

Problems of Married Women in Higher Education

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ABSTRACT

Education can give knowledge and awareness to people. It is a tool to become more economically independent and improve their quality of life. Education contributes to society's progress. It is one of the most important factors in achieving development goals, reducing poverty, raising economic productivity, promoting health and quality of life, and reducing gender and social gaps is education. Education supports livelihood for national development and helps the economy grow and be more productive. Women in Under-Graduate education faced many problems and challenges in the family sphere. There is low participation of married women in higher education. It is a big challenge for them to complete their education and reaches their goal.

Key words: Under-Graduate, gender, married women, problems, challenges, low participation.

INTRODUCTION

The term marriage is referred to use when adult male and female live with each other and have a legal-emotional relationship to form a social institution like family. In Indian society, students who pursue their higher education face many problems. A number of these students are married before being entered into the college, which leads to issues for both the married women and their families as they shoulder double duties. Married Female students in Karnataka have to follow their college lectures, attend classes, give seminars, take part in class projects, prepare for exams, along with cook at home, take care of their children and the family, do the chores, and work to support their family members.

This study aims to find out common challenges encountered by married female students in social institution like family and education. The legacy of debased male lecturers and students subjecting married female students to sexual harassment and violence is one important aspect that is rarely recognized as a challenge (Gamba 2010). The quest of women for higher education makes women vulnerable to abuse, precisely because they desire the certificate at all costs. The causes of sexual harassment and assaults have increased because most institutions are deterred from taking action against male lecturers who take advantage of married female students (Quaicoe 2010). These lecturers, aware that some married women face various challenges in their academic pursuits that may not measure up academically, can take advantage of this knowledge to engage in such unprofessional behavior with impunity, knowing that both male professors and students will always overlook their transgressions (Garba 2010).

Academic and Family Challenges

It is a well-known fact that going to college can be stressful, but it is also undoubtedly one of the most memorable experiences of one's life. For adults, it is a crucial time for development. The extent to which a woman subordinates her career aspirations to meet her family needs or vice versa depends on such things as her value systems and priorities, the amount of support she gets from her spouse, and the age-based needs of her children (Aituisi, 2010).

Traditionally, not only do men see parenting as fundamentally female and the pursuit of a career as a fundamentally men's prerogative (Kakoulian & Halawi, 2007). Therefore caring for a family and pursuing an academic career often mean that many work-life conflicts will emerge for women. As a result, these difficulties hinder married female students' academic progress in college.

Under-Graduate education plays an important role in the development of a nation. It is related to a person's personal, social, economic, and cultural dimensions, and it underlines the goal of a sustainable society. Higher education is a prerequisite for a meritocratic civic society. It helps in understanding societal norms; gives individuals self-reliance, and discourages based on gender, beliefs, religion, and social class (Karmarae, 2000).

Higher education can help to improve female empowerment. Under-Graduate benefits women in two ways: It enables qualified women to become leaders in society and to serve as role models for younger females. Women's participation in family and social life, as well as their influence on policy issues pertaining to social, economic, and cultural development, aid in the process of helping them choose their areas of expertise (Shankat & Siddiquah, 2013).

Educated women have a stronger sense of control over their lives, as well as more power and influence over family resources. They gain social acknowledgment, which aids in their understanding and awareness of what is unpleasant and negative about their current circumstances. The educated women are able to envision a better future and the likelihood of achieving it (Usha & Sharma, 2001).

Challenges faced by married women and its Effects on higher education performance

Being a married women student is a fine balancing act. A married woman student may face difficulties within her family sphere. Incompatible expectations cause the inter-role conflict. A married woman student with children who gets up very early in the morning to get everything done at home before heading to lectures quickly becomes fatigued and unfocused in class. This was due to the demands on their time and energy. She has a lack of time for revision and rest, as well as feelings of guilt for failing to perform their conventional role expectations at home.

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

The performance of sons is due to their leading and productive role in household life. Male members of the family are encouraged to get a good quality to compete for resources in the outside world. On the other hand, female family members are trained in domestic tasks 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 Under-Graduate education. Most of the student mothers do not have time to study because when they return from college, their child wants their attention.
- Some married women returning to study after many years of absence from study may not have realistic ideas about students' life.
- Some of them are not certain about how to copy and relate to lectures and younger students in class. They may also have problems with developing appropriate study skills. This makes them feel uncomfortable in campus.

METHODOLOGY:

Through this study, I wish to show the experiences of married women students in Under-Graduate education and how their experiences influenced their academic performance. This study aimed that understand and explain the academic performance and challenges faced by married women students in Under-Graduate education in Holalkere, Karnataka. The population of the study consisted of married women who are studying in Government First Grade College, Holalkere in Karnataka. The size of the sample was 20 married women in the First Grade College and a purposive sampling method was used to select the 20 married women in the College. The main instrument for the study was an open-ended questionnaire. The questionnaire was administered to 20 female students from the Science, Social sciences and Commerce departments from government and private aided colleges. Before the administration of the questionnaire, a consent form was given to the respondents to fill out. All respondents responded and returned the filled questionnaire. Some of the students personally interacted and shared their experiences.

Table no. 1 : Age and Caste Wise distribution of Respondents

Age Group	OBC	SC	ST	Total
18-20	4 (20)	1 (5)	2 (10)	07 (35)
21-24	6 (30)	1 (5)	3 (15)	10 (50)
25 above	2 (10)	0	1 (5)	03 (15)
Total	12 (60)	02 (10)	06 (30)	20 (100)

*(Figures in brackets are percentages.)

Table 1 show that 35% of respondents were between the ages of 18 and 20, with the majority of them belonging to a lower caste. 50 percent of respondents were between the ages of 21 and 24, with the remaining 15 percent

being between the ages of 25 and above. It demonstrates that the presentation of scheduled caste students was lower than that of backward-class respondents with higher education after marriage.

Table No. 2 : Respondent's view about usefulness of Higher Education

Views	OBC	SC	ST	Total
Getting good job	09 (45)	02 (10)	05 (25)	16 (80)
Self Respect and confidence	01 (5)	00	01 (5)	02 (10)
Economic Independent	01 (5)	00	00	01(5)
High living in society	01(5)	00	00	01(5)
Total	12 (60)	02 (10)	06 (30)	20 (100)

*(Figures in brackets are percentages.)

According to Table 2, from the total respondents 80 percent said that higher education helped them acquire a good job. Only 5% of respondents believed that higher education provided them with economic independence. Higher education, according to 10% of respondents, can offer self-satisfaction and respect in society. Only 5% of respondents believe that more education can lead to a greater standard of life in current society. The majority of backward, scheduled caste, and scheduled tribe respondents want a job and self-confidence through higher education.

Table no. 3: Issues Confronting Married Women Students

Issues	OBC	SC	ST	Total
Higher education as a waste of money	2 (10)	0	1(5)	3 (15)
Higher education as a waste of time	1 (5)	1 (5)	2 (10)	4 (20)
Cook and clean the house before and after the class	6 (30)	1 (5)	2 (10)	9 (45)
Child care with academic work	3 (15)	0	1 (5)	4 (20)
Total	12 (60)	2 (10)	6 (30)	20 (100)

*(Figures in brackets are percentages.)

According to Table 3, 20% of respondents reported child-care concerns in addition to academic work. 15% of respondents were confronted by their mother-in-law. Some people consider higher education to be a waste of money. 45 percent of respondents reported a problem cooking and cleaning the house before and after class. Child care was a difficulty for 20% of those polled in regard to academic study. We can see it, and cleaning the house while doing academic work is the most difficult task.

Table no. 4: Opinion of Respondent about low participation of married women students in higher education

Causes for low participation in higher education	OBC	SC	ST	Total
Parents do not feel the environment of higher education secured and protective for their daughters.	06 (30)	01 (5)	01(5)	08 (40)
Co-education restricts married female education.	02 (10)	01 (5)	01 (5)	04 (20)
Not feel secure and safe while going to college alone.	01 (5)	00	02 (10)	03 (15)
Low participation of female in Under-Graduate Education.	01 (5)	00	01 (5)	02 (10)
Not supported in getting Under-Graduate Education.	02 (10)	00	01 (5)	03 (15)
Total	12 (60)	02 (10)	06 (30)	20 (100)

*(Figures in brackets are percentages.)

According to Table 4, 20% of respondents believed that co-education limits females' access to higher education. 40% of respondents believed that girls are not encouraged to pursue higher education because their parents do not believe that the environment of higher education is secure and protective for their daughters. It demonstrates that the preference given to sons is the most difficult issue in the face of higher education for female students.

Table no. 5 : Opinion of Respondent about Low Performance in Class

Sl. No.	Causes for low performance in class	OBC	SC	ST	Total
1	Lack of time for revision and rest	8 (40)	01(5)	02 (10)	11(55)
2	Lack of their husband support	1 (5)	00	01(5)	02(10)
3	divided attention at home and academic work	2(10)	00	02(10)	04 (20)
4	Traditional expectation	1 (5)	1 (5)	1 (5)	03 (15)
	Total	12 (60)	02 (10)	06 (30)	20 (100)

*(Figures in brackets are percentages.)

According to Table 5, 55 percent of respondents believed that a lack of time for revision and rest is the primary cause of poor performance in class. The biggest explanation, according to 20% of respondents, is divided focus at home and academic work. It demonstrates that respondents believed that if their family supports them in housework and child care, they would be able to perform well.

RESULT:

Among the married college female students conducted, 50 percent of them were between the ages of 21-24 years. 35 percent of them were between the age of 18-20 and remaining 15 percent were from 25 and above age group. 80 percent respondents were those who want a good job with the help of higher education. 10 percent respondents thought that they respected in society with the help of higher education. 10 percent respondents think only with the help of education, they can become economically independent, and wants enjoyment in high-living standard in modern society. Irrespective of caste, most of respondents have desire want job and self confidence with the help of higher education. Issues confronting married women student is that 20 respondent had child care issues with academic work. 20 percents of respondent's mother-in-law sees higher education for her daughter-in-law as a waste of time and a waste of money. 45 percent respondent had problem of cook and clean house before and after class. 40 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 percents of respondent's parents not supported to higher education for coeducation system. 15 percent respondent feels that females are not supported in getting higher education because it will encourage them to demands their social and legal rights. 55 percent respondent think lack of time for revision and rest is the main reason for low performance in the class. 20 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 backward castes women had maximum number in comparison to lower caste married females in higher education. It is because preference given to male 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. Degree Colleges 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 Under-Graduate education. This study certainly makes a great impact upon the socio-cultural development of the country. Some limitations have been noticed in this research study. This study was conducted an only First Grade College science, social sciences and commerce 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 more number of females.

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