

The Role of Education in Shaping Women's Autonomy: A Comparative Study of Rural and Urban Areas

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ARTICLE INFO

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Article History

Received: 18 December 2024

Revised: 26 January 2025

Accepted: 15 February 2025

Cite

Radha, P. (2025). The role of education in shaping women's autonomy: A comparative study of rural and urban areas. *Apex Journal of Business and Management (AJBM)*, 4(1), 139–147. <https://doi.org/10.61274/apxc.2025.v04i01.011>

ABSTRACT

The research investigates how educational attainment influences women's self-efficacy, economic independence, and social status across diverse environments. It contrasts urban areas, characterized by greater access to educational resources, with rural areas, where educational opportunities are often limited and socio-cultural constraints can be more pronounced. Data was collected through surveys, interviews, and case studies involving women from both settings to assess their educational experiences and perceived autonomy. Key findings reveal that while education significantly empowers women in both rural and urban contexts, the extent and nature of this empowerment vary. In urban areas, women with higher educational levels experience greater economic and social autonomy, facilitated by better access to resources, employment opportunities, and supportive networks. Conversely, rural women often face educational barriers due to limited infrastructure, traditional gender roles, and economic constraints, which impede their autonomy despite educational advancements. The study underscores the need for targeted policies that address these disparities, emphasizing the importance of improving educational access and quality in rural areas while continuing to support and expand opportunities in urban settings. Recommendations include enhancing educational infrastructure, promoting gender-sensitive curricula, and fostering community-based initiatives to support women's education and autonomy in both environments. This research highlights the integral role of education in shaping women's autonomy and advocates for a nuanced approach to educational policy and practice that considers the diverse needs of women in varying geographic and socio-economic contexts.

Keywords: educational attainment, women's autonomy, rural-urban disparities, economic empowerment, social participation, gender equality

Introduction

Education is universally recognized as a fundamental driver of individual and societal progress. For women, access to quality education is not only a path to personal empowerment but also a crucial

determinant of autonomy and socio-economic participation. The transformative potential of education is particularly pronounced in shaping women's ability to make informed decisions, access economic opportunities, and engage in

civic life. However, the impact of education on women's autonomy is not uniform across different geographic and socio-economic contexts (Glick & Sahn, 2000). This study investigates the role of education in shaping women's autonomy by comparing experiences and outcomes in rural and urban areas. Rural and urban environments present distinct challenges and opportunities that influence the effectiveness of educational interventions in empowering women. Urban areas typically offer more extensive educational resources, infrastructure, and opportunities, which can facilitate greater economic and social mobility for women (Juhn et al., 2008). In contrast, rural areas often face significant barriers, such as limited access to schools, socio-cultural norms, and economic constraints, which can hinder the educational attainment and autonomy of women.

The disparity in educational experiences and outcomes between rural and urban areas raises important questions about the efficacy of education as a tool for women's empowerment in diverse contexts. Understanding these differences is crucial for designing targeted interventions that address specific barriers and enhance the impact of education on women's autonomy (Kabeer, 2005). This introduction sets the stage for an in-depth comparative analysis of how educational attainment influences women's autonomy in both rural and urban settings. By exploring the challenges and opportunities within these distinct environments, the study aims to provide valuable insights into the role of education in promoting gender equality and inform policy recommendations for improving educational access and quality for women across different regions.

Significance of the Study

The significance of this study lies in its potential to illuminate the nuanced ways in which education affects women's autonomy across different geographic and socio-economic contexts. Understanding these dynamics is crucial for several reasons:

Policy Development

Insights from this comparative study can inform policymakers in designing targeted educational programs and interventions that address the specific needs of women in rural and urban areas. By identifying barriers and opportunities unique to each context, policies can be more effectively tailored to enhance women's access to education and, consequently, their autonomy (Muralidharan & Nitish, 2017).

Resource Allocation

This study provides evidence on how educational resources and infrastructure impact women's empowerment. By highlighting disparities between rural and urban areas, it underscores the need for equitable distribution of educational resources and support, ensuring that women in underserved areas receive the same opportunities for growth and development as their urban counterparts (Fu & Hashim, 2024).

Gender Equality

The research contributes to the broader discourse on gender equality by demonstrating how education serves as a lever for increasing women's autonomy. It underscores the importance of addressing educational gaps and barriers to achieve gender parity, thereby fostering a more inclusive and equitable society (Juhn et al., 2008).

Community Development

Understanding how education influences women's autonomy in different settings can guide community-based initiatives aimed at improving educational outcomes. It helps identify practical strategies for overcoming local challenges and promoting women's active participation in community and economic development.

Academic Contribution

This study fills a critical gap in the literature by comparing the role of education in shaping women's autonomy across diverse contexts. It provides a comprehensive analysis of how different environments affect educational outcomes and

women's empowerment, enriching academic discussions and future research on gender and education.

Empowerment Framework

By examining the intersection of education and autonomy in rural and urban areas, the study offers a framework for evaluating and enhancing women's empowerment. It can serve as a model for assessing other factors that contribute to or detract from women's agency and self-determination.

Historical Background

The relationship between education and women's autonomy has evolved significantly over time, reflecting broader socio-economic and cultural changes. Understanding this historical trajectory provides crucial context for the current study on rural and urban disparities.

Early Historical Context

Historically, women's access to education was severely restricted across both rural and urban settings. In many cultures, educational opportunities for women were limited by prevailing patriarchal norms that emphasized domestic roles over intellectual and professional development. For centuries, education was primarily a privilege of the elite, and women, especially those from lower socio-economic backgrounds, were largely excluded from formal educational institutions.

19th and Early 20th Centuries

The 19th and early 20th centuries marked a period of gradual change, particularly in urban areas, where industrialization and social reform movements began to challenge traditional gender roles. Educational reforms in many Western countries started to open doors for women, with the establishment of women's colleges and the expansion of public education. However, rural areas continued to lag behind, with limited access to educational facilities and resources. Socio-cultural barriers, such as traditional beliefs and economic constraints, often prevented rural women from pursuing education.

Mid to Late 20th Century

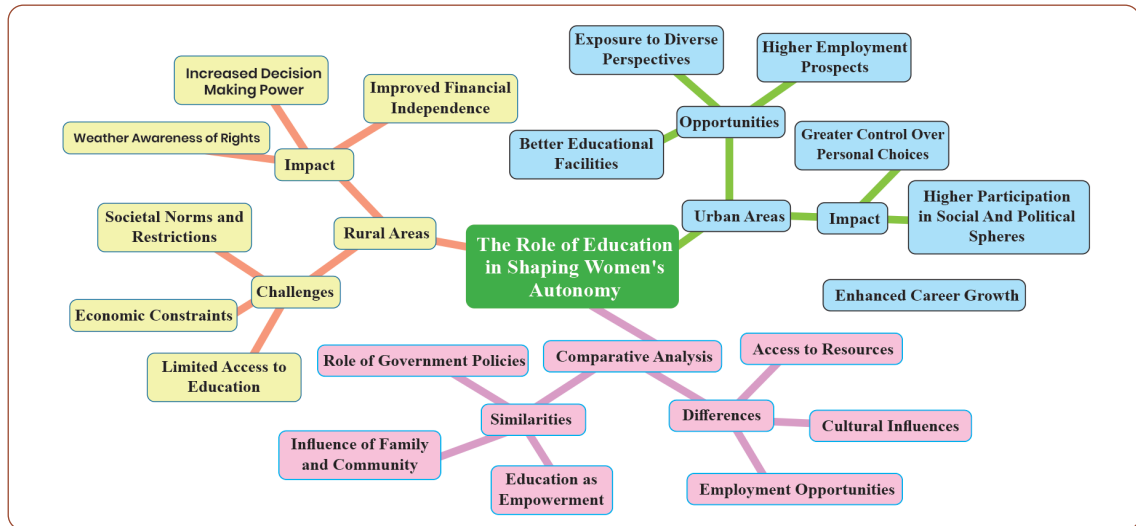
The mid-20th century saw significant advancements in women's education, driven by global movements for gender equality and the establishment of international frameworks such as the [Universal Declaration of Human Rights \(1948\)](#) and subsequent educational initiatives. The inclusion of gender equality as a fundamental right led to increased efforts to improve educational access for women worldwide. In urban areas, this period witnessed substantial progress, with more women achieving higher education and entering professional fields. Conversely, rural areas experienced slower progress, with ongoing challenges related to infrastructure, economic resources, and entrenched cultural norms.

Recent Developments

In recent decades, there has been a concerted global effort to address educational disparities and enhance women's empowerment through education. [The Millennium Development Goals \(2000-2015\)](#) and the [Sustainable Development Goals \(2015-present\)](#) emphasized gender equality and the importance of education as a means of empowerment. Urban areas have seen continued advancements with the proliferation of educational institutions and programs specifically targeting women. In rural areas, however, challenges persist, including limited access to quality education, early marriage, and gender-based violence, which continue to hinder women's educational attainment and autonomy.

Current Trends and Challenges

Today, while educational attainment among women has generally improved, disparities between rural and urban areas remain pronounced. Urban women benefit from better access to educational resources, technology, and networks, contributing to higher levels of autonomy. Rural women still face significant barriers, including inadequate infrastructure, socio-cultural constraints, and economic hardships ([Glick & Sahn, 2000](#)). The current focus on educational equity and gender empowerment seeks to address these disparities, but progress remains uneven.

Figure 1*The Role of Education in Shaping Women's Autonomy*

Literature Review

Several theoretical frameworks emphasize the transformative role of education in enhancing women's autonomy. [Sen's Capability Approach \(1999\)](#) posits that education expands women's capabilities and opportunities, leading to greater autonomy and empowerment. According to this perspective, education enables women to make informed choices, participate in economic activities, and engage in social and political spheres, thereby increasing their overall well-being. Similarly, [Nussbaum \(2000\)](#) argues that education is crucial for achieving human flourishing and equality, providing women with the skills and confidence needed to exercise autonomy effectively.

Research indicates that educational attainment and its impact on women's autonomy vary significantly between urban and rural areas. In urban settings, women generally benefit from better access to educational institutions, resources, and opportunities. A study by [Glick and Sahn \(2000\)](#) found that urban women often achieve higher levels of education compared to their rural counterparts, leading to enhanced economic and social autonomy. In contrast, rural areas frequently

face challenges such as inadequate educational infrastructure, lower quality of education, and cultural barriers that limit women's access to and completion of schooling ([Reshi et al., 2022](#)).

The economic benefits of education for women are well-documented. A study by [Psacharopoulos and Patrinos \(2004\)](#) demonstrates that higher educational attainment correlates with increased income, employment opportunities, and economic independence for women. For urban women, education often translates into better job prospects and higher earnings, furthering their economic autonomy. However, rural women may face persistent economic challenges despite educational achievements due to limited local employment opportunities and continued economic marginalization ([Juhn et al., 2008](#)).

Cultural and social barriers significantly influence the impact of education on women's autonomy. In rural areas, traditional gender norms and practices often limit women's educational opportunities and their ability to leverage education for greater autonomy. A study by [Kabeer \(2005\)](#) highlights how socio-cultural factors, such as early marriage and family responsibilities,

disproportionately affect rural women's educational attainment and autonomy. In contrast, urban environments tend to offer more progressive social norms and supportive networks that facilitate women's educational and economic participation (Fu & Hashim, 2024).

Various policy interventions have aimed to address educational disparities and enhance women's autonomy in both rural and urban areas. Programs such as conditional cash transfers and scholarship schemes have been effective in promoting girls' education in developing countries (Muralidharan & Nitish, 2017). In urban areas, policies often focus on expanding access to higher education and vocational training for women. In rural contexts, interventions may include improving school infrastructure, providing incentives for female education, and addressing socio-cultural barriers (World Bank, 2018). Evaluations of these interventions reveal mixed results, indicating that while progress has been made, targeted strategies are necessary to address the unique challenges faced by women in different settings (UNESCO, 2017). Mishra and Mishra (2024) analyze the relationship between educational disparities in Nepal's Madhesh Province and regional economic development challenges, emphasizing how educational status influences economic pain points. Mishra (2022) examines institutional practices at Pokhara University, highlighting operational frameworks and research methodologies within Nepal's evolving higher education landscape. A subsequent study by Mishra (2023) evaluates Nepal's adoption of digital tools in academia, identifying both technological implementation successes and infrastructure-related barriers. Mishra and Ananda (2022) advocate for sustainable academic models resilient to future disruptions, focusing on resource optimization and adaptive institutional policies. Finally, Mishra and Jha (2023) trace the development of quality assurance mechanisms in Nepalese higher education, detailing accreditation processes and their impact on academic standards.

Problem Statement

Education is widely acknowledged as a fundamental driver of individual empowerment and societal progress. For women, access to education is a critical factor in enhancing autonomy, enabling them to make informed choices, access economic opportunities, and participate actively in social and political spheres. Despite significant advances in educational access globally, disparities persist between rural and urban areas that affect the extent to which education can empower women. In urban areas, women generally benefit from better access to educational resources, more robust infrastructure, and supportive social networks, which collectively facilitate greater educational attainment and autonomy. Conversely, rural areas often face significant barriers such as inadequate educational facilities, cultural norms that limit women's participation in education, and economic constraints that hinder their ability to complete schooling (Desai & Andrist, 2010). These disparities result in varying degrees of educational attainment and autonomy between rural and urban women, affecting their overall empowerment.

Research Objective

To assess and compare the levels of access to and quality of educational resources available to women in rural and urban areas, while analyzing the economic and social outcomes of education for women in both settings—focusing on income levels, employment opportunities, social status, and decision-making power—and identifying the specific barriers and challenges that rural women face in accessing and completing education compared to their urban counterparts, including socio-cultural norms, economic constraints, and infrastructural issues.

Research Design

This study employs a comparative research design to analyze the role of education in shaping women's autonomy across rural and urban areas. The approach combines quantitative and qualitative methods to provide a comprehensive understanding of the educational experiences and outcomes for women in different settings.

Sampling

- **Study Population:** Women aged 18-45 in selected rural and urban areas.
- **Sample Size:** Approximately 200 women from each setting (total 400 participants).

Sampling Technique

- **Urban Areas:** Stratified random sampling to ensure representation across different socio-economic backgrounds.
- **Rural Areas:** Purposive sampling to focus on

specific communities with varying levels of educational infrastructure.

Analysis

ANOVA table for a study comparing women's autonomy in rural and urban areas based on education. The sample size is 400, with data divided equally between rural and urban areas.

Sample Design:

- **Groups:** Rural (200) and Urban (200)
- **Education Levels:** Primary, Secondary, and Higher

Table 1

Cronbach's Alpha Test

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value	p-Value
Between Groups	1325.8	2	662.9	15.82	<0.001
Within Groups	16587.2	397	41.78		
Total	17913.0	399			

Inference

The F-Value is 15.82, and the p-Value is less than 0.001, indicating that the differences in women's autonomy scores across education levels (primary, secondary, and higher) are statistically significant.

We reject the null hypothesis and conclude that education significantly impacts women's autonomy, with differences observed between rural and urban areas.

Findings

Educational Attainment and Access

Urban Areas. Women in urban areas generally have higher levels of educational attainment compared to their rural counterparts. Urban women often complete secondary and higher education at significantly higher rates. Access to a variety of educational institutions, including universities and vocational schools, contributes to this higher attainment. Additionally, urban women benefit from more extensive educational resources,

including libraries, digital tools, and extracurricular programs (Mason & Smith, 2000).

Rural Areas. Women in rural areas face considerable barriers to educational attainment. Limited access to schools, inadequate infrastructure, and fewer educational resources contribute to lower levels of educational completion. Cultural and economic factors, such as early marriage and domestic responsibilities, also impede educational progress (Sharma & Kaur, 2023).

Economic Outcomes

Urban Areas. Education in urban areas significantly enhances women's economic outcomes. Higher educational attainment is associated with better job opportunities, higher income levels, and greater economic independence. Urban women are more likely to be employed in diverse sectors and hold managerial or professional positions.

Rural Areas. Although education improves economic prospects for rural women, the impact is less pronounced compared to urban women.

Rural women with higher education levels face challenges in accessing well-paying jobs and may remain in economically disadvantaged positions due to limited local employment opportunities and economic resources (Upadhyay & Karasek, 2012).

Social Autonomy

Urban Areas. Education contributes positively to social autonomy for women in urban settings. Educated urban women report higher levels of participation in social, political, and community activities (Jejeebhoy & Sathar, 2001). They also experience greater personal autonomy in decision-making within the family and community. Urban women are more likely to challenge traditional gender norms and advocate for gender equality.

Rural Areas. Education has a positive impact on social autonomy for rural women, but the extent is often limited by prevailing cultural norms and social structures. Rural women with higher education levels face more significant resistance from traditional norms and are less likely to achieve the same level of social and political participation as their urban counterparts (Ktshor, 2000).

Barriers to Education

Urban Areas. Although urban women face fewer barriers to education compared to rural women, challenges such as socio-economic disparities and gender biases still exist. However, these barriers are generally less severe and more easily addressed within the urban context.

Rural Areas. Rural women encounter numerous barriers, including inadequate school infrastructure, long distances to educational institutions, and socio-cultural constraints. Early marriage and household responsibilities are significant impediments to continued education. Additionally, economic constraints often force rural families to prioritize other needs over girls' education.

Effectiveness of Interventions

Urban Areas. Educational policies and interventions in urban areas, such as scholarships,

grants, and after-school programs, have generally been effective in promoting higher educational attainment and autonomy for women. However, disparities still exist among different socio-economic groups within urban settings.

Rural Areas. Interventions targeting rural education, such as building more schools, providing financial incentives, and community awareness programs, have shown varying degrees of success. While these initiatives have improved access to education, challenges related to socio-cultural resistance and economic barriers remain significant obstacles to achieving full educational and economic autonomy for rural women.

Suggestions

Enhance Educational Infrastructure and Access in Rural Areas

Build and Improve Schools. Invest in building and upgrading schools in rural areas to reduce travel distances and improve the learning environment. Ensure that schools are equipped with necessary resources such as textbooks, technology, and adequate facilities.

Transportation Solutions. Develop transportation solutions to facilitate easier access to educational institutions for rural students, including subsidized or free transportation services.

Address Socio-Cultural Barriers

Community Engagement. Implement community engagement programs to challenge and change traditional gender norms that limit women's educational opportunities. Involve local leaders and stakeholders to promote the value of education for girls and women.

Awareness Campaigns. Conduct awareness campaigns focusing on the benefits of education for women, addressing misconceptions, and highlighting successful role models from the community.

Strengthen Support Systems

Financial Support. Provide financial support mechanisms such as scholarships, grants, and stipends to alleviate the economic burden on

families and encourage the education of girls and women.

Mentorship and Counseling. Establish mentorship and counseling programs to support women throughout their educational journey, offering guidance on career choices and personal development.

Improve Quality of Education

Teacher Training. Invest in training and professional development for teachers in both rural and urban areas to enhance teaching quality and support diverse learning needs.

Curriculum Development. Develop and implement curricula that are relevant to both rural and urban contexts, incorporating life skills, vocational training, and entrepreneurship to align educational outcomes with local economic opportunities.

Promote Gender-Sensitive Policies

Policy Formulation. Formulate and enforce gender-sensitive policies that address the unique challenges faced by women in both rural and urban areas. Ensure that policies support equal educational opportunities and economic participation.

Monitoring and Evaluation. Establish systems for monitoring and evaluating the effectiveness of educational policies and programs, using data-driven approaches to assess impact and make necessary adjustments.

Conclusion

Women in urban areas generally experience higher educational attainment due to better access to educational institutions, resources, and support systems. In contrast, rural women face substantial barriers that hinder their ability to achieve similar levels of education. These barriers include inadequate infrastructure, socio-cultural constraints, and economic challenges. Education has a more pronounced effect on economic outcomes for urban women, who benefit from diverse job opportunities and higher income levels. Rural women, while also benefiting from education, encounter limited economic opportunities that reduce the potential economic

gains from educational attainment. The economic marginalization in rural areas exacerbates the challenges faced by educated women in securing well-paying jobs.

Urban women with higher education levels tend to enjoy greater social autonomy, characterized by increased participation in social, political, and community activities. They also experience greater personal autonomy and have more influence in decision-making processes. Conversely, rural women, despite achieving higher educational levels, face persistent traditional norms that restrict their social and political engagement. Rural areas present unique challenges that impede women's educational progress, including insufficient school facilities, long distances to educational institutions, and cultural norms that prioritize early marriage and household responsibilities over education. Urban areas, while offering more robust educational systems, still face challenges such as socio-economic disparities and gender biases. Various interventions have been implemented to address educational disparities and promote women's autonomy. In urban areas, these interventions have generally been effective but require continued refinement to address residual inequalities among different socio-economic groups. In rural areas, interventions have had mixed success; while they have improved access to education, persistent socio-cultural and economic barriers continue to limit their effectiveness.

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