



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

CERTIFICATE NO : ICLTSEMH /2025/C0125288

An Overview of Educated Women's Attitude in Education

Siuli Mandi

Research Scholar, Department of Education, Mansarovar Global University,
Sehore, M.P., India.

ABSTRACT

Education plays a vital role in shaping the attitudes, aspirations, and social participation of women in contemporary society. The study explored an overview of educated women's attitudes toward education, focusing on their perceptions of its importance, accessibility and impact on personal and professional development. Educated women generally exhibit a positive attitude toward education, recognizing it as a powerful tool for empowerment, economic independence, and social mobility. Their perspectives often reflect a strong belief in equal educational opportunities, gender equity, and lifelong learning. The overview underscores that educated women's positive attitudes toward education serve as a catalyst for individual growth and national development, making it essential to address existing challenges and promote a more equitable educational environment. In this article, an overview of educated women's attitude in education has been discussed.

Keywords: *Educated, Women's, Attitude, Education.*

INTRODUCTION

Education is widely recognized as a powerful instrument for social transformation, individual development, and national progress. In contemporary society, the role of women in education has undergone a significant shift, moving from passive recipients of knowledge to active contributors in shaping educational discourse and practices. Educated women, in particular, play a crucial role in fostering a culture of learning, promoting equality, and influencing the attitudes of future generations toward education. The attitude of educated women toward education is shaped by a complex interplay of social, cultural, economic, and institutional factors. Their perceptions not only reflect their personal experiences but also mirror broader societal norms and expectations. In many developing regions, including India, increased access to education has empowered women to challenge traditional gender roles and advocate for equal opportunities in academic and professional spheres. As a result, educated women often exhibit progressive attitudes toward issues such as girl-child education, lifelong learning, and inclusive education. Furthermore, educated women serve as catalysts for change within families and communities. Their awareness and appreciation of the value of education contribute to improved educational outcomes for children, especially girls. Studies have shown that mothers' educational levels significantly influence children's enrolment, retention, and academic achievement. Thus, understanding the attitudes of educated women becomes essential for policymakers, educators, and researchers aiming to enhance the quality and reach of educational



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

systems (Al-Kazi, L. A., 2019). However, despite notable progress, challenges persist. Gender disparities, socio-economic constraints, and cultural barriers continue to affect women's educational experiences and attitudes. In some cases, even educated women may face limitations in exercising their educational choices due to societal pressures or institutional constraints. Therefore, an in-depth examination of their attitudes is necessary to identify gaps and opportunities for further advancement (Gosh, P., 2020).

COMPONENTS OF ATTITUDE

The study of attitudes is a cornerstone in education, primarily defined through the Multicomponent Model of Attitude, referred to as the ABC Model. This framework suggests that an attitude is not a single, unified feeling but rather a complex psychological construct comprised of three distinct, yet interrelated components: Affective, Behavior, and Cognition. Together, these elements shape how individuals evaluate and respond to their social environment (Chandra, R., 2018).

The Affective Component:

The affective component represents the emotional or feeling segment of an attitude. It involves the person's subjective feelings of liking or disliking, or the "gut reaction" toward an attitude object. This component is often the most immediate and least rational, as it is rooted in personal values, sensory reactions, or classical conditioning. For example, a person might feel a sense of warmth and happiness when they see a specific brand of coffee because of pleasant memories associated with it. The affective dimension is crucial because it often drives the intensity of the attitude, determining whether the evaluation is strongly positive, strongly negative, or neutral. While cognition is about thinking, the affective component is about feeling. It refers to the emotional reaction or "gut feeling" an individual has toward an attitude object. This component involves the degree of preference, ranging from strong approval to intense dislike. Interestingly, affective responses can often occur without any prior cognitive conviction. For instance, a person might fear spiders (Affective) even if they intellectually know a specific spider is harmless (Cognitive).

They highlight that affective responses are often more immediate and powerful than cognitive evaluations, as they are frequently linked to the sympathetic nervous system. In consumer behavior, a person might buy a luxury watch not because of its technical specifications (cognition), but because of the feeling of prestige and excitement it evokes (affect). This emotional dimension is often the primary driver of "approval" or "disapproval" in social contexts, dictating the overall valence of the attitude.

The Behavioral Component:

The behavioral (or conative) component refers to the way an attitude influences how we act or behave toward an object, person, or situation. It is essentially an individual's intention to behave in a certain way. It is important to note that having an attitude does not always result in a specific behavior; however, the behavioral component encompasses the *predisposition* to act. For instance, if



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

an individual holds a positive attitude toward environmental conservation, they are more likely to recycle or participate in climate protests. It posits in the Theory of Planned Behavior that this behavioral intent is shaped not just by the attitude itself, but also by perceived social pressure and the individual's belief in their ability to perform the action. The behavioral component, also known as the conative component, reflects the way an attitude influences how we act or intend to act. It encompasses the practices, choices, and physical responses an individual exhibits toward the attitude object. If a person holds a positive attitude toward a political candidate, their behavioral component might include donating to the campaign, wearing a badge, or ultimately casting a vote for them.

It is important to distinguish between *actual* behavior and *behavioral intention*. According to the Theory of Reasoned Action, an individual's intention to perform a behavior is the best predictor of whether they will actually do it. However, factors such as social pressure or lack of resources can sometimes create a gap between an attitude and a practice. Despite this, the behavioral component remains the "output" of the attitude, where internal beliefs and feelings are translated into observable external actions and lifestyle choices (Zhang, H., 2017).

The Cognitive Component:

The cognitive component consists of the beliefs, thoughts, and attributes that an individual associates with an object. It is the "knowledge-based" part of an attitude, where the person evaluates the object based on facts or perceived truths. For example, a consumer's attitude toward a new smartphone might be based on the cognitive belief that it has a long battery life and a high-resolution camera. This component is often the result of conscious deliberation and information processing. While the affective component is about "feeling," the cognitive component is about "thinking" and "knowing," providing the logical justification for the overall evaluative judgment. The cognitive component serves as the intellectual foundation of an attitude. It comprises the thoughts, beliefs, knowledge, and attributes that an individual associates with an object. This is essentially the "informational" aspect where the individual processes facts or perceived truths to form a rational judgment. For example, a person's attitude toward electric vehicles might be rooted in the belief that they reduce carbon emissions and have lower long-term maintenance costs.

According to the Expectancy-Value Model, these cognitive beliefs are formed by the subjective probability that an object possesses a certain attribute. If a student believes that a specific study method is "efficient" and "results-oriented," these ideas form the cognitive basis of their positive attitude toward that method. This component is vital because it provides the "why" behind the attitude, allowing individuals to categorize and make sense of the world through logical structures (Sethi, N., 2016).

While these three components are distinct, they generally tend to be consistent with one another—a phenomenon known as evaluative consistency. For instance, if you believe that smoking is harmful (Cognition), you likely feel disgusted by the smell of smoke (Affect), and you avoid smoking areas (Behavior). However, psychological discomfort, known as cognitive dissonance, occurs when these



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

components are in conflict. For example, a person may know that smoking is unhealthy (Cognition) but still enjoy the habit (Affect/Behavior), leading them to either change their behavior or justify their beliefs to regain internal harmony.

EDUCATED WOMEN'S ATTITUDE

Educated women generally exhibit a progressive, informed, and balanced attitude shaped by knowledge, awareness, and exposure to social, economic, and political realities. Education plays a crucial role in transforming women's outlook, enabling them to think critically, make independent decisions, and actively participate in various spheres of life. Educated women tend to have a positive attitude towards self-development and empowerment. They are more aware of their rights, opportunities, and capabilities, which encourages confidence and self-reliance. This often leads to greater participation in higher education, employment, and leadership roles. Their attitude towards family and social responsibilities is usually more balanced. While valuing traditional roles, educated women are more likely to support gender equality within the household, including shared responsibilities between men and women. They also emphasize the importance of education and health for their children. Educated women often display a progressive social attitude. They are more likely to challenge social evils such as gender discrimination, child marriage, and dowry practices. Their awareness fosters tolerance, inclusivity, and respect for diversity. Moreover, their economic attitude is more independent and forward-looking. Educated women are inclined towards financial planning, savings, entrepreneurship, and career development, contributing significantly to household and national economies (Dutta, M., 2019). In terms of political and civic attitude, educated women are generally more aware of governance, rights, and responsibilities. They are more likely to vote, participate in community development, and raise their voices against injustice. However, despite these positive attitudes, educated women may still face challenges such as societal pressure, workplace discrimination, and gender bias, which can influence their attitudes and opportunities. Education significantly shapes women's attitudes by fostering independence, awareness, and social responsibility. It not only empowers women individually but also contributes to the overall development of society (Jacob, S., & Chattopadhyay, S., 2017).

FACTORS SHAPING EDUCATED WOMEN'S ATTITUDE

Education and Awareness: Education itself is the most significant factor. It enhances critical thinking, awareness of rights, gender equality, and access to information. Educated women tend to develop progressive attitudes toward employment, health, family planning, and social participation.

Family Background: Family environment, including parental education, occupation, and socio-economic status, plays a crucial role. Supportive families encourage independence and confidence, whereas conservative or restrictive families may limit the expression of progressive attitudes.

Socio-Cultural Norms and Traditions: Cultural beliefs, traditions, and societal expectations strongly influence attitudes. In societies with rigid gender roles, even educated women may face pressure to conform, affecting their views on career, marriage, and autonomy.



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

Economic Independence: Financial stability and employment opportunities significantly shape attitudes. Women who are economically independent are more likely to exhibit self-confidence, decision-making ability, and assertiveness in personal and professional matters.

Media and Technology Exposure: Access to media, including digital platforms and social media, exposes women to diverse perspectives, role models, and global ideas. This exposure often leads to more liberal and informed attitudes.

Workplace Environment: Professional experiences, workplace culture, and opportunities for growth influence attitudes toward gender equality, leadership, and work-life balance. Positive work environments promote empowerment and self-efficacy.

Government Policies and Legal Awareness: Awareness of laws and policies related to women's rights (such as education, employment, and protection laws) shapes attitudes. Government initiatives promoting gender equality also contribute to positive attitudinal changes.

Peer Group and Social Networks: Friends, colleagues, and social circles influence thinking patterns and attitudes. Interaction with progressive peer groups often encourages modern outlooks and confidence.

Personal Experiences and Life Events: Individual experiences such as discrimination, success, marriage, motherhood, or career advancement play a vital role in shaping attitudes over time.

Psychological Factors: Self-esteem, motivation, aspirations, and personality traits influence how educated women perceive themselves and their roles in society.

EDUCATED WOMEN'S ATTITUDE IN EDUCATION

Educated women generally exhibit a progressive, positive, and transformative attitude toward education, viewing it as a powerful tool for personal growth, social mobility, and societal development. Their attitudes are shaped by awareness, exposure, and a deeper understanding of the value of knowledge in improving quality of life.

Educated women tend to strongly support universal access to education, especially for girls. Having experienced the benefits themselves, they advocate for equal educational opportunities and often challenge traditional norms that restrict female education. They are more likely to encourage their daughters and other young girls to pursue higher education and professional careers (Ibrahim, A., 2018).

Educated women display a practical and goal-oriented attitude toward education. They see education not only as a means of acquiring knowledge but also as a pathway to economic independence, career advancement, and self-reliance. This perspective motivates them to value skill development, vocational training, and lifelong learning.

Another important aspect is their awareness of quality education. Educated women emphasize the importance of good teaching methods, curriculum relevance, and a supportive learning environment. They are more engaged in their children's schooling, actively participating in parent-teacher interactions and monitoring academic progress.



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

Educated women also demonstrate a progressive attitude toward social change. They recognize education as a means to eliminate social evils such as gender discrimination, child marriage, and illiteracy. Their attitudes often promote inclusivity, gender equality, and empowerment within families and communities (Becker, S. O., & Woessmann, L., 2018).

Furthermore, they tend to adopt a balanced and responsible approach to education. They value moral education, critical thinking, and the overall development of personality rather than focusing solely on academic achievement. Their outlook often integrates cultural values with modern educational practices.

However, despite their positive attitudes, educated women may still face challenges such as societal pressure, work-life balance issues, and limited decision-making power in certain contexts. These factors can sometimes influence how effectively their attitudes translate into action.

The attitude of educated women toward education is largely positive, forward-looking, and empowering. It plays a crucial role in shaping future generations, promoting gender equality, and contributing to the overall development of society (Kumar, S., & Rani, P., 2021).

CONCLUSION

The overview of educated women's attitude in education clearly indicates a significant transformation in perceptions, aspirations, and participation over time. Educated women today demonstrate a more positive, progressive, and empowered outlook toward education, not only as a means of personal development but also as a tool for social change and economic independence. Their attitudes reflect a growing awareness of the importance of education in enhancing self-confidence, decision-making ability, and overall quality of life. The study highlights that educated women increasingly value equal educational opportunities, gender equity, and lifelong learning. They tend to encourage educational attainment not only for themselves but also for future generations, thereby contributing to the creation of an informed and enlightened society. Moreover, their supportive attitude towards modern educational practices, skill development, and professional advancement plays a crucial role in national development. However, despite these positive trends, certain socio-cultural barriers, economic constraints, and regional disparities still influence women's attitudes toward education in some contexts. Issues such as gender bias, family responsibilities, and limited access to resources continue to pose challenges that need to be addressed through effective policies and social awareness. In conclusion, educated women's attitudes toward education are largely constructive and forward-looking, acting as a catalyst for both individual empowerment and societal progress. Strengthening educational access, promoting gender-sensitive policies, and fostering supportive environments will further enhance these positive attitudes and ensure inclusive and sustainable educational development.

REFERENCES

1. Al-Kazi, L. A. (2019). Education and the changing status of women in the Middle East and South Asia. *Journal of International Women's Studies*, 20(2), 110–128.
2. Becker, S. O., & Woessmann, L. (2018). The role of education in the gender-equal family model. *European Economic Review*, 103, 150-172.



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

3. Chandra, R. (2018). Impact of women's education on family health in Bihar. *Journal of Health Management*, 20(4), 512-525.
4. Dutta, M. (2019). Education as an empowerment tool for women in rural Assam. *Social Change*, 49(3), 405-422.
5. Gosh, P. (2020). Higher education and its impact on the status of women in Kolkata. *Journal of South Asian Studies*, 8(2), 55-70.
6. Ibrahim, A. (2018). Literacy and liberation: The psychological shift in domestic power. *Journal of Development Studies*, 54(9), 1540-1558.
7. Jacob, S., & Chattopadhyay, S. (2017). Marriage, education, and the "Glass Ceiling" at home. *Gender & Development*, 25(1), 89-106.
8. Kumar, S., & Rani, P. (2021). Impact of education on women's financial planning in India. *Indian Journal of Social Work*, 82(3), 341-358.
9. Sethi, N. (2016). Empowerment or entrapment? Educated working women in Delhi. *Gender, Technology and Development*, 20(3), 320-345.
10. Zhang, H. (2017). Education and women's bargaining power in the household: Evidence from the China Family Panel Studies. *Journal of Family and Economic Issues*, 38(3), 321-335.