

EMPLOYMENT STATUS OF WOMEN HIGHER EDUCATION IN CUDDALORE DISTRICT

S. PADMINI

PhD, Research Scholar, Department of Economics, Annamalai University Annamalai Nagar Chidambaram.

Dr. V. KALAISELVI*

Assistant Professor, Economics, Department of Economics, Arignar Anna Govt. Arts College, Villupuram, Tamilnadu, Deputed from Annamalai University. *Corresponding Author Email: kalaiueco@gmail.com

Abstract

This study focuses on the employment status of women in the Cuddalore district is the main emphasis of this study, particularly the effects of work and education on women. The findings showed a strong positive correlation between women's empowerment in decision-making, control over resources, and voice, and employment and education. Women who have an education are more likely to be employed, and as employment builds economic strength and financial independence, it also contributes to their empowerment. Higher education is a key component of the Millennium Development Goals since it not only increases human potential but also establishes the foundation for a high standard of living. The information highlights how crucial it is to take regional differences into account when developing financial policies and assistance initiatives. Regarding this study, the questionnaire's reliability was 90%. Both descriptive and inferential statistical methods, including the chi-square test, were applied to the data analysis. The results showed that women with higher education degrees had greater career opportunities. It was also discovered that women's employment and advancement in the workforce are significantly influenced by higher education.

Keywords: Millennium Development Goals, Economically, Financially, Decision Making, Employment and Promotion.

I. INTRODUCTION AND STATEMENT OF THE PROBLEM

India is a nation with a long and illustrious history of pursuing higher education. In the annuals of higher education, universities hold a unique position. The fundamental design, philosophy, and framework of the Indian higher education system and educational policy were obviously shaped by imperial economic strategy, which viewed India as a profit-driven nation. Consequently, women's education and education as a means of achieving a better living have become fundamental to the Indian educational system and are governed by the federal, state, and local governments. Meanwhile, education logically improves the lives of girls and women by lowering poverty, helping to develop positive role models in the community, offering fantastic job prospects, and, most importantly, nurturing leaders. Being employed is the state or circumstance of having a job that pays. Sen. (2001) and Agarwal (2001, 2002) contend that employment, along with a host of other income-generating actions and events, improves and solidifies women's economic standing and elevates their status within the family and society.

Women's education is a milestone and strategy for empowering women because it enables them to cope with challenges, inspire their traditional roles, and change their lifestyles in accordance with modern society. Education is generally believed to be an important means of improving

the status of women. The role of women outside home is becoming an important and even essential feature of our present day reality Education and development are closely linked. The Government of India has made greater efforts to improve the educational level of women. A lot of money has been invested in the provision of facilities for public and private institutions of higher education for women in India. The amount of the investment must bring appropriate returns for the country and various institutions. Educated women must insist on exercising their civil, social, political and economic rights. This will help improve the general status of women in society. We can hope that life is better and that all women in our country are enlightened and educated.

II. CONCEPTS

Women's Education

Women's education refers to any form of education aimed at improving the knowledge and skills of women and girls. Including general education, vocational and technical education, vocational education, and health education in schools and colleges. Women's education includes literary education and non-literary education. Educated women can promote social and economic changes. The constitutions of almost all democratic countries, including India, guarantee equal rights for men and women. "If you educate a man, you educate a person, if you educate a person, you educate the whole family. The empowerment of women means the empowerment of Indian mothers"

III. IMPORTANCE OF WOMEN HIGHER EDUCATION

1. Education has been central significance to the development of human society. It can be the beginning, not only of individual knowledge, information and awareness, but also a holistic strategy for development and change.
2. Education is very much connected to women's ability to form social relationships on the basis of equality with others and to achieve the important as well, to mobility to health and life.
3. Education can allow women to participate in politics so they can ensure that their voices and concerns are heard and addressed in the public policy.
4. It is also crucial for women to have access to the legal system. Education is a critical input in human resource development and is essential for the country's economic growth.

IV. REVIEW OF LITERATURE

Fatima (2013) observed in his study "Education, Employment and Women's say in household decision making in Pakistan" that the low level of empowerment among women is serious concern especially in developing countries. The statics show that women lag behind men in the most areas, including educational attainment and labor force participations. We have found that

education empowers women in the case of decisions pertaining to family planning as well as expenditure.

Khan et al. (2010) explored that education is the imperative way to be empowered of women. An educated woman is more aware of her rights and adopts to pay a job, which leads to increase empowerment of women. Microfinance has been considered as a development tool for tackling poverty and reducing gender inequalities. Giving credit to women increases their personal incomes and brings other benefits like better education and health, livelihood diversification.

Standing (1976) stated that the most popular hypothesis that education is an investment and earning potential are in general positively correlated. Education raises the opportunity cost of economic in activity and thus the incentive to seek employment. For this reason educational attainment has sometimes been included as a positive “taste” variable in econometric models developed predicting changing levels of males and females labor force participation. In short we view education as both proxy for pure preferences for market work and as one factor which influences tastes for participation in the labor market.

Todaro (1994) suggested that explain female educational opportunities for women are economically desirable for four reasons. The rate of return on women’s education is higher than that of men’s education is most developing countries. Increasing women’s education not only increases their productivity but also results in greater child health and nutrition. Improved child health and nutrition and more educated mother led to multiplier effect on the equality of nation’s human resources for much generation to income. As women carry a disproportionate burden of the poverty and land lessens that disturbs developing society, significant improvement in their role and status via education can have an important impact on breaking in vicious cycle of poverty and inadequate education. Hence, the present study is undertaken to assess the influence of some of the variables by the women in the study area, in order to develop appropriate strategies to overcome the obstacles and to enhance the women in their states.

V. OBJECTIVES

In order to analyze the status of women in higher education, we have adopted these goals

1. To revealed the higher education and women employment
2. To examine the level of employment status of women in the study area
3. To construct the relationships between area of the study and annual household income.

VI. HYPOTHESES

These assumptions were formulated in order to achieve the objectives of the investigation

1. Phase exist a relationship among women’s education employment and level of income.

H₀: There is no association between annual household savings and area of study

VII. METHODOLOGY

The current study based on the primary data. Information from interview scheduled and also collected information related to study of higher education and their employment status in cuddalore district. Therefore this research is a correspondence Analytical research to found the employment patterns. Instead, of Additional information collected from statistics department's information related to annual statistical report, and information, which are used to analyze the female student enrollment rate, the relationships between area of the study and employment status. Annual household income and Employment structure of female higher education.

i. Sample Procedure

In order to analyze employment status to evaluate cost and time factors to promote social and economic development and affect the occupational structure of women's higher education in the region and annual household income. we have chosen two block 170 samples respondents are selected in Buvanagiri Block and Cuddalore Block block 160 sample, the total sample is 330, using stratified random sampling kinds of methods was used to analyze data.

ii. Statistical Tools

This study uses the following statistical tools to test various hypotheses

Correspondence analysis is used to further explore and understand the relationships between area of the study and employment status to evaluate variation in the level of income among the household income to change in economic activities.

VIII. LIMITATIONS

1. Higher education, parents, and school counselors should discuss job opportunities available in the industry.
2. Education, employment, job training and technology are the keys to growth and development.

IX. HIGHER EDUCATION AND WOMEN EMPLOYMENT

The higher education system has significant roles and responsibilities in meeting societal needs and serving as agents of economic, cultural, and social development. In the meantime, it transforms human knowledge to prepare people for a variety of jobs in society and for being good citizens. Perhaps most importantly, though, it serves as a social mobility factor and can lessen inequality in social problems. Each higher education system's primary objectives can be divided into four broad axes. One aspect of economic development that can be taken into account and that may be a bright future prospect is the employment of women. Thus, the government must, at the very least, pay attention to girls in the higher education system in order to improve its economical section. Based on the human development factor, which can be used to measure human talents, designs of educational skillfulness in supplemental educations must be taken into consideration.

Table 1: Frequency Distribution: Employment Status of the Respondent

EMPLOYMENT STATUS	Cuddalore Block			Buvanagiri Block		
	Cuddalore Old Town	Nattapattu	Sedapalayam	Kilavadinatham	Azhichikudi	Vandurayanpathu
Unemployed		1 (2)			21 (42)	1 (1.7)
Teaching	12 (20)	2 (4)	5 (10)	2 (3.3)	19 (38)	11 (18.3)
Clerical	9 (15)	2 (4)	2 (4)	4 (6.7)	4 (8)	13 (21.7)
Bank Job		5 (10)	5 (10)	13 (21.7)	4 (8)	5 (8.3)
Typist	1 (1.7)	8 (16)	3 (6)	18 (30)	2 (4)	25 (41.7)
Professional	11 (18.3)	12 (24)	9 (18)	7 (11.7)		4 (6.7)
Nurse	5 (8.3)	6 (12)	1 (2)	12 (20)		1 (1.7)
Doctor				2 (3.3)		
Others	22 (36.7)	14 (28)	25 (50)	2 (3.3)		
Total	60 (100)	50 (100)	50 (100)	60 (100)	50 (100)	60 (100)

Note: Figures in the parentheses is column percentage.

Source: Primary data and compiled through SPSS 22.

Table 1 shows the frequency distribution of employment status among respondents in area of the study. In Cuddalore Old Town, the most common employment status is "Others," with 22 (36.7 %) respondents falling into this category. "Teaching" and "Professional" are also significant categories in this area. In Nattapattu, "Others" is the most common employment status with 14 (28%) respondents. And "Clerical" are also notable categories in this area. In Sedapalayam, "Others" is again the dominant category with 25 (50%) respondents. "Teaching" and "Clerical" are also present. Kilavadinatham has a diverse distribution of employment statuses, with "Teaching," "Clerical," and "Bank Job" being the most common. Azhichikudi sees a significant number of respondents in the "Teaching" category, followed by "Clerical". Vandurayanpathu has "Teaching" as the most common employment status, followed by "Others". "Doctor" is only reported in the Kilavadinatham area, with 2 (3.3%) respondents. This frequency distribution table provides insights into how employment statuses are distributed among respondents across different geographic areas, allowing for a localized analysis of employment patterns.

Table 2: Chi-Square Test: Area of Study and Employment Status

Test	Value	df	Significance
Pearson Chi-Square	316.888 ^a	40	.000

Note: a significant at 1 percent level.

Source: Primary data and compiled through SPSS 22.

Table 2 presents the result of chi-square test to examine the association between area of the study and employment status of the respondents. The chi-square value is 316.888 and it is significant at 1 percent level. It clearly shows that there is significant association between area of study and employment status. Correspondence analysis is used to further explore and understand the relationships between area of the study and employment status.

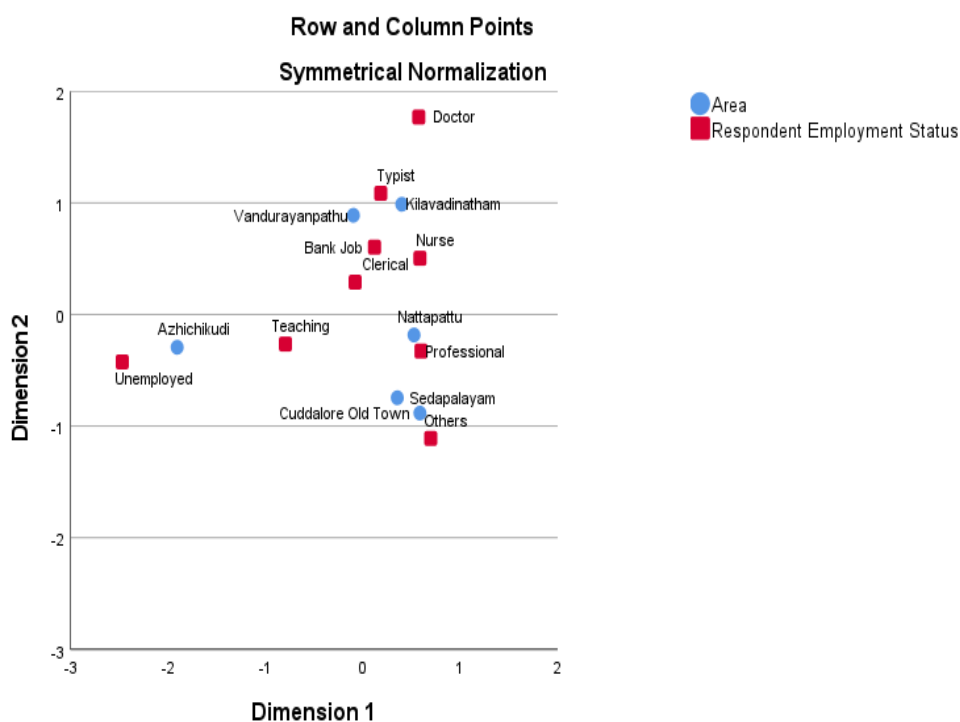


Figure 1: Correspondence Analyses: Area of Study and Employment Status

Figure 1 illustrates the relationships between the area of study and employment status. “Doctor”, “Nurse” and “Typist” are most common employment status of Kilavadinatham area. Bank Job and clerical are the most common employment status of Vandurayanpathu area. Sedapalayam and cuddalore old town are prefer clustered employment status. Teaching is most common status of Azhichikudi area. Notably, a significant portion of respondents in Azhichikudi are unemployed. In the Kilavadinatham area, "Doctor," "Nurse," and "Typist" are the most frequently reported employment statuses. In contrast, the Vandurayanpathu area tends to have a higher incidence of individuals employed in Bank Jobs and clerical positions. Sedapalayam

and Cuddalore Old Town appear to exhibit variety of employment statuses. Meanwhile, in Azhichudi, the dominant employment status is teaching, but it's worth noting that a significant proportion of respondents in Azhichikudi are experiencing unemployment.

Table 3: Annual Household Income of the Respondents

Annual Household Income	Cuddalore Block			Buvanagiri Block		
	Cuddalore Old Town	Nattapattu	Sedapalayam	Kilavadinatham	Azhichikudi	Vandurayanpathu
Rs.10,000 and Less				1 (1.7)	26 (52)	
Rs.10,001 - Rs.25,000					21 (42)	
Rs.25,001 - Rs.50,000		7 (14)			2 (4)	1 (1.7)
Rs.50,001 - Rs.1,00,000				19 (31.7)	1 (2)	4 (6.7)
Rs.1,00,001 - Rs.2,00,000	4 (6.7)	11 (22)		23 (38.3)		17 (28.3)
Rs.2,00,001 - Rs.3,00,000	18 (30)	16 (32)	15 (30)	4 (6.7)		27 (45)
Rs.3,00,001 - Rs.4,00,000	33 (55)	6 (12)	26 (52)	1 (1.7)		7 (11.7)
Rs.4,00,001 - Rs.5,00,000	5 (8.3)	6 (12)	9 (18)	5 (8.3)		2 (3.3)
Above Rs.5,00,000		4 (8)		7 (11.7)		2 (3.3)
Total	60 (100)	50 (100)	50 (100)	60 (100)	50 (100)	60 (100)

Note: Figures in the parentheses is column percentage.

Source: Primary Data and compiled through SPSS 22.

Table 3 provides data on the distribution of annual household income for the area of study, along with the corresponding column percentages. Azhichikudi stands out with an exceptionally high percentage of annual households' income for the respondents (52%) falling into the lowest income category (Rs.10, 000 and Less). This area exhibits a substantial concentration of low-income households, highlighting potential economic challenges. Vandurayanpathu boasts a significant proportion of the respondents' annual households' income (45%) in the Rs.2, 00,001 - Rs.3, 00,000 income categories, indicating a substantial middle-income population. Additionally, 28.3 percent of the respondents' annual households' income in Vandurayanpathu falls into the Rs.1, 00,001 - Rs.2, 00,000 categories. Kilavadinatham showcases a substantial percentage of respondents' annual households' income (31.7%) in the Rs.50, 001 - Rs.1, 00,000 income range, suggesting a notable presence of middle-income

households. Cuddalore Old Town and Nattapattu both have a considerable number of respondents' annual households' income in the Rs.2, 00,001 - Rs.3, 00,000 category, with percentages of 30 percent and 32 percent, respectively, indicating a significant middle-class population. Sedapalayam demonstrates a balanced distribution, with 30 percent of respondents' annual households' income in the Rs.2, 00,001 - Rs.3, 00,000 ranges. The table reveals the varying income landscapes across different areas, with some areas having a significant presence of middle-income households, while others face pronounced disparities with a higher percentage of low-income households. These nuances in income distribution percentages underscore the importance of tailored socioeconomic policies for each locality.

Table 4: Chi-Square Test: Area of Study and Annual Household Income

Test	Value	df	Significance
Pearson Chi-Square	527.679 ^a	40	.000

Note: a significant at 1 percent level.

Source: Primary data and complied through SPSS 22.

Table 4 presents the result of chi-square test to examine the association between area of the study and annual household income of the respondents. The chi-square value is 527.679 and it is significant at 1 percent level. It clearly shows that there is significant association between area of study and annual household income. Correspondence analysis is used to further explore and understand the relationships between area of the study and annual household income.

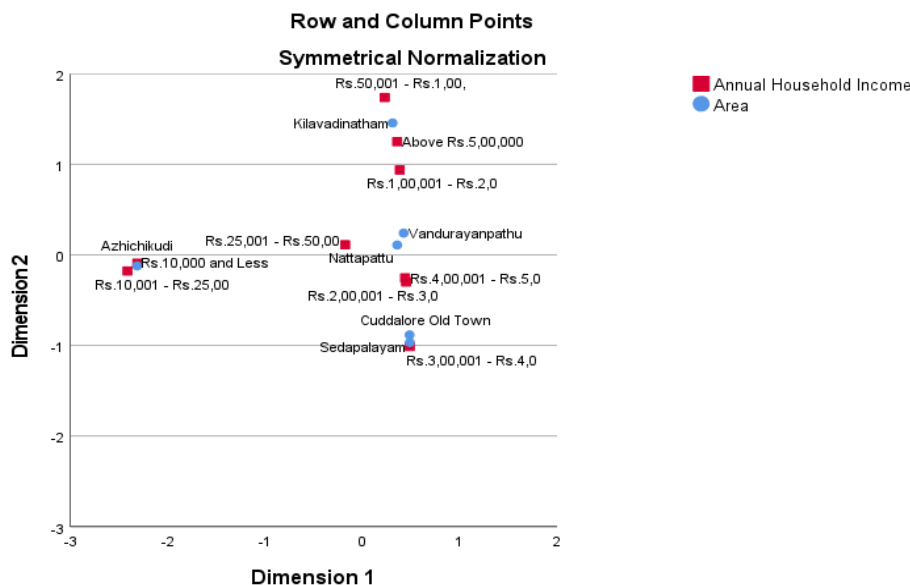


Figure 2: Correspondence Analyses: Area of Study and Annual Household Income

Figure 2 provides an illustrative representation of the relationships between the geographical areas of study and the annual household income of respondents through correspondence analysis. In Kilavadinatham area, respondents predominantly fall into the income categories of

Rs.50,001-Rs.1,00,000, Rs.1,00,001-Rs.2,00,000, and Above Rs.5,00,000, indicating a diverse range of income groups. Cuddalore Old Town and Sedapalayam areas primarily consist of respondents with annual household incomes in the Rs.3,00,001-Rs.4,00,000 range, suggesting a concentration of middle-income households. Respondents of Nattapattu and Vandurayanpathu areas are distributed across various income categories, including Rs.25,001-Rs.50,000, Rs.4,00,001-Rs.5,00,000, and Rs.2,00,001-Rs.3,00,000, showcasing a diverse economic landscape. Notably, Azhichikudi is characterized by a higher prevalence of respondents in the lower income categories, specifically Rs.10, 000 and less and Rs.10, 001-Rs.25, 000, indicating a significant proportion of low-income households. This graphical representation sheds light on the nuanced income dynamics across different study areas, emphasizing the diverse socioeconomic profiles and income distributions that exist within the region.

CONCLUSION

This research study women's views which have higher education the analysis of respondents and parental income distribution in higher education reveals a multifaceted socio-economic landscape. The majority of respondents are engaged in agriculture and business-related activities, emphasizing the economic significance of these sectors in the local context. Parental education levels vary, with a notable proportion having parents with limited formal education. Fathers exhibit diverse occupations, while a significant majority of mothers are unemployed. The primary source of income for most respondents is their main job, with variations in employment patterns across different study areas.

Furthermore, the distribution of annual household income underscores pronounced economic disparities among various regions. Azhichikudi stands out with a high percentage of low-income households and limited savings, suggesting potential economic challenges. Vandurayanpathu indicates a substantial middle-income population, while other areas show varying degrees of income distribution.

Meanwhile one of the most important factors that realize development ratio in each country is according to women's participation in different contexts consistency of economical social political context, Women's employment as one of the factors economic development can be considered and that can show as brilliant sight for future.

Higher education enables women to become more productive both inside and outside the household. Empowered women will be able to face the challenges of society and could stand for right happening and against wrong happening, so women education has a significant relation to women empowerment

References

- 1) Agarwal, Pawan (2009), Indian Higher Education. Envisioning the Future (New Delhi: Sage Publications), pp. 488.
- 2) Aerasti, Zahra (2007) Iranian women who create employment social-cultural structures which are effective in creating of work of and employment, journal of Women's Research, 4(1&2), spring & summer, pp; 93-119.
- 3) Bhushan, Sudhanshu (2009), Restructuring Higher Education in India (New Delhi: Rowat Publication). 3. ChattopadhyaySaumen (2010), an Elitist and Flawed Approach towards Higher Education, Economic and Political Weekly, 45(18): 15-17.
- 4) Bedi, P (1995) Analysis of cost of education at various levels: A Case Study of jalandhur District, Unpublished Ph.D Thesis, Guru Nanak Dev University Amritsar.
- 5) 4..Bok, D. (2005). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.
- 6) Chattopadhyay Saumen (2010) an Elitist and Flawed Approach towards Higher Education, Economic and Political Weekly 45(18):15-17.
- 7) Chalam K.S. (1978) "Expenditure on University Education, a Unit Cost Analysis" Journal Higher Education Vol 4(2) autumn pp201-224.
- 8) Dolan, E. (2008). *Education outreach and public engagement*. New York, NY: Springer. doi:<https://doi.org/10.1007/978-0-387-77792-4>
- 9) Fatima,D. (2013), Education, Employment and Women say in household's decision making in Pakistan.
- 10) Garg V.P. (1985) "Cost Analysis in Higher Education: A Theoretical Fram and Empirical Results. Metropolitan Book New Delhi.
- 11) Harvey,(2000). New realities: The relationship between higher education and employment. Tertiary Education and Management, 6, 3-17 .Kluwer Academic Publishers, Printed in the Netherlands.
- 12) Hussain, F., & Jadhav,M.S.(2013) Role of Higher education in women empowerment A study International Journal for administration Management, commerce and Economics, 1, 85-90.
- 13) Kumar, Anuj 7 Ambrish, Higher Education: Growth, Challenges and Opportunities, International Journal of Arts, Humanities and Management Studies Volume 01, No.2 Feb 2015.
- 14) Khan, T., Mann, A., Zafar, M., Hashmi, N. & Akhtar, S., (2010). Determinants of Women Empowerment :A Case Study From District Rawalpindi, Punjab, Pakistan, Pakistan Journal of Science. Vol. No 62(1).
- 15) Parmer D.K ,(2016)"Women in Higher and technical education in India" International Journal of combined Research and Development, Vol.5 Issue 7, Pp. 1683-1690.
- 16) Raychaudhuri, Prabir De (2008), Barriers to Trade in Higher Education Services in the Era of Globalization, Economic and Political Weekly, 43 (35): 51-60.
- 17) Sarkar. D. AND Jhingam. D (2012): Educational Development Index, Working Paper Series, MHRD.Govt of India.
- 18) Standing (1976) " Education and Female participation in the labour force" International labour Review: 114(3): 281-297.
- 19) Tushar Kanti Ghara (2016) "Status of Indian Women in Higher Education" Journal of Education and Practice Vol., No .34, Pp.58-64.
- 20) Todaro (2000), Economic Development New Delhi, Viuntha Publication.
- 21) Yabiku, S. T., & Sschlabach, S. (2009) Social change and the relationships between education and employment, Popul Res Policy Rev. 28(4), 533-549. Doi: 10.1007/s11113-008-9117-2.