Education and Gender Disparity: A Case Study of Selected Countries

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ABSTRACT:

The main institutional machinery for forming knowledge and skill development base is the formal and partially non formal educational system of a nation. Majority of the developing countries of the world have started now to believe that it is the speedy quantitative growth of schooling opportunities that holds the basic key to growth and development. Spread of mass education works as the basic groundwork of future prospective human resource. All these developing nations have, therefore, committed themselves to the target of widespread education in the shortest possible time.

The present paper examines the impact of women's educational attainment on gender development and gender inequality in the society.

KEY WORDS: Education, Women Empowerment, Mean Years of Schooling, GDI, GII

Statement of the Problem:

The main institutional machinery for forming knowledge and skill development base is the formal and partially non formal educational system of a nation. Majority of the developing countries of the world have started now to believe that it is the speedy quantitative growth of schooling opportunities that holds the basic key to growth and development. Spread of mass education works as the basic groundwork of future prospective human resource. All these developing nations have, therefore, committed themselves to the target of widespread education in the shortest possible time.

Review of Literature:

Bloom (2001) in his research study entitled "*Dimensions of Women's Autonomy and the Influence on Maternal Health Care Utilization in a North Indian City"* found that education to a large extent helps the women to attain freedom of movement. A number of studies have been done by several research scholars which reveal that there is a positive correlation between education of women and their decision making power.

Pande and Astone (2001) in their study *Explaining Son Preference in Rural India: The Independent Role of Structural Vs Individual Factors* found that education empowers women in such a way that that after attaining higher education they become successful in rejecting gender unfairness. Highly educated women are also capable of finding different alternative opportunities and roles . Preference for male child by most of the poor couples is mainly due to their uncertainty and economic responsibility.

Jejeebhoy and Sather (2001) in their resaerch project entitled "*Autonomy in India and Pakistan: The Influence of Religion and Region"* divulge that secondary level of education is related with higher self-sufficiency in the states of UP, Punjab and Tamil Nadu pf India. They also found in their study that education is fairly connected to higher degree of autonomy only in the state of Tamil Nadu. Further education is found to be irrelevant in defining control over household decision making.

Objectives of the Study: The main objectives of the study are as follows-

1. To study status of gender related parameters in selected countries

2. To explore the correlation between women education and gender related indices.

3. To offer policy prescriptions, if any.

Hypothesis: The study proposes to test the following two null hypothesises-

- Education has no impact on gender development.
- Education has no impact on gender inequality.

Research Methodology:

The study is based on secondary data. Total 18 countries have been selected for the study out of which 9 countries viz., Norway, Switzerland, Australia, Ireland, Germany, Iceland, Sweden, Singapore, Denmark are high HDI countries and 9 remaining countries viz., Yemen, Mozambique, Liberia, Mali, Burkina Faso, Sierra Leone, Burundi, Chad and Niger are Low HDI countries. SPSS software package has been used to analyse the statistical data.

To explore the relationship between education, gender development and gender inequality, the following two models are constructed:

1. GDI= α + β MYS+U and

2. GII= α + β MYS+U

Where,

GDI=Gender Development Index

GII= Gender Inequality Index

MYS= Women's Mean Years of Schooling

Data Analysis:

The different types of disadvantages and problems which are faced by women and girls are a major source of inequality and most importantly this is one of the greatest barriers to human capital formation. Two composite indices viz., GDE (Gender Development Index) and GII (Gender Inequality Index) manly capture the inequality between men and women. Firsly the Gender Development Index reports about the men and women achievements in the fundamental dimensions of human development. Secondly, another composite critical index to measure gender disparity is the Gender Inequality Index (GII), which captures the disparities that female folk face in different critical issues and basic dimensions. The Gender Inequality Index is negative index of equality i.e., lower the GII value, the higher is the gender equality—which occurs in all over the world. In the Table-1 it si observed that out of the 18 selected countries, Women's Mean Years of Schooling is highest in Switzerland and lowest in Burkina Faso. This indicates that women's educational status in Burkina Faso is very unsatisfactory. There is lowest gender inequality in Switzerland whereas highest gender inequality is in Yemen.

Table-1: MYS, GDI and GII of Selected Countries

Sl. No.	Countries	MYS (Female)	GDI	GII
01	Norway	12.6	0.991	0.048
02	Switzerland	13.9	0.987	0.039
03	Australia	12.9	0.975	0.109
04	Ireland	12.7	0.979	0.109
05	Germany	13.6	0.967	0.072
06	Iceland	12.3	0.966	0.062
07	Sweden	12.5	0.992	0.044
08	Singapore	11.0	0.982	0.067
09	Denmark	12.7	0.980	0.040
10	Yemen	1.9	0.425	0.834

11	Mozambique	2.5	0.904	0.552
12	Liberia	3.5	0.846	0.656
13	Mali	1.7	0.811	0.678
14	Burkina Faso	1.0	0.870	0.610
15	Sierra Leone	2.7	0.872	0.645
16	Burundi	2.7	1.002	0.471
17	Chad	1.2	0.775	0.708
18	Niger	1.5	0.812	0.649

Source: UNDP Human Development Indices and Indicators, Statistical Update 2018

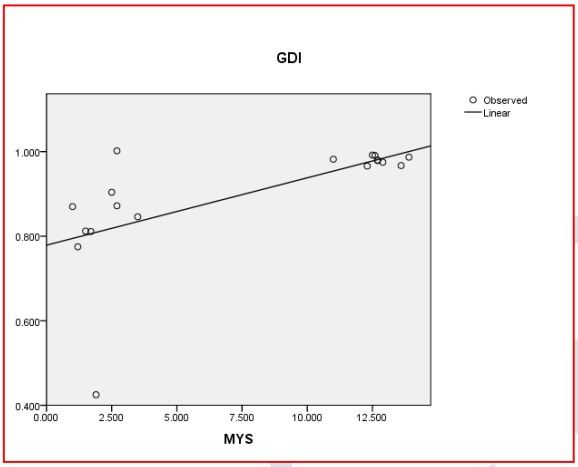

Figure-1

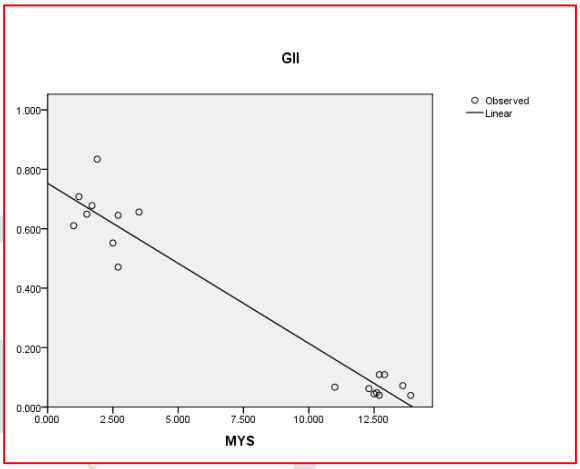

Figure-2

The Figure-1 and Figure-2 scatter diagrams showing correlation. The first diagram i.e., Fig-1 shows high positive correlation between Women's Mean Years of Schooling and Gender Development Index. The figure-2 shows strong negative correlation between Women's mean Years of Schooling and Gender Inequality Index in the selected countries.

BOX-I

Variables		**Values**					
Dependent	**Independent**	R	R^2	α	***β***	F**	t*
GDI	MYS	**0.63**	**0.40**	**0.78**	**0.63**	**10.59**	**17.43**

** At 1% level of significance, ** At 5% level of significance*

BOX-II

Variables		**Values**					
Dependent	**Independent**	R	R^2	α	***β***	F*	t*
GII	MYS	**-0.97**	**0.94**	**0.75**	**-0.97**	**250.14**	**24.23**

** At 1% level of significance*

Findings & Conclusion: The main findings of the study are as follows-

- The Coefficients of Correlation between women's MYS and GDI is found +0.63 and in between MYS and GII is -0.97. Hence it can be asserted that there is a high positive relationship between

women's education and gender development whereas there is strong negative correlation between women's education and gender iniquity in the selected countries.

- The coefficients of determination have been found at 0.40 and 0.94 respectively, which imply that 0.40 percent of the variation in the gender development and 0.94 percent of the variation in the gender inequalitycan be accounted for by variation in educational attainment of women.
- The *t* value are estimated at 17.43 and 24.23. which are significant at 1 percent level of significance implying that the predictor makes a significant impact on the gender development and gender inequality.
- The *F* values are estimated at 10.59 and 250.14 which are significant at 5 percent level and 1% level of significance respectively. This implies that in the first case there is less than 1 percent probability that such a large F ratio will emerge by chance alone and thus indicates that the regression model overall predicts gender development efficiently. Similarly, the *F* values is estimated at 250.14 which is significant at 1 percent level of significance indicating that there is less than 1 percent chance that such a big F ratio will appear by chance alone. Thus it tells that the regression model overall predicts gender inequality efficiently.

Hence, we reject the null hypothesis that rural transformation is unaffected by the level of educational attainment of rural people.

Thus the present research arrived at the conclusion that the two models are adequate to explicate the impact of women's education on gender development as women's education is found to be a important factor affecting the gender development.

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