

A Study Of Woman Employees In Education Sector With Reference To Tirunelveli District

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ABSTRACT

Education is also becoming a commodity no longer reserved for children. Adults need it too. A woman plays an important role in education sector. The contribution of women workers are more in the education sector. In this study the focus is given to woman employees in education sector with reference to Tirunelveli District. The meaning of education, woman, teacher and education sector are discussed. Primary Data were collected from 100 respondents by questionnaire method. Secondary data also collected from various sources. The data were analyzed and make findings and suggestions of the study.

Key words: Education, Education Sector, Women, Teacher

1. INTRODUCTION

A woman plays an important role in the society. In the Education Sector, the role of woman is very important one. Every woman is a working woman. The image of woman has undergone sufficient changes from the past to present. The teaching profession is a noble profession, especially for women, the education sector is very safe and satisfactory sector. Women learn to care, make friends and use their intuition to protect them from danger. Women's skill, knowledge, their talents and abilities in education sector and a compelling desire of wanting to do something positive are some of the reasons for the women employees working in education sector.

2. OPERATIONAL DEFINITION

2.1 Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

2.2 Woman

An adult female person is called woman. A woman is also as lady.

2.3 Teacher

A person or thing that teaches something; especially; a person whose job is to teach students about certain subjects.

A person who passes on information or skill. The teacher is an educator, instructor, pedagogue (also pedagogue), preceptor and school teacher. The teacher can be called as headmaster, master, reactor, schoolmaster, headmistress, coach, guide, guru, preparer, trainer, mentor, tutor, dean, doctor, don, professor, governess and homeschooler.

2.4 Education Sector

The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to education to children and young people in educational settings.

The education sector is fully integrated into society, through interactions with a large number of stakeholders and other sectors. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, child protection, justice and law enforcement (police) media and political leadership.

3. HISTORY OF EDUCATION SECTOR

The education industry consists of schools, colleges, universities and various private institutions. The education sector can be broadly classified into three categories. They are K-12, Higher education and Vocational education.

3.1 K – 12: This includes the education offered from nursery to the twelfth grade by various public, private and religious schools.

3.2 Higher education: This includes various state – run and private colleges and universities. This also includes Med Schools, Law schools and Business schools.

3.3 Vocational education: This includes industry/job-oriented education, based on the apprenticeship method of learning.

4. OBJECTIVES OF THE STUDY

The main objectives of the study are as follows

1. To know the socio economic and demographic characteristic of the woman workers in Tirunelveli District.
2. To know the working conditions of the woman employees in education sector.
3. To identify the problems encountered by the woman employees in education sector
4. To give suitable suggestions on the basis of the findings of the study.
5. To ascertain the satisfaction level of the woman employees with the salary and other benefits received from the job.

5. AREA OF THE STUDY

The Area of the study is Tirunelveli District. Tirunelveli District is a district of Tamil Nadu state in southern India. The District formed on 1st September, 1790. The total area of the study is 6823 km². The city of Tirunelveli is the district headquarters.

6. PERIOD OF THE STUDY

The period of the study is 6 months [from Jan 2018 to June 2018].

7. DATA COLLECTION METHODS

Both primary and secondary data are collected for the purpose of the study. Researcher collected data through well designed questionnaire method. Primary data will be collected data from woman employees in education sector at Tirunelveli District with the help of questionnaire.

Secondary data will be collected from the published books, journals, magazines, newspapers and some reports.

8. STATISTICAL TOOLS

Statistical Tools like percentage analysis, Chi square test is used.

9. LIMITATIONS OF THE STUDY

The following are the limitations of the study:

1. As far as this study is concerned, secondary data are very much lower.
2. The study covers only Tirunelveli District area only
3. The study is concerned only to the education sector.
4. This study is about woman employees working in education sector only.
5. The time for the study period are only 6 months

10. DATA ANALYSIS AND INTERPRETATION**Table 10.1 AGE – WISE CLASSIFICATION OF THE RESPONDENTS**

SI No	Age Group (years)	No of respondents	Percentage
1.	20 - 30	25	15
2.	30 - 40	20	20
3.	40 - 50	28	28
4.	50 - 60	27	27
	Total		100

Source: Primary data

From table 10.1 it is inferred that out of 100 respondents, 28 % (28) of the respondents are in the age group of 40 – 50 years followed by 27% (27) are in the age group of 30 – 40 years. 25% (25) respondents are in the age group of 20 – 30 years and 20% (20) of the respondents are in the age group of 30 – 40 years.

Table 10.2 OCCUPATION WISE DISTRIBUTION OF THE RESPONDENTS

SI No	Occupation	No of respondents	Percentage
1.	Nursery & Primary Teacher	23	13
2.	Middle School Teacher	18	15
3.	High School Teacher	20	18
4.	Higher Secondary Teacher	23	23
5.	College professor	16	16
	Total	100	100

Source: Primary data

From Table 10.2 one could infer that out of 100 respondents, 23% (23) respondents are working as Nursery & Primary Teacher and Higher secondary teacher, 20 % (20) of the respondents are belong to the category of High school teacher, 18 % (18) of the respondents are belong to the Middle school teacher and the remaining 16 % (16) of the respondents have the occupation of college professor.

Table 10.3 EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

SI No	Educational Qualification	No of Respondents	Percentage
1.	Montessori Training	10	10
2.	DT. Ed.,	13	13
3.	UG Degree with B. Ed.,	32	32
4.	PG Degree with B.Ed./M.Ed.,	29	29
5.	PG with M. Phil./SLET/SET/NET	10	10
6.	Ph. D., with SLET/SET/NET	6	6
	Total	100	100

Source: Primary data

From the above table it can be inferred 32% (32) of the respondents have educational qualification of UG Degree with B.Ed., and 29 % (29) have PG Degree with B. Ed./M. Ed., Out of 100 respondents, 13% (13) respondents have D. T. Ed., qualification, 10% (10) of the respondents have the educational qualification of Montessori Training and PG with M.Phil./SLET/SET/NET, and the remaining 6 % respondents have Ph. D., with SLET/SET/NET Qualification.

Table 10.4 MONTHLY INCOME WISE CLASSIFICATION OF THE RESPONDENTS

SI No	Monthly Income (in Rupees)	No of respondents	Percentage
1.	Below 10000	24	24
2.	10000 - 20000	20	20
3.	20000 - 30000	18	18
4.	30000 - 40000	15	15
5.	Above 40000	23	23
	Total	100	100

Source: Primary data

From Table 10.4, out of 100 respondents, 24% (24) of the respondents earn monthly income of Below Rs. 10000, 23% (23) respondents earn Above Rs. 40000, 20% (20) respondents earn Rs.10000 to Rs. 20000, 18% (18) respondents earn Rs. 20000 – Rs. 30000 and the balance 15% (15) respondents earn Rs. 30000 – Rs. 40000 as monthly income.

Table 10.5 WORKING EXPERIENCE WISE CLASSIFICATION OF THE RESPONDENTS

SI No	Experience in years	No of respondents	Percentage
1.	Below 5 years	18	18
2.	5 – 10 years	20	20
3.	10 – 20 years	23	23
4.	20 – 30 years	27	27
5.	Above 30 years	12	12
	Total	100	100

Source: Primary data

From the above table, it is inferred that out of 100 respondents, 27 % (27) respondents have 20 to 30 years working experience, 23% (23) respondents have 10 – 20 years working experience, 20% (20) respondents have 5 to 10 years working experience, 18% (18) of the respondents have the working experience of Below 5 years and the remaining 12% (12) respondents have the working experience of Above 30 Years.

Table 10.6 WORKING PLACE WISE CLASSIFICATION OF THE RESPONDENTS

Sl.No	Working Place	No of respondents	Percentage
1.	Government School	30	30
2.	Government Aided School	15	15
3.	Private School	39	39
4.	Government College	4	4
5.	Government Aided College	5	5
6.	Private Self Financing College	7	7
	Total	100	100

Source: Primary data

From table 10.6 it shows that out of 100 respondents, 39 % (39) of the respondents are working in Private School, 30 % (30) of the respondents are in Government School, 15% (15) of the respondents are belong to Government Aided School. 7% (7) of the respondents are working in Private Self Financing College, 5% (5) of the respondents are in Government Aided College and the remaining 4% (4) of the respondents are working in Government College.

Table 10.7 REASON FOR SELECTING EDUCATIONAL SECTOR

Sl No	Reason	No of respondents	Rank
1.	Service Motive	10	V
2.	Job Security	32	I
3.	Regular Income	25	II
4.	Easy to work	17	III
5.	Work Life Balance	16	IV
	Total	100	

Source: Primary data

From Table 10.7, it can be understood that the reason of Job security is first and foremost reason for selecting the educational sector by the respondents. Next reason for selecting the educational sector is Regular income can be earned by the respondents working in educational sector and the respondents ranked easy to work, work life balance and service motive as third, fourth and fifth rank respectively.

Table 10.8 LEVEL OF SATISFACTION OF THE RESPONDENTS

Sl No	Level of Satisfaction	No of respondents	Percentage
1.	Highly Satisfied	46	46
2.	Satisfied	25	25
3.	Neutral	15	15
4.	Highly dissatisfied	8	8
5.	Dissatisfied	6	6
	Total	100	100

Source: Primary data

Table 10.8 indicates that out of 100 respondents, 46 % (46) respondents have High Satisfaction in their job, 25 % (25) respondents are satisfied, 15 % (15) respondents are neither satisfied nor dissatisfied from their job and 8 % (8) of the respondents felt that they are dissatisfied from the educational sector job and the balance 6% (6) respondents are dissatisfied from their job.

Table 10.9 PROBLEMS IN EDUCATIONAL SECTOR ENCOUNTERED BY THE RESPONDENTS

SI No	Problems	No of respondents	Percentage
1.	Work load	12	12
2.	Deployment Transfer	24	24
3.	Changes in syllabus	42	42
4.	Government Policies	15	15
5.	Physical Problems	7	7
		100	100

Source: Primary data

From the above table, it is inferred that 42 % (42) of the respondents meet the problem of syllabus changes frequently, 24 % (24) of the respondents felt that they have the fear of deployment transfer in every academic year due to surplus staff in every school, 15 % (15) of the respondents felt changes in Government policies regarding the salary and rules and regulations framed by the Government and 12% (12) of the respondents feel the educational sector have extra work load and the remaining 7 % (7) of the respondents meet the physical problem of vision and throat infection etc., due to continuous reading and valuing the papers.

Table 10.10 APPLYING CHI-SQUARE TEST

Hypothesis: There is no significant relationship between working experience and monthly income of the respondents.

Observed frequency	Working Experience (in years)				Total
	Below 10	10 - 20	20 – 30	Above 30	
Income (Rs.)					
Below 20000	24	8	9	3	44
20000-30000	6	4	5	3	18
30000-40000	4	4	4	3	15
Above 40000	4	7	9	3	23
Total	38	23	27	12	100

Source: Primary data

Expected frequency

Income (Rs.)	Below 10	10 - 20	20 – 30	Above 30	Total
Below 20000	17	10	12	5	44
20000-30000	7	4	5	2	18
30000-40000	6	3	4	2	15
Above 40000	8	6	6	3	23
Total	38	23	27	12	100
Chi square table					
O	E	O - E	(O - E) - 0.5	(O - E) - 0.5²	(O-E)-0.5²/E
24	17	7	6.5	42.25	2.5
8	10	-2	-2.5	6.25	0.6
9	12	-3	-3.5	12.25	1
3	5	-2	-2.5	6.25	1.3
6	7	-1	-1.5	2.25	0.3
4	4	0	-0.5	0.25	0.06
5	5	0	-0.5	0.25	0.05
3	2	1	0.5	0.25	0.125
4	6	-2	-2.5	6.25	1.04
4	3	1	0.5	0.25	0.08
4	4	0	-0.5	0.25	0.06
3	2	1	0.5	0.25	0.125
4	8	-4	-4.5	20.25	2.53
7	6	1	0.5	0.25	0.04
9	6	3	2.5	6.25	1.04
3	3	0	-0.5	0.25	0.08
				Total X² =	10.93

$X^2 = \sum (O - E)^2/E = 10.93$ i.e., the calculated value is 10.93

Degrees of Freedom = (C-1) (R -1) = (4 -1) (4 -1) = 3 * 3 = 9 Table value = 16.919

Degrees of freedom 9 at 5% level of significance is 16.919. The calculated value is 10.93 and the Table value is 16.919.

Since the calculated value (10.93) is less than the Table Value (16.919) the hypothesis is accepted. Therefore there is no significant relationship between the working experience and monthly income of the respondents

11. FINDINGS OF THE STUDY

1. Most of the respondents (28%) are in the age group of 40 – 50 years
2. Out of 100 respondents, 23% respondents belong to the occupation of Nursery & Primary and Higher Secondary School Teacher.
3. Majority of the respondents have the educational qualification UG Degree with B. Ed.,
4. Out of 100 respondents, 24% respondents earn monthly income of below Rs. 10000
5. Most of the respondents have the working experience of 20 to 30 years.
6. Most of the respondents are working in Private School.
7. 32% respondents said that the reason for selecting the educational sector is for job security.
8. Out of 100 respondents, 46% respondents are highly satisfied from their job.
9. Most of the respondents meet the problem of frequent changes in syllabus.
10. There is no significant relationship between the working experience and monthly income of the respondents.

12. SUGGESTIONS / RECOMMENDATIONS OF THE STUDY

1. The Job Security of woman employees can be improved.
2. The Government can give clear information about the syllabus changes to all the employees working in educational sector.
3. The Free Education can be given to the children of woman workers working in educational sector.
4. Free Medical Camp can be organized by the Government in every month to the woman employees in educational sector.
5. The woman employees should balance their personal life with work. The woman employees are having more stress in their mind. Stress Management Counselling can be conducted to the woman employees in educational sector.

13. CONCLUSION

In each and every field, woman plays an important role. By nature, every woman have more patience than man for handling any situation in life. Particularly in educational sector the role of women are most precious one. The teaching profession is a noble and holy profession. Every teacher is like a ladder to the students. From this greatest educational sector, the woman employees occupy major role. The woman employees should balance their personal life and work environment. They face practical problems like throat infection, vision problem and they have to update their knowledge frequently. The Teacher should be a continuous reader for doing their job perfectly. The woman employees have some difficulty in dress code especially they wear sari only when they go and work in educational sector. The Recommendations can be followed for the benefit of woman employees working in educational sector. The Woman employees working in educational sector are doing service promptly even though they face more challenges in doing their job.

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