



Impact of Women's Education on Decision Making Regarding Their Children Affairs

Shikha Khare

Department of Home Science
Nehru Gram Bharati Deemed to Be University, Prayagraj
Email Id: Shikhakhare2000@Rediffmail.Com

Abstract: Access to education is considered as an important determinants of women's decision making. Women's increased education is positively associated with autonomy of decision making in different activities. The main objective of this study was to measure the impact of women's education on decision making regarding their children affairs. The study was conducted taking selected women from the study area of Prayagraj city. For finding the object, pretested interview schedule was used for collecting the data. The data was tabulated and statistically analyzed by using appropriate techniques. The result revealed that the majority of the respondents of the educated group had 'high' and 'moderate' level of decision-making whereas only a few respondents from non-educated group had such level of decision-making power. It's observed that woman's decision making increases, when they are empowered with education. Finally, the study suggests that interventions are necessary especially for uneducated women who enjoy less freedom and less power in decision-making regarding their children affairs. These interventions refer to increasing education and income opportunity for women that might increase their decision-making power as well as their empowerment.

Index Terms: Children affairs, Decision Making, Education, Level of education, Women.

I. INTRODUCTION

Access to education is considered as an important determinants of women's decision making. Education is essential requirement for the survival of a nation. It is a form of learning that transferred from one generation to the next through teaching, training, research or from other processes. Education has become a tool and also an agent of social change promoting new knowledge, new values, and new ways of improving, human conditions. Education, no doubt wideness the mental horizons and releases from the ignorance and superstitions, it makes a person aware about rights and improve

decision making capacity. We can measure the decision making power of women's participation in household activities. Education plays an important role and influences decision making of women which is an important indicator of empowerment of women. It is purely accepted that education plays an important role to facilitate social and economic progress. Promotion of women's education has been foundation of our Educational policy. The national policy on education brought the fundamental issue of women's equality on centre stage.

In our society, women are perceived generally as having lower social status, that has further weakened their opportunity and thoughtfulness for education. Education helps women to gain Independence from the social and family constraints of patriarchal traditions. With access to education, women get more exposure towards media, awareness of their rights, more assess to resources, better communication skills, at the same time economic empowerment increases their negotiation power in the family decisions and more say in money related decisions. Many research have proved that there is a direct link of education level with women's decision making power in the family. Women's increased education is positively associated with autonomy in their decision making. Status of women have witnessed different ups and downs over centuries and at present Indian society is trying for eradicating gender discrimination through empowering women through education and employment. Education, no doubt wideness the mental horizons and releases from the ignorance and superstitions, it makes a person aware about rights and improve decision making capacity.

II. LITERATURE SURVEY

Bala (2004) observed in his study that the equal participation of women and men in any kind of decision making, free expression of their views and participation in the community life help them to get distinguished in the society. We can measure the decision making power of women as how much she participate in

family affairs. Women can get attention from anyone with the help of share their views and ideas, expression and problem solving ability.

Maitra argued that female education is likely to increase the bargaining power of the wife and reduce the power imbalance within the family. The results punctuate the role of women education in reducing total fertility and increasing age of marriage. As the education level of women's increases, the stronger is the effect of education on age at marriage. Women education has also been titled to modify household power relations making, women more autonomous and giving them greater control of various dimensions of their lives. Accordingly, such greater control of their lives could be reflected in the independent decision, educated women take in adoption of family planning where they act independently in fertility matters. The study further states that women education has been found to be the most substantial determinant of fertility behavior and its effect in lowering the number of children a woman desires has been observed in a variety of settings.

Acharya (2008) said that education is recognized as a major instrument in empowering women. Education may help a woman to gain a better understanding of her rights and responsibilities, and make her more confident about her possibilities, including the possibility of divorce, decisions of their money matters and her personal matter in the family. In this case, aware of an educated woman's possibilities, her husband and the family members may decide to consult her before major decisions affecting her are made. From the 21st century, the revolution of female education is observed due to increasing facilities to go school for them. So this study tries to find out whether education of women actually can play role to make decision at household level.

Fatima (2014) observed in his study "Education, Employment and women's say in household decision making in Pakistan" that the low level of empowerment among women are serious concern, especially in developing countries. The statics show that women lag behind men in the most areas, including educational attainment and labor force participation. We have found that education empowers women in the case of decisions pertaining to family planning as well as expenditure.

Bharti *et.al;* (2014) founded the women autonomy, Nutritional and immunization status of their children. Among Indian women, 68.5 percent women have no autonomy in any of the four kinds of decision- making power. Women autonomy in found to be more among women of urban areas with Secondary and higher levels of education and professionals or service holder then other categories of women. It is also observed that nutritional and immunization status is positively related with the Mother's education and their decision- making power.

Namdev (2017) studied the impact of education on decision making ability of women. he found his work that decision making ability of educated women is more than uneducated women: decision making ability of working women is more than educated

non- working women. It shows that the decision- making ability of the women is largely affected by education. It plays a major role in women as education makes women to take decision in an effective way. It can be concluded that person can be shaped in thinking, behavior and interaction in the line with the expectation of the society through undergoing the process of education.

III. RELEVANCE OF THE STUDY

Very few studies have focuses on the autonomy of decision making of educated and uneducated women in their children affairs. Keeping this in mind, the present study has been undertaken in Allahabad district to find out the impact of women's education on decision- making regarding their children affairs. The present study argued that women decision making power is positively associated with their educational level, employment, income and other socio- economic variables. In the present study attempts were made to analyze the decision-making power of educated and uneducated women in different aspects specially regarding to their children affairs. Moreover, important constraints such as personal, familial, social and occupational faced and the stress management techniques adopted by the respondents in their daily activities were considered. The result of the study would help the concerned extension agency to approach right person of the family, to get better results. The extension workers, nutritionists, NGOs and the other social worker can use this information to educate women in making wise decisions. This may also help planners and executors of the developmental programs to do program planning more successfully, systematically and on scientific lines. One more contribution of this study is the ability to use a set of more direct measures of decision making power from the Indian social and living standard measurement survey, which ask directly who is in the household makes decisions on key issues, such as women's education and Employment, the use of birth control, the number of children and expenditures. Therefore, it is most essential in present context to know and identify the various factors that determines the participation level of women in the decision making of different aspects and role of these factors in empowerment of women as no society can develop ignoring its half of the population.

IV. METHODOLOGY

The study was conducted with the study entitled "Impact of women's education on decision making regarding their children affairs" during the year 2020-2021 in Prayagraj District. Here the researcher has adopted mixed method which is a combination of qualitative and quantitative methods. A purposive sampling was taken for the investigation. 120 women (educated + uneducated) aged 25-40 are selected randomly. The present study was based on primary data. The data in line with the objective were collected with the help of questionnaire and interview schedule. In this study, a Likert scale has been used to examine

the impact of women's education on decision making regarding their children affairs. In this format the response were carried out in terms of (1) disagree (2) strongly disagree (3) either agree or not agree (4) agree (5) strongly agree are presented the values of 1-5 respectively. The data was obtained, statistically analyzed by using paired t test and other appropriate techniques. Results on the variables were presented with cross tabulation.

V. RESULT AND DISCUSSION

The result of the investigation carried out, are presented through summary tables.

Table I. Socio-economic and demographic information of the respondents

Categories	No.	Percentage
Age(in Years)		
25-30	19	15.8
31-35	46	38.3
36-40	55	45.8
Total	120	100.0
Education		
uneducated	58	48.4
Primary	11	09.1
Secondary	18	15.0
Higher	33	27.5
Total	120	100.0
Occupation		
Housewife	65	54.16
Working women	55	45.83
Total	120	100.0
Family Types		
Nuclear	84	70.0
Joint	36	30.0
Total	120	100.0

The Table I focuses on the background information of the respondents. It provides the detail picture about age, occupation, education and so on. This study indicates that half of the women (45.8 %) belonged to the age of 36-40 while 38.3% of the respondents are 31-35 age group and rest of the respondents (15%) belongs to the age group of 25-30. On the other hand, the highest (27.5%) women completed higher level of

education, 15.0% completed secondary and 09% completed primary education. Whereas 48.4% women are uneducated. Education here plays important role as it is considered as independent variable for this study. In the category of occupation the large number of respondents (54.16%) was housewife and 45.83% was working women (service holder). Most of the women 70% lived in nuclear family and rest of the 30% lived in joint family.

Table- II Association between level of education and level of decision making power

Level of Women's Education	Level of decision making power				Total
	Low	Medium	High	No Decision	
uneducated	43	8	5	2	58
%	74.1	13.7	08.6	03.4	100.0
Primary	6	4	1	0	11
%	54.5	36.3	09.0	0	100.0
Secondary	3	8	7	0	18
%	16.6	44.4	38.8	0	100.0
Higher	1	4	28	0	33
%	03.3	12.1	84.8	0	100.0
Total	53	23	42	2	120
%	44.1	19.1	35.0	01.6	100.0

The Table II reveal that uneducated (74.1%) women had low level of decision making power regarding their children's matter while only 08.6 percent uneducated women had high level of decision making power. Following 54.5 percent among the primary and 16.6 percent among the secondary level of educated women had lower level of decision making power of children affair. Only 09.0 percent among the primary level of education completed women had high level of decision making power, table also shows that 38.8 percent in secondary level and 84.8 percent among higher level of education completed women had high level of decision making power. Moreover, 36.3 percent among the primary, 44.4 percent among the secondary and 12.1 percent

among the higher level of education completed women had medium level of decision making power whereas only 13.7 percent uneducated women had medium level of decision making power. Here the result clearly shows that there is a significant impact between women's education and decision making power regarding their children affairs. Highly educated women had high power of decision making and on the other hand uneducated women had low power of decision making. The major component of children's affair, level of decision making of women varies based on their level of education.

Table- III Educated and uneducated women's decision making regarding their children affairs

Items	Educated women (n=62)						Uneducated women (n=58)					
	1	2	3	4	5		1	2	3	4	5	
	%	%	%	%	%	%	%	%	%	%	%	%
Children education	26.0	32.8	13.2	13.3	14.7	100	16.7	12.4	16.5	24.4	30.0	100
Type of education	31.7	28.8	09.0	24.5	06.0	100	19.9	14.7	12.5	24.3	28.6	100
Choosing college/school	35.2	33.7	12.5	10.6	08.0	100	18.0	12.3	16.2	24.4	29.1	100
Coaching	27.2	33.7	12.3	14.6	12.2	100	14.1	16.7	14.2	28.9	26.1	100
Children's occupation	26.7	32.2	14.1	16.5	10.5	100	13.9	14.6	17.5	29.8	27.2	100
Sending children outside for job	26.6	25.7	10.6	19.8	17.3	100	17.8	13.5	17.9	23.3	27.5	100
Children's marriage	25.5	23.5	19.1	20.6	11.3	100	16.7	12.2	17.8	28.8	24.5	100
Selection of suitable match	28.2	31.1	08.9	24.1	07.7	100	15.7	14.4	17.3	25.4	27.2	100
Expenses of marriage/dowry	42.4	23.9	05.8	13.2	12.7	100	17.9	11.6	13.5	29.9	27.1	100

The Table III showed that the majority of educated (26.0% and 32.8% agree and strongly agree) women accepted that they participate in children's education while majority of uneducated women (24.4% and 30.0 % disagree and strongly disagree) do not participate in similar aspects. In the second statement most of the educated women (31.7% and 28.8%) agree and strongly agree for taking decision in type of education for the children whereas majority of the uneducated women (24.3% and 28.6%) disagree and strongly disagree for participation in same aspect. In the next two statements more than half of the educated Women agree and strongly agree that they actively participate for choosing college, school and coaching for their children, on the opposite side most of the uneducated women disagree and strongly disagree for the same statement. Similarly, in the next statement most of the educated women (26.7% and 32.2% agree and strongly agree) accepted that they participate in concern of children's occupation and (29.8% and 27.2 %) uneducated women deny for the mentioned statement. Further the table III shows in the last three statements that the highest percentage of uneducated women accepted that they could not participate properly in their children's marriage, expenses of marriage, dowry and suitable match for them, but on the other hand majority of educated women agree and strongly agree to accept that they participate in children's marriage and related aspects actively.

CONCLUSION

The following conclusion was drawn on the basis of the analysis of data that educated women enjoyed greater power and freedom compared to non-educated women on the above aspects, it shows that woman's decision-making power increases, when they are empowered with education. Though many factors affect the ability of women to take part in the decision-making process in the household, education plays a decisive role here. In socio-economic decision-making level education motivates occupation, and level of decision-making power regarding their children's affair. Educational status influence demographic variables for decision making. It was noted in the study that most of uneducated women were facing constraints to take decision regarding their children's education, choosing college or coaching, their occupation etc. The present study shows that education has significant effect in explaining the variance in decision making power specially regarding their children matters. Women's educational attainment, occupation and income were positively related to their decision-making power.

Therefore, on the basis of the results of present study the practical implication of this research are quite evident. It is suggested that policy makers at government level should pay attention to the education and employment of women. The study also suggests that interventions are necessary especially for uneducated women who enjoy less freedom and less power in decision-making regarding their children affairs. These

interventions refer to increasing education and income opportunity for women that might increase their decision-making power as well as their empowerment. They should also create more job opportunities for them. So that women become more independent in the decision of life. This support ultimately will lead to the cause of women empowerment and a better community.

REFERENCES

- Acharya, Y. (2008). Women's education and intra- household autonomy: Evidence from Nepal. *Journal of Development and Social Transformation*, 5, (2), 5-12.
- Anderson, S., & Eswara, N. M. (2009). What determinants female autonomy? Evidence from Bangladesh. *Journal of development Economics*, 81 (4), 813 – 846.
- Backer, G. (1998). On Kinship Structure, Female Autonomy and Demographic Behavior in India. *Population and Development Review*, 9, 35-60.
- Banerjee, P. (2005). Rights and Representation: Debates over Women's Autonomy in India. Retrieved January 30, from: <http://www.mcrp.ac.in>.
- Bbaale, E., & Mpuga, P. (2011). Female Education, Contraceptive Use and Fertility: Evidence from Uganda. *The Journal of Sustainable Development*, 6, (1), 20–47.
- Erci, B. (2003). Women's Efficiency in Decision Making and their Perception of their Status in the Family. *Public Health Nursing*, 20 (1), 65-70.
- Irwan, N. M., & Abdullah, Z. (2011). The prevalence of work-family conflict among mothers in Peninsular Malaysia. *International Journal of Humanities and Social Science*, 1, (17) 39-42.
- Jenny, D. H. (2009). Mother's employment and child health care. *Journal of Social Policy*, 21: 375-393.
- Malhotra, A., & Mark, M. (1997). Do Schooling and Work Empower Women in Developing Countries? Gender and domestic decisions in Sri Lanka. *Sociological Forum*, 12, (4), 599-630.
- Namdeo, R., & Puspha. (2017). Educational Quest: An international journal of education and Applied Social Science. 8, 431 – 434.
- Nigatu, D., Gebremariam, A., Abera, M., Setegn, T. & Deribe, K. (2014). Factors associated with women's autonomy regarding maternal and child health care utilization in Bale Zone: a community based cross-sectional study. *BMC Women's Health*. 14, (79), 54-59.
- Omariba, D. (2003). Women's Educational Attainment and Inter generational Patterns of Fertility Behaviour in Kenya. *PSC Discussion Papers Series*, 17, (11), Article 1.
- Patil, A., & Nikhade, D. (1999). Stress level of working and nonworking women. *The International journal of Indian psychology*, 3 (4), 31 - 37.

- Perrone, K. M., Wright, S. L., & Jackson, Z. V. (2009). Traditional and Non traditional Gender Roles and Work–Family Interface for Men and Women. *Journal of Career Development*, 36 (1), 8-24.
- Riyami, A., Afif, M., & Mabry, R.M. (2004). Women’s autonomy, education and employment in Oman and their influence on contraceptive use. *Reprot Health Matters*, 12 (23), 144–154.
- Saleem, S., & Bobak, M. (2005). Women’s autonomy, education and contraception use in Pakistan: a national study. *Reprot Health*. 2, 8.
- Sethi, R.M. (1998). Status and power of working women within the family. A test of Marxisan perspective. *Journal of Sociological Studies*, Vol:8
- Singh, Prachi., & Gupta, S. (2013). A Conceptual Study on Women Empowerment-Facts and Realities. *IOSR Journal of Humanities and Social Science*, 11 (4), 54-63
- Ullah, Z., Kakar, K. Z., & Khilji, A. B. (2011). Effect of Female Education on Family Size in Pakistan: A Case Study of Quetta City. *Journal of International Academic Research*, 11 (2).
