Assessing the Challenges and Problems Faced by Women Working in Education Sector

Sara Hassan[1], Dr N Samuel Babu[2]

[1]*Research Scholar, Career Point University*

[2]*Research Supervisor, Career Point University*

Abstract - **As we all know, education is essential to any country's growth. This study focuses mostly on identifying the issues facing working women in education. Women's education in India is of great concern to both government and civil society, since educated women may play a vital role in the country's growth. Education is a milestone in women's emancipation, since it allows them to face the difficulties, to face their conventional position and to alter their lives. So that we cannot overlook the significance of education as regards empowerment of women and India, which in recent years is about to become a superpower. The school system has recently experienced an extraordinary health crisis that has rocked its basis. Given the uncertainty of the day, a nuanced knowledge of online learning experiences of students during the COVID-19 epidemic is essential. This article examines women's challenges and problems in the education sector.**

Index Terms - **Challenges, Problems, Women Academicians, students, Graduates, Education, etc.**

I.INTRODUCTION

Since the 1990s, the global landscape of education has changed significantly because of the constantly growing impact of technology. One such evolution is online learning in various learning settings, whether formal or informal, academic and non-academic, as well as residential and distant. Therefore, given that Indian society is closed, a large portion remains behind approach and access to education, especially the poor, minorities and women who are the most susceptible in all. Although constant efforts were being made by the Indian government and many educational committees were providing useful recommendations for improving education in poor areas and for women's welfare, several programs were also put in place to accomplish the same aim. Our prime minister, to speed up the involvement of women to higher education in India, launched the program 'Beti Bachao - Beti Padhao' on 25 January 2015 to tackle gender imbalances and prejudice against girls.

Even though women overcome the prejudicial situation and began to engage more in society, it may be argued that certain difficulties still exist in women's working lives. As in other companies, women working in education organizations confront certain difficulties in relation to their social roles in the fields of gender, since education supports implicitly or openly the patriarchal system and strengthens social roles of gender. Even educated and employed women in society thus absorb their social duties of gender. With an increased workload, academic women are confronted with the issue of struggling for a balanced study, such as lecturing, writing papers, attending academic lectures and social gender duties, such as washing, babysitting, housekeeping and so on.

1.1 Women empowerment through education

The empowerment of women is the key element in every community, state or nation. It is a lady that performs a dominating part in a child's fundamental existence. Women are a major part of our culture. Education as a way to empower women may lead to a good shift in attitude. It is thus essential for India's socioeconomic and political development. The Indian Constitution allows the state to take positive steps to encourage methods and means of empowering women. Education makes a big impact in women's lives. Women's empowerment is a global problem and debate on the right of women is at the forefront of many official and informal initiatives across the globe. The idea of women's empowerment was presented during the 1985 NAROIBI International Women's Conference. Education is a milestone in women's emancipation, since it allows them to face the difficulties, to face their conventional position and to alter their lives. We cannot thus overlook the

significance of education with regard to empowerment of women. India is considered to be the next superpower of the globe in recent years to witness the growth of women's education. The growing shift in education and women's empowerment is regarded as the key factor in defining women's status. 4 We have to focus mainly on women's education for becoming a super power. By this it strengthens the empowerment of women.

Empowerment implies a psychological feeling of control and influence over others and concern for real social impact, political power and rights. It is a multi-level structure that refers to people, organizations, and communities. It is an international, continuous process focused in the community, which involves mutual respect, critical thought, care and group involvement, giving individuals who do not share valued resources more access to control over these resources.

1.2 Problem and Challenges faced by women in Education

Although different agencies undertake a large number of efforts via various programs to improve women's higher education, there is still a major gender gap in India's education system because of gender discrimination and other barriers:

Gender discrimination: Gender gap in India's higher educational institutions has decreased, as reported in a study by the HRD ministry, by nine lakhs over the past five years, with girls over-country students in eight different disciplines in 2016-17. Only 65.46% of adult literate women are in India compared to 82.14% of adult educated males. There are 160 women in arts for every 100 men, whereas in science (nursing) there are 384 women for every 100 males.

The various reasons for having a notable gender gap are as follows:

- Social and Economic Structure
- Lack of proper educational programme.
- Female infanticide.
- Poverty in the Country.
- Child or early marriage
- Atrocities on women.
- Inequality in sharing the burden of household's work.
- Patriarchal order and the subordinate status of women.

- Financial constraints.

II. REVIEW OF LITERATURE

Plageman and Sabina (2010)Having examined the relationship between family members and female adult students, mothers played important support roles among their families for female adult students, as well as for future achievements, and persisted in higher education, while support from both spouses and children, as reported by their present family members, is important for women Some women think that greater education would be of value to themselves and the whole family.

Lin and Wang's (2015)Studies showed that adult women returned to school because they wanted to catch up with other family members or to create a role model for their children. As a consequence, family support would provide inspiration and encouragement to female adult students throughout the course of their studies.

Xi Lin (2016)This research reviews the literature on the obstacles and difficulties faced by women adult students at universities and colleges in the United States. The findings showed the most important factors linked to obstacles and difficulties of this group include commitments with numerous tasks, a lesser degree of self-confidence and inadequate family and social support. Suggestions and consequences of helping this student group are addressed. The aim of this research is to increase awareness of the challenges that women adult students face. It is also anticipated that this particular student group would get greater assistance from family, friends, schools and communities.

Gizem Günçavdı, Şöheyda Göktürk, Oğuzhan Bozoğlu (2017)This research examined the difficulties faced by academic women, particularly moms of pre-school children. The primary driving question of this research was, 'What is the survival in pre-school women from pregnancy through all phases of parenting and motherhood in academia?' This study used the design of qualitative case studies. The research was conducted at a faculty in Turkey at a public institution. This research included six academic women based on selection criteria. The data have been gathered and evaluated via open-ended semi-structured interviews. The results show that although academic women appreciated mothers' experience,

they were overwhelmed by the burden; lacked administrative assistance and were always struggling to combine their academic and parenting obligations. Zahra Behboodi Moghadam et al (2017)This research aims to investigate and explain Iranian female students' experiences with the role of parenting. At this qualitative 2015 research, 20 moms from 24 to 50 years of age who were studying in a state or non-government institution in the metropolitan region of northwest Iran had targeted samples. The data were gathered and analysed using a qualitative content analysis method via individual semi-structured interviews. During data analysis, three major themes were developed: Simultaneous management, facilities and barriers. Managing women's maternity and family issues in universities where motherhood is not encouraged is a problem. The importance of the position of mother-student should be underlined and education given for women in order to have the ability to fulfill these responsibilities. Policymakers should develop ways to alter the conventional view that one individual can't fulfill maternity and educational duties simultaneously.

Muhammad Sabil Farooq, Nazia Feroze and Yuan Tong Kai (2017)Teacher is the most essential component of the system of education. Every system of education is only as good as the instructor. The research Analysis of the problems faced in Muzaffarabad district by female primary school teachers was descriptive in nature. The main aim of the research was: to determine the actual difficulties of elementary teachers, to identify the sources of the problem and to propose a feasible solution to those concerns. The main study topics centered on women teachers' issues and reasons, as well as on testing methods to solve this problem. Study has been restricted to 15 primary school teachers of government girls in Muzaffarabad and sample 40 primary school teachers of government girls. The main results were: the female teacher faced selection problems, lack of high-level skills, lack of professional training / teaching, and neglect on women's teachers' concerns from the government. The research recommended that the quota scheme be expanded, that female teachers be promoted quicker, that they get professional training, support from the committee and appropriate incentives. On the other hand, the study suggests that this problem might be solved by considering certain basic measures, e.g. accountability system, school

environment and education property, providing continuous talented opportunities for improvement and incentives, transparent appointment schemes and a merit promotion procedure, and providing sufficient teaching and non-teaching staff in primary schools On the other side this article will assist policymakers and managers understand and help them solve the key problems in the area.

Sheetal (2019)Higher education is widely regarded as a strong tool to achieve socio-economic progress and as a vehicle to increase social mobility in all sectors of society. Over the last six decades after independence, India's education system has developed phenomenally and created one of the biggest education systems in the world. Now, India has emerged as the world's third biggest system of higher education. Although the Indian government had established many (time-designated) educational committees, and also offered important recommendations and suggested several programs to provide optimum facilities for education for poor sectors and women's welfare. However, women still have restricted access to higher education. While women from recent decades have improved their GER (Gross Enrollment Ratio), much remains to be done and yet to be accomplished. There is still an enormous disparity in the rates of literacy among men (82.14 percent in 2011) and women (65.46 percent in 2011). Women who in India are falling behind males for many reasons such as sex discrimination, sexual harassment, poverty and economic considerations, a suitable policy framework and poor execution of government-led and non-governmental programs, etc. In this study, the author has studied gender educational inequalities across different socioeconomic sectors with higher-level reference education for women. The author examined and assessed the present state of women's involvement, problems, certain schemes, financing agencies, obstacles and difficulties and recommendations for enhancing women's engagement in higher education.

Aasia Ahmed Radiowala and Manjusha S. Molwane (2021) If you educate a person, you educate a person. But if you are educating a woman, you are educating the country. The research seeks to determine the several factors that contribute to rural women's difficulties of access to basic education in remote regions. An analysis of exploratory factor was utilized to identify different aspects that relate to rural women's difficulties of access in rural regions to basic

education. Total four factors have been identified Family issue, personal problem, infrastructure problem and society problem contribute 71,977% of variance. The research certainly helps to identify key variables leading to rural women's difficulties in obtaining rural elementary education. Further investigations may be carried out by using the method of confirmatory factor analysis.

III. OBJECTIVE OF THE STUDY

The main objective of the Research study is to analyze the problems faced by working women in education sector.

IV. RESEARCH METHODOLOGY

In this phase primary data were gathered via interviews with various female employees to identify the issues encountered by women in education. We gathered data on the difficulties encountered by professional women while working in the education industry from 200 respondents. In order to provide feasible suggestions, "Cause Research Design was utilized to gather data to validate the hypothesis and issues identified during the preparation phase.'' For data preparation and analysis, SPSS is utilized. The usage of this program takes all stages.

V. ANALYSIS AND INTERPRETATIONS

5.1 Demographics of the Respondents

Table 1: Demographics of the Respondents

Particulars			Frequency	%	Valid %	Cumulative %
Age	Valid	above 40	35	17.5	18.9	100.0
		18-25	65	32.5	35.1	35.1
		26-40	85	42.5	45.9	81.1
		Total	185	92.5	100.0	
	Missing	System	15	7.5		
		Total	200	100.0		
Experience	Valid	> 10 years	72	36.0	40.0	100.0
		< 3 years	57	28.5	31.7	31.7
		3-10 years	51	25.5	28.3	60.0
		Total	180	90.0	100.0	
	Missing	System	20	10.0		
		Total	200	100.0		
Sector	Valid	Private	113	56.5	56.5	100.0
		Government	87	43.5	43.5	43.5
		Total	200	100.0	100.0	
Marital Status	Valid	No	80	40.0	40.0	100.0
		Yes	120	60.0	60.0	60.0
		Total	200	100.0	100.0	

We get this information from the date in Table 1. The majority of responders in the 26-40 age group had more than 10 years of experience. It demonstrates without a doubt that most interviewees served in the private sector.

5.2 Problems and Challenges For women in educational sector

Table 2: Problems and Challenges For women in educational sector

		Particulars	Frequency	%	Valid %	Cumulative %
Problems For women in educational sector	Valid	A lot of problems	42	21.3	21.0	100.0
		Few	45	22.5	22.5	22.5
		Some	113	56.5	56.5	79.0
		Total	200	100.0	100.0	
Relatives create problems for working women		Not much	62	31.0	31.0	100.0
		Yes	50	25.0	25.0	25.0
	Valid	No	88	44.0	44.0	69.0

		Total	200	100.0	100.0	
Parents attitude towards women working in educational sector	Valid	Non-Supportive	25	12.5	12.5	100.0
		Supportive	175	87.5	87.5	87.5
		Total	200	100.0	100.0	
Problems Ratio according to marital Status	Valid	No	5	2.5	3.1	100.0
		Off course	120	60.0	75.0	75.0
		Not much	35	17.5	21.9	96.9
		Total	160	80.0	100.0	
	Missing	System	40	20.0		
		Total	200	100.0		
Reason for doing the job	Valid	Personal Interest	133	66.5	66.5	100.0
		Financial Pressure	67	33.5	33.5	33.5
		Total	200	100.0	100.0	
Transportation Problems For women in educational sector	Valid	Many problems	73	36.5	36.5	100.0
		No problem	52	26.0	26.0	26.0
		Few problems	75	37.5	37.5	63.5
		Total	200	100.0	100.0	
Effect of society on the working	Valid	To some extent	75	37.5	37.5	100.0
		Yes	40	20.0	20.0	20.0
		No	85	42.5	42.5	62.5
		Total	200	100.0	100.0	
Management Problems because of Gender	Valid	To some extent	75	37.5	37.5	100.0
		True	83	41.5	41.5	41.5
		False	42	21.0	21.0	62.5
		Total	200	100.0	100.0	
Salary Problems For women in educational sector	Valid	Dissatisfied	113	56.5	56.5	100.0
		Satisfied	87	43.5	43.5	43.5
		Total	200	100.0	100.0	
Promotion and Scaling System	Valid	Favoritism	138	69.0	69.0	100.0
		Low qualification	62	31.0	31.0	31.0
		Total	200	100.0	100.0	
Better Management for female staff	Valid	Combined mgt.	62	31.0	31.0	100.0
		Male management	35	17.5	17.5	17.5
		Female mgt.	103	51.5	51.5	69.0
		Total	200	100.0	100.0	
Time Management Problems	Valid	No	70	35.0	35.0	100.0
		Yes	130	65.0	65.0	65.0
		Total	200	100.0	100.0	
Education sector for female Staff	Valid	No	70	35.0	35.0	100.0
		Yes	130	65.0	65.0	65.0
		Total	200	100.0	100.0	

A majority of respondents, 57% accurately, thought they had some issues while 21% said they had a lot of difficulties - this is shown. We also found that Parent's attitude to his daughters in the education sector was favorable 87% of times, while just 13% had a negative attitude to their daughter in the educational sector. It clearly excludes family members as a source of difficulty for women working in the field of education. Another good element was that 67% of the women chose this career based on their passion, and just 33% of those interviewed were financially involved. It indicates that 60% of respondents were married, 75% of them believed that women single had fewer difficulties than women married. It highlights the fact that 76% of the time spouses support their women who work in the field of education. 52% of married respondents felt that their children are influenced by their moms' employment, while 39% said that in certain instances this was obvious.

It is shown that 61% of the respondent's lawyers support their legal daughter in the education sector, while just 31% are conservative. While 41% of respondents said that society does not have much impact on the female employees working in the education sector, 38% think society has some influence. 74% of respondents feel they are confronted with transport difficulties, 37% think they have many transportation problems, while 37% say they have just

few transportation problems as may be deduced. It also indicates that 26% of respondents experienced no travel difficulties. Their wage and incentive packages are not acceptable for 57% of respondents. It clearly shows that women have some difficulties working with males and shows that 52 percent of respondents prefer to work with female management. 69% of those interviewed said that their advertising system is a victim of favoritism. A very positive result from this study is that 93% of those surveyed think the Bahawalpur education sector is beneficial for them. It shows that 65% of respondents have difficulties with time management.

V.CONCLUSION

This study contains interviews with various female workers who work in both the commercial and public sectors. All of our respondents firmly felt that married women have more difficulties than unmarried women, but their husbands are united in their working lives. The issue behind all working married women is that their children are severely neglected. As for unmarried working women, they have certain social difficulties, but generally, they are comfortable, because we mentioned before that their parents are supportive. But they still have difficulties like transportation and time management between personal and social life. Most of our respondents, married and unmarried included, felt their wages and promotion systems were not acceptable and cited the favoritism as the number one reason. ''However, our study indicates that the Bahawalpur education sector is excellent for female teachers, and by reducing the challenges for women who serve and get bread and butter through this noble profession, we may play our role in the growth of our country." We truly hope that our suggestions may help to reduce the difficulties faced by these builders. We got to know through our many sources of information, in particular from our interviews, that there are issues facing women. Most of the parents and select families support their daughter for this great cause and others have a personal interest. During our study, we found that most instructors are married and have amazingly excellent education experience.

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