminated against in terms of various aspects as compared to their male counterparts. The primary aspect in terms of gender inequality has been experienced is in participation. The students are required to participate in number of areas in educational institutions. Girls were provided with less participation opportunities as compared to their male counterparts and hence, it led to prevalence of gender inequality. In rural communities, this problem has been more severe as compared to urban communities. Gender inequality in education is regarded as the major impediment within the course of overall progression of the system of education. Therefore, it is vital to formulate measures and programs that are focused upon making provision of equal rights and opportunities to girls, not only within the course of acquisition of education, but also in the implementation of other job duties. The parents at home and teachers in school need to provide equal participation opportunities to girls. The main areas that have been taken into account are, factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.

Chumki Handique (2020) analyzed the Gender Parity in Indian Education - Progress and Problems. Gender is a critical cross-cutting equity issue which implies that women are enabled to keep pace with boys in achieving equal educational access. In India, poverty and cultural practices play a key role in creating gender disparity in education. Literacy rate of female in India is 65.46% as compared to that of males which is 82.14% as per Census of India 2011. The Covid-19 pandemic induced lockdown further seems to aggravate the disparity scenario in the country. In this paper, an attempt is made to analyse the gender disparity in the education system of India at a disaggregate level i.e. at different stages of education. The stages of education considered here are primary, upper primary, secondary and higher secondary stage. We have also categorised students into scheduled castes and tribes in order to see if there exists any disparity in social groups. Also the challenges posed by the Covid-19 pandemic in achieving gender parity is discussed. The Gender Parity Index (GPI) is further used to examine the extent of disparity in the Gross Enrolment Ratio (GER) between boys and girls of India.

Suchita Roy (2021) attempted to explore Prospective Teachers' Views on Gender Sensitivity: A Case Study in a Contextual Setting, The significance of gender equality in and through education, especially in classrooms, is critical. In terms of the widespread and negative effects of gender disparities and inequalities (reflected by biases, stereotypes, and discriminatory practices) on educational interventions. Education is a major force in bringing change, but this will only happen when teachers and learners are assisted to

adopt classroom initiatives that reflect new imagery based on a positive ideology of gender equality. Gender sensitivity as an approach presents a much-needed possibility for change and its capacity to respond to the practical and strategic needs of boys, girls, and transgendered people in countries and around the world. The present article aims at exploring the views on gender sensitivity of the prospective teachers of Teacher Education Institutes (TEI), which will provide us with a critical understanding of the overall scenario and further help us to understand the nuances in the development of the students and empowering them.

### **Statement of the Problem**

Previous researches attempted to under the perception, awareness, and experience and so on towards the gender inequality. But, the present study focuses on revealing the accessing the gender inequality among the female teachers of schools and colleges, with special reference to villages in Udumalpet Taluk. Literally, it discusses the challenges and struggles of women teachers in schools and colleges. The possible coverage is about biological issues, psychological issues and career progression challenges faced by women teachers. Also, it covers the various remedies available and awareness of gender inequality for them. Finally, it attempts to know the level of accessing the gender inequality for women teachers of schools and colleges.

### **Objectives of the Study**

Following are the primary objectives of the study undertaken.

- ❖ To know the socio-economic profile of the respondents.
- ❖ To study the challenges of female teachers in schools and colleges.
- ❖ To find out the level of gender inequality in schools and colleges.
- ❖ To reveal the solutions for bringing gender equality among the female teachers of schools and colleges.

### **Research Design**

A research design is generally a proper framework or pre-plan for conducting the research or study. It often demonstrates the procedures necessary for obtaining the information needed to structure or some research problems. A research design always involves in the methodology adopted to achieve the objective of the desired research study. This study covers the total 55 villages in Udumalpet Taluk. Out of those villages, 60 respondents were taken as sample on convenient sampling basis. It completely depends on primary data to be collected through structured questionnaire. The collected data should go through analysis process which is done with the help of statistical tools and methods such as percentage analysis, rating method, rank analysis and chi-square test. The date collected is always subject to the mindset of the respondents. It may be biased and it is subject to the time constraint of the research period.

## Hypotheses

Following hypotheses were determined for the study.

H0 There is no association between Annual income and level of gender inequality.

H1 There is no association between Nature of institution and challenges of gender disparity.

## Theoretical Framework

### Gender Inequality

Gender inequality is discrimination on the basis of sex or gender causing one sex or gender to be routinely privileged or prioritized over another. Gender equality is a fundamental human right and that right is violated by gender-based discrimination. Gender disparity starts in childhood and is right now limiting the lifelong potential of children around the world – disproportionately affecting girls. Around the world, while contexts and gender roles vary from place to place, we can see that gender inequalities occur everywhere; and at every stage of life, beginning with childhood or even before birth.

### Causes of Gender Inequality

Gender prejudice and resulting gender discrimination begin in childhood. From the moment they're born, girls and boys face unequal gender norms as well as social norms regarding expectations and access to resources and opportunities, with lifelong consequences – in their homes, schools and communities. For example, the world's boys are often encouraged to go to school and get an education to prepare for work, while girls carry heavy household responsibilities that keep them from school, increasing the odds of child marriage and pregnancy.

### Effects of Gender Inequality

Despite worldwide progress, gender inequality persists. The COVID-19 pandemic has threatened to put years of hard-won progress at risk. Far too many girls, especially those from the poorest families, still face gender discrimination in education, child marriage and pregnancy, sexual violence and unrecognized domestic work. These are some types of gender inequality.

### Gender Inequality Examples:

**Gender Inequality in Girls Education:** Even before the pandemic, girls were more likely than boys to never set foot in a classroom and be denied equal opportunities. Conflict, poverty and other forms of social disadvantage also magnify gender inequality in education.

**Child Marriage:** Child marriage is a form of gender-based violence and a result and driver of gender inequality and gender discrimination. Experts predict that the COVID-19 pandemic is set to reverse 25 years of progress, which saw child marriage rates decline.

**Gender-based Violence:** Gender-based violence occurs everywhere around the world across all economic and social groups. While both boys and girls are negatively impacted, girls are particularly at risk. An estimated 1 in 3 women globally have experienced physical or sexual violence in their lifetime, mostly at the hands of their partners.

**Child Labor:** There are currently 152 million children engaged in child labor around the world. Child labor makes it difficult for children to attend school or limits their attendance, putting them at risk of falling behind their peers. Boys and girls are affected differently by child labor and parents' decisions are often influenced by wider social norms about the different roles that they should play in the home and in society.

### **Importance of Gender Equality**

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable future. Eradicating gender issues means a world where women and men, girls and boys all enjoy equal rights, resources, opportunities and protections. Empowering girls from the start is proven to have lasting and compounding benefits over the course of their lives. When girls are supported to be active in civic and political spaces, in particular, they are empowered with the tools and skills they need to be drivers of positive change in their families and communities. Girls are the experts of their own experiences, priorities and needs, and are powerful catalysts for a world where gender equality flourishes. Promoting gender equality is also central to ensuring child protection and the fulfillment of child rights, as abuse, neglect, violence against women and exploitation both reflect and reinforce gender inequalities

### **Gender Inequality Index**

The Gender Inequality Index (GII) is an index for measurement of gender disparity that was introduced in the 2010 Human Development Report 20th anniversary edition by the United Nations Development Programme (UNDP). According to the UNDP, this index is a composite measure to quantify the loss of achievement within a country due to gender inequality. It uses three dimensions to measure opportunity cost: reproductive health, empowerment, and labor market participation. The new index was introduced as an experimental measure to remedy the shortcomings of the previous indicators, the Gender Development Index (GDI) and the Gender Empowerment Measure (GEM), both of which were introduced in the 1995 Human Development Report.

There are three critical dimensions to the GII: reproductive health, empowerment, and labor market participation. The dimensions are captured in one synthetic index, as to account for joint significance. According to the UNDP, none of the measures in the dimensions pertain to the country's development and therefore a less-developed country can perform well if gender inequality is low. The UNDP considers the dimensions complementary in that inequality in one dimension tends to affect inequality in another. Therefore, the GII captures association across dimensions, making the index association-

sensitive, and ensuring that high achievement in one dimension does not compensate for low achievement in another dimension.

### Analysis and Interpretation

**Table 1: Socio-Economic Variables**

Factors	Particulars	Respondents	Percentage
Age	21-30	15	25
	31-45	<b>25</b>	<b>42</b>
	46-60	20	33
Education Qualification	UG/B.Ed	<b>18</b>	<b>30</b>
	M.Ed	12	20
	PG/M.Phil	13	22
	Ph.D	17	28
Annual Income	Below Rs.100000	<b>25</b>	<b>42</b>
	Rs.100001-Rs.200000	13	22
	Rs.200001-Rs.300000	12	20
	Above Rs.300000	10	17
No. of members in family	1 to 3	18	30
	4 to 6	<b>34</b>	<b>57</b>
	7 to 9	8	13
	10 to 12	0	0
Educational institution	Government School/College	18	30
	Private School/College	<b>30</b>	<b>50</b>
	Government Aided School/College	12	20
Teaching experience	Less than 1 year	12	20
	1 to 3 years	<b>28</b>	<b>47</b>
	3 to 5 years	11	18
	More than 5 years	9	15
% of female employees	Below 25%	8	13
	26% to 50%	17	28
	51% to 75%	<b>23</b>	<b>38</b>
	76% to 100%	12	20

**Source: Primary Data**

Analysis showed that 42% of the respondents belongs to age category of 31-45. 30% of the respondents has education qualification of UG or B.Ed. 42% of the respondents has annual income Below Rs.100000. Family members are 4 to 6 for 57% of the respondents. 50% of the respondents works in private school or college. 47% of respondents has teaching experience of 1 to 3 years. 38% of the teachers works in the institution where the % of female employees is 51% to 75%.

**Table 2: Rating for Gender Inequality in Workplace**

Rating	No. of Respondents
1	5
2	9
3	20
4	22
5	4

**Source: Primary Data**

The above table shows the rating for rating for gender inequality in workplace. 5 was rated by 4 teachers and almost one-third of the respondents rated 4. It shows that the gender inequality in workplace is observed more.

### Rank Analysis

**Table 3: Kinds of Inequality Treatments for Women Teachers**

Support	Mean Score	Rank
Work allotment and workload	7.14	I
Restriction on leisure activities	6.97	III
Discrimination in decision making	6.75	V
Financial incentive partiality	7.02	II
Career progression obstacles	6.84	IV

**Source: Primary Data**

With the help of the primary data, the kinds of inequality treatments for women teachers is ranked. Work allotment and workload is ranked I. II rank is given to Financial incentive partiality. Restriction on leisure activities and Career progression obstacles are given ranks III and IV respectively. Discrimination in decision making is ranked V.

### Chi-Square Test

H0: There is no association between Annual income and level of gender inequality.

Annual income and level of gender inequality are compared. With the data gathered, the calculated chi-square value is 8.46. Since the calculated Chi-square value is lower than the table value 15.51 at five percent level, there is no significant association between Annual income and level of gender inequality. Therefore, the null hypothesis is accepted.

H1: There is no association between Nature of institution and challenges of gender disparity.

Nature of institution and challenges of gender disparity faced by teachers of schools and colleges are compared. With the data gathered, the calculated chi-square value is 11.712. Since the calculated Chi-square value is lower than the table value 15.51 at five percent level, there is no significant association between Nature of business and financial challenges. Therefore, the null hypothesis is accepted.

### **Findings and Suggestions**

46% of the respondents stated that they are not aware of schemes available for gender inequality prohibition. Surprisingly, 30% of respondents stated that they often get disturbed by the male teachers in workplace. 49% of the respondents mentioned that gender disparity is a hindrance that prevents their financial growth and career progression. Giving opportunity for women is such a great thing and should give equivalence in job opportunity at workplace. The grievance redressal procedures by the schools and college institutions need to be simplified. Government organizations and agencies should involve in encouraging the women to be more participative rather than being marginalized by the superiors in the workplace, so that women can effectively coordinate with household and educational responsibilities. Facilitating moral support to women and providing space for comfortable working, to motivate women are the other measures to vanish the challenges being faced by women teachers in schools and colleges.

### **Conclusion**

The present study aimed at accessing the level of gender inequality among the female teachers of schools and colleges. As always, women are sensitive and vulnerable to the situations. Still, there are many successful women teachers who proved that workplace also can be managed well like family. In Udumalpet Taluk, the awareness of various schemes and plans available for gender inequality prohibition is not much and it should be penetrated by the government. There are challenges for female teachers such as mental challenges, family challenges, superiority challenges and career challenges due to gender discrimination. So, all these challenges should be overcome by them in order to become successful teachers. It is also the responsibility of the policy makers, government and institutions to support and empower the women teachers in the workplace.

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