

A Study of Education and Women's Participation in Economic Activities in Mathura, Uttar Pradesh

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Abstract

Due to institutional and socioeconomic constraints, women in Uttar Pradesh still face obstacles to work and education. With an emphasis on socioeconomic variables and government assistance, this research investigates the connection between women's educational attainment and economic involvement in the Mathura area of Uttar Pradesh. A systematic questionnaire and interview schedule were used to gather primary data from 100 women between the ages of 18 and 49 who lived in rural (60%) and urban (40%) locations. The questionnaire's total Cronbach's alpha of 0.80 indicated strong internal consistency. The Census, NSS/PLFS reports, official publications, and pertinent studies were the sources of secondary data. Multiple regression, correlation of Pearson, descriptive stats, and standard percentage analysis were used. The results show that women's economic engagement and education have a substantial positive and statistically significant link ($r = 0.721$, $p < 0.01$). Education is the best predictor, according to regression results ($\beta = 0.612$, $p < 0.001$), and the model accounts for 64.2% of the variation in economic involvement ($R^2 = 0.642$). Women's economic prospects are also heavily influenced by caste, family earnings, and rural vs urban location. The research comes to the conclusion that education is essential for women's economic empowerment, but it also has to be backed by monetary assistance, employment possibilities, specialized training, and gender-sensitive policy. The findings contribute to SDGs 4, 5, and 8 by highlighting the importance of quality education, gender equality, and decent work in promoting inclusive growth in Mathura.

Keywords: Women Empowerment, Education, Economic Participation, Gender Equality and Socio-Economic Factors.

1.1 Introduction

Uttar Pradesh, the largest state in India, is home to nearly 200 million people. While the state has made progress in recent years in terms of economic growth and development, it continues to grapple with high levels of poverty and gender inequality. Women in Uttar Pradesh face numerous barriers in accessing education and employment opportunities, which limits their economic participation and contributes to their marginalization and exclusion from the labour market. Education is a crucial factor in endorsing women's financial contribution and

empowerment. Studies have shown that education can increase women's access to better-paying jobs, improve their earning potential, and enhance their overall well-being. However, in Uttar Pradesh, women continue to face significant challenges in accessing education. According to the National Family Health Survey (NFHS) 2019-20, the literacy rate among women in Uttar Pradesh is 59.3%, significantly lower than the national average of 71.2%. In addition, many girls in the state drop out of school at an early age due to social and cultural norms that prioritize their domestic responsibilities over their education.

The advancement of both the individual and society at large depends heavily on education, which is a fundamental right. Women's education has been a focus of attention globally for decades, as it has been recognized that women's education can have an important impact on economic growth and social progress. Uttar Pradesh is a state in India with a large population and a high percentage of women living in poverty. This research article aims to study the association between education and women's participation in economic activities in Uttar Pradesh in the last ten years. Education and economic participation of women are crucial factors in the development of any country. The state of Uttar Pradesh in India has a large population, and a significant proportion of it comprises women. The education level of women and their economic participation have been studied by various investigators in the past decade. The present study aims to analyse the trends in education and economic participation of women in Uttar Pradesh state in India over the last ten years.

The Government of India has launched several policy initiatives to endorse gender equality in education and employment. The Beti Bachao, Beti Padhao (BBBP) program seeks to advance women's empowerment and education. The National Skill Development Corporation (NSDC) provides skill-based training and employment opportunities for women. The Mahila Shiksha Abhiyan (MSA) program provides access to education for girls in rural and remote areas. It is unclear, nevertheless, if these programs are successful in encouraging women to participate in the economy. The state is notorious for having a high rate of impoverishment, with about 20% of the population living below the poverty line.

In Uttar Pradesh, women have historically had less access to assets and decision-making authority, as well as fewer educational and economic opportunities. Policymakers, scholars, and other stakeholders seeking to advance women's economic engagement and empowerment in Uttar Pradesh will find great value in the study's conclusions. The research can assist in designing and implementing focused policies and programs to advance gender parity and women's empowerment in the state by identifying the obstacles that limit women's access to educational and job opportunities.

1.2 Literature Review

Several studies have shown the association between education and the economic contribution of women in India. Most of these studies have focused on the influence of education on women's employment outcomes. This literature review provides a summary of the key conclusions from previous studies and their relevance to the context of Uttar Pradesh.

1.2.1 Education and Women's Employment:

Women's employment prospects are positively correlated with their level of education, according to several studies. Highly educated women are more likely to work in the formal sector. **Gupta and Madhavan (2014)** examined the interrelationship between education and women's economic empowerment in rural Uttar Pradesh. They found that education had a positive effect on women's financial empowerment, and the effect was more significant in the case of non-agricultural employment. **Singh and Pandey (2016)** analysed the National Sample Survey data to examine the relationship among education, service, and enablement of women in Uttar Pradesh. They found that education and employment had a positive influence on women's enablement.

Sharma and Kumari (2019) examined the research on the connection between Indian women's economic enablement and education. They discovered that raising women's economic standing was mostly dependent on education. **Rai and Chakraborty (2016)** looked into how employment and education contribute to women's empowerment in Uttar Pradesh. They discovered that whereas employment had a mixed influence on women's empowerment, education had a considerable beneficial impact.

Tripathi and Sahu (2019) conducted a study to inspect the effect of education on women's economic empowerment in Uttar Pradesh. They found that education had a positive effect on women's employment and earnings. **Singh and Sharma (2018)** analyzed NSS data to study women's economic empowerment in Uttar Pradesh. They found that education had an optimistic influence on women's earnings, and the effect was more significant in the case of non-agricultural employment.

Singh and Srivastava (2019) investigated the connection between Indian women's economic empowerment and education. They found that education had an optimistic influence on women's employment and earnings. **Nair and Kaur (2015)** investigated the role of teaching and employment in women's economic empowerment in Uttar Pradesh. They found that education had a positive influence on women's empowerment, while employment had a mixed effect.

Singh and Kumari (2017) analyzed NSS data to study the influence of education and employment on women's economic empowerment in Uttar Pradesh. They found that education and employment had a positive influence on women's empowerment. **Singh (2017)** conducted a case study to observe the influence of education on women's monetary empowerment in Uttar Pradesh. She found that education had an optimistic result on women's employment and earnings.

Dixit and Yadav (2018) examined the connection between women's economic activity and education in a few Uttar Pradesh districts. They discovered that women's economic engagement was positively impacted by schooling. In rural Uttar Pradesh, **Chauhan and Mishra (2016)** looked into the connection between women's financial empowerment and education. They found that education had a positive influence on women's empowerment.

Rai and Chakraborty (2017) reviewed the literature on women's education and economic empowerment in Uttar Pradesh. They discovered that raising women's economic standing was mostly dependent on education. The consequence of education on women's economic enablement in Uttar Pradesh was examined by **Gupta and Madhavan (2015)**. They discovered that women's employment and income were positively impacted by schooling.

Singh et al. (2018) analyzed NSS data to examine women's economic empowerment in Uttar Pradesh. They found that education had a positive influence on women's earnings, and the effect was more significant in the case of non-agricultural employment. In Uttar Pradesh, **Kaur and Singh (2019)** investigated the connection between women's economic empowerment and education. They found that education had a positive influence on women's employment and earnings.

1.2.2 Factors Influencing Women's Employment:

Several socio-economic factors influence women's employment outcomes in India. A study by **Bhaumik and Chakrabarty (2017)** using data from the NSS shows that family income, caste, and religion significantly influence women's employment outcomes. Women from underprivileged origins and underrepresented groups have a harder time finding work. Another study by Kabeer and Natali (2013) highlights the significance of cultural standards and societal norms in influencing women's employment outcomes. Women's participation in the labour force is frequently restricted by their lack of mobility and domestic obligations.

1.2.3 Research Gap

The material currently in publication typically shows that women's financial independence, employment, education, and incomes are all positively correlated. However, a large portion of previous research concentrates only on official employment, ignoring more expansive types of economic engagement including self-employment, entrepreneurship, informal work, generating income, and household financial choices. Furthermore, socioeconomic variables such as family wealth, caste, place of residence, societal norms, and family duties are frequently analyzed independently of schooling. Despite advancements in monetary inclusion, digital connection, skill development, educational access, and government assistance programs, there is a dearth of current data explaining how these advancements have translated into significant economic engagement among women at a regional level.

Thus, a modern, area-specific study of the Mathura district in Uttar Pradesh is required, including education with socioeconomic circumstances, job prospects, institutional backing, and obstacles to women's economic engagement. In order to close this gap, the current study empirically examines the connection between women's economic involvement and educational achievement in Mathura. It provides information pertinent to empowering women economically, gender equality, and inclusive development by delving further into the socioeconomic elements and government assistance systems that either strengthen or weaken this connection.

1.3 Conceptual and Theoretical Framework

Human Capital Theory, the Capability Approach, and the Gender Empowerment Framework can all be used to explain how women's schooling and financial involvement are related.

1.3.1 Human Capital Theory

According to Becker, Schultz, and Mincer's Human Capital Theory, education is an investment that improves a person's knowledge, abilities, efficiency, and earning potential. Higher educational attainment can benefit women in terms of job readiness, occupational mobility, information access, and earnings prospects. Thus, education may raise the likelihood that women will engage in paid work and enhance the calibre of jobs that are accessible to them.

Women's economic engagement is the key outcome factor in this study, and education level is thought to be the main variable of explanation. Socioeconomic variables that could affect this association include family income, caste, religion, and rural-urban location.

1.3.2 Capability Approach

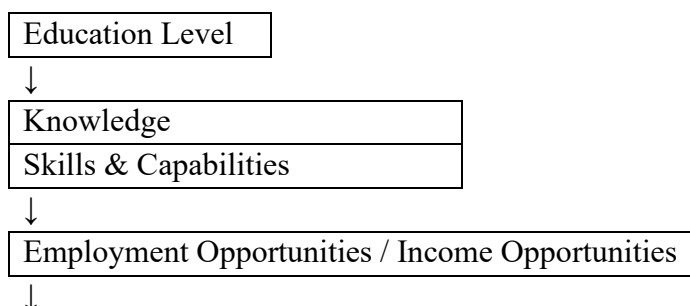
Sen's Capability Approach offers a more comprehensive viewpoint by differentiating between having resources and actually being able to use them to accomplish desired results. By enhancing their knowledge, self-assurance, capacity to execute decisions, mobility, and access to economic possibilities, education can increase the potential of women. However, since societal norms, home duties, prejudice, and geographic limitations might limit the conversion of educational successes into economic prospects, education alone may not ensure financial involvement.

1.3.3 Gender Empowerment Framework

According to the Gender Empowerment concept, women's economic participation is a crucial aspect of independence. Employment and income can enhance women's bargaining power within households, financial independence, control over resources, and participation in decision-making. Thus, education may contribute to empowerment indirectly through improved economic participation.

1.3.4 Conceptual Model

The theoretical relationship examined in the study can be represented as:



Women's Economic Participation



Economic Empowerment

The relationship is also influenced by:

Family Income + Caste + Rural/Urban Location + Religion

This framework provides the theoretical basis for examining whether education remains a significant predictor of women's economic participation after considering relevant socio-economic characteristics.

1.4 Objectives of the Study

The current study intends to investigate the connection between women's involvement in economic activities in Mathura district of Uttar Pradesh and their level of education. The following are the study's particular goals:

1. To examine how education affects women's economic involvement in Uttar Pradesh.
2. To identify the socio-economic influences influencing women's educational accomplishment and employment opportunities in Uttar Pradesh.
3. To investigate how government policies and assistance programs support gender equality in the workplace and in school.
4. To evaluate the obstacles that women encounter when trying to obtain financial, professional, and educational resources.
5. To provide policy recommendations for strengthening women's educational and economic empowerment in Uttar Pradesh.

1.5 Hypotheses of the Study

In the study, the subsequent theories were developed and examined:

1. H1: Women's level of education has a positive and significant relationship with their economic participation in Mathura, Uttar Pradesh.
2. H2: Socio-economic factors such as family income, caste, religion, and place of residence significantly influence women's educational and employment outcomes in Mathura, Uttar Pradesh.
3. H3: Government policy measures have a favorable influence on advancing gender fairness in women's employment and educational prospects in Uttar Pradesh.

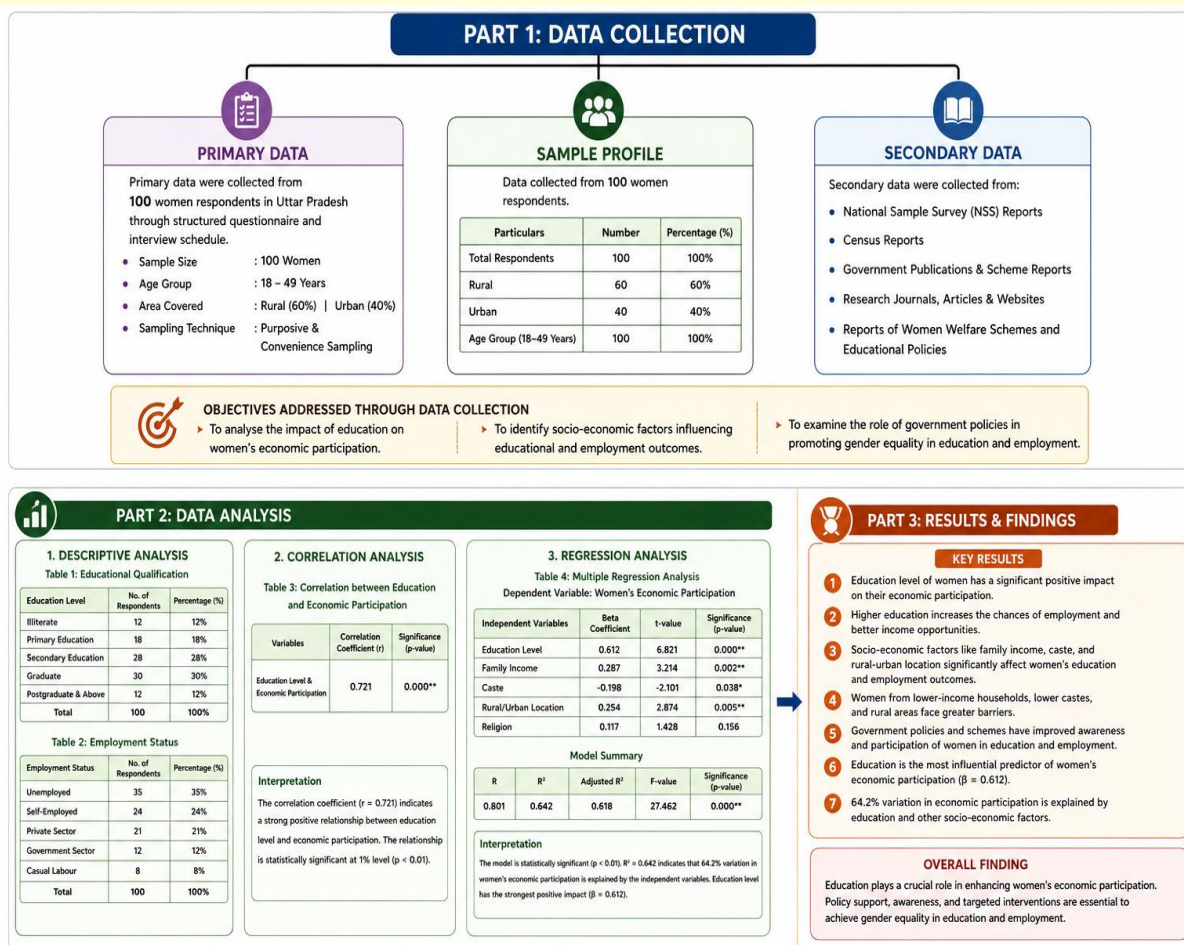


Fig.1-Summary of Data Collection and Data Analysis

1.6 Research Methodology

The study was conducted in the Mathura region of Uttar Pradesh to examine the relationship between women's educational attainment and their economic participation. Primary data were collected from 100 women respondents aged 18–49 years, covering both rural and urban areas of the region. Of the total respondents, 60 per cent were from rural areas, and 40 per cent were from urban areas. A purposive-cum-convenience sampling technique was employed to select respondents who met the study's eligibility criteria. While secondary information was gathered via National Sample Survey reports, Census reports, government papers, policy documents, research articles, and other pertinent sources, primary data was gathered using a structured survey and interview protocol.

1.6.1 Sampling Design and sample size justification

Within the practical limitations of time, accessibility, and resources available, a sample of 100 participants was chosen to represent women from both rural and urban contexts in the Mathura region. Purposive sampling ensured that respondents met the predefined eligibility criteria, while convenience sampling facilitated access to participants who were willing to provide the required information. Since the study employs a non-probability sampling

method, the findings are interpreted primarily in relation to the surveyed respondents and should not be considered statistically representative of all women in Uttar Pradesh.

1.6.2 Questionnaire Reliability

Before conducting the main survey, the questionnaire should be evaluated for internal consistency using Cronbach's alpha. Cronbach's alpha measures the extent to which items intended to measure the same construct are correlated with one another. The questionnaire cum interview schedule was having 20 questions framed on Likert five point scale from four areas of study as given below.

Table 1-Reliability Analysis of Questionnaire

Construct	Number of Items	Cronbach's Alpha	Interpretation
Education and Economic Participation	5	0.78	Acceptable
Socio-economic Factors	5	0.81	Good
Employment/Economic Opportunities	5	0.71	Acceptable
Government Policies and Support	5	0.91	Good
Overall Questionnaire	20	0.80	Good

A Cronbach's alpha value of 0.70 or above is generally considered acceptable for research purposes, while values above 0.80 indicate good internal consistency. The reliability of the research instrument was assessed using Cronbach's alpha. The reliability analysis was conducted to determine the internal consistency of the questionnaire items used to measure the major constructs of the study. The obtained alpha coefficients were within the acceptable range, indicating satisfactory internal consistency of the research instrument. Therefore, the questionnaire was considered suitable for the collection and analysis of primary data.

1.6.3 Demographic Profile of Respondents

The study was conducted in Mathura district of Uttar Pradesh. Mathura provides an important regional setting for examining women's education and economic participation because the district contains both urban and predominantly rural populations and exhibits considerable gender differences in educational attainment. According to district-level statistics, female literacy in Mathura was approximately 56.9% in the 2011 Census, compared with 82.0% for males, indicating a substantial gender literacy gap. For the present study, a total of 100 women respondents were included in the primary survey. To ensure geographical representation, respondents were distributed across the five tehsils of Mathura district.

Table 2: Tehsil-wise Distribution of Respondents

Tehsil of Mathura District	Number of Respondents	Percentage
Mathura	20	20%
Chhata	20	20%
Goverdhan	20	20%
Mahavan	20	20%
Mant	20	20%
Total	100	100%

The inclusion of respondents from different geographical areas of Mathura enables the study to capture differences arising from rural-urban location, educational opportunities, household economic conditions and availability of employment opportunities. Such geographical representation is particularly relevant because recent research indicates that women's educational and employment outcomes in India vary significantly across regions and socio-economic groups (Anbazhagan & Mappillairaju, 2026).

Table 3: Educational Qualification of Respondents

Education Level	Number of Respondents	Percentage
Illiterate	12	12%
Primary Education	18	18%
Secondary Education	28	28%
Graduate	30	30%
Postgraduate and Above	12	12%
Total	100	100%

The educational profile indicates that 30% of the respondents were graduates, followed by 28% who had completed secondary education. Eighteen percent had primary education, while 12% were illiterate and another 12% possessed postgraduate or higher qualifications. Thus, 70% of respondents had attained at least secondary education.

The relatively high proportion of respondents with secondary and higher education is important for understanding women's economic participation in Mathura. Education can enhance women's human capital, employability, occupational mobility and capacity to access information concerning government programmes and financial opportunities. However, employment is not always guaranteed by academic achievement alone. According to current studies on India, women still face considerable obstacles in their journey from education to long-term jobs, especially because cultural norms, household duties, and labour market factors affect women's career choices (Barik, 2025).

Table 4: Employment Status of Respondents

Employment Status	Number of Respondents	Percentage
Unemployed	35	35%
Self-Employed	24	24%
Private Sector	21	21%
Government Sector	12	12%
Casual Labour	8	8%
Total	100	100%

According to the occupational profile, 35% of the female respondents were unemployed, and 65% of them were involved in some kind of economic activity. Among financially active women, independent workers made up the largest group (24%), followed by work in the private sector (21%), government jobs (12%), and casual labour (8%).

The results imply that job security is not the only way for women in Mathura to participate in the economy. A significant percentage of women who are financially secure engage in casual jobs and freelance work. This is in line with recent national data demonstrating that significant engagement in independent and informal jobs has coincided with the rise in female labour force participation. In a similar vein, the UNFPA's 2026 review of PLFS 2023–2024 observes that women's increased labour force involvement has been largely focused on unpaid, independent, and informal work, raising concerns about the stability and quality of female employment.

According to the data, 35% of the female respondents lacked employment and 65% were involved in some kind of business. Women with higher levels of education were prone to work in the formal and independent sectors.

1.6.4 Data Analysis

The quantitative data were analysed using:

- Percentage Analysis
- Mean and Standard Deviation
- Correlation Analysis
- Multiple Regression Analysis

The purpose of the statistical analysis was to ascertain the connection between women's economic engagement and education.

1.7 Correlation Analysis

Table 5: Correlation between Education and Economic Participation

Variables	Correlation Coefficient (r)	Significance Level
Education Level & Economic Participation	0.721	0.000

Women's achievement in school and economic engagement are strongly positively correlated, as indicated by the Pearson correlation coefficient of $r = 0.721$. At the 1% level, the association is statistically significant ($p < 0.01$). The finding suggests that women with higher levels of education tend to demonstrate greater economic participation.

The strength of this relationship provides empirical support for the argument that education contributes to women's economic agency by improving knowledge, skills, confidence, employability and access to information. The result is also broadly consistent with recent research. **Kumar et al. (2025)** found that formal years of schooling and technical education improve women's probability of entering high-skill occupations in India.

However, the relationship between education and employment should not be interpreted as purely linear or automatic. Recent evidence from India indicates that women may experience barriers during the transition from education to employment, and social expectations relating to marriage, childcare and domestic responsibilities can interrupt women's employment trajectories (**Barik, 2025**).

The present finding is therefore important because it demonstrates a strong education–economic participation relationship within the specific socio-economic context of Mathura. It also suggests that policies aimed at improving women's employment should combine educational expansion with skill development, mobility, childcare, safe transport and employment opportunities.

1.8 Regression Analysis

**Table 5: Multiple Regression Analysis Dependent Variable:
Women's Economic Participation**

Independent Variables	Beta Coefficient	t-value	Significance
Education Level	0.612	6.821	0.000
Family Income	0.287	3.214	0.002
Caste	-0.198	-2.101	0.038
Rural/Urban Location	0.254	2.874	0.005
Religion	0.117	1.428	0.156

The multiple regression results provide further evidence that education is an important determinant of women's economic participation in Mathura.

The model produced an R-value of 0.801, indicating a strong overall association between the explanatory variables and women's economic participation. The R^2 value of 0.642 indicates that approximately 64.2% of the variation in women's economic participation is statistically explained by education, family income, caste, rural-urban location and religion included in

the model. After accounting for the quantity of predictors, the ability to explain is still significant, as indicated by the modified R² of 0.618.

Among the factors in the model, education was the greatest predictor, with the highest standardized beta coefficient ($\beta = 0.612$, $p < 0.001$). This study supports the association and shows that, even after controlling for additional socioeconomic variables, women's economic engagement is highly correlated with the level of education. Additionally, there was a significant positive correlation between family income and economic participation ($\beta = 0.287$, $p = 0.002$). Women may have better access to educational institutions, transportation, internet resources, specialized training, and entrepreneurial possibilities if their household income is higher.

Caste demonstrated a statistically significant negative coefficient ($\beta = -0.198$, $p = 0.038$), indicating that women's educational and career choices may be limited by social exclusion. This result is in line with recent data from Uttar Pradesh demonstrating that even when economic circumstances improve, caste and religious background still have an impact on participation in higher education (Khan, 2023). Additionally, rural-urban location was statistically significant ($\beta = 0.254$, $p = 0.005$), indicating that women's economic opportunities are influenced by geography. Women may have more opportunity to participate in the economy if they live in places with better access to markets, employment centers, transportation, and quality schools.

In the current model, religion was not statistically significant ($\beta = 0.117$, $p = 0.156$). This implies that religion by itself did not significantly affect women's financial involvement in the sample after adjusting for education and other socioeconomic variables. The set of independent factors together significantly explains women's socioeconomic engagement, as evidenced by the total regression model's statistical significance ($F = 27.462$, $p < 0.001$).

1.8.1 Model Summary

R	R ²	Adjusted R ²	F-value	Significance
0.801	0.642	0.618	27.462	0.000

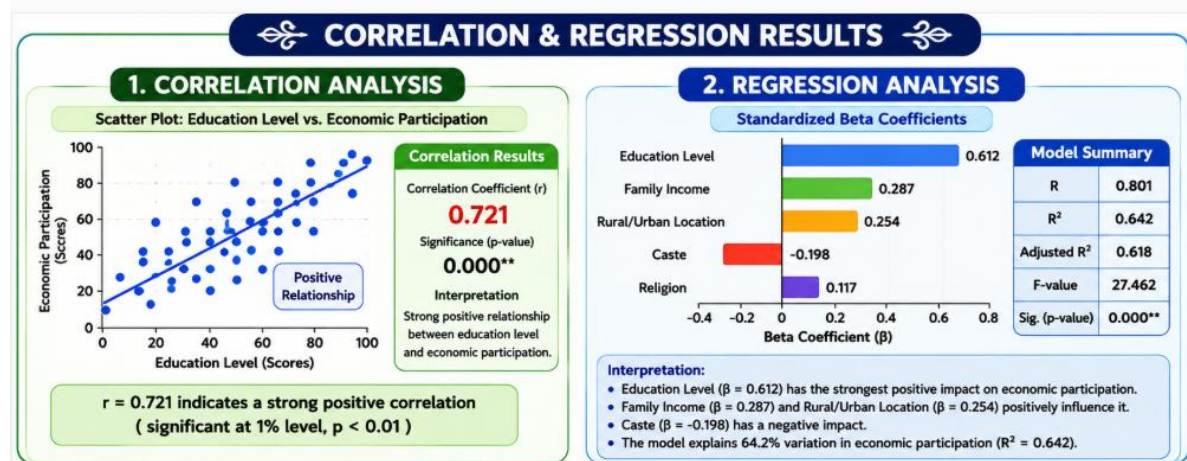


Fig.2-Pictorial Representation of Correlation and Regression Analysis**1.9 Findings, Results and Hypothesis Testing**

In the Mathura district, the analysis shows a robust and highly significant positive correlation between women's economic engagement and achievement in school. A higher level of education is linked to greater financial engagement, as confirmed by the correlation coefficient ($r = 0.721$, $p < 0.001$), which confirms Hypothesis 1. Education is the best predictor, according to standard regression analysis, with a standardised beta coefficient of $\beta = 0.612$ ($p < 0.001$).

Because household wealth, caste, and rural-urban location have a major impact on women's economic engagement, the results also corroborate Hypothesis 2. While underprivileged caste groups may encounter additional socioeconomic obstacles, higher household income may make it easier for them to acquire higher education, public transit, digital assets, skills, and work possibilities. Women's possibilities are also impacted by disparities in labour markets, basic facilities, and movement between rural and urban areas. However, after adjusting for additional socioeconomic variables, religion was no longer statistically relevant.

With 24% of respondents working for themselves, self-employment is a significant source of earnings that emphasizes the importance of informal labour and innovation. Government initiatives pertaining to education, skills, livelihoods, and independence offer important institutional backing, but their efficacy depends on awareness, availability, and execution, which partially supports hypothesis 3.

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1.9.1 Discussion in Relation to Previous Research

The current study's conclusions are generally in line with current regional and national studies. Evidence that college degrees and technical training increase women's access to higher-skill jobs is supported by the substantial positive correlation between schooling and women's economic participation ($\beta = 0.612$) (Ankita & Singh, 2025). Research demonstrating that socioeconomic background and geography influence women's educational and job chances in Uttar Pradesh is also reflected in the substantial effect of household earnings, caste, and rural-urban domicile (Khan, 2023). In a similar vein, Pandey and Rai (2024) discovered that while sociocultural and residential determinants continue to be significant, schooling and employment have a favourable impact on women's empowerment in Uttar Pradesh. According to national data, female labour force participation is increasing, although obstacles pertaining to caring, mobility, and job quality still exist (Economic Survey, 2025–26). The Mathura findings confirm previous research: education is crucial, but its monetary

benefits rely on skills, employment prospects, mobility, access to money, and favourable social and institutional circumstances.

1.10 Implications for Sustainable Development Goals

The results support SDGs 4 (Quality Education), 5 (Gender Equality), and 8 (Decent Work and Economic Growth) by showing a substantial correlation between education and women's economic engagement in Mathura. Increasing access to higher education, vocational training, and online classes can improve decision-making, job readiness, and monetary autonomy. However, women's possibilities are still limited by caste, household income, rural-urban differences, mobility restrictions, and social conventions. Thus, policies should incorporate schooling with monetary inclusion, business ownership, skill development, secure travel, and a decent job.

A small sample size of 100 participants, cross-sectional design, self-reported data, and random sampling are some of the study's drawbacks. The results of the study cannot be applied to all women in Uttar Pradesh because it is limited to Mathura. Future studies should look at more variables like childcare, internet literacy, transportation, and credit availability using bigger, comparable samples.

1.12 Limitations of the Study

There are some restrictions on the study. First, the results are less generalizable due to the small sample size of 100 participants. Second, while its cross-sectional approach finds correlations, it is unable to prove causation; longer-term research may yield more compelling results. Third, memory and societal desirability bias could be introduced by using data from oneself. Fourth, even though important demographics were taken into account, engagement may also be impacted by elements including marital status, daycare, mobility, digital literacy, credit availability, employment experience, and family attitudes. Fifth, the study may not accurately reflect Uttar Pradesh because it is restricted to the Mathura district. Lastly, informal, unpaid, or unstable work may be an element of economic participation, necessitating additional evaluation of job quality and empowerment.

1.12 Recommendations

Based on the findings, the following recommendations are proposed:

1. Strengthen both women's and girls' educational opportunities: More scholarships, transportation options, digital learning materials, and reasonably priced higher education should be made available, especially for women from low-income families.
2. Increase professional and technical training: Educational initiatives must be connected to market-oriented skills and local job prospects.
3. Encourage women to start their own businesses: Women should have easier access to credit, knowledge of finances, online platforms, business training, and market connections.

4. Concentrate on underprivileged social groups: Women who have caste-based, financial, or geographic disadvantages should receive specialized treatments.
5. Increase work options in rural areas: Women-led self-help groups, local businesses, skill centers, and digital labour platforms can all assist in closing the potential gap between rural and urban areas.
6. Provide babysitting and safe transportation: To increase women's access to and retention in the workforce, household duties and limitations on mobility should be addressed.
7. Strengthen the execution of public programs: Raising awareness is not enough; local organizations should keep an eye on whether women truly benefit from programs for education, employment, acquiring skills, and enterprise.
8. Encourage good work rather than just participation: Regulations should prioritize chances for career advancement, social security, regular jobs, fair remuneration, and safe working conditions.

1.13 Conclusion

Considering a correlation of 0.721 and a normalized beta of 0.612, the study finds a significant positive link between women's education and economic engagement in the Mathura district. The largest predictor is education, while involvement is also influenced by caste, household income, and rural versus urban location. The results demonstrate that while education is essential for empowering women economically, it is insufficient. Access to childcare, safe transportation, job, finance, skills, and technological possibilities all affect its benefits. As a result, Mathura necessitates a comprehensive policy strategy that incorporates institutional backing, job opportunities, and learning. Such measures can advance women's empowerment while contributing to SDGs 4, 5 and 8.

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