



Analysis of Dimensions of Educational Entitlements

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ABSTRACT

In the present study an attempt has made to trace the reasons for educational backwardness of women in Mysore and Koppal districts. The data were collected from a cross-sectional survey conducted in 2012. The probit model was used to examine the impact of development, urbanization, social status, level of education, nature of work and family income on opportunity to, accessibility to and utilization of education. The study observed that opportunity, accessibility and utilizations vary based on development, urbanization, social status, family education, work and income of the family. It has been proved by the study that development, urbanization, social status and family education have significant impact on opportunity to education. Development and urbanization have influenced the accessibility of education. However, urbanization, social status and family education ultimately made significant impact in utilization of educational opportunity and accessibility. Therefore the study suggests for educational development along with economic development and urbanisation.

Keywords : Gender, Education, Entitlements, Disparities and Development.

Introduction:

Gender is a nebulous concept and it is a social constraint which asserts that the expectations, capabilities and responsibilities of men and women are not always biologically determined (Singh, 2007). The gender roles assigned to men and women are significantly defined -structurally and culturally- in ways which create, reinforce, and perpetuate relationships of male dominance and female subordination. Through the process of socialization within the family, in educational institutions and other social spheres, boys and girls are conditioned to behave in certain ways and to play different roles in society. They are encouraged to conform to established cultural norms by being rewarded or punished for their behaviour. At times, the places women occupy in society are essentialized through claims of innate predispositions. This conditioning and stereotyping could easily have the effect of questioning the capability of girls and women to perform certain tasks. Repeated regularly, it may solidify and become difficult to uproot from the mental frames of people (Khurshid & Hussain, 2011). Over the past two and a half decades gender debates have proved the existence of excessive gender disparities and the calculated statistical differences in the position, status, and opportunities between men and women is indeed immense (Suda, 2002). At this juncture indeed we are reminded of Sen's (2001) definition of gender inequality as "not one homogeneous phenomenon, but a collection of disparate and interlinked problems." Especially Sen's reference to unequal access to schooling to girls, opportunity inequality such as, unequal access to higher education, professional trainings etc are noteworthy and mentionable (Sen, 2001). In a situation of this kind 'Entitlement to education, mainly concerned with 'the right to benefit' plays a very important role in empowering women and overcoming existing disparities between men and women (Hottiman, 2001).

Importance of education

The basic objectives of development are well served by Ed-

ucation. Education is essential for a satisfying and rewarding life; it is fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development. At the same time Education plays a key role in the ability of a developing country to absorb modern technology and to develop the capacity for self-sustaining growth and development (GOK, 2005).

Linkages between Gender Disparity and Education:

Gender disparity has been a major issue in India's pursuit for achieving the goal of universal elementary education. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation's economy. In this context, it can be argued that lack of women's education can be an impediment to the country's economic development. However, despite this significance of the education the participation of women in the field of education is not very satisfactory. The educational scenario in the nation of India clearly reveals that there exists gender disparity in education (Alderman, Behrman, & Ross, 1996). Education plays a key role in sustaining human development and contributes to the empowerment of individuals and groups which in turn does improve the quality of human lives. Therefore, denial of utilisation of educational opportunities and accessibilities for women is the worst harm a society can cause to its women folk.

The persistent low educational participation of girls till recently has had adverse impact on women's quality of life and empowerment. This educational backwardness has cost both the individual and nation's advancement, producing a skewed national progress. Education will lead to empowerment securing the means of creating a social environment in which one can make decisions for social and individual transformation. It strengthens innate ability through knowledge, power and experience enabling an individual to think, act and control human, intellectual and financial resources. It develops intrinsic

capacity, inner transformation of one's consciousness to overcome barriers, access resources and change traditional ideologies. Empowerment therefore is possible only with access to education as a fundamental right (Trauger, 2004).

Thus the present study mainly aims to trace the reasons for educational backwardness of women in Mysore and Koppal districts. The data were collected from a cross-sectional survey conducted in 2012. The probit model was used to examine the impact of development, urbanization, social status, level of education, nature of work and family income on opportunity to, accessibility to and utilization of education.

Analysis of Results:

As mentioned earlier, opportunity, accessibility and utilization of educational opportunities and accessibility lead to better educational entitlements and intern result increased capabilities. In this background, in the following section, results of probit model are discussed and analysed.

Opportunity to education:

$$OOE = \alpha + \alpha_1 Dt + \alpha_2 Ar + \alpha_3 Ct + \alpha_4 Ed + \alpha_5 Wr + \alpha_6 FI + e$$

OOE=Opinion on Opportunity to education, Dt= district, Ar= Area, Ct=Caste, Ed=Education, Wr=Work, FI=Family Income

$$\text{Opinion} = -2.609 + 0.678 Dt + 0.563 Ar + 0.255 Ct + 0.081 Ed - 0.079 Wr - 8.550 FI$$

$$Z = (-4.71) (3.53) (2.85) (2.62) (4.09) (-0.36) (-0.02)$$

$$P > [Z] = (0.000) (0.000) (0.004) (0.009) (0.000) (0.720) (0.985)$$

$$\text{Number of obs} = 240 \text{ LR } \chi^2 (6) = 61.97 \text{ Prob} > \chi^2 = 0.000 \text{ Pseudo } R^2 = 0.2068$$

Opportunity is first and important criteria for educational development. The probit model was used to estimate the impact of development, region (urban versus rural), social status, education, nature of work and family income on of respondent on opportunity to education. It has been found from the results that the constant parameter was negative and it is significant; as process of development increases, opportunity to education will also increase. The impact of region was positive and significant; as urbanization takes place opportunity to education will also increase. The impact of social status was positive and significant; higher the social status, higher is the opportunity to education. The level of education has positive impact on opportunity; those have higher level of education also had greater opportunity to education. Nature of work has negative impact on opportunity; respondents those working have expressed dissatisfaction about their educational opportunities. However results are not significant. Family income has negative impact on opportunity, however it is not significant.

Therefore, development, urbanization, social status, and education have positively influenced the opportunity to education. However, nature of work and family income have not been significantly influenced the opportunity to education.

Accessibility of education

$$OAE = \alpha + \alpha_1 Dt + \alpha_2 Ar + \alpha_3 Ct + \alpha_4 Ed + \alpha_5 Wr + \alpha_6 FI + e$$

OAE = Opinion on Accessibility to education, Dt= district, Ar= Area, Ct=Caste, Ed=Education, Wr=Work, FI=Family Income

$$\text{OAE} = -2.304 + 0.487 Dt + 0.586 Ar + 0.095 Ct + 0.034 Ed - 0.236 Wr - 6.78 FI$$

$$Z = (-4.55) (2.76) (3.23) (1.07) (1.87) (1.16) (0.15)$$

$$P > [Z] = (0.000) (0.006) (0.001) (0.286) (0.061) (0.246) (0.880)$$

$$\text{Number of obs} = 240 \text{ LR } \chi^2 (6) = 35.90 \text{ Prob} > \chi^2 = 0.000$$

$$\text{Pseudo } R^2 = 0.1104$$

Accessibility of education is the second prerequisite for educational development. There should be adequate accessibility in terms of availability of school at their disposable. Opportunity may not utilise if there is no feasible accessibility. Therefore, accessibility is equally important for education as opportunity.

The probit model was used to estimate the impact of development, region (urban rural) social status, education, nature of work and family income on of respondent on accessibility of education.

It has been found from the results that the constant parameter that negative and it is significant. The impact of development is positive and significant; as process of development increases, accessibility of education will also increase. The impact of region was positive and significant; as urbanization takes place accessibility of education will also increase. The impact of social status was positive but not significant. The level of education has positive impact on accessibility but not significant. Nature of work has positive impact on accessibility and it is not significant. Family income has positive impact on accessibility, however it is not significant.

Therefore, development and urbanization have been positively influenced the accessibility to education. However, social status, education, nature of work and family income have not been significantly influenced the accessibility to education.

Utilization of Opportunity and Accessibility

$$OUOAE = \alpha + \alpha_1 Dt + \alpha_2 Ar + \alpha_3 Ct + \alpha_4 Ed + \alpha_5 Wr + \alpha_6 FI + e$$

OUOAE = Opinion on Utilization of Opportunity and Accessibility to Education, Dt= district, Ar= Area, Ct=Caste, Ed=Education, Wr=Work, FI=Family Income.

$$\text{OUE} = -2.628 + 0.303 Dt + 0.540 Ar + 0.264 Ct + 0.103 Ed - 0.150 Wr + 2.777 FI$$

$$Z = (-4.86) (1.66) (2.88) (2.87) (5.16) (-0.69) (0.64)$$

$$P > [Z] = (0.000) (0.098) (0.004) (0.004) (0.000) (0.489) (0.524)$$

$$\text{Number of obs} = 240 \text{ LR } \chi^2 (6) = 69.31 \text{ Prob} > \chi^2 = 0.000 \text{ Pseudo } R^2 = 0.2101$$

Utilization of opportunity and accessibility is also equally important for educational development. The probit model was used to estimate the impact of development, region (urban versus rural) social status, education, nature of work and family income of respondent on utilization of opportunity and accessibility. It has been found from the results constant parameter was negative and it is significant. The impact of development was positive and not significant. The impact of region was positive and significant; as urbanization takes place utilization of opportunity and accessibility will also increase. The social status has positive impact and significant on utilization of opportunity and accessibility; higher the social status, higher is the utilized opportunity and accessibility. The level of education has positive impact and significant. Higher the level of education, higher was the utilization opportunity and accessibility. Nature of work has negative impact on utilized opportunity and accessibility and it is not significant. Family income has positive impact on utilized opportunity and accessibility however it is not significant.

Therefore, development, urbanization, social status, education, and family income positively increase the utilization of opportunity and accessibility. However, development, nature of work and family income have not been significantly influenced the utilization of opportunity and accessibility.

Conclusions

The study observed that opportunity and accessibility to edu-

cation are prerequisites for educational entitlement of women. However, opportunity, accessibility and utilizations are varies based on development, urbanization, social status, family education, work and income of the family. It has been proved by the study that development, urbanization, social status and family education how significant impact on opportunity to ed-

ucation. Development and urbanization how been influenced the accessibility of education. However, urbanization, social status and family educations ultimately made significant impact in utilization of educational opportunity and accessibility. Therefore the study suggest for educational development along with economic development and urbanisation.

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