

Problem Faced by Married Women in Higher Education

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Abstract – Education is believed to provide knowledge and resource that hold potentials for economic empowerment for better livelihood and social development. Education is one of the most for reaching requirements for development, alleviating poverty, improving health outcomes and quality of life, reducing gender and social disparities and enhancing economic productivity. Education contributes to economic growth and productivity as well as sustains livelihood for national development.

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INTRODUCTION

Higher Education contributes a substantial role in the development of a country. It is associated with the personal, social, economic and cultural aspects of human beings, and underpins the goal of a sustainable society. Higher education is a prerequisite of an open civil society based on merit. It helps in the understanding of societal norms; gives individuals self-reliance, and discourages based on gender, beliefs, religion and social class (Karmarae, 2000)

Female empowerment can be strengthened through higher education. Higher education assists females in two ways. It empowers qualified women to become leaders in society and it permits them to become role models for younger girls. It also helps women to choose domains of expertise, whether, this is as decision makers through influence on policy issues related to social, economic and cultural development or by their participation in family and community life (Shankat & Siddiquah, 2013)

Educated Women have a greater sense of control over their lives and more power and control over resources within the family as compared to uneducated women. They get social recognition, which help them to get insight of an have an awareness of what is undesirable and unfavourable about their current situation. The educated females can perceive a better situation and the possibility of attaining it. (Usha & Sharma, 2001).

Higher education especially university, is in theory an area of opportunity today. A century ago this was not the case and anyone who argued for a university education for women, not to speak of married women, was regarded as eccentric.

Challenges faced by married women and its Effects on University Performance

Being a married student is a delicate juggling act. Because it takes time, patience and boundless energy. A married women student may have challenges pertaining to the name. The inter-role conflict is due to incompatible expectations. A married women student who has children often gets up very early in the morning trying to get everything done at home before going to lectures becomes tired and not very alert at classes. This came as a result of the strains on their time and energy. A lack of time for revision and rest and feelings of guilt over not fulfilling their traditional role expectation at home.

Lee and Myers (2005) state that family problems create imbalance for married women students who are day-students or non-residential student whose husband move out of the family's home and came back late in the night. The husbands always threaten to divorce his wife as a result of poor marital performance and overweening behaviour on the part of student of woman. This may result in depression, making her emotional state so fragile. Such a women who is a student is distracted and has divided attention at home and at academic work.

The performance for sons is due to their leading and productive role in house hold life. Male members of the family are encouraged to get a good quality to complete for resources in the outside world. On the other hand, female family members are trained about domestic task and taught how to be good mothers and wives. Parents do not prioritize higher education for girls due to low family household income.

- Student-mothers face a lot of challenges when pursuing University education. Most of the student mothers do not have time to study because when they return from school, their babies wants their attention.
- Some married women returning to study after many years of absence from study may not have realistic ideas about how students life will be like.
- Some of them are not certain about how to copy and relate to lecture and younger students in class. They may also have problem with developing appropriate study skills. This makes them feel uncomfortable an campus.

METHODOLOGY:

Through this study, I wish to show the experiences of women students in higher education and how their experiences influence their academic performance. The fundamental purpose of this study is to understand and explain the academic performance and challenged faced by married women students in higher education in M.D.U. Rohtak, Haryana.

The population of the study consisted of married women who are studying in M.D.U. Rohtak in Haryana. The size of the sample was 30 married women in the University and purposive sampling method was used to select the 30 married women in the University. The main instrument for the study was an open-ended questionnaire. The questionnaire were administered to 30 married female students from social sciences departments in the University. Before the administration of the questionnaire, consent from was given to the respondents to fill. Fortunately all respondents respond.

Table – 1

Age and Caste Wise distribution of Respondents

Age	Gen.	BC	SC	Total
21-25	3(10)	3(10)	3(10)	9(30)
26-30	6(20)	5(16.67)	4(13.33)	15(50)
31-35	3(10)	2(6.67)	1(3.33)	6(20)
	12	10	8	30(100)

*Figure in the bracket shows percentage

Table 1 shows that 50 percent respondents were from the age group of 26-30, out of them General caste respondents were in maximum number. 30 percent respondents from the age group of 21-25 and remaining 20 percent were from the age group of 31-35. It shows that presentation of scheduled

caste students were less than General and Backward class respondents higher education after marriage.

Table – 2

Respondent's view about usefulness of Higher Education

	Gen.	OBC	SC	Total
For a good Job	3(10)	5(16.67)	3(10)	11(36.67)
Self Respect and Confidence	-	2(6.67)	2(6.67)	4(13.33)
Economic Independent	2(6.67)	3(10)	3(10)	8(26.67)
High living – standard in Modern Society	7(23.33)	-	-	7(23.33)
	12	10	8	30(100)

* Figures in the bracket show percentage.

Table 2 shows that 36.67 percent respondents thought that higher education help them in getting job. 26.67 percent respondent opinioned that higher education make them economic-independent. 23.33 percent respondent think with the help of higher education they can enjoy high-living standard in Modern Society, out of them All of the respondents from general caste. 13.33 percent respondents feel higher education can provide self-satisfaction and respect in the society, out of them most of the respondent from backward class and scheduled caste. It show that General caste respondents want high reputation with the help of higher education and backward and scheduled caste respondent want job and self-confidence with the help of higher education.

Table – 3

Issues Confronting Married Women Students

A Mother In-Law see higher education for her daughter-in-law as a waste of money	8 (26.67)
A Mother-In law see higher education for her daughter-in-law as a waste of time	4(13.33)
Cook and clean the house before and after class	5(16.67)
Child-Care with academic work	13(43.33)
	30(100)

* figures in the bracket show percentage.

Table 3 show that 43.37 percent respondents had child-care. Issues with academic work. 26.67 percent respondent confronting Mother-in-Law. Issues, see higher education as a waste of money. 16.67 percent respondent had problem of cook and clean the house before and after the class. We can

see that child care with academic work is the most challenging work.

Table 4

Opinion of Respondent about Low Participation of Married Women Students in Higher Education

Sr. No.		Gen.	OBC	SC	Total
1.	Females are not encourage higher education because parents do not feel the environment of higher education secured and protective for their daughters.	3 (10)	2 (6.67)	2 (6.67)	7 (23.33)
2.	Co-education Restrict higher education	-	3 (10)	2 (6.67)	5 (16.67)
3.	Females do not get higher education because they, themselves, do not feel secure and safe while going to institution alone	-	-	1 (3.33)	1 (3.33)
4.	Preference given to sons leads towards the low participation of females in higher education	6 (20)	4 (13.33)	3 (10)	13 (43.33)
5.	Females are not supported in getting higher education because it will encourage them to demands their social and legal rights	3 (10)	1 (3.33)	-	3 (10)
	Total	12	10	8	30 (100)

*Figures in the bracket show percentage

Table 4 show that 43.37 percent respondent opinion that preference given to sons lead towards the low participation of female in higher education. 23.33 percent respondent opinion that females are not encourage higher education because parents do not feel the environment of higher education secured and protective for their daughters. It show that preference given to sons is the most challenging issue in front of higher education of girls students.

Table 5

Opinion of Respondent about Law Performance in Class

1.	Lack of time for revision and rest	15 (50)
2.	Lack of their husband support	2 (6.67)
3.	Divided Attention at home and at academic work	8 (26.67)
4.	Traditional Role expectation at home	5(16.67)
	Total	30(100)

* Figure in the bracket shows percentage.

Table 5 shows that 50 percent respondent opinioned Lack of time for revision and rest is the main reason for Low performance in the class. 26.67 percent respondent think divided attention at home and academic work is the main reason. It shows that respondents think if their family support them in home-chores and child caring then they can good perform.

RESULT:

Among the married women conducted, 50 percent of them were between the age of 26-30 years. 30 percent of them were between the age of 21-25 and remaining 20 percent were from 31-35 age group. 36.67 percent respondent were those who want a good job with the help of higher education. 26.67 percent respondents think only with the help of education, they can become economic – independent. 23.33 percent respondent want enjoyment in high-living standard in Modern society. Most of General caste respondent have desire high-living standard. Mostly backward class and scheduled caste respondents want job and self confidence with the help of higher education. Issues confronting married women student is that 43.33 respondent had child care issues with academic work. 26.67 percent respondents confronting. A mother-in-law see higher education for her daughter-in-law as a waste of time and a waste of money. 16.67 percent respondent had problem of cook and clean house before and after class. Opinion about law participation of married women students in higher education is that 43.37 percent respondent opinion that preference given to sons lead towards the low participation of female in higher education. 23.33 percent respondent opinioned that female are not encourage higher education because parents do not feel the environment of higher education secured and protective for their daughters. 10 percent respondent feels that females are not supported in getting higher education because it will encourage them to demands their social and legal rights. 50 percent respondent think lack of time for revision and rest is the main reason for low performance in the class. 26.67 percent respondent think divided attention at home and academic work and traditional role expectation at home are the main reason for low participation in the class.

DISCUSSION:

The present research study indicated problems faced by married female students in higher education. Initially it was found that general caste girls had maximum number in comparison to lower caste married females in higher education. It is because preference given to sons leads towards the low participation is less support by their husband and in-laws. Lower socio-cultural challenge scores may be due to their In-laws expectation for tradition role at home. University is at a further level of higher studies and it is assumed that its environment is advance for females. So, it could be a campus environment constraint for parents.

LIMITATION:

This research study purposes suggestions to overcome the problems faced by women regarding

higher education. This study certainly makes a great impact upon the socio-cultural development of the country. Some limitation have been noticed in this research study. This study was conducted an only University's social sciences department so generalizability of result is limited. This sample selected from female students only may not represent the holistic view of females. So further research is needed to empirically investigate comparison of lot of females.

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