

An Analytical Study on Socio-Economic Status of Women Employees as a Teacher

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Abstract – The point of this study is to choose the distinction between the economic and cultural position, the association between the fragment status of women teachers and their economic prosperity. For this study the A pilot test was conducted and corrections were made in the questionnaire, as were other sources, for example, journals, papers, diaries , reports, articles and related investigations. The scientist gathered information from 300 female respondents picked utilizing a delineated irregular inspecting method. Among the 300 women respondents, 245 are working on a regular basis and 55 are on temporary/Guest basis. Random sampling method to distribute questionnaires was followed by the researcher, and user data was obtained. From the study one can see that strong measures are expected to upgrade the socio-economic status of women instructor employees.

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INTRODUCTION

The present era is the age of women where men and women are equal. Status of women has improved considerably both at the work-front as well as at the home-front. Even society has a change in the attitude towards women, their education and importance of their career. They are taking active part in earning bread and butter for their families. Even men have realized the importance of working women and their contribution towards the society as a whole.

Women workers in India face far more challenges than their counterparts elsewhere. In addition to such a significant number of endeavors from past years, the female section of society is dismissed, in comparison to the male section. Inside her own nation, social and economic decisions don't give them main concern. Various reasons have an influence on women taking up paid work. Nevertheless, the most significant reason for work among most Indian women is the sheer economic necessity. Women take up jobs in order to increase the family income. Lower and lower middle-class women take up jobs to fulfill their financial needs and alleviate the burden of feeding their children. For upper and upper middle class women, the reasons for taking up jobs are of a more psychological nature than they are due to economic and social compulsions. Most of them take up jobs because it gives them self-expression, personal satisfaction and the escape from the idling boredom at home. Financial security gives them a sense of freedom, in

addition to providing an opportunity to lead a better lifestyle.

Managers might be one-sided against women when set up to see low wages comparative with men and, in any case, since they are relied on to be ever milder and more agreeable. Consequently, the legislation authorized for the protection of women laborers, for example, maternity benefits, kid care and the elimination of pay discrimination, prompts women being diminished in composed work and pushes them all the more unorganically.

Barati, A., R. O. Middle Easterner and Masoumi, S. S. (2016) India is a conservative nation and the religions, culture and customs are extraordinary. Women's position in India is fundamentally in the home and constrained to residential issues. Now and again, women may secure positions as medical caretakers , doctors, the consideration and nursing professions as teachers. However despite the fact that very much qualified women are accessible as designers or supervisors or geologists, a male of proportional skill will be given need. The current study inspected the elements that debilitate female employees from ascending to higher posts and the obstructions and issues looked by female laborers. In addition , the report tries to explain the genuine situation of working Indian women and furthermore plans to clear up the key issues of working women.

In their exploration Kamala and Sankaran (2011) found that female employees are paying inconsistent pay rates for a similar activity. They do

have confined access to asset the board, and information and ability improvement. Women are still observed as valuable or additional laborers, further minimizing their capacity to make sure about their job as employees. Other than that, there is inescapable sexual orientation disparity in recruiting and supporting female specialists.

Olaitan et al., (2010) in their study concluded that partners, educational plan, checking or positioning, guardians, students, school bodies, network, supervision/instructing, school air and wages or salary were the significant wellsprings of worry among woman teachers.

Malini Goyal (2008) found in her study that most female employees acquire pay rates at the base of the worth chain – 45% of female laborers procure under Rs.50,000 every year. Only 26% of these women are allowed to settle on autonomous budgetary decisions concerning their pay.

METHODOLOGY:

• **Data collection**

In our examination we utilize two types of information which are essential and secondary information to assist us with gathering the information.

√ **Primary Data:**

All through this study , essential information for the Study were gathered through sorted out questionnaires that will be conveyed through the colleges. Such a questionnaire is favorable, in light of the fact that it is more moderate and, simultaneously, gathering the important subtleties is a lot more straightforward for countless respondents.

√ **Secondary Data:**

Secondary data for the research study was collected in our research through Journals, Magazines, Newspapers, and Reports etc.

• **Sampling**

Examining implies an example from a population is picked. Examining configuration incorporates five stages recognizing population, choosing the testing outline, picking inspecting strategies, choosing test size and conducting the inspecting method. It assists with characterizing the respondents who are qualified to take part in the overview by means of these measures.

• **Sample Size**

The scientist gathered information from 300 female respondents chose utilizing a delineated irregular

testing method. Of the 300 female respondents, 245 work consistently and 55 are brief/visitor subordinate.

• **Sampling method**

Random sampling method to distribute questionnaires was followed by the researcher, and user data was obtained. The data gathered were then subjected to the data by using SPSS for Windows (version 20.0).

• **Area, software etc.**

The strategies used to decipher the information were the picked Percentage examination, Standard Deviation, Mean , Median, Chi-square, test t-test, and ANOVA.

• **Statistical Analysis of Data:**

Techniques, for example, One-way Variance Analysis (One-way ANOVA), Chi-square test, Student's t-test are utilized for both near and inferential examination. We defined the imperative measurable hypotheses and applied right tests to test them.

DATA AND ANALYSIS

• **Demographic and Personal profile**

• **Distribution of Respondents by Age**

Table 1 demonstrates that most of respondents (66.3 percent) are in the 25 to multiyear age extend. 30.3 The proportion is 36 to 45 years. Simply 3.3 percent of respondents are in the 46 to multiyear age extend. This indicates that the family demands the attention of the 36-45 and above 45 age groups. So they leave. Teaching, for women is a young women's career that inevitably gets cut off with increasing family responsibilities.

TABLE –1 Distribution of Respondents by Age

Age (in years)	No. of Respondents n = 300	Percent
25-35	199	66.3
36-45	91	30.3
46-55	10	3.3

Source: Primary Data

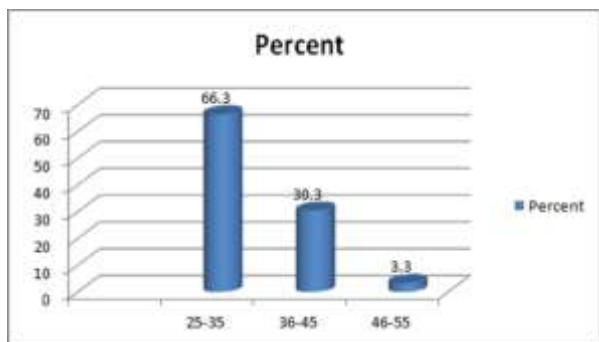


Figure 1: Distribution of Respondents by Age

• **Distribution of Respondents by community**

Table 2 shows that more than half (50.3 percent) of the respondents belong to the BC community. Below one fourth (22.3 percent) of the respondents belong to the MBC community. 14.7 percent of the respondents belong to the OC community. 10.7 percent, 2 percent of the respondents belong to the SC and ST communities respectively.

TABLE-2: Distribution of Respondents by Community

Community	No. of Respondents N=300	Percent
SC	32	10.7
ST	6	2
MBC	67	22.3
BC	151	50.3
OC	44	14.7

Source: Primary Data

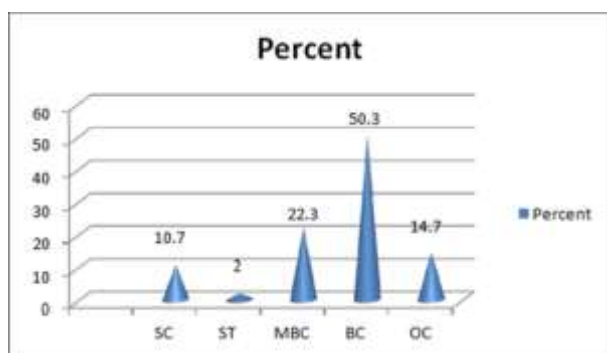


Figure 2: Distribution of Respondents by Community

• **Distribution of Respondents by Social status**

√ **Distribution of Respondents by Freedom for Higher Studies**

It is inferred from the below Table that 26.3 percent of the respondents are satisfied below the freedom they have for higher studies. 25.3 percent are highly satisfied about it. 24.7 percent are indifferent about

the freedom to take up higher studies. 14 percent are dissatisfied and 9.7 percent of the respondents are totally dissatisfied.

Table 3: Distribution of Respondents by Freedom for Higher Studies

Opinion on freedom to Higher Studies	No. of Respondents n=300	Percent
Highly satisfied	76	25.3
Satisfied	79	26.3
Indifferent	74	24.7
Dissatisfied	42	14.0
Totally Dissatisfied	29	9.7

Source: Primary Data

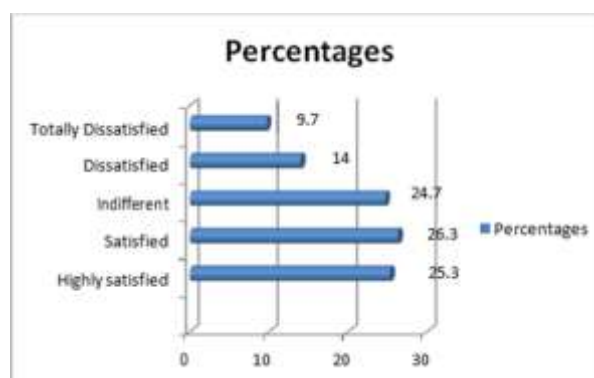


Figure 3: Distribution of Respondents by Freedom for Higher Studies

√ **Distribution of Respondents by Attitude of Higher Authorities**

The below table shows the opinion of the respondents about the attitude of the higher authorities towards them. 29.3 percent are highly satisfied about the attitude of the higher authorities. 27 percent are satisfied and another 27 percent are indifferent about their attitude. Very few (10 percent) of the respondents are totally dissatisfied and 6.7 percent are dissatisfied. By and large respondents have a positive opinion about the attitude of their higher authorities

Table 4 Distribution of Respondents by Attitude of Higher Authorities

Opinion on attitude of Higher Authorities	No. of Respondents n=300	Percent
Highly satisfied	88	29.3
Satisfied	81	27.0
Indifferent	81	27.0
Dissatisfied	20	6.7
Totally Dissatisfied	30	10.0

Source: Primary Data

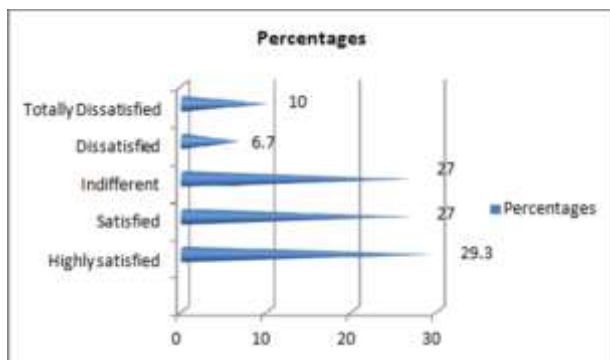


Figure 4 Distribution of Respondents by Attitude of Higher Authorities

√ Distribution of Respondents by Perceptions on Status among Colleagues

Table 5 shows the perceptions of the respondents about their status among colleagues. 35 percent of the respondents are satisfied about their status among colleagues. 21 percent are indifferent regarding their status among colleagues. 20 percent are highly satisfied and 12.3 percent are totally dissatisfied about the status among colleagues. 11.7 percent of the respondents are dissatisfied about their status among colleagues. 55 percent have a positive opinion. Only 24 percent have a totally negative view. 21 percent are not bothered about the issue.

Table 5: Distribution of Respondents by Perceptions on Status among Colleagues

Status among colleagues	No. of Respondents n=300	Percent
Highly satisfied	60	20.0
Satisfied	105	35.0
Indifferent	63	21.0
Dissatisfied	35	11.7
Totally Dissatisfied	37	12.3

Source: Primary Data

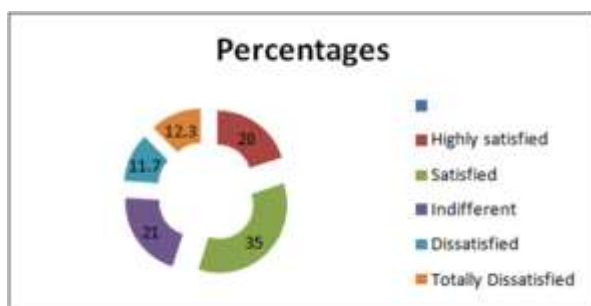


Figure 5: Distribution of Respondents by Perceptions on Status among Colleagues

√ Distribution of Respondents by Views on Co-Operation with Ministerial Staff

Table 6 indicates the level of co-operation of respondents with the ministerial staff of their college. 32.3 percent of the respondents are highly satisfied about the co-operation with ministerial staff. 25.6 percent are satisfied and another 25.7 percent are indifferent. Only 8.7 percent of the respondents are totally dissatisfied and 7.7 percent of the respondents are dissatisfied. 58 percent have a positive opinion, 16.4 percent have a negative opinion and 25.7 percent are indifferent to the issue.

Table 6: Distribution of Respondents by Views on Co-Operation with Ministerial Staff

co-operation with Ministerial staff	No. of Respondents n=300	Percent
Highly satisfied	97	32.3
Satisfied	77	25.6
Indifferent	77	25.7
Dissatisfied	23	7.7
Totally Dissatisfied	26	8.7

Source: Primary Data

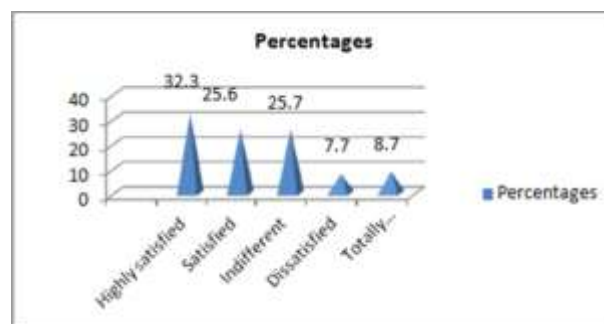


Figure 6: Distribution of Respondents by Views on Co-Operation with Ministerial Staff

√ Distribution of Respondents by Opinion on Relationship with Students

The opinions of the respondents regarding the kind of relationship they have with their students are shown in Table 7. 42.7 percent of the respondents are satisfied about their relationship with their students and 21.7 percent are highly satisfied. 17.3 percent of the respondents are indifferent. 9.3 percent are totally dissatisfied and 9 percent are dissatisfied. The above table shows that most of the respondents feel that they have a fine relationship with the student community.

Table 7: Distribution of Respondents by Opinion on Relationship with Students

Relationship with students	No. of Respondents n=300	Percent
Highly satisfied	65	21.7
Satisfied	128	42.7
Indifferent	52	17.3
Dissatisfied	27	9.0
Totally Dissatisfied	28	9.3

Source: Primary Data

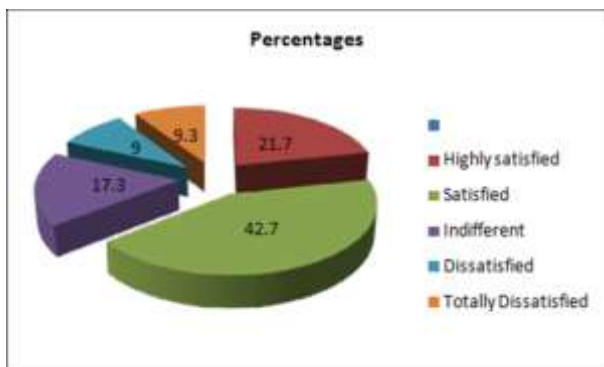


Figure 7: Distribution of Respondents by Opinion on Relationship with Students

CONCLUSION:

It was concluded that there is a strong connection between the confidence of the teachers of unmarried women and their entitlement to continue their work after marriage ($\pi^2=7.039$, $d.f=8$, $p<0.05$). It is found that the confidence of unmarried women teachers influences their benefit with starting their work after union.

Furthermore, this was found to have a noteworthy correlation between the amount of female educator wards and their save support level ($\pi^2=49.043$, $d.f=12$, $p<0.01$). It is called attention to that the amount of women's teachers wards impacts their degree of save reserves and the correlation between the Women's Teachers' Long Experience extends and their degree of satisfaction with the relationship between their understudies is critical ($\pi^2=37.551$, $d.f=16$, $p<0.01$). It is induced that the 'foundation' of women teachers influences their level of satisfaction with the relationships between their understudies.

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