

A Study on Economic Empowerment of Women Employed in the Education Sector in Mumbai

Miss. Razia Barambhia¹, Dr. Ravi Kiran R Garje²

¹Research Scholar, KC College

²Professor in Economics, KC college, Churchgate

Abstract

This study examines the economic empowerment of women employed in the education sector in Mumbai. It explores demographic profiles, educational qualifications, employment sectors, and financial decision-making patterns. Findings indicate a predominantly middle-aged, well-educated workforce with strong financial literacy and independence. ANOVA results show no significant association between economic empowerment and demographic factors such as age, education, or work sector. However, correlation analysis reveals a significant positive relationship between economic empowerment and financial decision-making. The study highlights the crucial role of education and empowerment in enhancing financial competence among women educators.

Keywords: Economic Empowerment, Women Educators, Financial Decision-Making.

Introduction to Economic Empowerment:

Economic empowerment involves equipping individuals and communities to take charge of their financial resources and choices, thus enhancing their overall quality of life. It is based on providing access to education, skill enhancement, and opportunities that enable individuals to engage fully in economic activities. By providing equal chances in jobs, business ownership, and credit access, communities can promote financial independence and lessen disparities. Microfinance programs and inclusive financial systems are crucial for aiding marginalised populations, especially women, in launching and expanding their enterprises. Economic empowerment for women is crucial, as it promotes inclusive growth and fortifies the social structure of communities. In addition, digital resources and financial education initiatives broaden opportunities in the rapidly changing global economy of today. Policy frameworks and social protection systems offer essential assistance to eliminate structural obstacles and guarantee equitable participation. Empowered individuals are more inclined to foster stronger, more resilient communities, generating a positive cycle of growth. In the end, economic empowerment fosters dignity, independence, and lasting advancement, serving as the foundation for enduring societal development.

Women Employed in the Education Sector:

Women working in the education sector represent one of the key groups propelling social and economic advancement. Around the globe, women constitute a significant percentage of educators, instructors, administrators, and support personnel, especially in primary and secondary schooling. Their existence not only guarantees the sharing of knowledge but also acts as a strong model for younger generations, particularly girls, to pursue careers and autonomy. Jobs in this sector offer women steady earnings,

opportunities for career advancement, and a chance to lead in shaping future communities. Nonetheless, obstacles persist, including pay gaps compared to males, a lack of representation in senior decision-making roles, and restricted chances for progression in research or policy positions. Despite these obstacles, women in education play a crucial role in advancing literacy, fairness, and continuous learning. Bolstering their stance through equitable compensation, leadership roles, and continuous professional growth is crucial for attaining inclusive and sustainable progress.

Review of Literature:

- **Blau and Kahn (2007)** assessed the causes and persistence of the gender wage gap in developed economies. The objective was to determine how far women have progressed in achieving pay equity. Using labour force surveys and econometric analysis, the authors found that despite gains in education and experience, women still earn significantly less than men. The main causes were occupational segregation, discrimination, and family-related career interruptions.
- **Chen (2001)** explored the global landscape of women's employment in the informal sector. The objective was to provide a comprehensive picture of the informal economy's impact on women. Drawing on global datasets and comparative analysis, the study found that a large percentage of women are employed informally due to its accessibility and flexibility. However, informal work often lacks legal protections, job stability, and social benefits, limiting long-term economic security.
- **Duflo (2012)** explored the complex relationship between women's empowerment and economic development. The objective was to determine whether economic growth automatically leads to gender equality. Through an extensive review of empirical studies, the paper concluded that while economic development can improve gender outcomes, proactive empowerment policies are essential. Empowerment was found to be both a means and an end in the development process.
- **Ghosh (2009)** analysed the informalization of the labour market in Asia and its implications for women's employment. The objective was to understand how changes in labour structures influence women's access to service sector jobs. Using economic data and policy analysis, the study found that while informal service jobs offer greater access to employment for women, they often lack security, benefits, and fair wages. Informalization was linked to neoliberal labour reforms and weak regulatory systems.
- **Hunt and Samman (2019)** assessed how the rise of the gig economy affects women's employment opportunities. The objective was to evaluate digital labour platforms' inclusivity and impact on gender equality. Using policy analysis and case studies, the study found that while gig work offers flexible income sources, women face digital divides, pay gaps, and a lack of labour protections. The report called for inclusive digital policies and better social security for gig workers.
- **Jayachandran (2021)** explained how entrenched social norms act as barriers to women's labour force participation in developing countries. The objective was to understand how gender expectations shape employment decisions. Through a literature review and analysis of behavioural economics studies, the research found that even when job opportunities are available, norms around women's roles in the household significantly reduce participation. Interventions targeting norm change were recommended for lasting impact.
- **Kabeer (2005)** studied the relationship between microfinance programs and women's empowerment in South Asia. The objective was to evaluate whether access to microcredit could enhance women's autonomy beyond economic gains. Using qualitative case studies and secondary data, the study found

that microfinance can empower women socially and economically, but its success depends heavily on social context and the design of the programs. Empowerment was more likely when women had support networks and control over their earnings.

- **Minniti and Naudé (2010)** analysed global patterns of female entrepreneurship and its role in women's empowerment. The study aimed to explore the factors that influence women's decisions to start businesses and their outcomes. Using cross-country comparative data and literature review, the study found that women entrepreneurs face challenges such as limited access to credit, training, and social capital. Despite these barriers, entrepreneurship was shown to increase women's autonomy and social standing.
- **Mukhopadhyay (2014)** analysed gender mainstreaming efforts in the development sector, particularly in service delivery such as health and education. The objective was to critique the effectiveness of gender integration strategies. Through a critical review of policy implementation and feminist perspectives, the study found that while gender mainstreaming has been widely adopted, it often becomes a bureaucratic process that lacks real transformative impact. Tokenism and insufficient political commitment were cited as barriers.
- **Psacharopoulos and Tzannatos (1989)** assessed the impact of female education on labour force participation across countries. The study aimed to quantify how different levels of education affect women's employment rates. Through cross-country statistical analysis, the authors found a positive correlation between female education and participation in formal employment sectors. The study concluded that investment in female education yields high social and economic returns by enabling more women to enter the workforce.
- **Rubery and Grimshaw (2015)** studied the long-term effectiveness of government policies aimed at achieving equal pay. The objective was to evaluate how equal pay legislation has impacted gender wage equality over four decades. Using historical policy analysis and labour market data, the study found that although legislation has made progress, persistent wage disparities remain due to weak enforcement, changing job structures, and systemic biases.
- **The World Bank (2012)** analysed how gender inequality affects economic growth and women's labour participation globally. The objective was to examine structural and cultural barriers that restrict women's access to formal employment. Using global economic and labour data, the report revealed that addressing gender gaps in employment could significantly increase productivity and development outcomes. The findings emphasise the need for policy reforms in labour markets, education, and family support systems.

OBJECTIVES OF THE STUDY:

1. To explore the economic empowerment among women employed in the Education sector.
2. To assess the financial decision-making among the women employed in the Education sector.

HYPOTHESIS OF THE STUDY:

1. There is no significant association between age, education, the sector of employment of employed women in the education sector, and their economic empowerment.
2. There is no significant association between Economic empowerment and Financial decision-making

SIGNIFICANCE OF THE STUDY:

This study highlights the economic empowerment of women working in Mumbai's education sector, a field where female participation is relatively high but often under-analysed in terms of financial autonomy. It provides insights into how employment in education influences women's decision-making power, financial independence, and social status. The research can guide policy formulation aimed at enhancing gender equity and economic opportunities for women in urban education settings. It also identifies barriers that may hinder full economic empowerment despite employment. Overall, the study contributes to understanding the link between professional roles and empowerment in a critical urban workforce segment.

RESEARCH METHODOLOGY:

- **Primary Data**
This study is an empirical study based on 99 responses collected from the women working in the education sector through a likert scale.
- **Secondary Data:**
Secondary data is collected through published articles, theses and reports.
- **Sampling Technique:**
Non-probability convenience sampling is used to collect the primary data.

ANALYSIS OF THE DATA:

Table 01
Demographic Profile

Variable	Category	Frequency	Percent
Age group	18-25	7	7.1
	26-33	13	13.1
	34-42	29	29.3
	43-50	27	27.3
	50-57	16	16.2
	57 onwards	7	7.1
	Total		99
Section	School	11	11.1
	Junior College	70	70.7
	Degree College	18	18.2
	Total	99	100
Education	Graduation, B. Ed.	9	9.1
	Post Graduate	19	19.2
	PG, B.Ed.	68	68.7
	PG, SLET/NET	3	3
	Total	99	100
Sector	Private (unaided)	52	52.5
	Public (Aided)	47	47.5
	Total	99	100

Residence	Mumbai city	43	43.4
	Mumbai-suburb	56	56.6
	Total	99	100

Source: Primary

- **Age Group Distribution:** Majority are middle-aged, with 34–42 years (29.3%) and 43–50 years (27.3%) dominating. Younger (18–25) and older (57+) groups are the smallest (7.1% each).
- **Career Stability:** The high share of 34–50 years suggests stability in careers and greater experience in financial decision-making.
- **Section Distribution:** Most respondents are employed in Junior Colleges (70.7%), highlighting higher secondary education as the main employment hub.
- **School-Level Representation:** School educators form only 11.1%, showing fewer women in primary/secondary schools compared to junior colleges.
- **Degree College Representation:** About 18.2% work in degree colleges, showing a smaller but important segment in higher education.
- **Educational Qualifications:** Majority (68.7%) hold postgraduate degrees with B.Ed., reflecting a well-educated workforce.
- **Professional Development Gaps:** Only 3.0% have advanced qualifications like PG with SLET/NET, indicating limited specialisation and scope for growth.
- **Employment Sector:** Respondents are nearly evenly split between private unaided (52.5%) and public aided (47.5%) sectors.
- **Sector Influence:** The private sector’s slight dominance (52.5%) may reflect varied opportunities and challenges compared to public institutions.
- **Residence:** More women live in suburbs (56.6%) than in the city (43.4%), suggesting that affordability and lifestyle preferences influence economic empowerment.

Table 02
Descriptive analysis

Variable	N	Mean	Median	Mode	Std. Deviation
Age Group	99	3.54	4	3	1.304
Education	99	2.66	3	3	0.688
Sector of Employment	99	1.47	1	1	0.502
Section of Employment	99	2.07	2	2	0.539
Residence	99	1.57	2	2	0.498

Source: Primary

- **Age Group:** The data is skewed towards middle-aged respondents, predominantly between 34-50 years. This demographic is likely to be more experienced and potentially more empowered economically.
- **Education:** Most respondents hold postgraduate degrees with B.Ed., suggesting a highly qualified sample. This high qualification level is a positive indicator for economic empowerment and financial decision-making capabilities.

- **Sector of Employment:** The private sector has a slight majority over the public sector, indicating a balanced representation. This balance is crucial for comparing economic empowerment and financial decision-making across different employment environments.
- **Section of Employment:** Junior College educators form the majority, reflecting the significant role of higher secondary education in the sample. This focus area can influence the overall economic empowerment and financial decision-making trends observed.
- **Residence:** A slight majority of respondents reside in the suburbs, which may influence their economic conditions and financial decisions differently compared to city residents. Suburban residents might face different financial challenges and opportunities.

The sample's demographics suggest that a middle-aged and highly educated workforce is likely to be economically empowered due to their age, experience, and high educational qualifications. The nearly equal representation from private and public sectors allows for a comprehensive analysis of economic empowerment across different employment environments. Additionally, the higher proportion of suburban residents may indicate specific economic conditions that influence financial decision-making, which should be considered in further analysis and policy-making.

Hypothesis 1: There is no significant association between age, education, the sector of working of employed women in the education sector, and their economic empowerment.

To compare the means of economic empowerment scores across different groups and age, education, a section of working status of employed women in the education sector, and their economic empowerment. **The ANOVA test is to be used.** Before conducting ANOVA, there are certain assumptions like testing of Normality, i.e. checking if the economic empowerment scores are normally distributed within each group, and Homogeneity of Variances to check if variances are equal across groups.

(i) Association between economic empowerment scores across different groups and education levels.

Based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests for the economic empowerment scores across different education levels, the data for the Graduation, B. Ed and Post Graduate groups appear to be approximately normally distributed, as indicated by non-significant p-values from both tests. Therefore, ANOVA can be used for these groups, provided other assumptions, such as homogeneity of variances, are met. For the PG, B.Ed. Group, the Shapiro-Wilk test suggests a deviation from normality, recommending the use of a non-parametric test. The PG, SLET/NET group, with a very small sample size, shows significant deviation from normality according to the Shapiro-Wilk test, thus favouring non-parametric methods due to the unreliability of normality assumptions with such small samples. Consequently, the Kruskal-Wallis test is preferred for groups where normality is not assumed.

Based on the Levene's Test and ANOVA results, the assumption of homogeneity of variances is met, as indicated by a p-value of .809 from Levene's Test. This supports the appropriateness of using ANOVA.

Table 03
Descriptive analysis

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.437	3	0.146	0.638	0.592
Within Groups	21.678	95	0.228		

Total	22.115	98			
-------	--------	----	--	--	--

Table 03 shows:

1. **Education and Economic Empowerment**

- F-statistic = 0.638, p-value = 0.592.
- Since $p > 0.05$, we **fail to reject the null hypothesis**.
- Conclusion: There is **no statistically significant difference** in economic empowerment scores among different education groups (Graduation + B.Ed., Postgraduate, PG + B.Ed., PG + SLET/NET).
- Therefore, the null hypothesis is supported for the **education variable**.

2. **Normality Across Age Groups**

- Kolmogorov-Smirnov and Shapiro-Wilk tests show data are approximately normal for most groups.
- Exception: **26–33 age group** shows significant deviation from normality (Shapiro-Wilk).

3. **Homogeneity of Variances**

- Levene’s Test p-value = 0.788 (>0.05).
- Conclusion: The assumption of equal variances is satisfied.

4. **Appropriate Test for Age Groups**

- Since most groups are normally distributed and variances are equal, **ANOVA is appropriate** for comparing economic empowerment scores across age groups.
- If strong non-normality were present, **Kruskal-Wallis** would be the non-parametric alternative

Table 04
Descriptive analysis

Source	Sum Squares	df	Mean Square	F	Sig.
Between Groups	1.558	5	0.312	1.409	0.228
Within Groups	20.557	93	0.221		
Total	22.115	98			

The F-statistic is 1.409, and the p-value (Sig.) is .228. Since the p-value is greater than 0.05, we fail to reject the null hypothesis. This means there is no statistically significant difference in economic empowerment scores between different age groups.

(ii) Association between economic empowerment scores across different groups and a section of working of employed women in the education sector.

The normality tests for economic empowerment scores across different work sectors indicate a significant deviation from normal distribution in the Private (unaided) sector, as evidenced by both the Kolmogorov-Smirnov and Shapiro-Wilk tests. In contrast, the Public (aided) sector shows approximately normal distribution in the scores, according to both tests.

The results of Levene's Test for homogeneity of variances show a p-value of .581, which is greater than 0.05, indicating that the assumption of homogeneity of variances is met. Therefore, it is appropriate to use ANOVA to compare economic empowerment scores across different sectors of work.

Table 05
Descriptive analysis

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.737	1	0.737	3.342	0.071
Within Groups	21.379	97	0.22		
Total	22.115	98			

Table 05 shows :

ANOVA results show an F-statistic of 3.342 with a p-value of .071. While this p-value is greater than the conventional 0.05 threshold for statistical significance, it is below 0.10, suggesting a trend toward significance. This indicates that, although there is no statistically significant difference in economic empowerment scores between the private (unaided) and public (aided) sectors at the 0.05 level, there may be an emerging trend worth further investigation.

Objective 2: To assess the financial decision-making among the women employed in the Education sector.

Table 06
Purpose of saving

Purpose of saving	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I am financially literate.	1	3	12.1	54.5	29.3
I am technologically sound to make financial decisions.	1	2	20.2	53.5	23.2
I like to take risks while making financial decisions.	2	10.1	35.4	41.4	11.1
My financial decisions are affected by my religion.	11.1	16.2	36.4	21.2	15.2
My family environment also affects my decision-making.	1	11.1	17.2	45.5	25.3
My financial decision-making is largely affected by social norms and my culture.	6.1	17.2	26.3	32.3	18.2
I am educated and so understand financial transactions.	1	2	8.1	48.5	40.4
I have to consult with my father or husband for any financial decision.	2	7.1	23.2	39.4	28.3
I can make my independent financial decisions.	4	4	10.1	43.4	42.4
I invest in assets by myself.	4	4	21.2	39.4	35.4

Table 06 shows an analysis of financial decision-making among employed women in the education sector, providing a nuanced understanding of their financial behaviours and influences:

1. **Financial Literacy and Technological Proficiency:** The majority of respondents feel financially literate and technologically capable of making sound financial decisions. This indicates a strong foundation in financial knowledge and confidence in using technology for financial management.
2. **Risk-Taking and Religious Influence:** While there is some level of risk-taking enthusiasm, responses are mixed. A significant portion of respondents is neutral on this aspect, suggesting variability in risk tolerance. The impact of religion on financial decisions varies, with many remaining neutral or feeling only marginally affected by religious considerations.
3. **Family Environment and Social Norms:** Family environment and social norms are influential in financial decision-making for many respondents. This highlights the role of family and cultural context in shaping financial behaviours, pointing to the importance of these factors in the decision-making process.
4. **Education and Independent Decision-Making:** Education plays a crucial role in enhancing financial understanding, with most respondents acknowledging its importance. Additionally, there is a strong inclination towards making independent financial decisions, with a high percentage feeling confident in their ability to do so. However, there remains a notable portion who still consult with family members for financial advice.
5. **Asset Investment:** Many respondents actively invest in assets, reflecting a proactive approach to managing their finances.

The findings suggest that employed women in the education sector generally possess confidence in their financial literacy and decision-making abilities, supported by their educational background. They exhibit a balanced approach to risk-taking and are influenced by family and social norms. Although there is a strong inclination towards independent financial decisions, consulting with family members remains a common practice for some. These insights underline the importance of both individual competence and contextual influences in financial decision-making.

Table 07
Financial decisions

Statement	Mean	Std. Deviation
I am financially literate.	4.08	0.791
I am technologically sound to make financial decisions.	3.96	0.781
I like to take risks while making financial decisions.	3.49	0.896
My financial decisions are affected by my religion.	3.13	1.192
My family environment also affects my decision-making.	3.83	0.969
My financial decision-making is largely affected by social norms and my culture.	3.39	1.15
I am educated and so understand financial transactions.	4.25	0.774
I have to consult with my father or husband for any financial decision.	3.85	0.983
I can make my independent financial decisions.	4.24	0.797
I invest in assets by myself.	4.06	0.855

Table 07 shows:

1. **Financial Literacy & Independence:** Respondents show high self-perception of financial literacy (mean 4.08) and independence in decision-making (mean 4.24).
2. **Technological Competence:** Strong comfort with using technology for financial management (mean 3.96).
3. **Risk-Taking & Cultural Influence:** Moderate willingness to take risks (mean 3.49) and moderate influence of social norms/culture (mean 3.39).
4. **Family Influence:** Family environment significantly shapes financial choices (mean 3.83).
5. **Educational Impact:** Education strongly enhances financial understanding (mean 4.25).
6. **Consultation with Family:** Moderate tendency to seek family input before making financial decisions (mean 3.85).
7. **Investment Behaviour:** High willingness to independently invest in assets (mean 4.06).

In summary, the data indicate that employed women in the education sector exhibit a strong sense of financial literacy and independence, supported by technological proficiency and educational background. While family influence and cultural norms play a role, they do not undermine the respondents' confidence in their own financial decision-making capabilities. The overall picture is one of financial competence and autonomy, with a balanced approach to risk-taking and familial consultation.

Hypothesis 2: There is no significant association between Economic empowerment and Financial decision-making.

	Economic Empowerment Score	Financial decision-making score
Economic Empowerment Score	Pearson Correlation	1
	Sig. (2-tailed)	.396**
	N	.000
Financial decision-making score	Pearson Correlation	1
	Sig. (2-tailed)	.396**
	N	.000

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient of 0.396 suggests a moderate positive relationship between economic empowerment scores and financial decision-making scores, indicating that higher economic empowerment is associated with better financial decision-making. The p-value of 0.000, which is below the 0.01 threshold, confirms that this correlation is statistically significant, suggesting that the observed association is unlikely to be due to random chance.

There is no significant association between economic empowerment and financial decision-making. Since the correlation coefficient is significant and positive, we reject the null hypothesis. This suggests that there is a significant association between economic empowerment and financial decision-making, with increased economic empowerment associated with more favourable financial decision-making.

The study explores economic empowerment and financial decision-making among women in Mumbai's education sector, highlighting their demographic and educational profiles. Findings show a predominantly middle-aged, highly qualified workforce with strong financial literacy and independence. A significant

positive correlation exists between economic empowerment and financial decision-making, supported by education and technological competence. Overall, empowerment enhances financial skills, while family and cultural factors also influence decisions.

HYPOTHESIS TESTING RESULTS SUMMARY:

Hypothesis	Test Used	Result	Conclusion
H1: No significant association between age, education, and section of work with economic empowerment.	ANOVA (with Levene’s Test for homogeneity)	Education: F=0.638, p=0.592 → Not significant. Age: F=1.409, p=0.228 → Not significant. Section: F=3.342, p=0.071 → Trend but not significant at 0.05.	Null hypothesis accepted (no significant association).
H2: No significant association between economic empowerment and financial decision-making.	Pearson Correlation	r = 0.396, p=0.000 (significant at 0.01).	Null hypothesis rejected. Significant positive association found.

CONCLUSION :

The study concludes that women employed in Mumbai’s education sector are financially literate, technologically competent, and moderately influenced by family and cultural factors. Their economic empowerment is not significantly shaped by age, education level, or employment sector. However, a strong link exists between economic empowerment and financial decision-making. This indicates that empowered women are more confident and effective in managing finances. Education and career stability play key roles in strengthening empowerment. The findings stress the need for continuous professional growth and supportive policies to sustain women’s empowerment in the education sector.

REFERENCES :

- Blau, F. D., & Kahn, L. M. (2007). The gender pay gap: Have women gone as far as they can? *Academy of Management Perspectives*, 21(1), 7–23.
- Chen, M. A. (2001). Women in the informal sector: A global picture, the global movement. *SAIS Review*, 21(1), 71–82.
- Duflo, E. (2012). Women's empowerment and economic development. *Journal of Economic Literature*, 50(4), 1051–1079.
- Ghosh, J. (2009). Informalization and women's workforce participation: A consideration of recent trends in Asia. *UNDP Human Development Research Paper*, 4.
- Hunt, A., & Samman, E. (2019). Gender and the gig economy: Critical steps for evidence-based policy. *ODI Working Paper*.
- Jayachandran, S. (2021). Social norms as a barrier to women’s employment in developing countries. *IMF Economic Review*, 69(3), 576–595.
- Kabeer, N. (2005). Is microfinance a 'magic bullet' for women's empowerment? *Economic and Political Weekly*, 4709–4718.

8. Minniti, M., & Naudé, W. (2010). What do we know about the patterns and determinants of female entrepreneurship across countries? *European Journal of Development Research*, 22(3), 277–293.
9. Mukhopadhyay, M. (2014). Mainstreaming gender or “streaming” gender away: Feminists marooned in the development business. *IDS Bulletin*, 35(4), 95–103.
10. Psacharopoulos, G., & Tzannatos, Z. (1989). Female labour force participation: An international perspective. *The World Bank Research Observer*, 4(2), 187–201.
11. Rubery, J., & Grimshaw, D. (2015). The 40-year pursuit of equal pay: A case of constantly moving goalposts. *Cambridge Journal of Economics*, 39(2), 319–343.
12. World Bank. (2012). *World Development Report 2012: Gender Equality and Development*. Washington, DC: World Bank.
13. <https://www.unwomen.org/en/what-we-do/economic-empowerment>