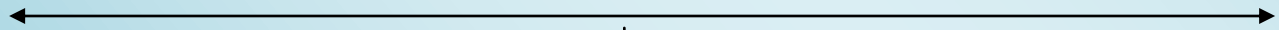


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A SOCIOLOGICAL ANALYSIS OF WOMEN TEACHERS IN KALBURGI DISTRICT

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ABSTRACT

India is one of the developing societies where the status of women is far below that of a modernizing society. A general survey of the levels of degree of integration of women into the social, economic and political life of the nation would suffice to dishearten the concerned people about the status of women. Even today a women's status depended entirely on the position of the man who was either her father or husband or son.

Key words: *Gender Inequality, Empowerment, socio-economic conditions.*

INTRODUCTION

Working outside the home is not the traditional norm in Indian society. Women started working due to financial crises and desire to have a better standard of living. However, no normative structure is provided in the society hence women face various types of harassment and tensions created by men either at home or in the work place. Working women problems at disturbed because of traditional nation of family system. Due to dual responsibility or over business the relationship between women and husband, women and her children, women and family have changed and creating lot of physical as well as mental problem for her. Now she has either no communication over the children nor control over own income she earns. Another observation I made in the city was an increased interest amongst women to take up careers in teaching. That thought alone seemed like wonderful step in the direction of having a more inclusive teaching faculty in schools and colleges, given our awful history of gender disparity in the Indian academic scenario. But on closer inspection, I realized that their decision to take up teaching could be based on a very disturbing notion. Introspecting the role of women in today's urban society I narrowed my thoughts down, to what I think is a dominant perception held by the Indian community a girl's life revolves around her marriage! After scanning marriage-advertisements in a few renowned newspapers over a period of couple of weeks, I concluded that apart from the obsession with "fairness" and "slim-figure", the word "educated" kept popping up regularly. Nowadays days, urban families seek brides who are not

only educated but also have a job. To manage the expenses of a family in the city, it is almost a given that both partners have to be earning. These circumstances have led to women being accepted as bread earners in the house; but this goes along with that fact that they are also expected continue to be the ones who bring-up the children, teach them, cook, clean and do other house-hold work. Now let us picture a situation where a husband and wife come back home from a long day's work, completely exhausted.

OBJECTIVES OF THE PAPER

1. To study the gender inequality
2. To know the Social empowerment of women teachers
3. To study the socio-economic conditions of women teachers.

METHODOLOGY

A close study has been carried out by selecting the a sociological study of women teachers in Kalburgi city and the methodology in social research comprises selection of study area, selection of sample and collection of both primary and secondary data for the study. The samples are restricted to only women teachers in government and private School and High schools and the universe for data collection is restricted to the Kalburgi city only.

SAMPLE

The samples of 50 women teachers were selected on purposive sampling method in Kalburgi city only.

GENDER INEQUALITY

Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles as well as biologically through chromosomes, brain structure, and hormonal differences. Gender inequality can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender. Gender discrimination is the prejudicial treatment of an individual or group due to gender. Gender inequality and discrimination are generally discussed as pertaining to women, but anyone can experience gender-based inequality or discrimination. Gender inequality is when women have less power than men In order for these definitions to have meaning; we must first define "gender." The terms gender and sex are sometimes used interchangeably, but social scientists and medical

personnel are beginning to recognize them as different. Sex refers to one's biological identity as defined by physical and/or chromosomal makeup. Generally, people are categorized as either male or female depending on their chromosomes and/or genitalia. Gender is commonly defined as the social identity of the sexes. It is determined by socialization and social values, not biology, and includes social markers such as behavior and appearance. Do or vice versa. The social construct those results in women not having equal rights, opportunities or privileges to women.

SOCIAL EMPOWERMENT OF WOMEN TEACHERS:

1. HEALTH:

A holistic approach to Women's health which includes both nutrition and health service will be adopted and special attention will be given to the needs of Women and the girl at all stages of the life cycle. The reduction of infant mortality and maternal mortality, which are sensitive indicators of human development, is a priority concern. This policy reiterates the national demographic goals for Infant Mortality rate (IMR), Maternal Mortality Rate (MMR) set out in the National population policy 2000. Women should have access to comprehensive, affordable and quality health care. Measures will be adopted that take into account the reproductive rights of Women to enable them to exercise informed choices, their vulnerability to sexual and health. Problems together with endemic, infectious and communicable diseases such as malaria, TB, and water borne diseases as well as hypertension and cardio-pulmonary diseases.

2. EDUCATION:

Equal access to education for Women and girls will be ensured. Special measures will be taken to eliminate disorientation, universalize education, eradicate illiteracy, create a gender sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation /vocation/technical skills by Women. Reducing the gender gap in secondary and higher education would be a focus area. Sectoral time targets in existing policies will be achieved, with a special focus on girls and Women, particularly those belonging to weaker sections including the scheduled Castes/Scheduled Tribes/Other Backward Classes/Minorities. Gender sensitive curricular would be developed at all levels of educational system in order to address sex stereotyping as one of the causes of gender discrimination.

3. ENVIRONMENT:

Women will be involved and their perspectives reflected in the policies and programmes for environment, conservation and restoration. Considering the impact of environmental factors on their livelihoods, Women's participation will be ensured in the conservation of the environment and control of environmental degradation. The vast majority of Women still depends on the locally available non-commercial sources of energy such as Animal dung, crop waste and fuel wood, in order to ensure the efficient use of these energy resources. Women will be involved in spreading the use of solar energy, biogas, smokeless chewing of tobacco and other measures in influencing ecosystem and in changing the life styles of Women.

4. SCIENCE AND TECHNOLOGY:

Programmes will be strengthened to bring about a greater involvement of Women in science and technology. These will include measures to motivate technology. Efforts to develop appropriate technologies suited to Women's needs as well as to reduce their drudgery will be given a special focus too.

5. VIOLENCE AGAINST WOMEN:

All forms of violence against Women, physical and mental, whether at domestic or societal levels, including those arising from customs, traditions or accepted practices shall be dealt with effectively with a view to eliminate its incidence. Institutions and mechanisms/schemes for assistance will be created and strengthened for prevention of such violence, including sexual harassment at work place and customs like dowry; for the rehabilitation of the victims of violence and for taking effective action against the perpetrators of such violence. A special emphasis will also be laid on programmes and measures to deal with trafficking in Women and girls.

6. MASS MEDIA:

Media will be used to portray images consistent with human dignity of girls and Women. The policy will specifically strive to remove demeaning degrading and negative conventional stereotypical images of Women and violence against Women private sector partners and media networks will be involved at all levels to ensure equal access for Women particularly in the area of information and communication technologies. The media would be encouraged to develop codes of conduct, professional guidelines and other self regulatory mechanisms to remove gender stereotypes and promote balanced portrayals of Women and men.

RESULTS AND DISCUSSION

AGE GROUP OF RESPONDENTS

While studying socio-economic conditions of women teachers in city, the age plays an important role in deciding status of the respondents and brings the clear picture of the age distribution of the respondents in the profession. The personnel of all ages from below 24-34 to above 55 years were engaged women teachers in Kalburgi city. The distribution of respondents according to age structure chosen for the present study is presented in the table-1.

TABLE.NO. 1
AGE GROUP OF RESPONDENTS

Sl.No.	Age structure	Frequency	Percent
1	24-34	24	48
2	35-44	12	24
3	45-54	10	20
4	55 above	04	8
	Total	50	100

Sources: Field Survey

The Table 1 highlights age wise distribution of respondents in women teachers in Kalburgi city of the present study area.⁴⁸ It is astonishing to note that major position of the respondents fall in the adult category this may possible due to social service usually found among young generation and respondents are belonging to age category of 24-34 years and It is followed by 48 percent whereas respondent's age category of more that 45-54 years 20%. And It is clear from the above table that lowest No of respondents 55 and above years is only 8%.

RELIGION WISE RESPONDENTS

Religion in India is characterized by a diversity of religious beliefs and practices. Indian Subcontinent is the birthplace of some of the world's major religions; namely Hinduism, Buddhism, Jainism and Sikhism. Throughout India's history, religion has been an important part of the country's culture. Religious diversity and religious tolerance are both established in the country by the law and custom; the Constitution of India has declared the right to freedom of religion to be a fundamental right. And women teachers were engaged in religion wise and presented in the following table-2.

TABLE.NO. 2
RELIGION WISE RESPONDENTS

Sl.No.	Religion	Frequency	Percent
1	Hindu	42	84
2	Muslim	05	10
3	Others	03	06
	Total	100	100

Sources: Field Survey

From the above table researcher absorbed that, the religion of the women doctors in Kalburgi city of the respondents 84% of respondents belong to Hindu religion, Muslim belongs to 10%, followed by 06 % are from other religion in the study area.

EDUCATION QUALIFICATION OF RESPONDENTS

Education is an important input for any type of job. However, the Women teachers work has no rigid pre-requisites regarding education qualification for personnel working in it. Hence, the range of educational qualifications of the personnel was indeed very wide from the barely literates from disciplines like Sociology, The respondents are classified on the basis of their educational background is presented in the following table -3

TABLE.NO.3
EDUCATION QUALIFICATION OF RESPONDENTS

Sl.No.	Qualification	Frequency	Percent
1	D.Ed	16	32
2	BA.Bed.	23	46
3	M.A.Bed	11	22
	Total	50	100

Sources: Field Survey

From the above table 32% of the respondents are educated up to a level of D.Ed, where as B.A, Bed constitute nearly 46 %, M.A, B.ed account for only 22%.Where women teachers have a best educational status. It could be due to the fact that educated women felt concerned about their duty towards fellow women teachers and wanted to put their education to the use of community.

TYPE OF FAMILY OF RESPONDENTS

The distribution of respondents according to type of family of respondents to know from Women teachers in Kalburgi district is detailed presented in the following table 4.

TABLE.NO.4
TYPE OF FAMILY OF RESPONDENTS

Sl.No.	Type of family	Frequency	Percent
1	Joint	20	40
2	Nuclear	30	60
	Total	50	100

Sources: Field Survey

It is revealed from the above table that the 40 percent respondents have joint family and 60. Percent women teachers have nuclear family in the study area.

MARITAL STATUS OF RESPONDENTS

In every social science research the marital status of the respondents are very important which reveals socio economic and demographic profile of the study area. Since in the women teacher also marital status of the respondents have also collected which is shown in the below table 5.

TABLE.NO.5
MARITAL STATUS OF RESPONDENTS

Sl.No.	Particulars	Frequency	Percent
1	Married	35	70
2	Unmarried	15	30
	Total	50	100

Sources: Field Survey

The above table shows that out of 50 respondents 70 percent Majority of women teachers are married and 30 percent women teachers are unmarried in the present study area.

ANNUAL INCOME OF YOUR FAMILY

Wealth, a set of economic reserves or assets, presents a source of security providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings Income.

TABLE.NO.6
ANNUAL INCOME OF YOUR FAMILY

Sl.No.	Particulars	Frequency	Percent
1	Below 200000	23	46
2	2 Lakh to 4 Lakh	20	40
3	4 Lakh to 6 Lakh	5	10
4	6 Lakh and above	2	4
	Total	50	100

Sources: Field Survey

The Table No. 6 reveals the respondents family annual Income in different categories which are from below 200000 rupees 46 percent whereas 2lakh to 4 lakh 40 percent respondents 10 to 4 lakh 6 respondents and 6 lakh and above only 4 percent respondents in the study area.

DOMESTIC RESPONSIBILITIES

Domestic responsibilities are a time bomb in many marriages. Marriage usually begins with a willingness of both spouses to share domestic responsibilities. Newlyweds commonly wash dishes together, make the bed together, and divide many household tasks. The groom welcomes the help he gets from his wife because, prior to marriage, he'd been doing it all alone as a bachelor. At this point in marriage, neither of them regards domestic responsibilities as an important marital issue.

TABLE.NO.7
DOMESTIC RESPONSIBILITIES

Sl.No.	Particulars	Frequency	Percent
1	Yes	21	42
2	No	29	58
	Total	50	100

Sources: Field Survey

Household responsibilities are given to whoever is in the mood to do them, nothing much will be done. If one spouse demands help from the other, that will also have an unsatisfactory outcome. But if assignment of these tasks can be mutually agreed upon by willing spouses that accept the responsibility, everything will run smoothly. The distribution of data the respondents reveals that the 42 percent respondents said domestic responsibilities whereas 58 percent respondents expressed about we have not any domestic responsibilities in our home

FACE PROBLEM IN MAINTAIN HOME AND PROFESSION

There is a basic problem related to the crumbling family structure in kalburgi city that is generally overlooked. That basic problem is that women have more home forsakes than we have homemakers. According to research study the following table 5.44 gives details of women teacher maintain home and profession.

TABLE.NO.8
FACE PROBLEM IN MAINTAIN HOME AND PROFESSION

Sl.No.	Particulars	Frequency	Percent
1	Yes	32	64.0
2	No	18	36.0
3	Total	50	100.0

Sources: Field Survey

The above table No. 8 shows that, demonstrate the factor of respondents shown by 64% universe have said face problem in maintain Home and Profession and 36 percent respondents said did not face problem in maintain Home and Profession.

LIMITATION OF THE STUDY:

The present research work was mainly based on the Primary data collected from the sample respondents. Many women teachers have given poor response to some of the questions due to lack of experience. Responses are in some cases, approximate. However very case has been taken to evaluate the evidence gathered from these interviews by final cross checking to avoid the element of subjectivity in the responses. But still the element of subjectivity could not be avoided altogether.

FINDINGS OF THE STUDY

1. Investigation in the present study respondents 84% of respondents belong to Hindu religion, Muslim belongs to 10%, followed by 06 % are from other religion.
2. Educated up to a level 32% of the respondents are educated up to a level of D.Ed, where as B.A, Bed constitute nearly 46 %, M.A, Bed account for only 22%. Where women teachers have a best educational status.
3. It is observed that 40 percent respondents have joint family and 60 Percent women teachers have nuclear family in the study area.
4. It is observed that the respondents were asked 64% universe have said face problem in maintain Home and Profession and 36 percent respondents said did not face problem in maintain Home and Profession.

SUGGESTIONS

1. In addition to workplace social supports, familial support is essential to the psychological well-being of those under job strain. Those managing multiple roles may be at added risk of stress due to competing responsibilities of work and home.
2. Problems faced by lady teachers at different levels such as primary, secondary, and higher secondary are mostly alike a comprehensive approach should be necessary to solve those problems.
3. The health problems of majority of teachers are due to improper food habits and lack of exercise and relaxation. These unhealthy habits would lead to increased stress, both physical and mental and may cause irreparable damages to any of the important body systems even by early forties.
4. Cooperation from spouse is all the most crucial for providing who support to a woman. So, opportunities to make them aware about personal problems and development of consensus are essential. Teachers should be properly trained in time management also, which will help them to find time for breakfast, relaxation, exercises as well as for official works.

CONCLUSION

Women have created professions as well. A long tradition of female activism in private charitable and benevolent organizations laid the foundation for public action in the late nineteenth and early 20th century. Therefore the emerging issue is that women teachers need support and nurturing for becoming a competent teacher. If they are provided proper environment and support, they will be successful in teaching learning process in primary education. Women have to fight at several levels of family, home, society, schools etc. So measures should be taken with effective training programmes to improve the number of women teacher in primary education.

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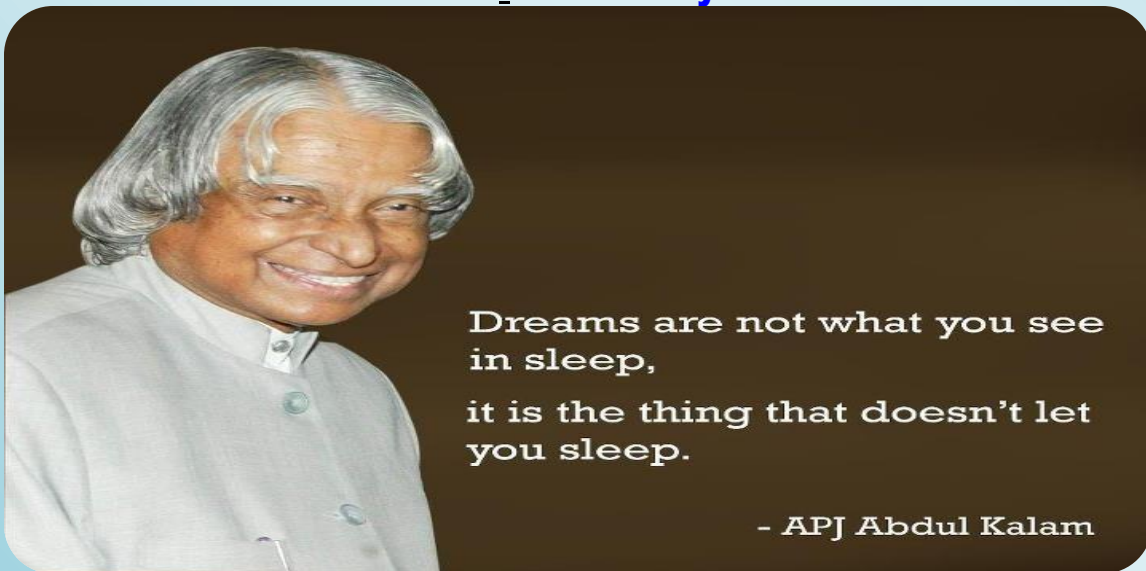
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Dreams are not what you see
in sleep,
it is the thing that doesn't let
you sleep.

- APJ Abdul Kalam