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## Gender Equity in Workplace and Education

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### **Abstract:**

*Gender equity plays a vital role in the development of any country. Gender equity refers to giving equal importance to Male and Female. The study highlights two important factors contributing to the development of society at large that is Education and Workplace. Empirical study shows that females are not receiving ample development opportunities as they are considered less available and committed due to their other personal obligations. So, Males are offered main role in workplace as they are considered more responsible and career oriented. Females tend to prioritize their Family rather than focusing on career. Higher education plays an important role in changing the mindset of people, female can be encouraged to balance their career along with the personal life. This will be beneficial for the development of females, society and economy at large. If equal opportunities are given, women can develop at a faster pace.*

**Keywords:** Gender equity, Education, Workplace, Career oriented.

### **1. Introduction:**

Gender equity refers to giving fair chances to male and female in every aspect of life. It means providing them with equal possibilities, starting with their education and working up to their employment as the foundation stone. The two main components of the study are male and female education and employment, but to do so, population study serves as the foundation or beginning point of the research. The demographic composition of a territory is primarily determined by its population, which not only signifies its size but also shapes its social, economic, and environmental dynamics in multiple ways. Every state must have a well-educated populace in order to flourish. The education of young people today will decide their capacity for thought and will ignite a desire in them to improve society, which will be crucial for the state's future.

Furthermore, it's helpful to understand the general literacy rate that is, the proportion of the

population with an education in the states of Kerala and Maharashtra. Following an analysis of educational attainment, the employment rate for men and women in the Maharashtra and Kerala regions is determined.

For the development of a society as a whole it is essential for the youth of today to be proactive and thoughtful to start their education as a base for their future. Among all the states in India, Kerala has the highest percentage of literacy, but Maharashtra, being a metropolis, offers excellent chances in the field of education. Kerala has the highest gender ratio that is, the highest proportion of women to men as well as the highest literacy rate among all states. In terms of gender disparity in literacy, men outnumber women in Kerala, regardless of population density.

Proper education is necessary, and women should have equal professional chances. Knowledge is essential for everyone since it has the power to change one's thoughts. However, there are some areas where a lack of knowledge is a big barrier to women's advancement. Over a period of time female education has increased and shown a positive shift but there are certain regions where female are not allowed because of the perspective that female should focus on the household chores and not on education. Females are not allowed to make career as they are trained to focus on Family. To establish a career and ensure good professional growth, education is essential. Education is now the most important factor in the growth of any employment, but it is observed that women are not permitted to continue their education beyond a certain level, which creates a significant barrier to applying for jobs. This may be the cause of women's inadequate professional advancement. Women are conditioned to prioritize raising their families over advancing their careers. Females are brought up with this ideology that's why some of them tend to be seen as less career oriented. Employers believe that women are more likely to put their families' demands ahead of their own, which hinders women's advancement in the workforce, one of the reasons why employers choose males over women is because they think that men are more concentrated and dedicated to work than women.

But if given a fair chance woman can prove that they can perform better than the expected. Woman have entered every single door and have paved the ways of old thinking and are doing good, that will benefit their ability to have wide scope and will be able to earn good and not be dependent on anyone for their basic needs. They will be able to earn a good living for self. This will increase GDP. It is important to realize that women's education is essential for the country to advance since, once educated, they can teach their offspring, reducing the number of uneducated people in the country.

Pandit Jawaharlal Nehru once famously said that "if you educate a man you educate an individual, however, if you educate a woman you educate a whole family."

Overall it can be said that giving equal rights and opportunities will help in developing

economy and overall growth of country.

## 2. Literature review:

- a) R.Subrahmanian,(2005) In his research paper emphasises on two important factors that are two pillars of UNESCO, 2000: 'Basic Education for all' and 'Millennium Development'. Basic education for all refers to giving both girls and boys equal and fair chance for all the education related requirements, equal opportunity for education and giving equality in all ages of education. This paper give importance to education as it suggests that through proper quality education one's mind-set can change and can lead to generate equality in the field of employment for female. Quality education will lead to have better understanding regarding the job career and growth available for women. This will also lead to fair and equal job opportunity to everyone regardless of their gender.
- b) R.Wu and X.Cheng (2016) in their paper examines the correlation between gender equality, productivity, and employment in Chilean manufacturing firms from 2001 to 2007. The study found that a more equalized workforce between female and male workers leads to faster productivity growth, but this depends on the size of the firm and specific types of employees. High-skill employees are the leading force of small firms, while big firms consistently respond to all ordinary-level employees. The findings suggest that promoting gender equality through policies such as balancing welfare treatment between males and females and publicizing efforts to society can effectively promote firm growth. However, it is crucial to consider both the firm's size and the types of employees.
- c) Hilke, e.t.al., (1994) in their research paper argues that sex discrimination still exists in education, despite federal legislation prohibiting it. It suggests that greater awareness of gender issues and strategies for change are needed. There is a requirement for eliminating inequity, awareness regarding equality, there is a need of follow up on actions and checking the updates. Strategies for positive change are described, particularly for girls and women. Research on the topic focuses on low self-esteem, academic achievement, and limited educational and career goals for a high percentage of females.
- d) Corbett, e.t.al., (2012) studies that gender parity in the workplace and in academia has been promoted for more than 130 years by the American Association of University Women (AAUW). Women still make up the majority of students, yet they still make less money overall in their jobs than do men. The cause of this gender pay discrepancy is the main emphasis of AAUW's lobbying and research. According to a study, within a year of graduating from college, women who work full-time make less money than men. A portion of the pay disparity is caused by decisions made by women regarding their careers, work hours,



and college major. Still, nearly one-third of the difference cannot be explained, indicating that prejudice and discrimination in the workplace persist.

- e) C. Marianne, (2020) in his research study look at how women in senior leadership positions in the UK see their careers, with particular attention to the obstacles they face, the people who help them advance, and the advances they have already seen and hope to see. The biggest obstacles facing women are a work environment that is predominantly masculine, discrimination, gendered stereotypes, and the challenge of juggling work and family obligations. Determination, agency, networking, mentoring, and mentorship are examples of facilitators; however, workplace assistance is rarely mentioned. Even if they have more difficulty navigating some more macho businesses, women see the glass ceiling rising upward. The report also reveals that women in higher education are not in favor of feminism or taking a positive stance on women's advancement, and that in the commercial sector, they are okay with business interests taking precedence over issues of equity.
- f) S. Ananthram, e.t.al., (2024) in this research study, the authors examine how college students view their employability in STEM fields, such as medicine. The findings indicate a strong gender gap in attitudes about employment. Compared to male students, female STEM students exhibit greater levels of confidence in their career identity, dedication, and the value of education. They are less confident, nevertheless, when it comes to reevaluating professional mobility and career commitment. Compared to non-STEM students, women in STEM report greater levels of professional mobility, motivation and aptitude to learn, relevance of learning, career exploration and awareness, and confidence in career identification and commitment. According to the report, employability interventions are necessary to support long-term equal opportunities for all women in the workplace within the STEM educational framework.

### 3. Objectives:

- a) To study the population of male and female in Kerala and Maharashtra.
- b) To compare the gender-specific literacy rates in Kerala and Maharashtra.
- c) To find out how many female work in Kerala and Maharashtra in comparison to male.
- d) To do a comparison analysis in the following years: 2001 and 2011 concerning Population, Education and the Employment.

### 4. Hypothesis:

- a) In comparison to the previous year, there has been a notable improvement in the male to female population.
- b) There is a significant difference between women's secondary education and primary

education, with fewer female than male having a college degree.

- c) Male are favoured for expert work, so female are left with work that is less skilled.
- d) Female are less employed than male due to a perceived backslip in their preference for family above profession.
- e) Female's preference for family over profession is also perceived as a step backward, which explains why they have lower employment rates than male.

### 5. Research Methodology:

The purpose of Research design is made to make a sketch of how the research will be conducted and the way of achieving the defined objectives.

#### Data collection:

Secondary data is collected for the purpose of achieving the desired objectives. The data is collected from various sources such as government websites, census records, newspaper, reports and journals. The data is collected for the year 2001 and 2011. The objective is to study the changes in the specified years in Maharashtra and Kerala.

#### Sample design:

The purpose of study is to compare the region of Kerala and Maharashtra on the basis of population their education and on their employment. The data collected will be of overall population of two states. Further it will be classified as per the Education level, by understanding the literacy ratio. Further it will be classified on the basis of their employment regarding various fields.

**Table No 1 Data related to Population in Maharashtra and Kerala**

State	Population (2001)			Population (2011)		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Maharashtra	50,400,596	46,478,031	96,878,627	58243056	54131277	112374333
Kerala	15468388	16372986	31841374	16027412	17,378,649	33,406,061

Source: [www.census2011.co.in](http://www.census2011.co.in)

**Table no 2 Literacy rate**

State	Literacy Rate (2001)			Literacy Rate (2011)		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Maharashtra	85.97 %	67.03 %	76.88 %	88.38 %	75.87 %	82.34 %
Kerala	94.24%	87.72%	90.86%	96.11%	92.07%	94.00%

Source: [www.census2011.co.in](http://www.census2011.co.in)

**Table no 3 Employment data**

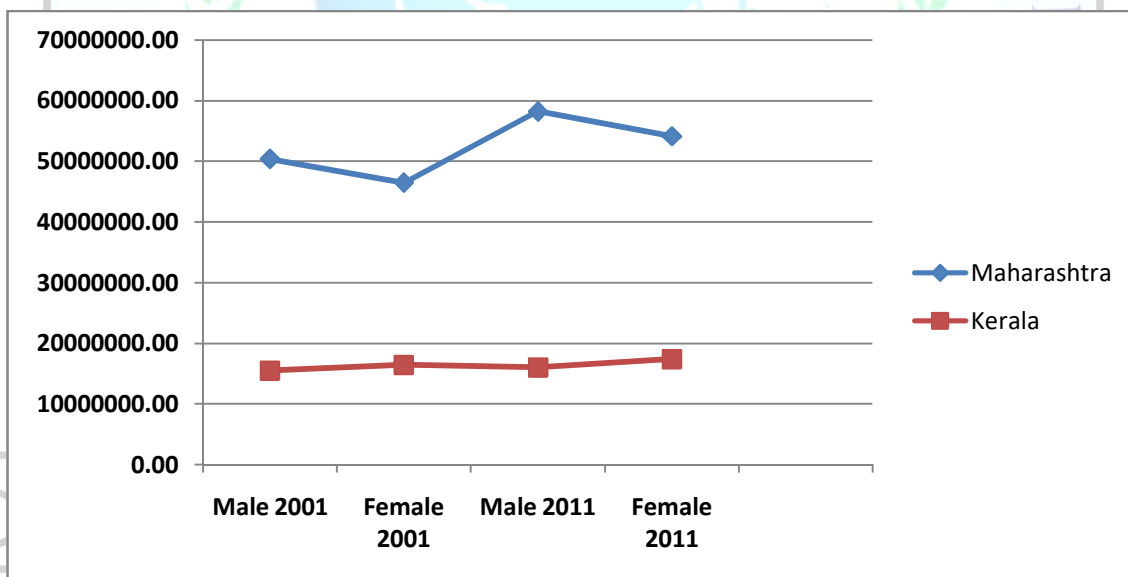
Employment	Kerala (2001)		Maharashtra (2001)		Kerala (2011)		Maharashtra (2011)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Agricultural	1103317	550284	4924034	5891228	857,995	464,855	5,846,810	5,222,118
Workers in household industry	181935	182835	566861	522457	164,615	108,407	606,540	384,770
Others	5882546	1649938	14680504	2774992	6,882,053	2,470,885	16,354,828	3,869,749

Source: www.census2011.co.in

**Data Analysis and presentation:**

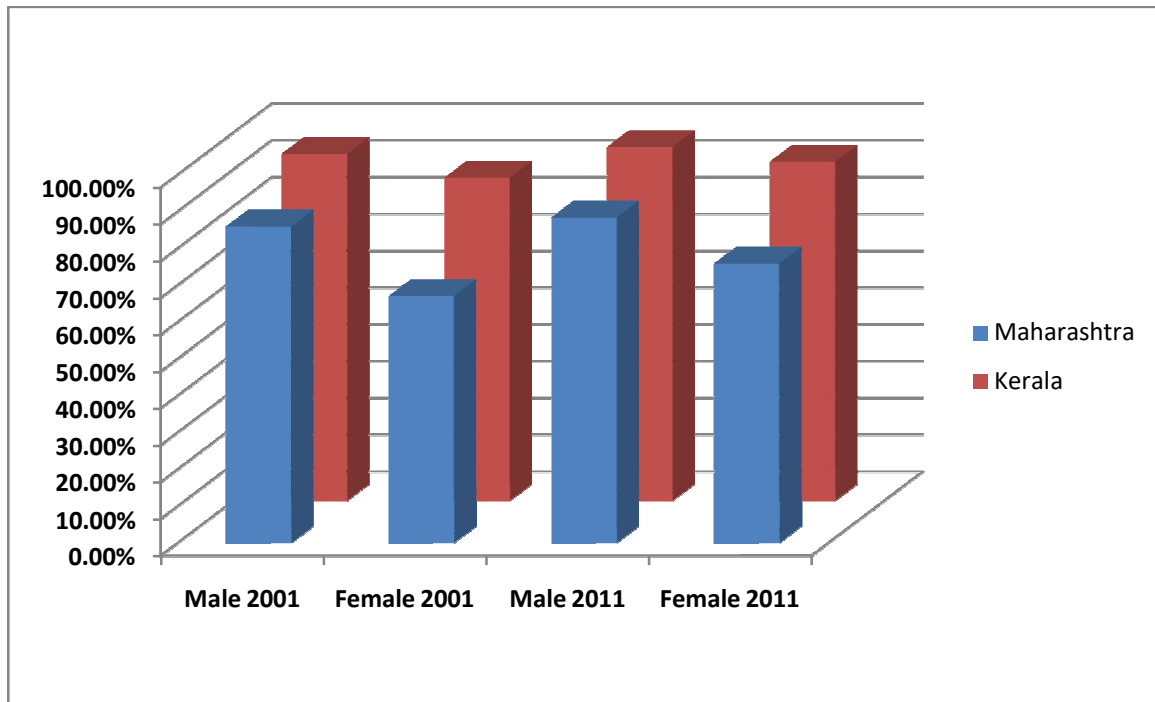
The data collected is for the purpose of the study. Analysis of the data will be done through Interpretation and Visualization method. The data collected is presented in graphical way such as histogram, bar graph. The graphical way of presenting data is the easiest and convenient way of understanding the data.

**6. Results:**

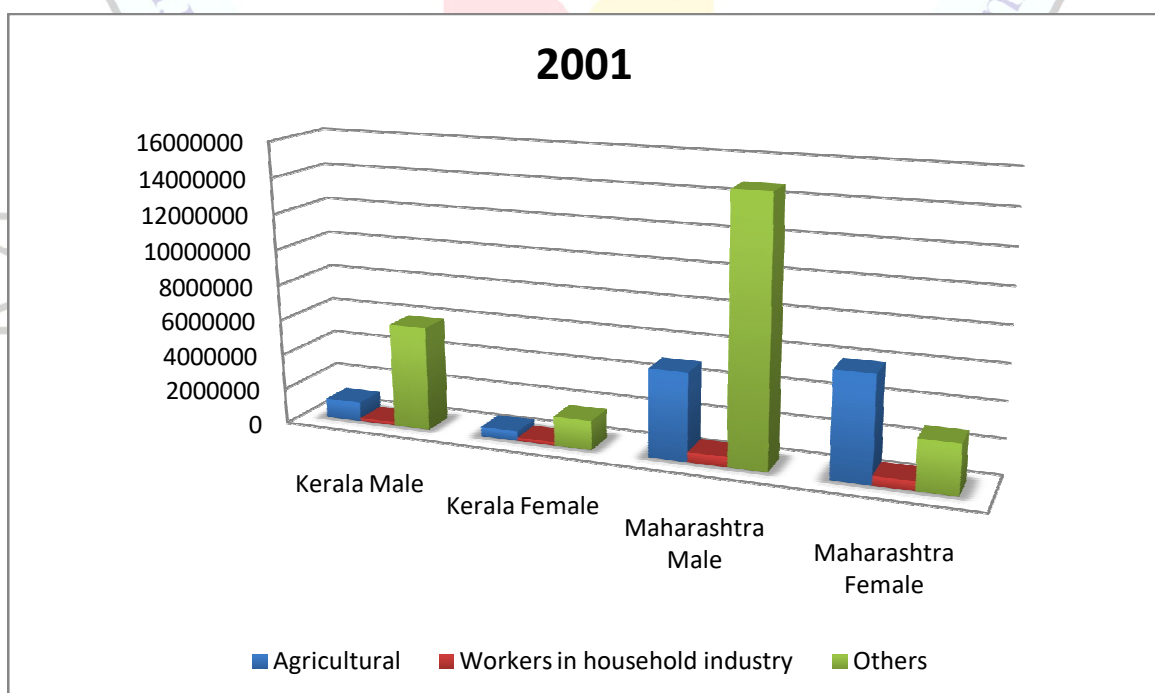


In a comparative analysis between Kerala and Maharashtra, it was found that Kerala has a larger female population than male population. However, after a ten-year period, Maharashtra's female population continues to rise, though not as rapidly as Kerala's. Maharashtra had a female to male ratio of 92.21 in 2001 and 92.24 in 2011, indicating a little shift in the state. There has been a noticeable increase in the number of women in Kerala state compared to men. In 2001, there were 105.84 females for every 100 males, and by 2011, that number had risen to 108.43. Thus, the state of

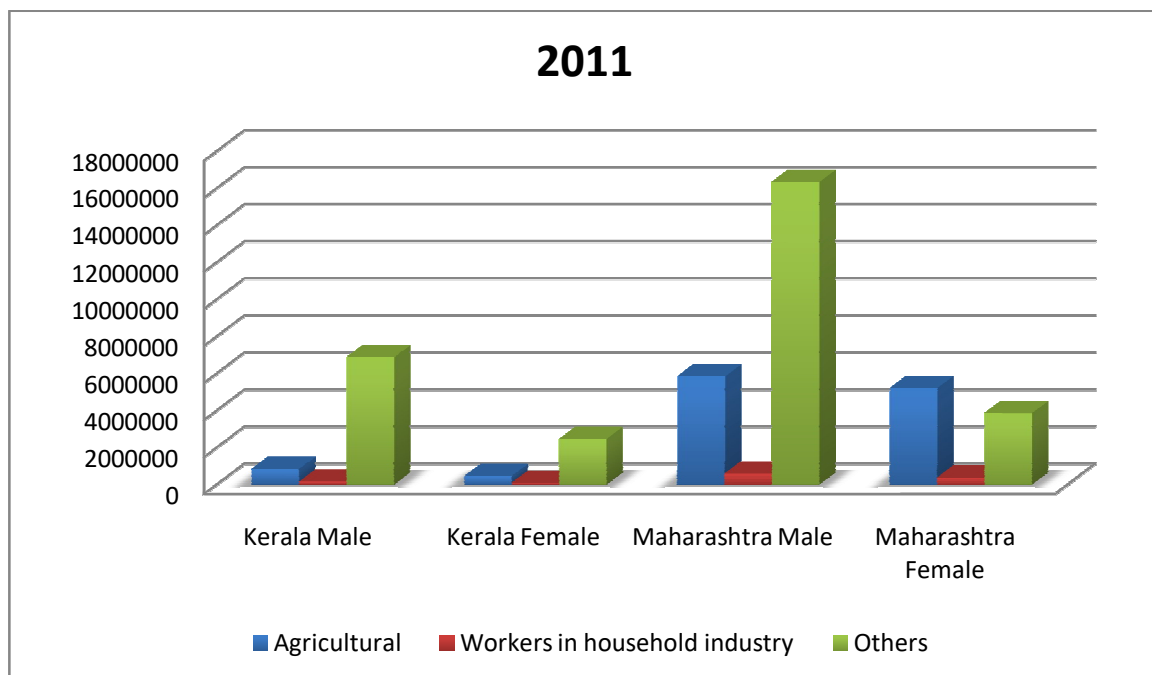
Kerala has a higher proportion of Female than Male.



Education plays a crucial role in shaping one's life; data shows that, despite Kerala having a higher proportion of female than male, male literacy rates are high in both states. While the difference in literacy rates has shrunk but is still noticeable in Maharashtra, there has been a positive movement in the literacy rate differential in the state of Kerala between 2001 and 2011. It might be argued that women still do not have equal rights in their educational institutions.







Three dynamics have been examined in the employment study. According to a survey conducted in the state of Kerala, there was a downward trend in the number of men working as agricultural workers, and home industry employees between 2001 and 2011. However, a rise in other variables was observed, which suggests that Kerala saw a transition from the primary to the secondary sector over a ten-year period. Over the course of a decade, there has been a decline in the household and agricultural industries, but there has been an increase in other employment—49% of jobs are held by women, up almost 17% from 2001.

In the state of Maharashtra, both men and women are moving from the primary to the tertiary sectors. One may argue that the population of Maharashtra is shifting towards the tertiary sector, necessitating the development of their professional lives in the secondary and tertiary domains. In the field of others, there has been a 39.45% increase in employment for Females and around 11.40% for Males.

**7. Findings:**

**A. Quality Education**

**Table No 4: Number of schools and Passing percentage**

State	No. of schools	Passing Percentage (Secondary examinations)
Kerala	16240	99.85%
Maharashtra	109605	96.96%



According to the study, even though Maharashtra has a higher number of schools, we may argue that Kerala offers a higher quality education because the state's passing rate as of 2003 was 99.85%, higher than Maharashtra's 96.96%. Kerala leads the nation in the provision of high-quality education, as seen by the state's high literacy rates. This research article compares and contrasts the literacy rates of Kerala and Maharashtra using data collected on both genders. It is evident that Kerala has a higher percentage of literate men than women in Maharashtra.

B. Performance Grading Index

**Table No 5: Performance Grading Index of both states**

State	Performance Grading Index
Maharashtra	583.2
Kerala	609.7

Performance Grading Index refers to giving grades to the state as per the factors relating to education. Factors such as learning outcomes, education, teacher's education, their training, etc. Every state was scored out of 1000 points for the parameters. From the presented data, it can be said that PGI of Kerala is greater, hence it can be said that Kerala outperforms in the field of education when compared with Maharashtra.

C. GSDP

**Table No 6: GSDP of both states**

State	GSDP (Rs)
Maharashtra	31,080,218.7
Kerala	9,324,699.6

Gross state domestic product of any state determines the overall economic performance within a country. It is the sum of all goods and services produced in a particular state within its boundaries determining its production capacity. GSDP helps to determine state wise production and earning capacity, which will help to determine which state is better in terms of economic output. From the above table it can be said that GSDP of Maharashtra is better than of Kerala.

D. Income generation

**Table No 7: Average salary received per day**

State	Rural		Urban	
	Male	Female	Male	Female
Maharashtra	369.14	306.76	516.55	370.30
Kerala	368.44	240.45	519.84	412.47

Kerala is known for its tourism, agriculture, education, and other sectors, while Maharashtra is known for its manufacturing, entertainment, and industrial sectors. Both states have distinct economic structures. The daily income earned by men and women in two separate states is shown in the above table, which further divides it into urban and rural areas. It can be stated that women in Maharashtra earn more in rural areas; while their earnings are higher in urban areas in Kerala. Kerala earns more in urban areas than Maharashtra does.

**8. Conclusion:**

The study article aims to shed light on gender equality in the workplace and in education, taking population study as base. Population of Female is greater than of Maharashtra in both the periods that is 2001 and 2011. There is not a quite more difference in the population of Females as compared to Males in both the state. Female literacy rate has increased for both the states in comparison within two decade. Females have entered every single door related to career, but it is observed that in Kerala, Female is majorly participating in Other work, whereas Maharashtra's Females are majorly participating in Agricultural work. As per the study analysis it can be said that population of Kerala is less than Maharashtra but the quality of life is better in Kerala as compared to Maharashtra. Kerala proves to be a better state than Maharashtra with relation to Literacy rate. While considering GSDP or the returns that a particular state contributes to nation, Maharashtra stands better with comparison to Kerala.

**9. Scope and Limitations:**

**Scope:**

The study's scope can be analyzed as the male and female populations in Maharashtra and Kerala in those specific years 2001 and 2011. It focuses on the percentages of female and male literacy in these two states and seeks to determine whether women are given equal opportunities to men in the workplace, during promotions, and when seeking skilled work, for the years 2001 and 2011, a comparative study of all the above specified variables related to Kerala and Maharashtra has been carried out.

### Limitations

1. The research is limited to the years 2001 and 2011.
2. The study overlooks any personal, geographical, and other factors that may have an impact on the education and employment of women, focusing only on the two variables of male and female employment and education.
3. Due to the comparative study that has been done between the states of Maharashtra and Kerala, the study would be limited by region.
4. The cause behind the non-availability of original data cannot be determined since secondary data is gathered from reputable sources.

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