

Analyzing the Role of Education in Women Empowerment in Bangladesh

By

JANNAH, Nadia

THESIS

Submitted to

KDI School of Public Policy and Management

In Partial Fulfillment of the Requirements

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Committee in charge:

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Abstract

This research intends to analyze the role of education in empowerment of women in Bangladesh. Study 1 of this research uses secondary data to examine the role of education in FLF participation. This study applied binary logistic regression, and findings showed a significant relationship between education (having no education, primary education, secondary, higher secondary, and tertiary) and FLF participation. Study 1 also found a significant correlation between women's ownership of land and FLF participation, and between total wage and FLF participation of women. Study 2 used primary data, and the data was collected using an online survey platform. This study also conducted logistic regression and analyze the relationship between six dimensions of women and the employment of women. The findings of study 2 showed a significant relationship between economic empowerment and the employment of women. However, this study did not find any significant correlation between the rest of the five dimensions of women empowerment and employment of women.

Key words: Role of Education, FLF Participation, Women Empowerment.

I. Introduction

1.1 Background of Study

Women Empowerment is a challenging issue for the developing countries where gender inequalities persist, and women stay restrictedly inside their houses, taking care of all the liabilities of the household and are unable to take part in the economic activities of the country. It is a crucial need for the economy to attain the SDGs and the development of the country. The Government of Bangladesh (GOB) has announced the vision 2021 plan to achieve the middle-income country status. The country needs to meet 17 UN Sustainable Development Goals (SDGs) to become a developed country by 2041. Bangladesh has approximately 162.7 million population as of July 2017, of which half is a female (Bangladesh Bureau of Statistics [BBS], 2019). According to the Labor Force Survey (2016-2017), 58.2% is the total labor force participation rate, whereas 80.5% is the male participation rate (BBS, 2018), and the female participation rate is only 36.3%. However, due to the existing social prejudices and gender discrimination against women, most of the women cannot engage in the country's development. The country needs to focus on women to guarantee comprehensive and equitable standard education and encourage lifetime learning and empower women and girls (SDGs 4 and 5). In Bangladesh, rural women are the most underprivileged group in the country. Hence, to include them in the mainstream and the development process of the country, the GOB needs to take significant strategies to ensure quality education to empower the rural women of the country.

1.2 Statement of Problem

Bangladesh, as a developing country, has achieved significant improvement in increasing school enrolments and literacy rates. The net enrolment rate of boys in primary education in 2010, was 92.2 percent, which increased to 97.1 percent in 2015, and the net enrolment rate in primary education for girls in 2010, was 97.6 percent increased to 98.8

percent in 2015 (BANBEIS, 2016). However, the country fails to decrease the school dropout rate for the girl student. In 2016, at the secondary level, the school dropout rate of the girl students was 42.19%. The school dropout rate of girl children is comparatively higher in rural areas comparing to the urban areas in Bangladesh (Islam Sarker et al., 2019).

Numerical empirical evidence establishes the relationship between education and women empowerment. Education plays a crucial role in achieving gender parity and women empowerment (Nashid, K., & Haider, S., 2007; Zafar, 2016). Educated women ensure better health care, decrease in the population growth, increment in food production, promote financial solvency and assist poverty reduction (Kuenning, M. & Amin, 2001; Coleman, 2010), and women empowerment stimulates the economic growth of the country (Duflo, 2012). In Bangladesh, a significant portion (41.7%) of women is the victim of a physical or sensual intensity from their life partners and endures physical, emotional, and physiological wounds. Whether in rural areas, degrees of their lifetime partner intensity (any form) was highest (74.8% of ever-married women) comparing to the lowest rate (54.4%) in urban areas (BBS, 2016). In addition, Bangladesh has listed 50th (the overall score of 72.6%) in the World Gender Gap Index report 2020 (Black. 2016; World Economic Forum, 2019), though the country increases the score by 0.4 points but decreases by two positions than the previous year. Several researchers indicate that education has a strong positive correlation with women empowerment and reducing the gender gap. Knowledge is essential for women to participate in employment and to realize and overcome the challenges surrounding them (Stromquist, 2015). In developing countries like Bangladesh, female participation in secondary schooling can minimize due to arranging early marriages, obtaining insight regarding the experiences of the world, and rising the social experience of the girls and their families (Ahmad, M. and Ahmed, 2002).

1.3 The Objective of the Study:

The women of Bangladesh are still behind in terms of ensuring their economic empowerment. According to the World Economic Forum, among 153 countries, Bangladesh ranks 141 in the economic empowerment and opportunity index of women (World Economic Forum, 2019). Numerous researches have carried out to identify the role of education in women empowerment. However, those researches did not cover the effect of different levels of schooling on women empowerment and cover only a few areas. Hence, this research intends to fulfill the gap and to investigate the role of education in empowerment of women in Bangladesh.

This study proposes the following research question:

1. Does education play any significant role in FLF participation/ women's economic empowerment?
2. Does economic empowerment have any association with the employment of women?
3. Does socio-cultural empowerment have any association with the employment of women?
4. Does familial/interpersonal empowerment have any association with the employment of women?
5. Does legal empowerment have any association with the employment of women?
6. Does political empowerment have any association with the employment of women?
7. Does psychological empowerment have any association with the employment of women?

II. Literature Review:

2.1 Definition of Empowerment

Several previous studies on empowerment define the term empowerment. It is the means that make the unable person achieving the capability to form essential choices about their life choices (Kabeer, 1999). The term empowerment means the increase of resources

and abilities of disadvantaged people to engage in, bargain with, control, direction, and hold responsible organizations that influence the lives of these poor people (Narayan 2002, 14). Whereas, some scholars define empowerment of women as the capability of women to be financially independent and able to dominate above judgments influencing the choices of life and independence against the brutality (Rao & Kelleher, 1995). However, the idea of empowerment emphasizes the domination of sources such as tangible resources, stable supplies, and beliefs (Batliwala, 1994). It is a process that assists in gaining control over the factors that affect the individuals or communities and their lives (Gibson, 1991). Achieving more decision-making ability, developing knowledge of relationships, life formation, and managing conditions that are responsible for changing the living, etc., recognized as the various empowerment dimensions (Walters & Manicom, 1996). While (Hur 2006, p. 524) emphasized empowerment as an outcome rather than a process, that can be estimated, assessed, and developed.

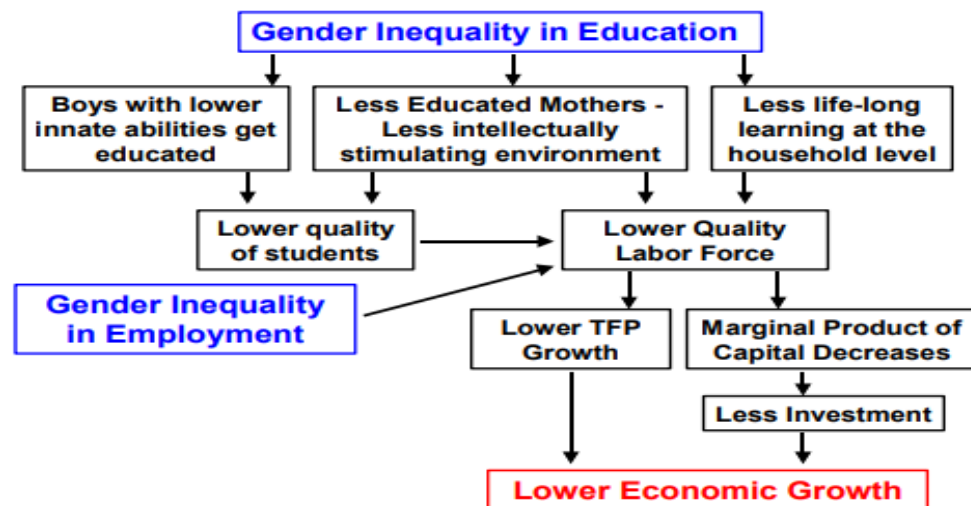
According to Kessey (2005), empowerment is a way of transformation by which people or organizations, having small or without any power, obtain the capability to make proper decisions that improve their lives. It is a way that helps people obtain the power to free themselves from the existing cultural, financial, and political inequalities of society (Wallerstein, 1992). Wallerstein (2001) and Whitmore (1988) also describe empowerment as a social practice that encourages the cooperation of people, different institutions, societies to achieve the purposes of increasing self-esteem and social power, legislative efficiency, enhanced social life condition, and cultural legitimacy.

1.2 Definition of Empowerment of Women

Empowerment women are the process of enabling women (Kabeer, 2005). Empowering women to engage entirely in financial areas and all levels of the economic plan are required to develop robust economies; Secure numerous firm and just communities; Obtain globally recognized aims for improvement, sustainability, and social

benefits; Increase the condition individuals life, households, and societies; Drive companies' progress and objects (The United Nations, 2010). Empowerment is the method that relating human capacity to redefine their opportunities and choices and to be able to execute those (Eyben et al 2008:5). A circumstance in which individuals, associations, and communities secure the required power across the issues which influences everyone (Rappaport 1987; Zimmerman, 1995). Women empowerment means expanding women's educational possibilities to enable them to make essential choices concerning themselves and their households (Pathak, 2003). The gender disparity in education has a disadvantageous influence on the economic increase, and that performs as a vital factor contributing to the poor growth performance of African and South Asian countries over the past 30 years (Klasen, 1999). However, (Klasen,1999) proposed that, besides expanding growth, higher gender parity in education increases other significant development goals, which include lower fertility and lower infant mortality.

Figure 1: The Effects of Gender Inequality in Economic Growth.



Source: (Klasen, 1999)

Furthermore, following variations in savings and expenditure patterns of women and men, previous studies have claimed that developed gender equality can drive to economic development (Seguino & Floro, 2003; Stotsky, 2006). Hence, women with their earnings may add to a higher steady and sustainable finance increase at the end of the day (Organisation for Economic Cooperation and Development, 2008).

2.3 Dimensions of Women Empowerment

Empowerment has considered having a multi-dimensional orientation, and in a given society, its effectiveness depends on the environmental forces. For that, a safe environment at the primary level is a requirement for the empowerment of women. It is necessary to draw lessons from regional, nationwide, and global experiences and case studies to ensure the participation of women in groups (Sing, 2009). Empowerment is the multi-dimensional method that enables women to understand their complete identity and abilities during their entire lifetime (Sushama, 1998).

In the study of Rowlands (1997) suggested empowerment into three dimensions as follows;

i) **Personal** that creates knowledge of individual and personal conviction and capability, and defeating the impacts of internalized abuse; ii) **relational that** form the capacity to arrange and control the nature of a connection and choices created in it; and iii) **collective** where people work together to obtain a more widespread effect than individually may have had which incorporates association in political formations. Rowland (1997) also proposed that this may also include collective effort based on co-operation instead of competition (Rowlands, 1997). However, women earn money by working, which empowers them to become the source of income for their families and thus can contribute to the family members with a great impression of their economic independence (Kabeer, 2005). Hence paid employment indicates financial power (Elliott, 2008), and financial solvency is a great agent upon insufficiency (Biswas 2010). Furthermore, the working women's situation is considered as a principal factor in the advancement to the financial independence of women and acknowledged an indicator of their overall wellbeing state in the nation (Mammen & Paxson, 2000). Participation of women in the labor force participation is a significant determinant in social up-gradation since this immediately impacts the level of independence, living standard, and welfare of women (Sharma and Saha, 2015). The rising trend to the participation of

women in the employment area of the advanced and developing nations holds both cultural and scholarly attention (Ackah, Ahiadeke, & Fenny, 2009). However, table 1. incorporates and arrange the frequently practiced dimensions of empowerment women, where each dimension includes a range of sub domains, which indicates the possibility of the empowerment of women (Malhotra, Schuler, & Boender 2002).

Table 1. Commonly Used Dimensions of the Empowerment of Women

Dimension	Household	Community	Broader Arenas
Economic	Women's control over income; relative contribution to family support; access to and control of family resources	Women's access to employment; ownership of assets and land; access to credit; involvement and/or representation in local trade associations; access to markets	Women's representation in high paying jobs; women CEO's; representation of women's economic interests in macro-economic policies, state and federal budgets
Socio-Cultural	Women's freedom of movement; lack of discrimination against daughters; commitment to educating daughters	Women's visibility in and access to social spaces; access to modern transportation; participation in extra-familial groups and social networks; shift in patriarchal norms (such as son preference); symbolic representation of the female in myth and ritual	Women's literacy and access to a broad range of educational options; Positive media images of women, their roles and contributions
Familial/ Interpersonal	Participation in domestic decision-making; control over sexual relations; ability to make childbearing decisions, use contraception, access abortion; control over spouse selection and marriage timing; freedom from domestic violence	Shifts in marriage and kinship systems indicating greater value and autonomy for women (e.g. later marriages, self-selection of spouses, reduction in the practice of dowry; acceptability of divorce); local campaigns against domestic violence	Regional/national trends in timing of marriage, options for divorce; political, legal, religious support for (or lack of) active opposition to) such shifts; systems providing easy access to contraception, safe abortion, reproductive health services
Legal	Knowledge of legal rights; domestic support for exercising rights	Community mobilization for rights; campaigns for rights awareness; effective local enforcement of legal rights	Laws supporting women's rights, access to resources and options; Advocacy for rights and legislation; use of judicial system to redress rights violations
Political	Knowledge of political system and means of access to it; domestic support for political engagement; exercising the right to vote	Women's involvement or mobilization in the local political system/campaigns; support for specific candidates or legislation; representation in local bodies of government	Women's representation in regional and national bodies of government; strength as a voting bloc; representation of women's interests in effective lobbies and interest groups
Psychological	Self-esteem; self-efficacy; psychological well-being	Collective awareness of injustice, potential of mobilization	Women's sense of inclusion and entitlement; systemic acceptance of women's entitlement and inclusion

Source: (Malhotra, Schuler, and Boender, 2002)

2.4 Justice Theory and Women Empowerment

There remains a strong relationship between justice and women empowerment. Justice signifies gender equality that leads to women empowerment. In the 1980s and 1990s, the feminist group enlisted the terminologies gender justice and empowerment of women to ensure the women's right in the global development plan (Cornwall & Rivas, 2015). The origin of the first dimension of justice that is distributive justice is the social exchange theory features the role of equality in forming consequent changes (Adams, 1965). Distributive justice issues exist everywhere in the community, enduring in all circumstances includes the exchanges between individuals or a group (Deutsch, 1985). The second dimension of justice is procedural justice refers to fairness in procedures in terms of consistency, unbiasedness, and impartiality among the legislator of all participants' concerns, and are based on factual data and decent measures (Leventhal, Karuza, and Fry, 1980).

Finally, the third dimension of justice that is Interactional justice refers to how people are managed through the dispute resolution method; for example, with generosity and honor or roughly (Bies and Shapiro, 1987).

2.5 Power and Empowerment of Women

Power is a challenging idea for the empowerment of women. In previous studies, four kinds of power are specified, independently with suggestions to empower women and their capacity to improve individual and fundamental transformation (Rowlands, 1997).

Table 2. Types of Empowerment and Implications for the Empowerment of Women.

Types of Empowerment	Implications for women's empowerment
Power over	The ability to control others. Changes in the distribution of power (e.g. when women gain power over men) are usually met with resistance and can result in new forms of domination and injustice.
Power to	The ability to exercise choice and change external conditions. Increasing women's individual capabilities is necessary if they are to contest and change power hierarchies (i.e. alter others' power over them).
Power with	The power that comes from collective action. Collective action increases women's solidarity and their ability to contest and change power structures.
Power within	Increased significant consciousness and self-respect. A women's awareness of socially created identities and hierarchies, and her recognition of herself and others as equals, are the basis of her desire for personal and structural change.

Source: Neil et al. (2014); Luttrell and Quiroz (2009); and Rowlands (1997).

III. Theoretical Backgrounds:

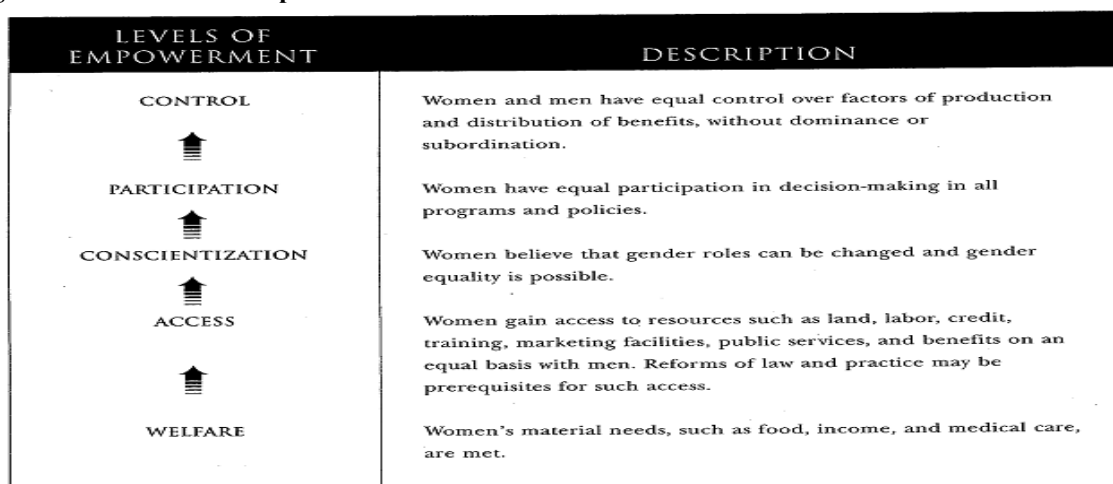
Researchers have described the concept of empowerment in previous studies as it is the fundamental and principal philosophy and the perception of the world, and holding its contents can help someone achieve a more profound understanding of the particular systems of its implementation (Sadan, 1997, p.13). The three dimensions of power show that values and institutional means manage judgments, and it becomes strong throughout knowledge shift, such as cultural parables, figures, and language.

Table 3. Lukes (1974) Three-Dimensional View of Power

One-Dimensional view of Power	Two-Dimensional View of Power	Three-Dimensional View of Power
Focus on:	(Qualified) critique of behavioral focus. Focus on:	Critique of behavioral focus. Focus on:
a) behavior; b) decision making; c) (key) issues; d) observable (overt) conflict; e) (subjective) interests, seen as policy preferences revealed by political participation.	a) Decision-making and control over the political agenda (not necessarily through decisions); b) Issues and potential issues; c) Observable (overt and covert) conflict; d) (Subjective) interests, seen as policy preferences or grievances.	a) decision-making and control over the political agenda (not necessarily through decisions); b) issues and potential issues; c) observable (overt or covert) and latent conflict; d) subjective and real interests.

Longwe (1995) explains women's empowerment structure through various levels of empowerment, such as the welfare of women, admittance to sources, conscience upon gender equality, participating equally in making judgments and equal control of women over different factors without subordination.

Figure 2. The Women's Empowerment Framework



Source: Longwe (1995)

Mahmud, S., Shah, N. M., & Becker, S. (2012), proposed a measurement framework

of women empowerment through five dimensions such as self-esteem, control of resources, decision making, and mobility, introducing demographic status, economic status, social status, and media exposure (Tv and/radio) as the determinants to measure the status of women empowerment in rural Bangladesh.

IV Study1: Use of Secondary Data

4.1 Hypotheses Development:

4.1.1. Effects of Education on Empowerment of Women

Numerous studies have confirmed the significant relationship between education and women empowerment (Ashraf et al., 2007; Walters & Manicom, 1996). Several researchers argue education has been mounting during the time, and the higher level of knowledge leads to happiness (Stevenson & Wolfers, 2009). Education is associated with women's personality, decision-making capability, versatility, and directly contributes to the socio-economic improvement of families, societies, and nations (Haq, Jali, & Islam, 2017). Several studies reported that education and employment state has a significant influence on the empowerment of women. (Nowak, Dahal, & Hossain, 2016). While, Nikkhah et al. (2010) found out that considering the social and financial situation of participants, having higher education, the candidates were more empowered as opposed to the respondents who do not have higher education (Nikkhah et al., 2010). Sundaram et al. (2014) found that the effect of educational qualification plays a significant role in women empowerment and hence proposed to give importance to increase the level of education amongst women. This study hypothesized the effect of education in FLF participation as women empowerment in Bangladesh.

H₁: Having no education affect women's empowerment.

H₂: Completion of the primary education affects women's empowerment.

H₃: Completion of the secondary education affects women's empowerment.

H₄: Completion of the higher secondary education affects women's empowerment.

H₅: Completion of the tertiary education affects women's empowerment.

4.1.2. The Effects Ownership of Land and Total Wage in Women Empowerment

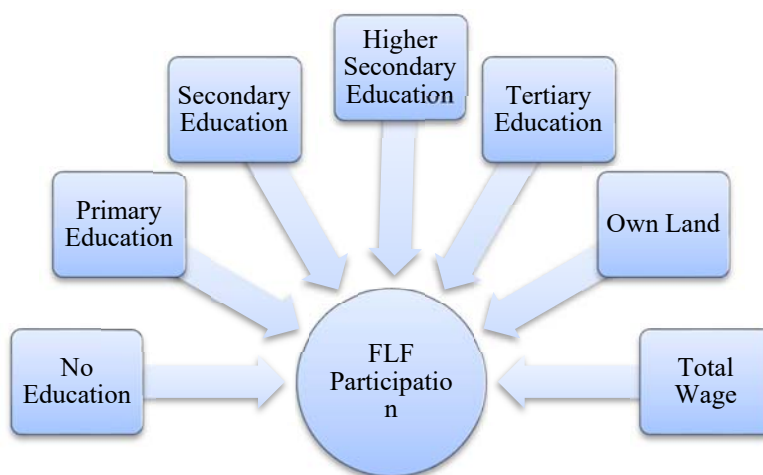
Women's possession of land titles performs a crucial part in empowering women. Several scholars examined the impact of the title of the land of women, and the conclusions of their investigation directed to the influence of gender equality in property rights where women's claim of land title improves their situation and ability to make decisions in the family (Valera et al. 2018). Moreover, the effect of ownership on the property of women, on the participation of women in household decision-making changes over locations (Valera et al., 2018). However, the possession of land titles improves the empowerment of women significantly (Mishra & Sam, 2016). Therefore, this study hypothesized effects of ownership of land in women empowerment.

H₆: Ownership of land affects women's empowerment.

The family, which depends on the part of wages that women share in the family, can influence her existing power and control, and creates her status in the household, and improves her situation over reducing dependency on the male members of the family (Kato & Kratzer, 2013). When women add income in share or the full amount of the family, this allows women to possess a stronger position and giving her opinions in the family (Meisenbach, 2009 Besides, women who manage their wages are extra compliant comparing to men to send both girls and boys to school, even though their earning is small compared to male counterparts (Svensson, 2012). Hence, this study hypothesized:

H₇: Total wage affects women's empowerment.

Figure3. Effects of Determinants of FLF Participation



4.2. Methodology:

Study 1 examined how the levels of education, total wage, and ownership of the land of women affect women's empowerment. This study applied the data of the Bangladesh Labor Force Survey 2016-2017 and used observations of 33,451 female respondents from all over Bangladesh. The Labour Force Survey 2016-17 collected the data from a sample of 1, 23,000 households from rural, urban, and city corporation areas of the country from July 2016 to June 2017. The survey intends to assess the labor statistics and the key indicators of the current situation of the labor market in Bangladesh. The dependent variable is female labor force participation, which is a binary variable. Among, independent variables, no education, primary education, secondary, higher secondary and tertiary education, and own land are binary variable which takes the value 0 and 1, and total wage is a continuous variable.

Table 4. Description of the Variables

Variables	Description of the variables	
Dependent variable		
Female labor force	Female labor force participation	=1 if the female is participating in the labor force =0 otherwise
Independent variables		
No education	No education	=1 if the female labor force has no education =0 otherwise
Primary	Primary level of education	=1 if the female labor force has completed primary education =0 otherwise
Secondary	Secondary level of education	=1 if the female labor force has completed secondary education =0 otherwise
Higher secondary	Higher secondary level of education	=1 if the female labor force has completed higher secondary education =0 otherwise
Tertiary	Tertiary level of education	=1 if the female labor force has completed tertiary education =0 otherwise
Own land	Ownership of land	=1 if the female labor force owned land =0 otherwise
Total wage	Monthly total wage	Numeric

4.3. Data Analysis and Results:

The table states the descriptive statistics of the female labor force (FLF) participation of Bangladesh for the sample. The statistics show that only 18% of the FLF is participating in the labor force as comparing to 82% who are not participating in the labor force. 28% of the FLF participation has no education, 22% have the primary education, 40% have a secondary education, 7.6% have a higher secondary education, and 2.6% have the tertiary education. The average of the total monthly wage of FLF participation in the sample is 272 Bangladeshi Taka (BDT).

Table 5. Summary Descriptive Statistics

Variables	Observations	Mean	Std. Dev.	Min	Max
Dependent variable					
Female labor force	33,451	.1767062	.3814256	0	1
Independent variables					
No education	33,451	.2789752	.448502	0	1
Primary education	33,451	.2153	.4110364	0	1
Secondary education	33,451	.4019013	.4902895	0	1
Higher secondary education	33,451	.0760515	.2650845	0	1
Tertiary education	33,451	.0261278	.1595176	0	1
Own land	33,451	.8746824	.3310837	0	1
Total wage (monthly)	33,451	272.217	3171.127	0	425000

The Hosmer-Lemeshow goodness-of-fit test shows (Prob > chi2 = 0.6261) that the model

well fits the data.

Table 6. Logistic Model for FLF Participation, Goodness-of-fit test

Number of observations = 33451
Number of groups = 5
Hosmer-Lemeshow chi2(3) = 1.75
Prob > chi2 = 0.6261

The findings (Table 7) show that there is a positive and significant association between different levels of education and FLF participation. FLF participation increases in terms of higher levels of education. The estimation coefficient (2.91) of the tertiary education at the significant level $P < .01$ shows that the FLF having a tertiary education is more likely to enter in the labor force than the female labor force without the same degree. The coefficient estimation of the variable's ownership of land and total wage also indicates a positive correlation with FLF participation.

Table 7. Logistic Regression Finding of FLF Participation

Female labor force	Coef.	St. Err.	t-value	p-value	[95% Conf	Interval]
No education	1.978*	1.01	1.96	.05	-.002	3.957
Primary	2.408**	1.01	2.38	.017	.429	4.387
Secondary	2.367**	1.01	2.34	.019	.388	4.346
Higher secondary	2.718***	1.01	2.69	.007	.737	4.698
Tertiary	2.912***	1.013	2.88	.004	.928	4.897
Own land	.422***	.053	8.01	0	.319	.525
Total wage	.003***	0	7.90	0	.002	.004
Constant	-4.385***	1.011	-4.34	0	-6.366	-2.405
Pseudo r-squared	0.102		Number of observations		33451.000	
Chi-square	3172.519		Prob > chi2		0.000	

Significant level *** $p < .01$, ** $p < .05$, * $p < .1$

The summary of the hypotheses testing results in Table 8 presents the effect of no education, primary, secondary, higher secondary, and tertiary education, own land, and total wage on the FLF participation of women.

Table 8. Summary of Hypothesis Testing Results

	Hypothesis Tested	Result
H ₁	Having no education affect women's empowerment.	Accepted
H ₂	Completion of the primary level of education affects women's empowerment.	Accepted
H ₃	Completion of the secondary level of education affects women's empowerment.	Accepted
H ₄	Completion of the higher secondary level of education affects women's empowerment.	Accepted
H ₅	Completion of the tertiary level of education affects women's empowerment.	Accepted
H ₆	Ownership of land affects women's empowerment.	Accepted
H ₇	Total wage affects women's empowerment.	Accepted

V. Study 2: Use of Primary Data

5.1 Hypotheses Development:

5.1.1 Economic Empowerment

Financial empowerment of women holds in financial ventures, the ability to make judgments and power dissipation, where employment is the primary factor of economic empowerment, especially the work with payment (Noureen, 2015).

The employment status of women is a direct dynamic for their economic empowerment since it increase the FLF participation rate, therefore female who is working has economic empowerment comparing to non-working female. (Sheikh, Meraj & Sadaqatt, 2015). Therefore, developing women's sovereignty to financial sources or revenue acts dramatically in eradicating gender disparity and promote empowerment, and enhancing power over financial resources inside the house can reduce gender disparity, which will ultimately drive to the economic power of women (Peinado & Serrano, 2018). Thus this study hypothesized that:

H1: There is a significant correlation between economic empowerment and the employment of women.

5.1.2 Socio-cultural Empowerment

Access to equal opportunity of education can give women a voice to protest against social practices Higher education of women helps her to achieve high entrance to consciousness, information, and unique concepts (Maslak and Singhal, 2008). Hence the progress of the human aspect associates with the empowerment of women to social exercises of the raising of ability by learning, practice, and improvement (Inglehart & Wezel, 2005).

Hence it is hypothesized:

H2: There is a significant correlation between socio-cultural empowerment and the

employment of women.

5.1.3 Familial Empowerment

Several researchers found that women who receive payment from working listed more to share in making the final judgment compared to women who engage in unpaid jobs (Becker, Fonseca-Becker & Schenck-Yglesias, 2006). Hence, this study hypothesized:

H₃: There is a positive correlation between familial empowerment and the employment of women.

5.1.4 Legal Empowerment

Bilal (2014) found that employed women who are working were more aware and having a high exercise of legal rights compared to unemployed women (Bilal, 2014). Therefore it is hypothesized:

H₄: There is a significant correlation between legal empowerment and the employment of women.

5.1.5 Political Empowerment

Haq, Akram, Ashiq, and Raza, (2019), demanded that only employment status cannot challenge the existing robust power construction, which is hindering the arbitration and assistance of women in society. (Haq, Akram, Ashiq, & Raza, 2019). Most of the time, women decide to work and earn only for surviving that does not affect the gender role, and this kind of employment is the primary reason for the failure of empowerment (Singh & Raghuvanshi, 2012). However, when a women's level of income is low, she is not permitted to engage in politics, or this employment does not change the duties inside the household and helps them to gain equal rights of property (Cinar & Kose, 2018). Therefore, it is hypothesized:

H₅: There is a significant correlation between political empowerment and the employment of women.

5.1.6 Psychological Empowerment

Psychological empowerment develops knowledge of the self-power of the employees and drives them to employ in work, which brings positive returns in managerial and organizational results (Quinn & Spreitzer, 1997). Employees having psychological empowerment are capable of managing job roles, feel skillful in accomplishing work-related tasks, and can impact the process of decision-making in the place of work (Yukl & Becker, 2006). Researches in psychological empowerment show that organizations having employees with psychological empowerment show a rise in productivity, higher work satisfaction (Carless, 2004; Fuller, Morrison, Jones, Bridger, & Brown, 1999), great organizational dedication (Joo & Shim, 2010), and decreased employee turnover intention (Collins, 2007). Hence this study hypothesized:

H₆: There is a significant correlation between psychological empowerment and the employment of women.

Figure 4. Effects of Determinants of Employment



5.2 Methodology

This study used the online survey platform Qualtrics to distribute the questionnaires

among 125 women from the capital city Dhaka of Bangladesh. The data collection period was in July- August 2020. However, this investigation applied SPSS (Statistical Package for Social Sciences) to analyze the data. The main variables considered are the employment of women, which is a binary variable (employed=1 and unemployed=0), economic empowerment, socio-cultural empowerment, familial empowerment, legal empowerment, political empowerment, and psychological empowerment.

Table 9. The Definition of the Variables

Variables	Definition
Dependent variable	
Employment	Employment status (Dummy variable: 1 = Yes, 0= No)
Independent variables	
Economic empowerment	$(E1+E2+E3+E4)/4$
Socio-cultural empowerment	$(S1+S2+S3+S4+S5)/5$
Familial empowerment	$(F1+F2+F3+F4)/4$
Legal empowerment	$(L1+L2)/2$
Political empowerment	$(P1+P2)/2$
Psychological empowerment	$(Ps1+Ps2+Ps3+Ps4)/4$

5.3 Data Analysis and Discussion

The descriptive statistic of the respondents from the table 10 shows that most of the respondents are from the three different age group of 18-25 (28%), 26-29 (30.4%), and 30-39 (28.8%). Among the 125 respondents majority, 62.4% are married, while 36% are single. 70.4% of the total respondent is currently employed, and 29.6 % are unemployed. The table shows that the monthly salary of 8.8 % employed respondents is in Bangladeshi taka (BDT) 51000 and above, 28.8% of the participants' monthly salary is in the range of BDT 36000-50000. And monthly income of 21.6% respondents is in the range of BDT 26000-35000, 8.8% respondents monthly income is in the range of BDT10000-25000, and only 2.4% of respondents' monthly salary is in the range of BDT less than 10000 per month. From the table, it shows that 74.4% of respondents are from the male-headed house, and only 11.2 % of respondents are from a female-headed household.

Table 10. The Demographic Profile of the Respondents (N=125)

Variables	Frequency	Percent
Age		
18-25	35	28.0
26-29	38	30.4
30-39	36	28.8
40-49	12	9.6
50+	4	3.2
Completion of Highest degree/level of education.		
Secondary	1	.8
Higher Secondary	18	14.4
Bachelor	45	36.0
Master	61	48.8
Marital Status		
Married	78	62.4
Single	45	36.0
Other	2	1.6
Employment Status		
Employed	88	70.4
Unemployed	37	29.6
Monthly Income (in Bangladeshi taka)		
0	37	29.6
Less than 10000	3	2.4
10000-25000	11	8.8
26000-35000	27	21.6
36000-50000	36	28.8
51000 and above	11	8.8
Sex of the Household Head		
Male	93	74.4
Female	14	11.2
N/A	18	14.4

The reliability statistic with the help of Cronbach Alpha shows that 21 items of the survey questionnaire were 89.0%, which means that the information of the survey is credible. A value higher than 50% is considered sufficient, and in this study, it is 89.0%.

Table 11. Reliability Test of the Factors of Employment Status

Factors	Statements	Data items
E1	I can decide to spend income on family matters or other issues of the household	Q8.1(a)
E2	I can decide to choose my profession to join the employment sector.	Q8.1(b)
E3	I have ownership of my family resources.	Q8.1(c)
E4	I have access to sell my family's land/property.	Q8.1(d)
S1	I can go outside for personal matters without permission from my husband/ household head.	Q8.2(a)
S2	I can go to the hospital/medical center in case of an emergency (health issue) without approval from my husband/ household head.	Q8.2(b)
S3	Female members do not face any discrimination in the household.	Q8.2(c)
S4	Girls have an equal opportunity to education like a boy in the household.	Q8.2(d)
S5	I can save my money/open a bank account without permission from my husband/household head.	Q8.2(e)
F1	I can participate in the decision making of the household.	Q8.3(a)
F2	My decision is final in choosing a life partner to getting married.	Q8.3(b)
F3	I can decide the timing of my marriage.	Q8.3(c)

F4	I do not face domestic violence from the members of my family /husband.	Q8.3(d)
L1	I am aware of women's legal rights.	Q8.4(a)
L2	I can exercise legal rights without permission from my husband/household head.	Q8.4(b)
P1	I can vote for any national/ local election on my own choice.	Q8.5(a)
P2	I can engage in politics without permission from my husband/ household head.	Q8.5(b)
Ps1	I think my family members are honest with me.	Q8.6(a)
Ps2	I think my family members share important information with me.	Q8.6(b)
Ps3	My opinions are valued and used by my family members.	Q8.6(c)
Ps4	I believe that I am good at everything which I do.	Q8.6(d)
Reliability (Cronbach's Alpha)		.890

The Hosmer and Lemeshow test of the model is nonsignificant, $\chi^2 (7) = 8.901, p=.260$, which indicates a good fitting model.

The regression slope for economic empowerment in table 12 is positive and statistically significant ($b=4.083, p=.000$), indicating that the probability of women being employed was higher for those scoring higher on economic empowerment (controlling for the other predictor). The odds ratio for this predictor indicates that the odds of women being employed change by a factor of 59.306 (reflecting increasing odds) with each raw score increment on economic empowerment. However, the findings are not significant for other predictors (five dimensions of empowerment) on the employment of women.

Table 12. Binary Logistic Regression Results

Variables	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Economic Empowerment	4.083	.909	20.159	1	.000	59.306	9.979	352.457
Socio-Cultural Empowerment	.581	.700	.688	1	.407	1.788	.453	7.050
Familial Empowerment	-.396	.618	.410	1	.522	.673	.201	2.259
Legal Empowerment	-.446	.438	1.036	1	.309	.640	.271	1.511
Political Empowerment	-.343	.456	.567	1	.452	.710	.291	1.733
Psychological Empowerment	-2.931	1.691	3.005	1	.083	.053	.002	1.467
Constant	-.944	7.314	.017	1	.897	.389		

The summary of the hypotheses testing results in Table 13. displays the relationship of economic, socio-cultural, familial, legal, political, and psychological empowerment with the employment of women.

Table 13. Summary of Hypothesis Testing Results

	Hypothesis Tested	Result
H ₁	There is a significant correlation between economic empowerment and the employment of women.	Accepted
H ₂	There is a significant correlation between socio-cultural empowerment and the employment of women.	Rejected
H ₃	There is a positive correlation between familial empowerment and the employment of women.	Rejected
H ₄	There is a significant correlation between legal empowerment and the employment of women.	Rejected
H ₅	There is a significant correlation between political empowerment and the employment of women.	Rejected
H ₆	There is a significant correlation between psychological empowerment and the employment of women.	Rejected

VI. Conclusion:

6.1 Findings

The world recognizes the empowerment of women as one of the primary development agendas. Empowerment of women is a vital issue to reduce poverty as well as achieving the Sustainable Development Goals (SDGs). In this regard, study1 seeks to investigate whether the empowerment of women is increased by education. Here, this study examined the relationship between the participation of the female labor force in the labor market as an indicator of women empowerment and education. The findings of study 1 show that having higher education, women have a higher possibility of the entrance to employment opportunities and develop the capacity to acquire their economic resources. The results also indicate that ownership of land increases the chances of female participation in the labor force. Females who have their land, and work in the agriculture sector can earn more compared to the female who does not title land. The increase in monthly income also influenced female to participate in the labor force. Hence, study 1 concludes that education plays a significant role in women's empowerment. Study 2 seeks to analyze the association between the six dimensions of empowerment and employment of women. The findings of study 2 indicate that women's economic empowerment creates a positive impact on the

women who were working. However, this study did not find any positive association among the other five dimensions of empowerment as socio-cultural empowerment, familial empowerment, legal empowerment, political empowerment, psychological empowerment, and employment of women.

6.2 Managerial Implications

The paper aimed to analyze the role of education as one of the significant factors of women empowerment. Sen (2000) emphasized the empowerment of women as one of the pre-requisites for the developing country to be a developed country (Sen, 2000). Hence the economic empowerment of women can bring a significant change and increase the development process of the country.

The results of the first study accepted H1, H2, H3, H4, and H5 that having no education, primary, secondary, higher secondary and tertiary education, own land, and total wage affect FLF participation. The findings of the first study propose some implications: i) Ensure easy women's quality education, particularly for the rural women in the country. ii) Ensure women's access to quality and suitable paid work. iii) Ensure proper safety and create a friendly working environment to encourage the participation of more women in the labor industry. iv) Ensure women's access to property rights.

Study 2 seeks to analyze the association between the six dimensions of empowerment and employment of women. The findings of the second study accept H1: that the economic empowerment of women has a positive impact on the women who were working. However, the second study rejects: H2: socio-cultural empowerment has a significant correlation with the employment of women. H3: familial empowerment has a significant correlation with the employment of women. H4: legal empowerment has a significant correlation with the employment of women. H5: political empowerment has a significant correlation with the employment of women. H6: psychological empowerment has

a significant correlation with the employment of women. Hence, the findings of the second study propose some implications: i) Ensure women's economic empowerment by securing their decision-making power on the household issue or choosing a profession, giving women access to family resources and land. ii) Ensure women's socio-cultural empowerment by securing their freedom of movement, health care service, safeguard against all kinds of discrimination, access to equal education, and other fundamental rights. iii) Ensure women's familial empowerment by confirming the active participation of women in the household decision making, freedom of choosing a life partner, secure from domestic violence. iv) Ensure women's legal empowerment by assuring women to practice legal rights. v) Ensure women's political empowerment by encouraging them to enjoy the practice of political rights without facing any obstacle. vi) Ensure women's psychological empowerment by encouraging them to boost their self-esteem, appreciating the self-efficacy for performing any good work.

6.3 Policy Implications

As several countries in the world recognize the significance of women empowerment for the economic development of the country. Women's overall empowerment is essential for the sustainable development of developing countries like Bangladesh. Ensuring women's higher education and securing other fundamental rights is crucial for the empowerment of women. It is recommended, based on this research government should make new policies or review existing policies to assure better education and decent works for women. Since decent work is pivotal to economic empowerment, given its inherent value to women's well-being and ability to develop in fields such as receiving wages and assets. In this regard, the government should make policies that will encourage women to enroll in higher education and participate in the labor force. Implementation of policies on violence against women is essential to safeguard women from all kind of discrimination take place inside or outside the

family. In addition, women's engagement in skill development programs can help boost their self-confidence. The local government with the private sector and NGOs should come forward to arrange different skill development training for women, which will help them to develop their self-esteem and capability of joining the economic sector of the country. However, policies on ensuring women's economic, socio-cultural, familial, legal, political, and psychological empowerment are mandatory for the women's overall empowerment as well as the economic and social development of the country.

6.4 Limitations of the Study

The restriction of this research was the small sample size of the second study. Therefore it was insufficient to generate the survey results due to the small size of the sample. 125 female participates answered the questionnaire. Where 88 respondents were working women and 37 respondents were not working during the data collection period. Moreover, the respondents who participated in the survey were only from the capital city, Dhaka. In this regard, this study recommended collecting data from urban, rural and city corporations of the country and implementing both quantitative and qualitative methods for future research to make it possible to obtain comprehensive results.

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Appendix A. Questionnaire

Survey on Analyzing the Role of Education in Women Empowerment in Bangladesh.

Dear Participants,

Thank you in advance for agreeing to take part in this survey on Analyzing the Role of Education in Women Empowerment in Bangladesh. This survey will not take more than 5 to 10 minutes, and the data collected will be used only for this research.

1. Gender: Male=0 Female=1 (if male, stop here.)
2. Marital Status: Married Single Other.....
3. Age: 18-25 26-29 30-39
40-49 50+
4. Completion of highest degree/level of education.
 1. Primary 2. Secondary 3. Higher Secondary 4. Bachelor 5. Master 6. PhD
 7. Other
5. a) Are you currently employed?
 1. Yes=1 2. No=0 (If no go to b)b) Are you on leave?
 1. Yes=1 2. No=0
6. Your monthly income: in Bangladeshi taka
 1. Less than 10000
 2. 10000-25000
 3. 26000-35000
 4. 36000-50000
 5. 51000 and above
7. What is the sex of your household head?
 1. Male=0 2. Female=1 3. N/A

8. Please give your opinion to what extent do you agree on the following matters about different dimensions on women empowerment:

1. Economic Empowerment

a) I can decide to spend income on family matters or other issues of the household.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
b) I can decide to choose my profession to join the employment sector.	1	2	3	4	5
c) I have ownership of my family resources.	1	2	3	4	5
d) I have access to sell my family's land/property.	1	2	3	4	5

2. Socio-Cultural Empowerment:

a) I can go outside for personal matters without permission from my husband/ household head.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
b) I can go to the hospital/medical center in case of an emergency (health issue) without approval from my husband/ household head.	1	2	3	4	5
c) Female members do not face any discrimination in the household.	1	2	3	4	5
d) Girls have an equal opportunity to education like a boy in the household.	1	2	3	4	5
e) I can save my money/open a bank account without permission from my husband/household head.	1	2	3	4	5

3. Familial/Interpersonal Empowerment:

a) I can participate in the decision making of the household.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
b) My decision is final in choosing a life partner to getting married.	1	2	3	4	5
c) I can decide the timing of my marriage.	1	2	3	4	5
d) I do not face domestic violence from the members of my family /husband.	1	2	3	4	5

4. Legal Empowerment:

a) I am aware of women's legal rights.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
b) I can exercise legal rights without permission from my husband/household head.	1	2	3	4	5

5. Political Empowerment:

a) I can vote for any national/ local election on my own choice.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
b) I can engage in politics without permission from my husband/ household head.	1	2	3	4	5

6. Psychological Empowerment:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a) I think my family members are honest with me.	1	2	3	4	5
b) I think my family members share important information with me.	1	2	3	4	5
c) My opinions are valued and used by my family members.	1	2	3	4	5
d) I believe that I am good at everything which I do.	1	2	3	4	5

