CHAPTER VI
SUMMARY AND CONCLUSION

This concluding chapter deals with the summary of major findings, suggestions and implication of the study for future research.

The study had been conducted with the purpose of gaining insight into the empowerment of women through training programme. In order to make it more clear and specific, the researcher formulated a general objective and four specific objectives. The general objective of the study is to analyse the impact of training in empowering the rural women in Kerala with special reference to the training programme implemented by CEBEMO.

The study was conducted among the members of Mahila Samajams of ten voluntary organisations working in the ten districts of Kerala. Two categories of respondents were considered for the study. The first category consisted of 175 women who have attended the training programme. The second category of respondents consisting of 175 women who have not attended training were taken for the purpose of comparison. The personal profile of this group is similar to that of the first category.
Major Findings

The first part of this chapter attempts to present a brief resume of research findings related to the impact of training in empowering the rural women.

1) Personal Profile

This part of the study is about the personal profile of both categories of respondents, those who have attended the training programme and those who have not.

1.1. Age

Among the 350 respondents, 121 (34.6%) belonged to the age group of 36-40 years followed by 87 (24.8%) in the age group of 31-35 years. In the group wise distribution in both categories of respondents i.e., those who attended training and those who did not attend the training, the highest percentage belonged to the age group of 36-40 years.

1.2. Educational Background

With respect to education it was found that among the respondents, 31.7 per cent are educated up to the high school level and 27.1 per cent of the respondents have completed their SSLC. The highest level of education among respondents in both categories is the Pre-Degree level but however 4.3 per cent of the respondents can only read and write. This further indicates that all the respondents are literate.
1.3. Religion

Regarding religion it was found that 53.7 per cent are Christians, 38.3 per cent Hindus and 8 per cent are Muslims and this representation is similar in both categories of respondents.

1.4. Marital Status

Among the 350 respondents, it is seen that 333 (95.1%) are married and 17 (4.9%) are widowed.

1.5. Occupation

The occupational profile of the respondents shows that the highest percentage (36.8%) are engaged in domestic work and 28 per cent in wage labour. A few respondents (3.4%) have salaried jobs and others are engaged in either cottage industry or cultivation.

1.6. Personal Monthly Income

The personal income of the majority of the respondents in both categories is below Rs.500/- a month.

1.7. Kind of Family

The study indicated that 320 respondents hail from nuclear family and 30 respondents live in joint families.
1.8. Family Income

The income distribution of the study sample indicated that the 46.6 per cent had a family income of between Rs.901 and 1200 a month, and 25.4 per cent of the respondents earned below Rs.900 a month.

1.9. Head of the Family

The study shows that only 4.6 per cent of the respondents are regarded as the head of the family while in the remaining cases this position is held by another member of their family.

1.10. Land Distribution

With regard to land distribution of the respondents it was found that majority (70%) of the respondents hold less than 0.95 acre of land.

1.11. Land in Own Name

It is found that majority of the respondents (57.1%) do not possess land in their own name. 26.3 per cent have 0.01 to 0.25 acres of land and 11.2 per cent have 0.26 to 0.50 acres of land and 5.4 per cent own 0.51 or more acres of land.

1.12. Position held in Mahila Samajam

Among the attenders of training 26.9 per cent do not hold any position in Mahila Samajams and among the non attenders of training 39.4 per cent do not hold any position in Mahila Samajam and they are only
ordinary members. Others hold positions like that of president, vice president, secretary, joint secretary, treasurer and executive member.

Based on the findings, the researcher was able to arrive at the conclusion that the majority of the respondents in both categories were in the age group of 31-40 years and that the majority of them have secondary school level education. The occupation of the majority of the respondents was either domestic work or wage labour and it was also observed that the majority of the respondents hail from nuclear family. The personal income of majority of the respondents was below Rs.500/- a month and the family income was below Rs.1200/- a month. Majority of the respondents had below 0.95 acre of land. It was also seen that the majority of the respondents in both categories hold some positions in the Mahila Samajam.

2) Level of Awareness

The first objective of the study was to find out the level of awareness created among women about women's rights and women's issues. The level of awareness of women is measured in terms of knowledge, attitude and practice (responding and questioning) and in order to study this objective the researcher formulated a hypothesis as given below: -
Trained women will have higher level of knowledge, positive attitude and greater will be their responding capacity on women's rights and issues.

'T' test was applied to find out the difference between the respondents who attended the training programmes and those who did not.

2.1. Knowledge

The researcher made an attempt to study the extent of knowledge women have regarding the different Acts relating to their rights and the various welfare measures for them and their children. It was found that the respondents who attended training have higher mean score (mean=77.18, SD=6.50) when compared to the respondents who did not attend the training (mean=49.05, SD=6.85). The observed difference is statistically significant since the 't' value (39.41) is significant at 0.05 level. Hence it can be concluded that the respondents who attended the training have better knowledge on women's rights and women's issues.

2.2. Attitude

It is found that there is a significant difference in the attitude of women who attended training and women who did not attend the training regarding women's status and education. The mean score for the attenders of training is 37.01, SD=2.57 and for non-attenders 27.83, SD=2.78. The observed difference is statistically significant, as the 't'
value (32.03) is significant at 0.05 level. Thus it shows that it is the training that makes the difference in the attitude level of women.

2.3. Practice (questioning and responding)

From the analysis it is found that the respondents who attended the training have a greater questioning and responding capacity than those who did not. The mean score for the attenders is 18.83, SD=3.94 and for non-attenders is 13.62, SD=3.32. The difference is statistically significant as the ‘t’ value (13.36) is significant at 0.05 level. Training helps women to have more responding and questioning capacity.

Thus it can be concluded that training helps women to increase their level of awareness regarding women’s rights and women’s issues. This finding proves that the hypothesis is verified.

3) Leadership Qualities

The second objective of the study was to find out the leadership qualities and skills developed in women and to assess how far they have influenced them in organising the community for development. The different aspects focused upon to study the leadership skills are self-confidence, communication skill, organisation skill, and managerial skill. The hypothesis formulated for the study is that qualities and skills (self confidence, communication skill, organisation skill managerial skill) will be more for women who have attended the training.
3.1. Self confidence

The finding is that those who attended the training programme have a higher mean score (mean = 41.85, SD = 4.07) than those who have not (mean = 33.00, SD = 3.19) with regard to self confidence. The difference between these two groups is statistically significant since the ‘t’ value (22.61) is significant at 0.05 level.

3.2. Communication Skill

The total communication skill score shows that those who attended training have a higher mean score (mean=24.58, SD=4.77) than those who have not (mean=15.26, SD=2.53). The two categories of respondents differ statistically since the ‘t’ value (t value=22.86) is significant at 0.05 level. It is found that the women who attended the training programme have more communication skill when compared to the women who did not.

3.3. Organisation Skill

With regard to organisation skill it is found that those who attended the training have higher mean score (mean=17.90, SD=4.32) and the non attenders have a lower mean score is 7.84 and SD=2.68. The observed difference is statistically significant since the ‘t’ value (26.11) is significant at 0.05 level.
3.4. Managerial Skill

The attenders of training have a higher mean score (mean=14.58, SD=3.53) than those of non attenders (mean=4.20, SD=1.63) with regard to managerial skill. This is statistically significant since the ‘t’ value 35.32 is significant at 0.05 level. This shows that through training the managerial skill of an individual is enhanced.

A conclusion can hence be drawn that the training helps to increase leadership qualities and skills of women. The hypothesis is tested.

4) Socio Economic Status

The third objective of the study was to find out the changes that have occurred in the social and economic status of women in family and society. The hypothesis formulated to study this objective was that the level of participation and perception towards independence will be more for the trained women.

4.1. Participation in Decision making Roles

While taking the total participation score, the attenders of training have a higher mean score (mean=123.92, SD=10.84) whereas for the non-attenders mean score (mean=90.23, SD=10.64) is comparatively lesser. The two categories of respondents do differ statistically since the ‘t’ value 29.33 is significant at 0.05 level. This highlights the fact that the
respondents who attended training have more participation skill in decision making roles when compared to the non attenders.

4.2. Social Independence

The women who attended training have a higher mean score (mean =32.99, SD=5.38) than that of the non-attenders (mean=21.40, SD=2.67). The observed difference is statistically significant at 0.05 level. Hence it can be studied that the women who attended training have more social independence.

4.3. Economic Independence

It is found that the women who attended training have more economic independence since their mean score (mean=7.06, SD=2.43) is higher when compared to the non-attenders (mean=5.06, SD=2.7) of training. This difference is statistically significant as the 't' value (7.13) is significant at 0.05 level.

4.4. Recognition and Acceptance

Regarding recognition and acceptance, those who attended training have a higher mean score (mean=7.50, SD=2.05) than the non-attenders (mean=4.74, SD=1.12). The observed difference is statistically significant since the 't' value (15.55) is significant at 0.05 level. Thus it is found that the attenders of training have more acceptance and recognition than the non-attenders.
Based on these findings it can be concluded that there are significant changes in the social and economic status of women in both family and society. And the hypothesis is tested significant.

5) Inferential Analysis

The fourth objective of the study was to analyse the inter linkage and difference between the selected socio economic variables with the dependent variables such as knowledge, attitude, practice, self confidence, communication skill, organisation skill, managerial skill, participation, social independence, economic independence and recognition and acceptance. The hypothesis formulated based on this objective is that trained women are not influenced by the selected socio economic variables with regard to their level of awareness, leadership qualities and socio economic status.

The researcher attempted to find out whether any of the socio economic variables are influencing different dependent variables for both categories of respondents. For this the Two way Analysis of variance technique was administered.

5.1 Dependent Variables with Type and Age

While analysing the dependent variables with type (attended or not attended training) and age it was found that the age of the respondents for both categories of respondents do not influence the dependent variables.
5.2. Dependent Variables with Type and Education

It is found that the variable education for both categories of respondents do not influence the variables such as self confidence, communication skill, managerial skill, social independence and economic independence. However education influences their level of knowledge, attitude, questioning and responding, organisation skill, participation, recognition and acceptance.

5.3. Dependent Variables with Type and Religion

It is found that religion for both categories of respondents does not influence the dependent variables.

5.4. Dependent Variables with Type and Occupation

The variable occupation for both categories of respondents does not influence the variables such as knowledge, attitude, self-confidence, organisation skill, managerial skill, participation, social independence, recognition and acceptance. While it influences the variables such as questioning and responding, communication skill and economic independence.

5.5. Dependent Variables with Type and Personal Income

Personal income (monthly) for both categories of respondents does not influence the dependent variables except for economic independence.
5.6. Dependent Variables with Type and Family Income

Family income of the respondents who have attended and not attended training does not influence the dependent variables such as attitude, questioning and responding, self confidence, communication skill, managerial skill, social independence, recognition and acceptance. However it influences the variables such as knowledge, participation and economic independence.

5.7. Dependent Variables with Type and Land holding

Land holding for both categories of respondents does not influence the dependent variables such as knowledge, questioning and responding, communication skill, organisation skill, managerial skill, participation, social independence, recognition and acceptance. Whereas land holding of respondents for both categories influence the attitude, self-confidence and economic independence.

5.8. Dependent Variables with Type and Position in the Mahila Samajam

It is found that the position of the respondents in the Samajam for both the categories does not influence the dependent variables except for the economic independence.

From the above findings it can be concluded that socio economic variables do not influence most of the dependent variables.
6) One Way Analysis of Variance

The researcher made an attempt to find out whether the selected socio economic variables influence the dependent variables for those who have attended the training. Hence for this analysis only 175 respondents who attended training programme were considered. Their socio economic characteristics and their mean score for dependent variables were analysed using one way analysis variance technique.

6.1. Selected Variables by Age

It is found that different age categories (below 30, 31-35, 36-40, 41-45, 46 and above) do not differ with regard to dependent variables.

6.2. Selected Variables by Education

With regard to education it is found that respondents having different education qualifications (read and write, lower primary, upper primary, high school, SSLC, PDC) do not differ in attitude, self confidence, communication skill, organisation skill, managerial skill, social independence, economic independence, recognition and acceptance. However they do differ in the level of knowledge, questioning and responding and participation.
6.3. Selected Variables by Religion

It is found that women from different religious backgrounds (Hindu, Christian, Muslim) do not differ with regard to dependent variables except for knowledge and participation.

6.4. Selected Variables by Occupation

Respondents from different occupational backgrounds (salaried job, domestic work, wage labour, cottage industry, cultivation, others) do not differ with regard to knowledge, attitude, self-confidence, organisation skill, managerial skill, participation, social independence, recognition and acceptance. Whereas they do differ with regard to questioning and responding capacity, communication skill and economic independence.

6.5. Selected Variables by Personal Monthly Income

It is found that the respondents belonging to different income groups (below 250, 251-500, 501-750, 751 and above) do not differ with regard to dependent variables.

6.6. Selected Variables by Family Income

It is found that the respondents having different categories of family income (below 900, 901-1200, 1201-1500, 1501 and above) do not differ with regard to the dependent variables except for knowledge.
6.7. Selected Variables by Land holding

Respondents from different categories of landholding (below 0.95, 0.96-1.50, 1.51 and above) do not differ with regard to dependent variables except for self-confidence.

6.8. Selected Variables by Land in Own Name

Women with different categories of land in own name (nil, 0.01-0.25, 0.26-0.50, 0.51 and above) do not differ with regard to variables such as knowledge, attitude, questioning and responding, self confidence and organisation skill. However, there is a difference with regard to communication skill, managerial skill and economic independence.

6.9. Selected Variables by Position in Mahila Samajam

It is found that respondents who hold different positions in Mahila Samajam (ordinary member, president, vice president, secretary, joint secretary, treasurer, executive member) do not differ with regard to dependent variables except for economic independence.

From the above findings it can be concluded that the selected socio-economic variables do not influence dependent variables except for a few variables of the first category of respondents who attended the training programme.
7) Results from Discriminant Analysis

Discriminant analysis was applied to find out the important variables which discriminated the respondents who have attended training and respondents who have not. For this analysis stepwise selection procedure was employed using Wilk's criteria for the analysis of 11 variables such as knowledge, attitude, questioning and responding, self confidence, communication skill, organisation skill, managerial skill, participation, social independence, economic independence and recognition and acceptance. The selected variables after the analysis were knowledge, attitude, questioning, self-confidence, communication, managerial skill, participation, social independence, recognition and acceptance. The variables which were not relevant for discriminant function equation were organisation and economic independence. Among these variables, managerial skill variables emerged as the most important discriminant variable followed by self confidence, knowledge, questioning and responding, attitude, communication skill, participation, social independence, recognition and acceptance.

Thus discriminant analysis technique was used to find out the important discriminating variable among all the dependent variables considered for the study. The variable knowledge obtained the Wilk's Lambda value of 0.18306 which was the highest value among the variables in the equation.
8) Results from Correlation Matrix

Correlation Matrix was used to study the inter relationship between the selected 11 quantitative variables such as knowledge, attitude, questioning and responding, self confidence, communication skill, organisation skill, managerial skill, participation, social independence, economic independence and recognition and acceptance. After the analysis it was found that there exists positive and statistically significant association between these selected variables.

From the above findings it can be inferred that the hypothesis No. 4 is tested.
SUGGESTIONS

The researcher would like to put forward the following suggestions based on the study:

1. The findings of the study show that there were remarkable changes in women in the areas of level of awareness, leadership qualities and skills and socio-economic status in family and society as a result of the training programme. So the researcher suggests that other voluntary organisations and governmental organisations could implement similar training programmes for the empowerment of women.

2. The study shows that the educated and employed women have more acceptance and recognition in the family and society. So more encouragement and motivation should be given for women studies.

3. Women study centres could be started in different parts of the country to improve the level of awareness of women in women’s rights and women’s issues so that there can be less chances for exploitation.

4. Training centres should be established in every district for imparting training for women for their empowerment.

5. The women should be given facilities for skill training for starting income generating programmes so that they can earn and become self-reliant.
IMPLICATION OF THE STUDY FOR FURTHER RESEARCH

1. The present study was mainly focused on women from rural areas. Similar studies could be encouraged for women in urban and tribal areas.

2. If further studies are envisaged in the area, a three level assessment can be made: the first can be pre stage training, the second, post stage training and the third, studying another group, which has not attended training.

3. There is also scope for a comparative study of Mahila Samajams functioning under governmental and non governmental organisations in Kerala.