

## Attitude of Women towards Women's Rights

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### ABSTRACT

The present study aims to investigate the attitudes of women towards women's rights in relation to their age, locality, marital status, education, and occupation. For the study, the researchers used a descriptive survey method to collect data from 61 women from Bilaspur district, representing diverse backgrounds. A self-constructed attitude scale towards women's right consisting of 25 items was used for data collection. The tool exhibited Cronbach's alpha reliability coefficient of 0.70, signifying moderate reliability. Content and face validity were also ensured. The results indicated no significant differences in attitudes towards women's rights among urban and rural women, as well as between married and unmarried women. Women aged 35-44 exhibited notably more positive attitudes than those in the 18-24 and 25-34 age groups. Educational qualification did not significantly affect attitudes of women towards women's rights. Students and homemakers exhibited more favorable attitudes toward women's rights compared to working women, but no significant difference was observed between the attitudes of students and homemakers.

**Keywords:** *Women Rights, Attitude towards Women Rights*

The need for rights in the development of an individual is crucial because rights provide the foundation for personal growth, well-being, and empowerment. When individuals have access to fundamental rights such as education, healthcare, freedom of expression, and protection from discrimination, they are able to pursue their goals and aspirations without unnecessary barriers. These rights ensure that individuals have the necessary resources and opportunities to develop their skills, knowledge, and talents, leading to greater personal fulfillment and achievement.

The world is experiencing shifts in gender roles, with women empowering themselves, which highlights the urgent need to safeguard women's human rights globally. Women, being one of the most vulnerable groups in society, are often deprived of fundamental rights such as access to food, clothing, shelter, education, and equality. They are, on one hand, revered and

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## Attitude of Women towards Women's Rights

honored as symbols of virtue and patience, yet on the other hand, they face exploitation, victimization, oppression, and discrimination in all areas of their lives (Yadav, 2013).

Therefore, it is crucial to protect women's rights at the international level. Despite women gaining financial and political independence and becoming more aware of their rights, they still face challenges in achieving meaningful changes to eliminate gender inequality in society (Saryal, 2014). Hillary Clinton (1995) stated "as long as discrimination and inequities remain so commonplace around the world as long as girls and women are valued less, fed less, fed last, overworked, underpaid, not schooled and subjected to violence in and out of their homes -the potential of the human family to create a peaceful, prosperous world will not be realized."

Education plays a vital role in helping all individuals, regardless of gender, secure their rights by providing them with the knowledge and tools to understand, claim, and protect those rights. When people are educated, they are more likely to be aware of their legal, social, and economic rights, including those related to freedom of expression, equality before the law, and access to healthcare and education. This awareness enables them to advocate for themselves and others, challenge injustices, and seek redress when their rights are violated. It also empowers individuals to make informed decisions in their personal and professional lives, thereby enhancing their ability to participate fully in society. Furthermore, an educated population is more likely to engage in civic life, vote, and influence policies that protect human rights. In this way, education helps break cycles of poverty and inequality, fosters social mobility, and creates more just and inclusive communities where the rights of all individuals are respected and upheld.

### REVIEW OF RELATED LITERATURE

The literature continuously emphasises education as the paramount aspect in improving understanding of women's and human rights, while exposing significant differences within socioeconomic groups and educational settings. Research indicates that educated women demonstrate greater awareness, encounter relatively less workplace discrimination, and actively oppose rights infringements, while poverty, lack of education, and social-professional disparities persist in hindering the attainment of women's rights (Bhatnagar, 2020; Michael, 2020). Empirical evidence reveals a moderate to high level of awareness among postgraduate and professional course students, especially in technical, legal, and management disciplines, whereas working women, tribal women, and individuals in less specialised courses are insufficiently informed and deprived of fundamental rights pertaining to education, health, and equality (Patil et al., 2015; Yadav, 2013; Rao, 2008; Sumi, 2018). Ongoing socio-cultural issues, including dowry, trafficking, female foeticide, and inheritance denial, further undermine women's standing, requiring collaborative initiatives from the state, civil society, and educational institutions (Saryal, 2014). The research confirm that organised human rights education and legal awareness programs can diminish gender inequalities and enhance women's empowerment (Selvan, 2003).

#### *Justification of the study*

Based on the reviewed studies, there is a clear indication of the significant need to examine and enhance women's awareness and attitudes toward women's rights. Bhatnagar (2020) emphasized that educated women in both South Africa and India are becoming increasingly aware of their human rights and are actively challenging workplace discrimination. Similarly, Michael (2020) highlighted the importance of awareness in addressing systemic issues such as poverty and inequality, which hinder women's rights in India. Saryal (2014) stressed the

## Attitude of Women towards Women's Rights

need for greater collaboration between government, civil society, and families, along with educating women about their legal rights to combat gender discrimination. Yadav (2013) further affirmed that women students in professional courses exhibit varied levels of awareness, indicating that educational background plays a role in shaping women's awareness of their rights. Furthermore, studies by Rao (2008) and Selvan (2003) underscore the need to address human rights issues among marginalized groups, such as tribal women and schoolchildren, as well as promote gender equality through curricula and awareness programs.

These findings of the studies reviewed collectively justify the need for a focused study on women's attitudes toward women's rights, as it is crucial to understand how do various factors, such as education, background, and exposure to rights-based initiatives, influence women's awareness and their perceptions of their rights. As most the of the studies are conducted on awareness so a deeper understanding of attitudes towards women's rights can inform policies and interventions aimed at improving women's empowerment and ensuring gender equality across different demographics.

### ***Statement of the Problem***

A research problem statement is a brief and clear description of the issue or challenge that the research aims to investigate or resolve. The present research undertakes to study the attitude of women towards women's rights with reference to their age, locality, marital status (Married or Unmarried), Occupation (Student, Housewives and Working Women), and level of education (School Education, UG and PG). *The title of the problem is stated as;*

## ATTITUDE OF WOMEN TOWARDS WOMEN'S RIGHTS

### ***Operational definitions of the terms used***

**Women's Rights:** Women's rights are the rights and entitlements claimed for women and girls worldwide that promote a position of legal and social equality of women with men. 'Women's rights are human rights' that were enshrined by the United Nations through Universal **Declaration of Human Rights** (UDHR) on December 10, 1948. These rights include the right to live free from violence, slavery, and discrimination; to be educated; to own property; to vote; and to earn a fair and equal wage.

**Attitude towards Women's Rights:** Attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, idea or event. It shows what someone likes or dislikes and can affect how they respond or act. Attitudes can be positive, negative, or neutral, and attitudes are shaped by life experiences, family, culture, and personal values. In the present study, attitude towards women's rights is nothing but the total score gained by an individual woman in attitude scale on women's rights developed by the researchers.

### ***Objectives of the study***

To study the attitude of women towards women's rights with reference to their:

- Age (18-24, 25-34, 35-44 & 45 and above)
- Locality (Rural & Urban)
- Marital Status (Married & Unmarried)
- Level of education (High School, College & PG Degree)
- Occupation (Student, Working & House maker/ wife)

## Attitude of Women towards Women's Rights

### *Hypothesis of study*

- **H<sub>0</sub>1:** There is no significant difference between the attitude of women towards women's rights with reference to their locality.
- **H<sub>0</sub>2:** There is no significant difference between the attitude of women towards women's rights with reference to their marital status.
- **H<sub>0</sub>3:** There is no significant difference between the attitude of women towards women's rights with reference to their age.
- **H<sub>0</sub>4:** There is no significant difference between the attitude of women towards women's rights with reference to their level of education.
- **H<sub>0</sub>5:** There is no significant difference between the attitude of women towards women's rights with reference to their occupation.

### **METHODOLOGY**

This study has been carried out using the descriptive survey research method. The population of the study was women of the Bilaspur district of Chhattisgarh. The sample included women from diverse backgrounds, encompassing various age groups, educational levels, and occupational statuses, including home/ house makers/wives, students, and employed/ working individuals. A total of 61 samples were selected using a random sampling method.

### *Tool used*

In order to carry out the present study, researchers prepared a self-made scale on Attitude towards Women's Rights. The tool includes 25 items, consisting of 12 positive statements and 13 negative statements. The scale has been standardized and exhibits moderate reliability, with a reliability coefficient of 0.70. The reliability of the scale was established by using Cronbach's Alpha. To ensure validity of the tool, both content validity and face validity were employed.

### *Data Analysis and Interpretation*

The data were analyzed using SPSS 20.0. Descriptive statistics, such as the mean and standard deviation, were used to summarize the data. Additionally, independent samples t-tests and ANOVA were used to investigate potential and significant differences in attitude toward women's rights scores based on demographic variables, including age, location, marital status, level of education, and occupation.

**Table: 1.1 Test of normality for attitude towards women's rights**

Attitude towards Women's Right	Shapiro-Wilk		
	Statistic	df	Sig.
	.981	61	.442

The Shapiro-Wilk test of normality was conducted to measure the normality of the distribution. The test showed a Shapiro-Wilk statistic of attitude towards Women's Rights (df = 61), with a corresponding p-value of 0.442. Since the p-value ( $p > 0.05$ ) exceeded the selected significance level of 0.05, the null hypothesis cannot be rejected. Hence, we can infer that the data is normally distributed.

**H<sub>0</sub>1: There is no significant difference between the attitude of women towards women's rights with reference to their locality.**

### Attitude of Women towards Women's Rights

**Table: 1.2 Group Statistics and Independent Samples t test\_ attitude towards women's right locality**

Variable	Locality	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig/p-value
Attitude Towards women's rights	Urban	45	101.91	8.676	1.293	1.890	59	0.064*
	Rural	16	106.69	8.700	2.175			

\*p > .05/ statistically not significant

Table 1.2 shows that among Urban women, the mean attitude towards women's rights score is 101.91 with a standard deviation of 8.676, while for rural women, the mean score is 106.69 with a standard deviation of 8.700. In case of comparing the mean score of Attitude towards women's rights urban and rural women, the calculated  $t_{(59)}$  value is 1.89 and the p-value is .064 ( $p > 0.05$ ). Since p value is more than 0.05, hence result is not significant at .05 level. So  $H_{01}$  is accepted and it can be safely said that there is no significant difference between urban and rural women in respect to their attitude towards women's rights.

**$H_{02}$ : There is no significant difference between the attitude of women towards women's rights with reference to their marital status.**

**Table: 1.3 Group Statistics and Independent Samples t test\_ attitude towards women's right marital status**

Variable	Marital Status	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig./p-value
Attitude Towards women's right	Married	36	101.67	9.184	1.531	1.603	59	0.114*
	Unmarried	25	105.32	8.081	1.616			

\*p > .05/ statistically not significant

Table 1.3 shows that among married women, the mean attitude towards women's rights score is 101.67 with a standard deviation of 9.184, while for unmarried women, the mean score is 105.32 with a standard deviation of 8.081. In case of comparing the mean score of Attitude towards women's rights married and unmarried women, the calculated  $t_{(59)}$  value is 1.603 and the calculated p-value is 0.114 ( $p > 0.05$ ). Since p value is more than 0.05, hence p value is not significant at .05 level. So  $H_{02}$  is accepted and it can be safely said that there is no significant difference between married and unmarried women in respect to their attitude towards women's rights.

**$H_{03}$ : There is no significant difference between the attitude of women towards women's rights with reference to their age.**

**Table: 1.4 Comparison of attitudes of women towards women's rights with respect to their age**

	Sum of Squares	df	Mean Square	F	Sig/p-value
Between Groups	990.769	3	330.256	5.053	.004*
Within Groups	3725.592	57	65.361		
Total	4716.361	60			

\*p < .05/ statistically significant

### Attitude of Women towards Women's Rights

From Table 1.4, it is evident that the F-value is 5.053, which is significant at the 0.05 level with degrees of freedom (df) = 3 and 58. The results show that the mean scores for attitudes towards Women's Rights regarding age differ significantly. Thus, the null hypothesis that there will be no significant difference among the attitudes of women towards women's rights regarding their age is rejected. To determine which Type of age group had a significantly higher mean score in attitudes towards women's rights, the data were further analysed with the help of the Scheffe post hoc test, and the results are presented in Table 1.5.

**Table 1.5. Post-Hoc (Multiple Comparison) test of significance for attitudes of women towards women's rights with respect to their age.**

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
<b>18-24</b>	25-34	-1.624	3.106	.603
	35-44	7.378*	3.062	.019
	45 and above	4.471	3.984	.266
<b>25-34</b>	18-24	1.624	3.106	.603
	35-44	9.002*	2.440	.001
	45 and above	6.095	3.528	.089
<b>35-44</b>	18-24	-7.378*	3.062	.019
	25-34	-9.002*	2.440	.001
	45 and above	-2.907	3.490	.408
<b>45 and above</b>	18-24	-4.471	3.984	.266
	25-34	-6.095	3.528	.089
	35-44	2.907	3.490	.408

From Table 1.5, it is revealed that the mean difference in attitude towards women's rights between the 18-24 and 35-44 age groups is 7.378, with a corresponding p-value of 0.019 ( $p < 0.05$ ), which is statistically significant at the 0.05 level. This indicates that the attitude towards women's rights of individuals aged 18-24 and those aged 35-44 is significantly different, with the latter group showing higher scores on attitudes towards women's rights. Similarly, the mean difference between the 25-34 and 35-44 age groups is 9.002, with a p-value of 0.001 ( $p < 0.05$ ), which is also significant at the 0.05 level. This suggests that individuals in the 35-44 age group demonstrate significantly greater attitudes towards women's rights compared to those in the 25-34 age group. However, the mean difference between the 18-24 and 25-34 age groups is 1.624, with a p-value of 0.603 ( $p > 0.05$ ), which is not significant at the 0.05 level. This indicates that there is no statistically significant difference in attitude towards women's rights between these two younger age groups.

In addition, the mean difference between the 18-24 and 45 and above age groups is 4.471 with a p-value of 0.266 ( $p > 0.05$ ), and between 25-34 and 45 and above is 6.095 with a p-value of 0.089 ( $p > 0.05$ ) - both of which are not statistically significant, indicating that attitude towards women right does not differ meaningfully across these comparisons. Lastly, the mean difference between the 35-44 and 45 and above age groups is 2.907, with a p-value of 0.408 ( $p > 0.05$ ), also showing no significant difference.

**H<sub>0</sub>4: There is no significant difference between the attitude of women towards women's rights with reference to their level of education.**

### Attitude of Women towards Women's Rights

**Table: 1.6 Comparison of attitudes of women towards women's rights with respect to their level of education**

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	113.018	2	56.509	.712	.495*
<b>Within Groups</b>	4603.342	58	79.368		
<b>Total</b>	4716.361	60			

\* $p > .05$ / statistically not significant

From Table 1.6, it is evident that the F-value is 0.712, with a corresponding p-value of 0.495 ( $p > 0.05$ ) which is not significant at the 0.05 level with degrees of freedom (df) = 2 and 59. The results show that the mean scores for attitudes towards Women's Rights regarding level of education not statistically significant. Thus, the null hypothesis that there will be no significant difference among the attitudes of women towards women's rights regarding their level of education is not rejected.

**H<sub>05</sub>: There is no significant difference between the attitude of women towards women's rights with reference to their occupation.**

**Table: 1.7 Comparison of Attitudes towards Women's Rights of women with respect to their occupation**

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	952.110	2	476.055	7.335	.001*
<b>Within Groups</b>	3764.251	58	64.901		
<b>Total</b>	4716.361	60			

\* $p < .05$ / statistically significant

From Table 1.7, it is evident that the F-value is 7.335, with a corresponding p-value of 0.001 ( $p < 0.05$ ) which is significant at the 0.05 level with degrees of freedom (df) = 2 and 59. The results show that the mean scores for attitudes towards women's rights regarding occupation differ significantly. Thus, the null hypothesis that there will be no significant difference among the attitudes of women towards women's rights regarding their occupation is rejected. To determine which type of group had a significantly higher mean score in attitudes towards women's rights, the data were further analysed with the help of the Scheffe post hoc test, and the results are presented in Table 1.8.

**Table 1.8 Post-Hoc (Multiple Comparison) test of significance for attitudes towards women's rights of women with respect to their occupation.**

(I) Occupation	(J) Occupation	Mean Difference (I-J)	Std. Error	Sig.
<b>Student</b>	Working	9.341*	2.551	.002
	House maker	2.000	2.486	.725
<b>Working</b>	Student	-9.341*	2.551	.002
	House maker	-7.341*	2.551	.021
<b>House maker</b>	Student	-2.000	2.486	.725
	Working	7.341*	2.551	.021

From the table 1.8, it is revealed that the mean difference in attitude towards women's rights between students and working individuals is 9.341, with a p-value of 0.002 ( $p < 0.05$ ), which is statistically significant at the 0.05 level. Similarly, the mean difference between working

## Attitude of Women towards Women's Rights

individuals and homemakers is 7.341, with a p-value of 0.021 ( $p < 0.05$ ), which is also statistically significant. Moreover, the mean difference between homemakers and students is 2.000, with a p-value of 0.725 ( $p > 0.05$ ), which is not statistically significant. This indicates that there is no meaningful difference in attitudes towards women's rights between students and homemakers.

### MAJOR FINDINGS & DISCUSSION

The present study investigated the attitude of women towards women's rights, based on a sample of 61 women of Bilaspur with special reference to their age, locality, marital status, level of education and occupational status. The results revealed that there is no significant difference between the attitude of women towards women's rights with reference to their locality, marital status and level of education. However, a significant difference in the attitude of women towards women's rights was observed in relation to their age and occupational status. The study also revealed that girls students had significantly higher attitudes towards women's rights as compared to working women. Similarly, homemakers also had significantly higher scores than working individuals, indicating more favourable attitudes. However, no significant difference was observed between the girls students and homemaker groups. The results also revealed that the 35-44 age group had significantly higher attitudes towards women's rights scores compared to both the 18-24 and 25-34 age groups. However, no significant differences were observed between the 18-24 and 25-34, 18-24 and 45 and above, 25-34 and 45 and above, or 35-44 and 45 and above age groups. During the review, it was observed that most of the studies were conducted to investigate the awareness towards women's rights, women's legal rights and human rights of women. Bhatnagar (2020) and Michael (2020) highlighted the importance of awareness regarding women's rights in India. Saryal (2014) suggested for collaboration between the government, civil society, and families, along with educating women about their legal rights to combat gender discrimination. Yadav (2013) found that educational background plays a role in shaping women's awareness of their rights. Rao (2008) and Selvan (2003) focused to address human rights issues among the weaker sections such as tribal women, to promote gender equality through curricula and awareness programs.

### CONCLUSION

In conclusion, it may be inferred that besides having a positive attitude towards women's rights, significant discrimination and violence against them is observed and their economical, social and political rights are subjugated. The latest data given by NCRB shows that crime against women has increased by 12.9% between 2018 and 2022. India ranked 128 out of 177 countries in terms of women's inclusion, justice and security as per the Women Peace and Security Index 2023. However, being signatory to Sustainable Development Goals (SDGs), India is committed to ensure gender equality and empowerment of all women and girls by 2030. Even though government has launched many schemes and programmes to promote gender yet the participation of community, NGOs, and people working for the rights and empowerment of women will have to join hands with the government to achieve this goal. Last but not least, women themselves have to come forward and fight for their rights, freedom and equality.

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### **Conflict of Interest**

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