
International Multidisciplinary Research Journal

Golden Research Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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GENDER EQUALITY OF WOMEN TEACHERS: A STUDY IN GULBARGA DISTRICT

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Abstract:- Indian Constitution and many of the legislations emphasized gender equality. But, in reality gender equality is not achieved and females are getting lower status in society. Employment, especially in teaching is increasingly participating by women in modern days. Teaching profession gave women economic independence. The present study is based on survey of 500 women teachers working in primary schools in Gulbarga district on whether they have achieved gender equality. It was found that women teachers have gained equal status in their families, but not in society, as majority of the women teachers are getting inferior treatment from their male colleagues.

Keywords:society , women economic , Women Teachers , education of women.

INTRODUCTION:-

Employment has given women economic independence and the feeling of importance. Teaching was the first modern occupation thrown open to women in South Asia. The rise of teaching as an occupation for women in contemporary South Asian societies and the growth in their numbers was due to an equally large expansion of education of women. Both these phenomena are in some ways different from their counterparts in the West where the entry of women into teaching had arisen partly as a consequence of the expansion of the school system in response to the needs of these industrializing societies, thereby, creating the manpower gaps into which women entered (Nayar, 1988).

The reason for increasing of women teachers in Primary schools is that 'primary school teacher should be more concerned to act as a sort of substitute mother than a secondary school teacher' (Gibson, 1971). It is noted that the primary and nursery teaching are seen to require many of the same skills and involve confrontation of similar problems of those found in the rearing of children. Within teaching, maternalistic and pastoral roles are most often played by women teachers and paternalistic and authoritarian roles by men teachers replicating the authority relationships between sexes in the capitalist society (Deem, 1976). As discussed above, increasingly women are entering into teaching profession and women got economic independence and as such, it was needed to know whether the women teachers have gained gender equality. Hence, the present study is made in Gulbarga district.

OBJECTIVES:

The present study is made:

1. To assess the age and education of women teachers working in primary schools.
2. To study the status of women teachers in their families.
3. To study the equality of status of women teachers in their schools.

METHODOLOGY:

To assess the gender equality of women teachers, questionnaire was circulated among women teachers working in primary schools in Gulbarga district. Gulbarga district is located in North part of Karnataka. Total 500 women teachers working in selected five talukas were surveyed and collected primary data. The collected primary data is analyzed and discussed under.

ANALYSIS AND DISCUSSION:

1. Age-wise distribution of Respondents:

The age is an important factor while deciding the knowledge and thinking ability of the women teachers. The age-wise distribution of the respondents is shown in the following table.

Table No. 1. Age-wise distribution of the Respondents

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
22-25	32	12.80	14	11.20	35	28.00	81	16.20
26-35	53	21.20	35	28.00	46	36.80	134	26.80
36-45	77	30.80	25	20.00	22	17.60	124	24.80
46-55	64	25.60	29	23.20	14	11.20	107	21.40
Above 55 years	24	9.60	22	17.60	08	6.40	54	10.80
Total	250	100	125	100	125	100	500	100

It is noted from the above table that majority of the female teachers are from middle age groups.

2. Educational Qualifications:

The education level of the women teachers depicts the level of knowledge about the education and related aspects. It is noted that even though to become teacher, only Diploma in Education (D.Ed) or T.C.H is needed, many of the women teachers also complete their graduation and even post-graduation in different subject disciplines, so as to get the knowledge or promotion in future. For that purpose, the information on the educational qualifications of the women teachers was collected and presented in the following table.

Table No. 2. Educational Qualifications

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
TCH/D.Ed/Internship	177	70.80	73	58.40	62	49.60	312	62.40
Graduate/ B.Ed	48	19.20	34	27.20	44	35.20	126	25.20
Post-Graduate	21	8.40	16	12.80	11	8.80	48	9.60
Any Other	04	1.60	02	1.60	08	6.40	14	2.80
Total	250	100	125	100	125	100	500	100

It is observed that majority of the women teachers have completed only basic education for teaching, that is completed TCH/ D.Ed or Internship and even considerable number of teachers have completed education degree at higher level that is graduation and B.Ed.

3. Husband and Wife have Equal Marital Relationship and Respect:

Due to the educational development among both the men and women the belief that 'husband is superior to wife in marital relations and family' is losing its importance. Because both husband and wife are equally educated and level of knowledge is equal and there is better mutual understanding due to the education. In this respect, the collected data is presented in the following table.

Table No. 3. Husband and Wife have Equal Marital Relationship and Respect

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
Yes	104	41.60	47	37.60	48	38.40	199	39.80
No	82	32.80	44	35.20	24	19.20	150	30.00
Not Applicable	64	25.60	34	27.20	53	42.40	151	30.20
Total	250	100	125	100	125	100	500	100

It is emphasized that even though educated and employed like males, still nearly one third of the respondents do not agree that husband and wife have equal marital relations and equal respect.

4. Decision Making in the Family:

Generally have decisions are made by the elder male members in the family. But the impact of education to some extent made the women to make the decisions in their families with their husbands. Hence, the information was collected on the decision making in the family of the women teachers covered under the present study and the information is presented in the following table.

Table No. 4. Decision Making in the Family

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
Parents-in-Law/ Parents	55	22.00	41	32.80	46	36.80	142	28.40
Husband	58	23.20	21	16.80	28	22.40	107	21.40
Self	33	13.20	12	9.60	12	9.60	57	11.40
Husband and Self	104	41.60	49	39.20	39	31.20	192	38.40
Any Others	--	--	02	1.60	--	--	02	0.40
Total	250	100	125	100	125	100	500	100

It is surprising to note that only few of the women teachers have authority to make the decisions individually or along with their husbands and in many cases, parents-in-law, parents and husband alone are making decisions. It shows that there is gender inequality in the families of women teachers.

5. Satisfaction in Social Life:

Social life is a main focal study of the present study. Hence, there is need to know about the level of satisfaction of women teachers about their social life. It was asked to the respondents to provide information about the extent of satisfaction about the social life of the respondents and the collected information is tabulated as under.

Table No. 5. Satisfaction in Social Life

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
To the Full extent	137	54.80	46	36.80	22	17.60	205	41.00
To a Greater Extent	61	24.40	51	40.80	39	31.20	151	30.20
To Some Extent	34	13.60	17	13.60	37	29.60	88	17.60
Not Satisfied	18	7.20	11	8.80	27	21.60	56	11.20
Total	250	100	125	100	125	100	500	100

Majority of the women teachers are fully satisfied or satisfied to a greater extent in their social life.

6. Position and Status in the Family:

As working women, the respondents have higher, equal or lower status in the views of their family members. Due to the outside work, the women may get such status in the family. It was asked to the respondents, to clarify their status as they observed from their parents, parents-in-law, husband, brothers-in-law, etc. The collected information is shown in the following table.

Table No. 6. Position and Status in the Family

Particulars	Respect	Government		Granted/Aided		Private		Total	
		No's	%	No's	%	No's	%	No's	%
Husband	High	167	77.31	62	60.19	33	39.76	262	65.17
	Equal	49	22.68	41	39.80	45	54.22	135	33.58
	Low	--	--	--	--	05	6.02	05	1.24
Parents/Parents-in-law	High	204	81.60	78	62.40	69	55.20	351	70.20
	Equal	46	18.40	47	37.60	53	42.40	146	29.20
	Low	--	--	--	--	03	2.40	03	0.60
Brothers/ Brothers-in-law	High	34	13.60	37	29.60	18	14.40	89	17.80
	Equal	210	84.00	83	66.40	99	79.20	392	78.20
	Low	06	2.40	05	4.00	08	6.40	19	3.80
Others	High	212	84.80	108	86.40	91	72.80	411	82.20
	Equal	38	15.20	17	13.60	28	22.40	83	16.60
	Low	--	--	--	--	06	4.80	06	1.20
Total		250	100	125	100	125	100	500	100

Surprisingly, a few of the respondents have lower status from husbands and other relatives.

7. Inferior Treatment from Male Colleagues:

Even though women are educated and employed, due to the traditional society, still there is ill treatment or inferior treatment for the working women in the work place. As such women teachers have also not exception for the same. On a question, whether the male teachers or colleagues treat the women teachers with inferiority in the schools, the collected responses have tabulated as under.

Table No. 7. Inferior Treatment from Male Colleagues

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
Yes	117	46.80	74	59.20	91	72.80	282	56.40
No	133	53.20	51	40.80	34	27.20	218	43.60
Total	250	100	125	100	125	100	500	100

Amazingly, it was found that more than half of the women teachers covered under the present study are getting inferior treatment and lower status from their male colleagues.

8. Due to Job and Work, Women get Noble Status and Economic Power:

As discussed already, to get economic power and independence and also status, many of the respondents have chosen to work as teachers in the schools. As such it was asked to the respondents, that whether they got noble status and economic power due to their work in life. The collected information is as under.

Table No. 8. Due to Job and Work, Women get Noble Status and Economic Power

Particulars	Government		Granted/Aided		Private		Total	
	No's	%	No's	%	No's	%	No's	%
Yes	214	85.60	103	82.40	112	89.60	429	85.80
No	36	14.40	22	17.60	13	10.40	71	14.20
Total	250	100	125	100	125	100	500	100

It is highlighted that education and employment has given noble status and economic power to women and as such, majority of the women teachers are getting equal status in family.

CONCLUSION:

It was found from the study that due to education and employment, women teachers are gradually getting equal or higher status, but not decision making power. It is emphasized that in work places that is in schools, women teachers are not getting equal status from their male colleagues, but in family, the women are getting equal status. It shows that society has not understood gender equality. Hence, it is essential to increase gender equality in society.

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