ANALYZING THE SOCIO ISSUES FACED BY WOMEN WORKING IN EDUCATION SECTOR

Sara Hassan, *Research Scholar, Career Point University*
Dr N Samuel Babu, *Research Supervisor, Career Point University*

ABSTRACT

It's impossible to classify the suffering a woman goes through at every stage of her life since she is the only person in the world who goes through such dramatic life changes as being born as a girl, becoming a bride, and then being a mother. To be really equal in this 21st century, women need to find a way to combine work and family life. Education is a critical tool for surviving and thriving in today's society. Homework assistance is a need for both men and women since an educated and healthy society is created when they work together. It serves a variety of functions for the living, such as personal progress, social status enhancement, and health maintenance. Much of what happens in society spills over into the educational process, affecting pupils and how they learn and gain information. Gender discrimination, uneven pay, sexual harassment, and a lack of paid leave are just a few of the problems faced by women who work. Aside from that, women are responsible for almost all household tasks, including those of mother and wife, housekeeping, and the daily grind, as well as many societal responsibilities. The goal of this research is to examine the societal issues that Indian women academics confront.

Keywords: Education sector, Women, Socio-issues, Professors, working women, etc.

I. INTRODUCTION

There are more females in school now than ever before. Although progress has been made, women and girls still face many obstacles to equitable access to a high-quality education because of their gender and the intersections with other variables including age, ethnicity, poverty, and disability. A few examples of educational obstacles may be found below, including ones that exist at all levels of educational institutions or classes, such as:

- child marriage and early and unintended pregnancy

- harmful gender stereotypes and wrongful gender stereotyping

- poverty

- lack of inclusive and quality learning environments and inadequate and unsafe education infrastructure, including sanitation

- gender-based violence against women and girls

With the adoption of international human rights legislation, the world community has acknowledged that everyone has the right to a high-quality education and has committed to achieve gender equality in all areas, including education. In other words, governments have a duty under the law to eliminate any discriminatory obstacles, whether they exist in the law or in daily life, and to take constructive steps to promote equality, especially in education.

The emergence of middle-class women as working woman is a recent phenomenon in India. However, the Indian society has mostly remained a traditional one. This leads to the primary reason for most of the social issues faced by the women living in the today's modern society. Social issues faced by the women differ for different sections as either she is educated or not or she lives in nuclear family or joint family etc. The primary domestic responsibility falls on women like: cooking daily three courses of meal, child care and nutrition, caring elders etc. Even at work place women faces social issue like: the attitude of co-workers and their bosses towards them, timings of working place, role discriminations, work load allocations, etc. In short, it can be rightly stated that taking up a profession is assumed to harmonize with women familial roles and occupation, but this has only added to their struggle instead of striking a balance between the two, hampering her physical, psychological, emotional and professional growth.

II. REVIEW OF LITERATURE

Owais Shafique et al(2012)the challenges that working women in the educational sector confront. We found that the majority of parents and other family members are supportive of their daughter's decision to work in education. All of the women who took part in the survey agreed that married women suffer more difficulties than single women. Their spouses are cooperative, but they show a clear disregard for their children in the process. Despite their parents' encouragement, single women still have to deal with issues like transportation and juggling personal and social obligations. It was found that the pay and promotion system was unsatisfactory to the majority of respondents, whether they were married or not. Despite all the evidence, our findings suggest that the education sector in Bahawalpur is favorable for female teachers.

Sadia Shaukat and Anthony William Pell (2015)examined the issues that female students and staff at Pakistan's universities confront. The 'Scale for Women's Difficulties in Higher Education' was used to gather data from 2188 students and instructors from government colleges and universities in Punjab distributed across four districts, measuring the personal and societal problems of female students and staff in higher education. t-test, ANOVA, and multiple regression analysis were used to examine the relationship between demographic factors (such as age, discipline, semester, respondent type, and district) and women's postsecondary education outcomes. According to the findings, those with a background in the arts report feeling discriminated against when confronted with a socio-cultural barrier. College instructors seem to face more socio-cultural difficulties than first semester respondents, who reported substantially lower levels of insecurity. Lahore district has the lowest personal insecurity scores, though. According to the findings of this research, higher

education is a human right and a moral and societal obligation for all women in Pakistan in order to build a stable society.

Bushra Anwer et al (2021)examines if there is a competitive connection between women's leadership skills and the problems that women encounter in the course of their professional duties, particularly in the event of a worldwide catastrophe like the pandemic COVID-19. While the worldwide catastrophe of the COVID-19 epidemic has had a broad range of effects on all walks of life, the higher education industry in South Asia, particularly Pakistan, has been particularly hard hit. All governments were forced to shut their HEIs because of the epidemic, or they transitioned to a virtual learning system. It became clear that developing countries like India, Pakistan, and Afghanistan were unprepared for distance learning. In COVID-19, HEIs must be managed efficiently to ensure academic and research activity is not disrupted.

Sumitra Pokhrel and Roshan Chhetri (2021) Nearly 1.6 billion students in more than 200 nations have been affected by the COVID-19 epidemic, which has caused the greatest upheaval in educational systems in history. Students in almost 94 percent of countries across the globe lost access to learning opportunities due to school closures. This has had a significant impact on every facet of our life. Traditional educational methods have been severely disrupted as a result of social segregation and anti-movement legislation. It's a new difficulty to reopen schools once the limitation is relaxed since numerous new standard operating procedures have been implemented. Many scholars have shared their findings on teaching and learning in various ways in the short time after the COVID-19 epidemic. Face-to-face instruction has been phased out in a number of schools, colleges, and universities. There's anxiety about missing out on the 2020 academic year, or perhaps even more. It is essential that new educational systems and evaluation methods be developed and implemented. Because to the COVID-19 epidemic, we now have a chance to lay the groundwork for digital learning. By writing this essay, the authors want to give a complete account on online paper teaching and learning as a result of the COVID-19 epidemic and to point the way ahead in that direction.

III. OBJECTIVE OF THE STUDY

The main Objective of the Research Study is to analyze the Socio Issues Faced By Women Working In Education Sector.

IV. RESEARCH METHODOLOGY

For studying the social challenges faced by women professors had used two methods i.e., explorative and descriptive. Field survey was considered as part of descriptive research. Questionnaire has been used as a data tool. For the effective conduct of this study, researcher has adopted multistage sampling technique. After deduction of the incomplete questionnaires the sample population was restricted to 615. The study consists of both primary and secondary data. The primary data was collected through the well-structured questionnaires. The secondary data was sourced from various international and national level researchers

Thesis, research articles related to the research work and web site sources. Based on the nature of data and interpretations required, appropriate statistical tools have been applied.

V. ANALYSIS AND INTERPRETATIONS

5.1 Demographics of the Respondents

All the Respondents were Females working in Education sector.

Table 1:Demographics of the Respondents

Particulars	No. of Respondents	%
Age of the Respondents		
26-35 years	434	70.57
Less than 25 years	106	17.24
Above 45 years	18	2.93
36-45 years	57	9.27
Total	615	100
Educational Qualification		
M.Phil.	397	64.55
Ph.D.	125	20.33
Postgraduate	43	6.99
Professional Degree	50	8.13
Total	615	100
Marital Status		
Unmarried	181	29.43
Married	434	70.57
Total	615	100
Family Type		
Nuclear	264	42.93
Joint	351	57.07
Total	615	100
Respondent's nature of educational institution		
Engineering	153	24.88
Arts & Science	403	65.53
B.Ed.	59	9.59
Total	615	100

According to the statistics in the table above, the majority of women professors, or 70.57 percent, are between the ages of 26 and 35 years old. A total of 17% are under the age of 25 and 9% are between the ages of 36 and 45, making up the remainder of those that responded. As a result, 2.93 percent of female professors are above the age of 45. As a result, the majority of women professors, at 70.57 percent, are between the ages of 26 and 35.

According to the data in the table above, 64.55 percent of female professors have earned an M.Phil. in their field of study. Similarly, 20.33 percent of those polled have earned a Ph.D., while 8.13 percent have finished professional training courses like ITI/Diploma, etc. There are still 69.99% of people who are post-graduates, according to the data. As a result, 64.55 percent of female professors have earned an M.Phil. in their field of study. Marriage comes with obligations that affect a woman's ability to make sound decisions about her career, profession, and vocation. Unmarried women have a distinct issue from married women. Their approaches and perceptions of the issue vary as well.

Sixty-five percent of the women professors polled (615 people) work in arts and science colleges. Of the responders, 24.88 percent were students at engineering schools, while 9.59 percent were professors in B.Ed. schools. 65.53 percent of women professors work at Arts & Science Colleges, as seen in the table. There are 70.57 percent married women academics, as seen in the table above. The remaining 29.43% of those polled, on the other hand, indicated they were single young adults. That is why researchers discovered that 70.57 percent of female academics were married. It's well-known that the subcontinent's socio-cultural ethos is distinct due to the region's robust social and familial support network. A lot of pressure is going to be put on you due to India's unique socio-cultural framework where strong family ties and close-knitness are the norm. This makes joint family structures and extended family systems common.

Of those who responded, 57.7 percent were joint family members and 42.93 percent lived in nuclear households. This means that 57.07 percent of women professors are married and have a family of their own.

5.2 Socio-Issues Faced by Women Professors

Table 2: Nature of Socio-Issues Faced by Women Professors

Variables	High	Very High	Low	Very Low	Moderate	Sum	Mean	Rank
In the Society								
Safety while traveling	119 (19.35)	93 (15.12)	151 (24.55)	107 (17.40)	145 (23.58)	1785	2.90	**5**
Lack of safety of Working Women	128 (20.81)	120 (19.51)	143 (23.25)	88 (14.31)	136 (22.11)	1894	3.08	**1**
Superstitious believes & harmful practices against women	141 (22.93)	76 (12.36)	135 (21.95)	106 (17.24)	157 (25.53)	1791	2.91	**4**
Sexual Harassment	124 (20.16)	94 (15.28)	110 (17.89)	158 (25.69)	129 (20.98)	1731	2.81	**6**
Denial of legal /Social Rights	123 (20.00)	76 (12.36)	89 (14.47)	104 (16.91)	223 (36.26)	1823	2.96	**3**
Gender Discrimination	153 (24.88)	85 (13.82)	139 (22.60)	93 (15.12)	145 (23.58)	1843	3.00	**2**
At work Place								
Sexual Harassment	143 (23.25)	60 (9.76)	119 (19.35)	160 (26.02)	133 (21.63)	1669	2.71	**6**
Gender Discrimination	163 (26.50)	94 (15.28)	82 (13.33)	138 (22.44)	138 (22.44)	1838	2.99	**5**
Discrimination in work Allotment	179 (29.11)	65 (10.57)	84 (13.66)	101 (16.42)	186 (30.24)	1868	3.04	**3**
Salary/Benefits Discrimination	139 (22.60)	98 (15.93)	75 (12.20)	118 (19.19)	185 (30.08)	1869	3.04	**3**
Does not agree Women Hierarchy	165 (26.83)	96 (15.61)	100 (16.26)	101 (16.42)	153 (24.88)	1900	3.09	**1**
Discrimination in work description (Role Ambiguity)	110 (17.89)	86 (13.98)	96 (15.61)	77 (12.52)	246 (40.00)	1877	3.05	**2**
In the family								
Dowry Issues	66 (10.73)	33 (5.37)	157 (25.53)	235 (38.21)	124 (20.16)	1350	2.20	**2**
Mental Harassment	134 (21.79)	89 (14.47)	113 (18.37)	139 (22.60)	140 (22.76)	1766	2.87	**4**
Gender Discrimination	136 (22.11)	71 (11.54)	106 (17.24)	130 (21.14)	172 (27.97)	1757	2.86	**5**

Not to access money/earning	84 (13.66)	67 (10.89)	114 (18.54)	108 (17.56)	242 (39.35)	1733	2.82	**6**
Denial of Decision-Making Power	147 (23.90)	100 (16.26)	81 (13.17)	125 (20.33)	162 (26.34)	1861	3.03	**1**
Lack of Support to fulfill occupational demands	170 (27.64)	78 (12.68)	127 (20.65)	117 (19.02)	123 (20.00)	1810	2.94	**2**
Abuse /Restriction in Dressing	146 (23.74)	79 (12.85)	91 (14.80)	135 (21.95)	164 (26.67)	1788	2.91	**3**

The above table indicates the women professors' opinion on nature of socio-issues faced by them in family, society and at the work place. From the elaborate data discussion, it has been found that, majority of the sample populations' have said that the male staff does not agree women hierarchy and are not ready to obey their orders as a sub-ordinate. It is ranked in first place with the mean score of 3.05. Followed by, the women professors' have stated that there are discriminations in work description, work allotment and salary/benefits for them in comparison to the male staff. These factors are ranked in second and third place with an average score of 3.05 and 3.04, respectively. It has been also inferred that they face issues like gender discrimination and sexual harassment at their work station. From the above table it has been found that, the women professors' have said that there is no safety for women in the society, it is ranked in first place with the mean score of 3.08. Subsequently the respondents' have opined that they are curbed by gender discrimination, superstitious beliefs & harmful practices and there is denial of legal /social rights in the society. These variables are placed in second, third and fourth place with the mean score of 3.00, 2.96 and 2.91, accordingly. Further it has been observed that the women do not have safety while travelling and face sexual harassment tortures while coming out of home.

VI. CONCLUSION

Although women teachers play a significant role towards the overall development of the family, they face challenges in managing family as well as their job responsibility. Generally, working women perform dual roles as an income generator and primary caregivers to their children in the family. As they have to perform dual roles, it might be hard for working women to fulfill the commitment towards the family as well as the profession. Drawing understanding to this conceptual discussion, this study aims to analyze the social challenges faced by women professors. Women professors also face work life imbalances like: job interference with role in the family, parental role and role in the society on the whole as they do not get much needed support and motivation from their family members. The sample women population had exhibited both negative and positive reactions towards these social issues like: getting easily tempted to find fault with others, start quarrels with others, feel tensed, blaming the society and cultural practices. On the positive note many of the modern-

day women to a larger extent have learned to remain calm in tense situations, started educating their society and family about the role of women and her rights, to certain extent have succeeded in preventing women committing violence against other women and women criticizing the act of another woman.

REFERENCES

[1]. Andersen, M. L. (2006). Race, gender, and class stereotypes: new perspectives on ideology and inequality. Norteamérica: Revista Académica del CISAN-UNAM, 1(1), 69–91.

[2]. Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. Pedagogical Research, 5(4), 10. https://doi.org/10.29333/pr/7937

[3]. Bhatti, A., & Ali, R. (2020). Gender, Culture and Leadership: Learning from the Experiences of Women Academics in Pakistani Universities. Journal of Education & Social Sciences, 8(2), 16–32. doi:10.20547/ jess0822008202

[4]. Brinda Sarkar, E. B. (2020). Five in ten women facing motivational challenges in work-from-home scenario: Survey. Retrieved from The Economic Times website: https://economictimes.indiatimes.com/ jobs/five-in-ten-women-facing-motivational-challenges-in-work-from-home-scenario-survey/articleshow/77060437.cms?from=mdr

[5]. Burki, T. (2021). The indirect impact of COVID-19 on women. The Lancet. Infectious Diseases, 20(8), 904–905. doi:10.1016/S1473-3099(20)30568-5 PMID:32738239

[6]. Bushra Anwer, Sitara Bibi, Waseem Ul Hameed, Muneeba Saleem, Shafqat Ali Niaz and Shazma Razzaq (2021) Challenges Faced by Women Leaders in Higher Education During Global Crises and Effectiveness Women and Leadership in Higher Education During Global Crises (pp.91-106). DOI:10.4018/978-1-7998-6491-2.ch006

[7]. Carr, J. C., Boyar, S. L., & Gregory, B. T. (2008). The moderating effect of work—family centrality on work—family conflict, organizational attitudes, and turnover behaviour. Journal of Management, 34(2), 244–262. doi:10.1177/0149206307309262

[8]. Farooq, M., Ahmad, N. M., Mushtaq, A. Q., Ahmad, R. M., Ali, F. H., & Mujahid, A. B. (2020). Role of Women at Top Management in Public Sector Universities of Islamabad, Pakistan. Academic Press.

[9]. Flaherty, C. (2020). Faculty Home Work. Retrieved from Inside higher education website: https://www. insidehighered.com/news/2020/03/24/working-home-during-covid-19-proves-challenging-facultymembers

[10]. Henley, J., & Roy, E. A. (2020). Are women leaders more successful at managing the crises. The Guardian. Retrieved from https://www.theguardian.com/world/2020/apr/25/why-do-female-leaders-seem-tobe-more-successful-at-managing-the-coronavirus-crisis

[11]. Lowen, L. (2020). Important Qualities of Women Leaders. Retrieved from ThoughtCo website: https:// www.thoughtco.com/qualities-of-women-leaders-3533957

[12]. Owais Shafique, Faiza Anwar, Sahaab Akbar, and Uroosa Akhtar Khan (2012) Problems Encountered by Women in Education Sector of Bahawalpur Interdisciplinary Journal of Contemporary Research in Business Copy Right © 2012 Institute of Interdisciplinary Business Research 876 JUNE 2012 VOL 4, NO 2. https://www.researchgate.net/publication/260595585_Problems_Encountered_By_Women_In_Education_Sector_Of_Bahawalpur/link/00b7d531b2b934456e000000/download

[13]. Sadia Shaukat and Anthony William Pell (2015) Personal and Social Problems Faced by Women in Higher Education FWU Journal of Social Sciences. Vol. 9. No. 2.

[14]. Sumitra Pokhrel and Roshan Chhetri (2021) A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning Vol 8, Issue 1, 2021. https://doi.org/10.1177/2347631120983481

[15]. Victoria Egbetayo. (2020). Women's leadership and unlocking girls' talent in the era of the coronavirus pandemic. Retrieved from GPE transforming education website: https://www.globalpartnership.org/ blog/womens-leadership-and-unlocking-girls-talent-era-coronavirus-pandemic