



A STUDY OF ACADEMIC CHALLENGES AND OPPORTUNITIES OF WOMEN TEACHERS OF SENIOR COLLEGES AND UNIVERSITY IN MAHARASHTRA STATE

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Abstract

Education is a basic requirement and a fundamental right for the citizens of a free nation. Higher education is a significant component of Human Resource Development. Women also part of Human Capital. Human Resource Development is being improved by modernization, Promoting institutions, industry interaction and training women to meet the emerging challenges of science and technology. Challenges before women teachers there are many challenges in front of women .It is crucial task for her.

In this 21st century there are many opportunities available for women sky in the limit to creating awareness of the social intellectual and moral environment for women. The decade of 1971-72 to 1982-83 showed a progressive increase in the enrolment of women from 22.7% in 1971-72 to 24.5% in 1975-76. There were 211 women's college in 1961-62 they increased up to 624 in 1981-82.

Key words: *Academic challenges, Opportunities.*

Introduction

Education is a basic requirement and a fundamental right for the citizens of a free nation. Today, higher education is a significant component of Human Resource Development within which women must be included. Preparation of women as part of human capital, having a great potential for adding value to products and services. Human resource development is being improved by modernization, promoting institutions-industry interaction and training women to meet the emerging challenges of science and technology.

To extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

As an individual in the society, She has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, She has to learn all these qualities of head, hand and heart through the process of education.¹

Culture is a mode of thought and feeling encouraged by education. It suggests an aspiration towards, and an appreciation of high intellectual and esthetic ideals: The level of culture in a country depends upon the education of its people.²

Sri Aurobindo : "Education which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal of every school which calls itself national".³

The ability of any university to achieve its goals is a function of its ability to attract, retain and maintain competent and satisfied staff into its employment.

Teachers are currently facing many challenges in education and society, which may affect their levels of job satisfaction.⁴

Quality of higher education is almost impossible without commitment of Teachers, and so this study is aimed at investigating the academic challenges and opportunities of woman teachers of colleges and universities in Maharashtra state.

Challenges before Woman Teachers

There are many challenges in front of woman teachers as a woman. To manage home as well as work. It is crucial task for her. Raring kinds, taking care of Elders at the same time health issues, Psychological problems, financial problems and dual responsibilities of traditional and professional roles.

Opportunities Before Woman Teachers

There are many opportunities available for woman teachers in the colleges and universities such as chances of promotion, contribution in educational innovation. Creating awareness of the social, intellectual and moral environment. Establishing new research area. Current study as forcing for the development of woman teachers.



Statement of the Problem

Teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustration effects the commitment and productivity of teachers.⁵

Significance of Higher Education

The decade of 1971-72 to 1982-83 saw a progressive increase in the enrolment of women, from 22.7 % in 1971-72 to 24.5 % in 1975-76, 27.2 % in 1980-81 and 28.5 % in 1982-83. There were 211 women's colleges in 1961-62. They increased upto 624 in 1981-82. Woman's enrolment was mainly in art, science, education, medicine, agriculture and law but very less in commerce and engineering. Women's colleges were given higher levels of assistance than others. They were also encouraged to start vocational and professional courses like computer science and others through grants and facilities for training.

Literature Review

Dr .Roshan lal explained that every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. In the light of this background, the aim of this study is to analyze the job satisfaction level among the male and female teachers of Degree Colleges. This paper is an endeavor towards to analyze the attitude of the male and female teachers of Degree Colleges towards education.

Hargreaves Containing original insights and ideas concerning the concept of the knowledge society' and its implications for teachers and schools, this book includes number of examples of schools that operate as 'creative and caring learning communities.

Professional Development of Women Teachers

Demarse in this study seeks to determine the factors that influence women educators to remain in education and to remain passionate about education. The original supposition that an administrator was a determinative variable in influencing the rural female educators proved to be erroneous. For the women of this study, their working class backgrounds, their beliefs that teaching is a calling and an art form, and their belief that teaching is a socially constructed form of public service are important determinative factors in their continuing belief in their educational career. Additionally, the women of this study, through their stories and interactions, disproved the stereo typical image of the female teacher who works alone. The teachers of this study actively seek out collegial relationships and pursue professional development.

Montgomery, found that the teacher sample of the Kentucky Women's Educational Attainment Study was highly influenced by their educational and occupational decisions. They were influenced by their personal values and family in their marriage and parenting decisions. Personal goals, outcome expectations, and self-efficacy were being met for these teachers by accomplishing their education and career goals while balancing their parenting choices.

Adey, P. Explores a range of factors that may be important for effective Continuing Professional Development (CPD), including teacher collaboration, the impact of school senior management, The quality of the Continuing Professional Development delivery and whether the content of the Continuing Professional Development is worthwhile.

Suma Chitnis, had examined the participation of women academics and administrators in the management of higher education in the author's country, and if possible, region. Further, to identify factors that have contributed to the strengths and the weaknesses of women's participation - with a view to indicating short-term and long-term training and other strategies towards enhancing and strengthening it. The task assigned is part of a multi-country exploration aimed at situating the issue of women in the management of higher education within the larger framework of the major questions and trends in higher education in the author's national or regional context. Finally, it should be suggested how women, through their active involvement, can make a distinctive contribution to enhance the quality and relevance of higher education in their countries.

Objectives of the Study

1. To study the academic level and teaching experience of women teachers.
2. To evaluate academic progress and development of women teachers.
3. To analyze the impact of discipline on work culture of women teachers.
4. To find out the academic opportunities and challenges of women teachers at colleges and university level.
5. To know the problems and prospects of women teachers and to suggest the remedies to overcome the problems.



Hypothesis Tested

1. Art discipline women teachers are more in number as compare to commerce and science.
2. Art discipline women teachers lacking behind in computer literacy.

Research methodology

For the above stated study researcher selected a universities of Maharashtra .Total number of teachers male and female are 31375. Total number of women teaches in senior colleges and universities in Maharashtra state are 3012. Selection of sample is based on random convenience sampling method. I have selected 10 % of the university that is 300 respondents for my research.

Table 1.1, Total Number of Women Teachers in Senior Colleges and Universities in Maharashtra State

Sr. No.	University	Number of teachers (Male & Female)	Number of women teachers	Selection of samples
1	Mumbai University	5336	593	59
2	Shivaji University Kolhapur	4157	413	40
3	Pune Univesity	5281	549	55
4	Solapur University	1135	103	10
5	The Rashtrasant Tukadoji Maharaj, Nagpur	3677	346	35
6	Saint Gadge Baba, Amaravati	3405	308	31
7	North Maharashtra University	2611	157	15
8	Dr .Babasaheb Ambedkar Marathwada University	3215	297	30
9	Swami Ramanand Tirth Maharastra University	2558	246	25
	Total	31375	3012	300

Source : Field Survey (2015-16).

Data Analysis

Hypothesis 1 “Arts discipline respondents are more in number as compare to commerce and science”.

Table1.2Faculties Wise Classification of Respondent

Faculties	Frequency	Percentage
Arts	153	51%
Science	130	43%
Commerce	17	6%
Total	300	100%

Source: Field Survey (2015-16).

Table 1.2 shows arts faculty respondents are 153, science faculty respondents are 130 and commerce faculty respondents’ are17. Arts faculty respondents are more in number as compare to science and commerce. Science faculty respondents are more in number than commerce. Commerce faculty has least number of respondents. Hypothesis one is accepted as per the data available in the above table.

Hypothesis 2: Arts faculty women teachers are lacking behind in computer literacy.

Table 1.3Descriptive Statistic of Factors Associated with Motivational Factors

Motivational Factors	Agree	Neutral	Disagree
Salary Increase	149(49.70%)	16(5.3%)	135(45.00%)
Promotion	80(26.70%)	18(6%)	102(67.30%)
Leave	28(9.30%)	22(7.30%)	250(83.30%)
Motivational Talks	182(60.70%)	16(5.30%)	102(34.00%)
Recognition	166(55.30%)	12(4.00%)	122(40.70%)

Source: Field Survey (2015-16).

Table 1.3 illustrates descriptive statistics of motivational factors like salary, promotion, leave, motivational talks and recognition etc.



Table 1.4, Descriptive Statistics of Factors Associated with Job Satisfaction

Job Satisfaction	Agree	Neutral	Disagree
Highly Satisfied	24(4%)	2(0.70)	274(91.30%)
Satisfied	244(81.30%)	2(0.70)	54(18.00%)
Average	21(7.00%)	2(0.70)	277(92.30%)
Dissatisfied	-	1(0.30)	299(90.70%)
Highly Dissatisfied	-	1(0.30)	299(90.70%)

Source: Field Survey (2015-16).

Table 1.4 illustrates the Job Satisfaction of 300 women teachers, only 8% respondents are highly satisfied with their job, 81.30% maximum respondents are satisfied with their job of teaching, 7% respondents are having average satisfaction and no one is dissatisfied/highly dissatisfied as teaching is one of the most preferred job by women teachers in India.

Table 1.5, Descriptive Statistics of Factors Causing Stress

Factors Causing Stress	Yes	No	Neutral
1) Dealing with student Discipline	22(7.3%)	270(90%)	8(2.7%)
2) Large Class/More Number Of Students	11(3.7%)	279(93%)	10(3.3%)
3) Respondents Dealing with Aggressive Behavior of students	36(12%)	255(85%)	9(3%)
4) Respondents Teaching New Courses	70(23.3%)	224(74.7%)	6(2%)
5) Dealing with New Education Initiatives	10(3.3%)	280(93.3%)	10(3.3%)
6) Administrative work	189(63%)	100(33.3%)	11(3.70%)
7) Frequent changes to timetable or courses	27(9%)	263(87.7%)	10(3.3%)
8) Increased workload	160(53.3%)	132(44%)	8(2.7%)

Source: Field Survey (2015-16).

Table 1.5 explains relating to Factor causing stress to women teachers as follows :

1. Factor dealing with student Discipline had caused stress to 7.30% respondents, had no stress to 90% respondents and 2.70% had no decision.
2. Large classes/more numbers of students are causing stress to 11 respondents, 279 respondents are free of stress and 10 respondents are uncertain.
3. Dealing with aggressive/violent behavior of student, 12% women teachers are agreed as a factor of pressure, no pressure to 85% women teachers and 3% respondents were unclear.
4. When respondents asked on teaching new courses if this experience is stressful for them or not, 70 respondents were stressful, 224 respondents were free of stress and 6 are of neutral opinion.
5. Dealing with new education initiatives causing stress, 3.30% respondents are agreed they had stress, 93.3% respondents had no stress and 3.30% respondents had no opinion.
6. When women teachers asked about their view on whether administration work causing stress, 189 women teachers are agreed, 100 respondents are disagreed and 11 respondents are unclear.
7. In case of frequent changes to timetable or courses, 9% respondents said its causing anxiety, 87.70% respondents said it's not causing anxiety and 3.30% respondents are unsure.
8. 160 respondents are facing problems due to increased workload, 132 respondents are able to manage their work and 8 respondents are undecided.

Table 1.6, Summary of Hypothesis Testing

Sr.No.	Hypothesis	Findings
1	Arts discipline women teachers are more in number as compare to commerce and science.	Accepted
2	Arts faculty women teachers are lacking behind in computer Literacy.	Rejected
2a	Knowledge of operating computer.	Accepted
2b	Completed any course of computer.	Rejected
2c	Knowledge of using Internet.	Accepted
2d	Email_Id	Accepted
2e	Use of computer knowledge for research purpose.	Accepted
2f	Hardware system at workplace /home	Accepted

Source: Field Survey (2015-16).



Conclusions

On the basis of above data analysis the following conclusions are drawn.

- 1) University teachers are most satisfied with the nature of their work and least satisfied with operating procedure.
- 2) Majority of women teachers have moderate job satisfaction.
- 3) Knowledge of operating computer is accepted. Women teachers of all faculty members are having the knowledge of operating computer.
- 4) Completion of computer course by women teachers is rejected. Women teachers are having the knowledge of operating computer even though they have not completed any computer course.
- 5) Knowledge of using Internet is accepted. Internet is one of the important aspects in the advanced studies used by women teachers for the personal as well as official work now days.
- 6) Email- Id of women teachers is accepted. Women teachers are using Email-Id for personal as well as official communication purpose.
- 7) Use of computer knowledge for research purpose is accepted. Respondents are using computer knowledge for research purpose.
- 8) Hardware system at workplace or at home is accepted. Women teachers are using computer at workplace as well as at home.

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