



POLITICAL, ECONOMIC AND RELIGIOUS EMPOWERMENT OF MIZO WOMEN: AN ATTITUDINAL STUDY AMONG SECONDARY SCHOOL TEACHERS OF AIZAWL CITY

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ABSTRACT

This study was conducted to examine the attitude of secondary school teachers of Aizawl city towards women empowerment in various dimensions i.e., political, economic and religious dimensions. The findings of the study revealed that 97.33% of female teachers and 72% of male teachers have a positive attitude towards women empowerment. The findings also revealed that 92% of the female teachers and 69.33% of male teachers have a positive attitude towards political dimension. 96% of the female teachers and 74.67% of the male teachers have a positive attitude towards economic empowerment while 62.67% of female teachers and 41.33% of male teachers have a positive attitude towards religious empowerment. The findings also revealed that there is a significant difference between attitude of male and female teachers towards women empowerment.

KEYWORDS — *women empowerment, political, economic, religious, Mizo women, Aizawl city*

I. INTRODUCTION

Women's empowerment is basically the process of improving the status of traditionally disadvantaged women in society, economically, socially and politically. To protect children from all kinds of abuse. Building a social and political environment in which women can live free of oppression, exploitation, fear, discrimination and the general sense of persecution that accompanies being a woman in a historically male-dominated system is vital for women. A key element of empowerment. Empowerment leads to a growing intrinsic capability greater self-confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier.

In order to create a bright future for families, society, and countries, women's active participation is essential. Women's empowerment means empowering women to become self-reliant, financially independent, have positive self-esteem, give them the confidence to face difficult situations, and encourage their active participation in a range of socio-political development efforts. Women empowerment becomes more important only when women are educated and is considered as a process that takes place over time, making women formulate choices, control resources and make strategic life choices.

II. LITERATURE REVIEW

Kusum (2016), in "Awareness of Women Empowerment among Pupil Teachers" found that there was no significant difference between male and female pupil teacher with respect to awareness on women empowerment. Additionally, it was found that there was no significant difference between rural and urban area pupil teachers with respect to awareness on women empowerment. The study also found that there was no significant difference between awareness of arts and science stream pupil teachers towards women empowerment.

Tripathi (2017), in "Awareness and Attitude on Gender Equality among men of Bharatpur" investigated the awareness and attitude on gender equality among men. She observed that most men had moderate awareness and more than half of the men held high gender equitable attitude. The study also revealed that there was a significant association between the level of attitude with the respondents' education and marital status.

Shameem (2012), in her study titled "A Study on Reflective Thinking and Attitude towards Empowerment of Women among Student Teachers of Tamil Nadu" observed that there is a significant difference between male and female Student teachers with respect to their dimensions of attitude towards empowerment of women. 13.8% of the female student teachers have favourable attitude towards empowerment of women while 9.2% of the male student teachers have favourable attitude towards empowerment of women. On the contrary, 11% of the female student teachers have unfavourable attitude towards empowerment of women while 19.4% of the male student teachers have unfavourable attitude towards empowerment of women. She also revealed that there is a significant difference among student teachers of government, aided and self-finance institutions with respect to their dimensions of attitude towards empowerment of women.



III. RESEARCH QUESTIONS

1. What is the attitude of female secondary school teachers towards women empowerment?
2. What is the attitude of female secondary school teachers towards political empowerment of women?
3. What is the attitude of female secondary school teachers towards economic empowerment of women?
4. What is the attitude of female secondary school teachers towards religious empowerment of women?
5. What is the attitude of male secondary school teachers towards different women empowerment?
6. What is the attitude of male secondary school teachers towards political empowerment of women?
7. What is the attitude of male secondary school teachers towards economic empowerment of women?
8. What is the attitude of male secondary school teachers towards religious empowerment of women?
9. Is there any significant difference between the attitude of male and female secondary school teachers towards women empowerment?

IV. RESEARCH OBJECTIVES

1. To find out the attitude of female secondary school teachers towards women empowerment.
2. To find out the attitude of female secondary school teachers towards political empowerment of women.
3. To find out the attitude of female secondary school teachers towards economic empowerment of women.
4. To find out the attitude of female secondary school teachers towards religious empowerment of women.
5. To find out the attitude of male secondary school teachers towards women empowerment.
6. To find out the attitude of male secondary school teachers towards political empowerment of women.
7. To find out the attitude of male secondary school teachers towards economic empowerment of women.
8. To find out the attitude of male secondary school teachers towards religious empowerment of women.
9. To compare the difference between attitude of male and female secondary school teachers towards women empowerment.

V. RESEARCH HYPOTHESES

1. There is no significant difference between the attitude of male and female secondary school teachers towards women empowerment.

VI. FINDINGS

1. Attitude of Female Secondary School Teachers towards Women Empowerment

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 73 | 97.33% |
| Neutral | 2 | 2.67% |
| Negative | 0 | 0 |

The above table shows that a large majority of female secondary school teachers have a positive attitude towards the different dimensions of women empowerment. Out of the 75 female secondary school teachers, 73 teachers have a positive attitude which represents 97.33% of the total female population. 2 teachers have a neutral attitude representing 2.67% of the total female population. Meanwhile, there are no female secondary school teachers who have a negative attitude in the different dimensions of women empowerment.

2. Attitude of Female Secondary School Teachers towards Political Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 69 | 92% |
| Neutral | 6 | 8% |
| Negative | 0 | 0 |

From the above table it can be perceived that out of all the 75 female respondents, there are as much as 69 teachers who have a positive attitude constituting 92% of the total female population. There are 6 teachers who have a neutral attitude which



represents 8% of the total female population. Meanwhile, there are no female secondary school teachers who have a negative attitude towards political empowerment of women.

3. Attitude of Female Secondary School Teachers towards Economic Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 72 | 96 % |
| Neutral | 3 | 4% |
| Negative | 0 | 0 |

As presented in the above table it is observed that out of all the 75 female secondary school teachers, 72 teachers have a positive attitude rendering as much as 96% of the total female population. There are 3 teachers with a neutral attitude constituting 4% of the total female population. Meanwhile, there are no female secondary school teachers who have a negative attitude towards economic empowerment of women.

4. Attitude of Female Secondary School Teachers towards Religious Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 47 | 62.67% |
| Neutral | 27 | 36% |
| Negative | 1 | 1.33% |

In accordance with the above table, it is revealed that out of the 75 female secondary school teachers, 47 teachers have a positive attitude which represents 62.67% of the total female population. There are 3 teachers with a neutral attitude constituting 36% of the total female population. Meanwhile, there is 1 teacher who has a negative attitude towards religious empowerment of women representing 1.33% of the total female population.

5. Attitude of Male Secondary School Teachers towards Women Empowerment

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 54 | 72% |
| Neutral | 21 | 28% |
| Negative | 0 | 0 |

With reference to the above table, it can be viewed that majority of the male secondary school teachers have a positive attitude towards the different dimensions of women empowerment. Out of 75 male secondary school teachers, 54 teachers have a positive attitude which represents 72% of the total male population. 21 male secondary school teachers have a neutral attitude representing 28% of the total male population. Meanwhile, there are no male secondary school teachers who have a negative attitude in the different dimensions of women empowerment.

6. Attitude of Male Secondary School Teachers towards Political Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 52 | 69.33% |
| Neutral | 22 | 29.33% |
| Negative | 1 | 1.33% |



The above table brings to light that out of 75 male secondary school teachers, 52 teachers have a positive attitude representing 69.33% of the total male population. 22 teachers have a neutral attitude constituting 29.33% of the total male population. Meanwhile, there is 1 teacher who has a negative attitude towards political empowerment of women which represents 1.33% of the total male population.

7. Attitude of Male Secondary School Teachers towards Economic Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 56 | 74.67% |
| Neutral | 18 | 24% |
| Negative | 1 | 1.33% |

Out of 75 male secondary school teachers, there are 56 teachers who possess a positive attitude representing 74.67% of the total male population. 18 teachers hold a neutral attitude constituting 24% of the total male population. Meanwhile, 1 teacher has a negative attitude towards economic empowerment of women which represents 1.33% of the total male population.

8. Attitude of Male Secondary School Teachers towards Religious Empowerment of Women

| Nature of Attitude | No. of Teachers | Percentage |
|--------------------|-----------------|------------|
| Positive | 31 | 41.33% |
| Neutral | 43 | 57.33% |
| Negative | 1 | 1.33% |

The above table indicates that out of the 75 male secondary school teachers, 31 male secondary school teachers display a positive attitude representing 41.33% of the total male population. There are 43 teachers who possess neutral attitude which represents 57.33% of the total male population. Meanwhile, there is 1 teacher who has a negative attitude towards religious empowerment of women and constitutes 1.33% of the total male population.

9. Comparison between attitude of Male and Female Secondary School Teachers towards Women Empowerment

| Gender | Number | Mean | SD | t-value | Level of Significance |
|--------|--------|--------|-------|---------|-----------------------|
| Female | 75 | 138.59 | 17.94 | 5.62 | Significant at 0.01 |
| Male | 75 | 121.28 | 19.73 | | |

The above table shows the comparison done between respondents based on their gender. The table reveals that out of the 75 female secondary school teachers, the mean score is 138.59 and the standard deviation is 21.93. Meanwhile, out of the 75 male secondary school teachers, the mean score is 121.28 and the standard deviation is 19.73.

Since the calculated t-value is 5.62 which is greater than the critical value at 0.01 i.e., 2.62, there is a significant difference in the attitude between male and female secondary school teachers towards women empowerment where the mean score of female secondary school teachers is higher than that of their male counterparts. The null hypothesis stating that “there is no significant difference between male and female secondary school teachers towards women empowerment” is rejected.

VII. CONCLUSION

Women empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women. Women empowerment in India is heavily dependent on many different variables that include geographical location (urban / rural) educational status social status (caste and class) and age. Policies on women’s empowerment exist at the national, state and local (Panchayat) levels in many sectors, including health, education, economic opportunities, gender-based violence and political participation. The empowerment of women has become one of the most important concerns of 21st century not only at national level but also at the international level. Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to create a climate in which there is no gender discrimination and women have full



opportunities of self-decision making and participating in social, political and economic life of the country with a sense of equality.

VIII. REFERENCES

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