

Problems Faced by Women in the Educational Institutions of Bijapur

Dr. S. A. Kudachi

PRO, Al-ameen Medical College, Bijapur, India

Abstract: *As we all know that education is crucial in the development of any country. The main focus of this research is to identify the problems faced by working women in education institutions. We discovered that most of the parents and certain relatives are supportive towards their daughter serving in the education institution. All our respondents strongly believed that the married women face greater challenges than unmarried women. Although their husbands are co-operative but their children are prominently neglected. Despite the supportive attitude of their parents unmarried women still face challenges like transportation and managing time between personal and social life. Most of the respondents, married or unmarried, believed that their salary and promotion system is not satisfactory for which they blame favoritism. In spite of all the facts, our research concludes that the education institution of Bijapur for female teacher is fairly good.*

Keywords: Women, Education Institution, Bijapur, India.

1. Introduction

Research is one of the most important methods to find the cause or reason of the difficulty and problem that the community is facing. Moreover it also gives us the possible solution of that problem as well. We set out to conduct a research on the topic of "Problems encountered by women in education institution of Bijapur" because we wanted to know about the level of problems that women encounter when serving this noble profession.

2. Problem Statement

What are the problems, professional women face while working in educational institution (Govt. and Private)? There are two major aspects of life of professional women. First is related with their personal life and second is related to their job. Purpose of Research is;

- Explore the problems faced by professional women in education institutions.
- We may be able to find their professional and personal problems because of their job.
- To come up with the best alternatives to overcome the problems identified.

3. Literature Review

The characteristics of women's way of working, leadership styles and skills are often undervalued (AEU). One commentator on masculinity, (McLean, 1997, p. 13) points out in a paper on engaging with boys' experience of masculinity: "Taken-for-granted masculine ways of viewing the world mean that collective critiques of men's power are usually experienced in two ways. Firstly, they are felt as personal attacks, directed at individuals, and secondly as assertions that 'males are inherently bad and we are out to get you'... The power of masculine meaning systems ensures that men tend to hear even the most gentle criticism as an attack, and this is strongly reinforced by the mainstream media's continued portrayal of feminism in clichéd, confrontational terms."

The education profession of Australia is dominated by women due to the gendered nature of the Australian workforce. Most AEU (Australian Education Union) Branches and Associated Bodies have roughly 65-70% of women members and yet this majority rarely translates into 70% active members being women or women holding 70% of decision making positions (AEU). (White, 2004) reports the intense "reality Check" needed in the way we assess the 'success' of our affirmative action approach for women.

Despite some outstanding examples of individual achievement of Indian women and a definite improvement in their general condition over the last century, it remains true that Indian women still constitute a large body of under - privileged citizens (AIF). (Reinarz, 2002) argues that balancing work and family is a major hurdle for working women. While family responsibilities influence the careers of all parents, women (particularly those with newborns and preschoolers) may have disproportionate work in care of children/home.

Being a woman itself poses various problems to an individual. The problems of Indian women pertain to her responsibility towards family, society and her work. The tradition, customs, socio cultural values, ethics, motherhood subordinates to her husband and men, physically weak, hard work areas, feeling of insecurity, cannot be tough, etc are a few peculiar problems that the Indian women encounter. Whereas, women belonging to rural areas have to suffer even further with tough resistance from men. They are considered as helpers. The attitude of society towards her and constraints in which she has to live and work are not very conducive. Apart from these basic problems other problems faced by women are family ties, male dominated society, lack of education, social barriers, shortage of raw materials, problem of finance, tough competition, limited mobility, limited managerial ability, legal formalities, exploitation by middle men and lack of self-confidence (Sinha).

(Phillips, 2002) says that the influx of the new technologies may also have a detrimental impact on the number of female

staff employed to work in distance teaching environments. If women are disadvantaged when it comes to training opportunities in the use of the new technologies, this may result in fewer women being employed as teachers/tutors in institutions that deliver courses through technology. She also summarizes that poor, rural women tend to be very busy, with both housework and family responsibilities, as well as often trying to eke out a living, or supplement their family's income. (Tandon, 1998) acknowledged that women might face additional barriers due to their gender when accessing information and communications technologies, especially in parts of the developing world. The barriers identified by the meeting participants of (The Commonwealth of Learning 1999) were: Curriculum – girls and women tend to study traditional female subjects and not engage in training in subjects such as mathematics, science and technology Gender – personnel in senior administrative and management positions are most likely to be male.

(The Commonwealth of Learning, 2000) found that, for the socio-cultural barriers included such issues as sexual harassment; negative attitudes in the workplace; lack of confidence, interest, cooperation and accountability; illiteracy and the use of multiple languages; religious customs and beliefs; and so on. Generally, the barriers that fall into this category tend to affect women living in rural areas more so than those living in urban areas.

4. Research Design

We collected data from 50 respondents regarding the problems faced by professional women while working in education institution (Govt. and Private). There are two major aspects of life of professional women. First is related with their personal life and second is related to their job.

5. Findings

1. Majority of the respondents lie in the 26-40 age group having an experience of more than 10 years.
2. Most of the respondents served in the private institutions.
3. A majority of the respondents, 62% precisely, believed that they faced problems to some extent, while 25% claimed they face a lot of problems.
4. We also discovered that Parent's attitude towards their daughters working in the education institution was positive 77% of times while only 23% had a negative attitude towards their daughter working in educational institution.
5. Another positive aspect of the findings was that 77% of times women opted for this profession based on their interest and only 23% respondents were in this profession for financial reasons.
6. 70% of the respondents were married out of which 67% claimed that unmarried women face lesser problems than married women.
7. 67% of the husbands are supportive towards their wives working in the education institution.
8. 65% of the married respondents believed that their children are affected by the jobs of their mothers whilst 29% believed that it happens in some cases.
9. 57% of the respondent's Inlaws have a supportive attitude towards their daughter in law working in

education institution while only 31% have a conservative attitude.

10. Although 54% of the respondents believed that society doesn't influence much on the female staff working in education institution but 22% of the respondents believe that society has somewhat influence.
11. 73% of the respondents believe that they face transportation problems out of which 34% believe that they encounter many transport problems while the other 37% claims that they face just a few transport problems. 22% of the respondents faced no transport problems.
12. 77% of the respondents consider that their salary and incentive packages are not satisfactory.
13. Female staff encounters some problems while working with male staff and makes it clear that 44% of the respondents preferred to work with female management.
14. 82% of the respondents claim that their promotional system is a victim of "Favouritism".
15. A very optimistic finding of this research is that 88% of the respondents find the education institutions in Bijapur good for them.
16. 76% of the respondents face time management problems.

6. Conclusion

Our topic is Problems faced by the women in educational institution, so we have conducted the research which includes interviews, from different female employees, who are working in both private and government institutions. Our sources of collecting data were interviews, direct observation and questionnaires. Most of our respondents lie between 26-40 and having an experience of more than 10 years. From our different sources of information especially from interviews, we came to know that there are some problems faced by the women. Most of the parents and certain relatives are supportive towards their daughter encouraging them for this noble cause and some have their personal interest. During our research we observed that most of the teachers are married and had a remarkably good work experience in the education institution. All our respondents strongly believed that the married women face greater challenges than unmarried women, but their husbands have co-operative attitude towards their work life. The underlying problem of all the working married women is that their children have been highly neglected.

As far as unmarried working women are concerned, they have some problems created by social setup but overall they are comfortable, as we earlier discussed that their parents are supportive. But still they have problems such as transportation and managing time between personal and social life. Most of our respondents including both married and unmarried believed that their salary and promotion system is not satisfactory for which they identified "Favouritism" as the number one cause. In spite of all the facts, our research concludes that the education institution of Bijapur for female teacher is fairly good and by easing up the difficulties on these women who are serving the nation and earning their bread and butter through this noble profession we can play our part in the development of our nation. We sincerely hope that our recommendations are useful in reducing the problems encountered by these nation builders.

7. Recommendations

After completing our research we can say, there are problems in educational institutions for women. There are certain desired actions which needed to be taken to eliminate these problems. The basic purpose is to make the educational institution for women more comfortable. The first thing that must be done is that the females who are interested in working in the education institution should communicate with their parents regarding this matter and build trust.

Parents should support their daughters within the family because there are certain relatives who create problems. There should not be pressure on young girls to join this institution for financial assistance for their family.

Our research suggests that married women face greater problems than unmarried women; therefore the husbands should be supportive towards their wives. Children of the women are highly neglected therefore there is a need for Children Day Care Centers in Bijapur. Society must support the working women. Social set-up should be made more convenient for working women. There should be proper system of transportation by the schools so that it may be comfortable for women to reach the school and home easily. Salaries should be increased; the female teachers should be given the incentives and bonuses so that they should work with enthusiasm. Promotion system should be made more purified and filtered so that each any person has equal opportunity for promotion.

References

- [1] AEU (n.d.). Contemporary Challenges for Women in the Education Institution and Education Unions. Australian Education Union's Women's Activist Kit. Australian Education Union.
- [2] (AIF) Educational problems of women in India. (n.d.). Retrieved July 01, 2012, from Azad
- [3] India Foundation, Bihar: <http://www.azadindia.org/social-issues/educational-problems-ofwomen-in-india.html>
- [4] Mclean, C. (1997) "Engaging with Boys' Experience of Masculinity: Implications for Gender
- [5] Reform in Schools" (cited in) Kenway, J. (ed), "Will boys be boys? Boys education in the context of gender reform," Australian Curriculum Studies Association, Deakin West, ACT.
- [6] Phillips, S. (2002). Barriers Encountered by Women to the Use of Information and Communications Technologies for Open and Distance Learning. The Commonwealth of Learning (COL).
- [7] The Commonwealth of Learning (1999) "Identifying Barriers Encountered by Women in the Use of Information and Communications Technologies for Open and Distance Learning in the Caribbean." Unpublished manuscript. Online. Available: <http://www.col.org/wdd/>
- [8] The Commonwealth of Learning (2000) "Identifying Barriers Encountered by Women in the Use of Information and Communications Technologies for

- Open and Distance Learning in Africa." Unpublished manuscript. Online. Available: <http://www.col.org/wdd/>
- [9] Reinartz, A. G. (2002, December). Issues for women in higher education administration The **Academic Advising News**, 25(4). Retrieved -insert today's date- from the **NACADA Clearinghouse of Academic Advising Resources** Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/women.htm>
- [10] (SGGI) Difficulties faced by Working Women. (2009). SGGI Working Group on 'Women & Economy' holds its 4th Roundtable. Institute of Policy Studies, Islamabad.
- [11] Sinha, A. (n.d.). What are the problems faced by Women Entrepreneur in India? Retrieved July 01, 2012, from **Preserve Articles**: <http://www.preservearticles.com/201101153366/problems-faced-by-womenentrepreneur.html>
- [12] Tandon, N. (1998) "A Survey of Gender Differentials in Access to Information and Communication Technologies." Unpublished manuscript. Online. Available: <http://www.col.org/wdd/>
- [13] White, S.-L. (2004). Redefining Activism: Gender Perspectives in union Participation. Sydney: NSW Teachers' Federation, Sydney.