

SOCIO-ECONOMIC STATUS OF WOMEN GUEST LECTURES IN COLLEGIATE SERVICE IN KERALA

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Abstract

Education system highly emphasizes the responsibility of teachers both males and females to educate and mold the students. Irrespective of the percentage of women teachers in education from primary education system to under graduate level system, we must necessarily value their role as educators. When we succeed in providing women lecturers an excellent working condition, they can contribute to the development of education and the community as a whole. The success of students and the effectiveness of education largely depend on the job satisfaction of the teachers. When the teachers are encouraged, given ideal working conditions and recognized morally and economically, they can give their best. In most cases, students see their teachers as their advisors and role models, having such teachers is very important for children as teachers can give the students motherly care.

Keywords – Teacher, Education, Professionalism

Introduction

Teacher is the central part of the school system along with students. Likewise in undergraduate level lectures provide support and boost their skills especially women teachers make a healthy friendly relationship with students. For the educational programs to be efficient, the quality of teachers is highly essential. More than delivering the lesson, every teacher has a crucial role in treating the boys and girls with patience, giving them care and affection, prepare them for a useful vocation in life to earn their daily bread and reinforce some social role models for promoting gender equality. The traditional family responsibilities that women hold in families and their motherhood make it easy for them to relate to students, and their experience in college made an easy communication like friends. More than this, professional training is highly essential for women so that they are made capable to perform well as successful teachers. The refreshment classes for lectures provide up-gradation to their knowledge and mind and helps in understanding the behaviour of students.

The role of teachers as a role model to students cannot be underestimated. Teaching career programs provide a kind of horizontal promotion system for lectures giving them the possibility of raising their wages. This is done after enrolling them in a training program and then evaluating their performance. This can make it possible for them to make a decent income to support their families. Especially this kind

of system can be beneficial to women teachers as majority of women teacher population is found in the primary education and their numbers drop progressively at higher levels.

The lectures face a lot of challenges and obstacles to reach levels of professionalism and be recognized. Comparatively more women are engaged in teaching profession but when we compare the technical or managerial studies the male contributes more than the female. More women choose the teaching profession for handling their family life easier. In the teaching sector they get more time spent with their family than other sectors. The No. of leaves granted for them are countable but they can enjoy all public holidays.

In 2018-2019, women in India held 27.3 % of professor and equivalent faculty positions, 36.8% of Reader and Associate professor Faculty positions and 42% of Lecturer/Assistant professor faculty positions. As in other developing countries, education policy in India has placed a priority on reducing gender disparities in education, and both the five-year plans and Sarva Shiksha Abhiyan (SSA), the flagship national program for universal primary education, have called for an increase in recruiting female teachers as a policy for increasing girls' education. SSA requires that 50% of new teachers recruited be women, and the 11th five-year plan suggested that it be increased to 75%. These calls for increased female teachers reflect a belief that through such mechanisms as role model effects, increased safety, reduced prejudices and greater, identification and empathy, female teachers are arguably more effective in increasing achievement in education relative to their male counterparts.

In India, teaching is considered as the noblest and safest job for women and in ancient India teachers were treated as gods. But in the 21st century they do not have the same status, from primary level to higher level, the teacher's guide to the correct path to achieve our goal. The teachers make the future generation, the teachers act as mother, friend, guide, motivator etc. they perform multi role. The teaching field is a fast-growing sector, they have to update their knowledge with the fast-growing technology and globalization and the changing trends of the economy. The women teachers especially in collegiate education, find it difficult to attain advancement, due to their multi role in family and in academic institutions. In order to get achievement in their career they have to prove their efficiency before students and superiors in the institution. This act as a burden on them. Most of the women teachers have facing various health issues in the working sector. The government and the community should endeavor to create a favourable condition which will help them socially and economically and which benefits them to their health.

The present study is concerned with the socio-economic status of women guest lectures in collegiate service in Kerala

OBJECTIVES

1. To assess the socio-economic and health status of women guest lectures.
2. To understand the job satisfaction level of guest lectures.
3. To study the role of guest lectures in higher education.

METHODOLOGY

The study is based on primary and secondary data. The study is designed as descriptive and analytical. Primary data is collected from the respondents (Guest lectures from the selected colleges) in Kollam district by using questionnaire with sample size of 50 respondents. Other sources like online journals, reports, newspapers and related studies were also consulted.

NEED AND SIGNIFICANCE OF THE STUDY

Today, the number of women employees in the organized sector has begun to rise. The reservation of women has led to this trend, triggered by increased education and the spread of progressive ideas. In educational fields, the proportion of women teachers is higher than that of male teachers. They also have face psychological problems like poor risk-taking ability, lack of self-confidence, and the problem due to dual responsibility. Even though their proportion is higher, their status is still low. Women teachers cannot get advancement mainly due to their dual responsibilities. They have low level status in both family and in the academic environment. In addition, they have to face a lot of economic problems and criticism arising from society, relatives, friends and family members.

Although it might be possible to hire a person to help with the cooking and the cleaning of the house, security and privacy will have to be sacrificed. Due to the problems in house, they feel that there is no way for their advancement in their career. So, they do not take interest in higher studies or research work. The present study focuses on the socio-economic status of women lecturers and the problems faced by them, and seek to find out ways to solve these problems and improve their efficiency.

Higher education in Kerala

There are 14 universities functioning in the State. Out of these, four universities viz. Kerala, Mahatma Gandhi, Calicut and Kannur are general in nature and offer general science and arts subjects' courses. Sree Sankaracharya University of Sanskrit, Thunchath Ezhuthachan Malayalam University, Cochin University of Science and Technology, Kerala Agricultural University, Kerala Veterinary and Animal Science University, Kerala University of Health Sciences, Kerala University of Fisheries and Ocean Studies and Kerala Technological University offer specialized courses in specified subject areas. Besides these, the National University of Advanced Legal Studies (NUALS) established in 2005 and the Central University established in Kasargod district are also functioning in the State.

ARTS AND SCIENCE COLLEGES

There are 217 Arts and Science Colleges in the State comprising 156 private aided colleges and 61 Government Colleges. In 2016-17, Ernakulam (25) had the largest number of Arts and Science colleges in the State followed by Kottayam (23). Thiruvananthapuram and Kozhikode (10) have the largest number of Government colleges in the State. District-wise number of Arts and Science colleges in the State in 2016-

17. In addition to the government and aided colleges there are large number of unaided arts and science colleges functioning in the State.

District wise Number of Arts and Science Colleges

(Government & Private Aided) in Kerala 2018-2019

Sl No	District	Government	Private	Total
1	Thiruvananthapuram	10	12	22
2	Kollam	2	13	15
3	Pathanamthitta	1	9	10
4	Alappuzha	1	12	13
5	Kottayam	1	22	23
6	Idukki	2	6	8
7	Ernakulam	4	21	25
8	Thrissur	5	17	22
9	Palakkad	7	8	15
10	Malappuram	8	13	21
11	Kozhikode	10	8	18
12	Wayanad	2	4	6
13	Kannur	4	9	13
14	Kasargod	4	2	6
	TOTAL	61	156	217

Source: Directorate of Collegiate Education

TEACHERS

The number of teachers in Arts and Science Colleges in the State in 2016-17 was 9,742, out of whom 56.12 per cent are women. University-wise number of teachers in Arts and Science Colleges in the year 2014-15 to 2016-17. There are 3,343 (34.31 per cent) teachers in Arts and Science Colleges in the State having Ph.D. degree. A total of 2,393 guest lecturers were working in Arts and Science Colleges of the State in 2016-17.

University-wise Number of Teachers in Arts & Science Colleges in Kerala (2014-15 to 2016-17)

Sl.No.	Name of University	Number of Teachers								
		2014-15			2015-16			2016-17		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11
1	Kerala University	1067	1620	2687	1081	1575	2656	1086	1566	2652
2	Mahatma Gandhi University	1540	1865	3405	1449	1925	3374	1379	2032	3411
3	Calicut University	1387	1538	2925	1397	1533	2930	1401	1542	2943
4	Kannur University	469	352	821	431	336	767	408	328	736
5	Sree Shankara University	NA	NA	NA	NA	NA	0	NA	NA	0
	TOTAL	4463	5375	9838	4358	5369	9727	4274	5468	9742

Source: Directorate of Collegiate Education

Number of Guest Lectures appointed in Arts & Science Colleges in 2015 to 2017

Year	Government Colleges	Private Aided Colleges	Total
2015	462	1476	1938
2016	490	1582	2072
2017	599	1794	2393
<i>Source: Directorate of Collegiate Education</i>			

The State spends 27 percent of its total budget on education. One gracious feature of Kerala education system is its accessibility to women. Though the physical growth of higher education is fairly satisfactory, it does not produce the desired qualitative changes in the youth. In quantitative expansion, the situation in Kerala, more or less corresponds to the national scenario. When the state was formed in 1956 there was only one university but the situation has changed. About the quality side of higher education, the situation is not satisfactory. The reason was that the affiliation structure was basically colonial orientation was not suitable either to promote the autonomy, creative growth of the teacher and the students or to serve the development requirement of a free nation.

In the field of education, there have been a lot of changes. University teachers must be of the highest caliber, intellectually, morally and culturally. They should be able to relate to young minds in every way be young in spirit enthusiastic and cheerful. Since they educate the leaders of the future, they must update their knowledge to face advanced technology, globalization of education, and the fast-growing trends in information technology. Women teachers, especially in collegiate education, find it difficult to attain advancement, due to the multi roles in family and in academic institutions. In order to get respect from the superiors of the institutions, they must improve their efficiency. This urgency act as a great burden of them. The government and the community should endeavor to create conditions which will help motivate and inspire these teachers on constructive and creative lines. Teacher should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and concerns of the community, but most of the women faculty have problems of in balancing their academic and family related problems. Teacher are the social engineers, who design and develop in their class rooms the future national leaders, engineers and industrialists. Scientists, physicians and surgeons and all kinds of similar human assets of the nation which constitute a civil society. The teaching faculty is a socially and economically important section of the community. Hence it must be provided with a comfortable life in order to render its noble duty efficiently.

STATUS OF WOMEN TEACHERS

Status is a dimension of empowerment that refers to teacher's perception of professional respect and admiration from colleagues. The economic realities of teaching play an important role in its nature, they under grid its social position and the shape of careers within the occupation. The meager salaries and other disenfranchising circumstances of teaching cause teachers not to respect themselves. Teachers worry that their status claims are being further eroded by the public's declining faith in education in general.

In addition, teachers face growing questions about their own competence form the public. The combination of higher public expectations and poor working conditions, as perceived by teachers, creates the tension that erodes what little status teachers now enjoy. Poor facilities, heavy paper work unrelated to instruction, interference with teacher time, low opinions and conflict with the community and Boards of Education, inadequate parental support and being involved in daily activities unrelated to teaching (bus, cafeteria, duty, etc.) enhance teacher's feelings of low status.

EMPLOYMENT PATTERNS AMONG WOMEN TEACHERS

The employment patterns among the educated females in India shows a high increase in the percentage of employment in the education sector since the last two decades. According to the joint international labour organization/ UNESIO committee of experts 1988 despite their presence in education in large numbers women teachers were concentrated at the bottom of the educational ladder and little apparent progress has been made since then. Traditionally, the proportion of women among the total teaching staff at various levels showed the highest concentration at the middle and secondary school levels and the lowest at the collegiate levels of all the women teachers in India, 71 per cent were employed at the primary stage, 21 percent at the secondary level and only 8 per cent in higher education.

According to the university Grants commission (2004) women constituted only 22 percent at the senior lecturer level. States with higher levels of female literacy exhibited & lesser rural 0 urban disparities. For example, Karnataka and Maharashtra has witnessed a rapid growth in the share of women teachers during the nineties along with a decline in the urban rural gap.

Unlike other work opportunities like those offered by the IT sector, where women face discrimination in promotions and associated stress due to job insecurity, teaching in colleges provides fixed working hours and equal opportunities in appointments and promotion avenues women left jobs for family reasons typically to raise children and also to care for elderly parents or to other family members. Teaching in colleges gives women some flexibility which helps them to manage their dual work burden of maintaining a career as well as the household responsibilities.

It was observed that 70 per cent women suffered a mental block and a conflict to match their abilities to the expectations of society hence educated women preferred to opt for jobs like these in the education sector as teachers or as clerks in offices or any other part time jobs.

FINDINGS OF THE STUDY

1. Majority of the women guest teachers fall into the age group of 25 to 35. The number of guest teachers between the age 36 to 45 and below 25 are relatively low as compared to the first category.
2. Another major finding is that the number of married guest teachers are much higher than that unmarried guest teachers.
3. A large portion of the women guest lectures have dependent members of 3 and below and the rest have above 4 members in their family.
4. The study also states that the majority of the respondents are qualified with M.A. degree and NET and only a few guest teachers have Ph.D.
5. Majority of the respondents have computer knowledge.
6. Majority of the respondents are government guest lecturers
7. Most of the respondents are full time women guest lectures
8. Majority of the women guest lectures are working in Aided Colleges, 17% are working in Autonomous Colleges, 7% are in self-financing and only 3% are in Government Colleges.
9. Majority of the women guest lectures are having an experience of 1-3 years and only a small portion are with 4-6 years
10. Majority of the women guest lectures are interested to help poor students in further studies and to promote slow learners and a small proportion promotes counselling for education.
11. Majority of the women guest lectures are satisfied with the freedom of taking up higher studies
12. It is noted from the study that majority guest teachers are dissatisfied with the attitude of higher authority
13. Majority are satisfied with the status among colleagues, only a small portion are dissatisfied
14. Majority of the women guest lectures felt satisfied with their relationship with the students of their college
15. Majority of the respondents are occasionally participating in extra-curricular activities, only a few respondents are not participating in such activities
16. Majority of the women guest lectures hold that number of women teachers who continue in their job after marriage are high
17. Most of the respondents are not a members of any association
18. It is obvious from the study that most of them are getting contract pay
19. A larger portion of the of the respondent's salary is on the daily basis
20. Majority of the respondents are getting a salary of Rs 10001-30000 and some of them are having a salary of Rs 30001-50000
21. Most of the women guest lectures did not get their salary regularly
22. The most important finding of the study is that majority of the women guest lectures are not received their salary for more than 1 year.
23. Majority of the respondents have the maximum limit of the pay
24. Most of the respondents did not get maximum pay in every month.

25. An interesting finding from the study is that most of the respondents did not get maximum pay in every month due to educational strikes, semester break, holidays and hartals.
26. Most of the respondents did not get any advance salary from the management
27. From the study it is clear that majority of the respondent's advance salary is below 5000.
28. Majority of the respondents have own house and a small portion of the respondents are rental.
29. The study reveals that, only a small portion of the respondents go to college by two-wheeler. And majority of the respondents used other modes to go to college.
30. Majority of the respondents utilize their major part of their salary to run family.
31. The study reveals that, only a small portion of the respondents have 25% savings and 75% expenditure out of their salary and majority of them have no savings.
32. Another major finding is that majority of the respondents suffering from headache and tension. And some of them have throat pain, fatigue, musculoskeletal diseases, mental and psychosomatic diseases.
33. When we consider the benefits provided by the Government, we can realize that most of the guest teachers are dissatisfied
34. When we consider the non-monetary benefits provided by the management to the guest teachers, we can find that a larger proportion of guest teachers are dissatisfied
35. Out of the total respondents a higher proportion stated that the students are showing unwillingness in studies, some students have indifferent behaviour, some students are disobedience in class and the remaining respondents says that some students are unwillingness to participate the extra-curricular activities.
36. One of the most important findings is that majority of the women guest lectures feel stress in heavy academic work, felt lack of recognition and lack of co-operation from staff members
37. Another finding is that, higher percentage of the total women guest lectures are dissatisfied with the infrastructure facilities available in the organization.
38. Majority of the women guest lectures are dissatisfied with the leave and on-duty facilities
39. Most of the respondents have no opportunities to update their knowledge
40. Majority of the women guest lectures have no freedom to participate in seminars, conferences and paper presentations.
41. An interesting finding from this study is that majority of the women guest lectures can participate the college programs such as disciplinary association, awareness programs, women's cell, college union and welfare association etc.
42. Majority of the women guest lectures are dissatisfied with the workload
43. Most of the women lectures are sometimes felt discredited for the work done at college
44. Majority of the women guest lectures are doing more works than their regular quantity.
45. One of the most satisfying findings is that, majority of the women guest lectures never felt gender discrimination in their college

CONCLUSION

Contractual provisions for teachers and their position vary within the districts according to the terms of service. The recruitment of contract teachers held annually, the process is repeated on demand and the requirement and renewal of contracts is also performed in some cases. On the one hand there are teachers who are considered as 'public servants' compensated a fixed annual salary based on certain criteria such as educational qualifications, number of years of experience, age etc. The permanent teachers enjoy promotions, allowances and complete security of tenure. On the other hand, contractual or guest teachers are employed for short tenures and subject to somewhat easy dismissal without prior notice. Generally, the remuneration of contractual teachers is also fixed, based on their performance as per the employment agreement.

Young qualified professionals find it difficult to get suitable and decent teaching jobs and start teaching as a career by choice. The number of educated and trained teaching professionals is growing gradually, but the government is not in a situation to meet the expenses of providing decent and matching employment to these professionals. This has resulted in disappointment and frustration amongst the work force that remains unemployed or end up in low skilled job in spite of suitable qualifications. Along with introducing and promoting decentralization and autonomy in state government colleges and there is a need for revise salary structure, service tenure and other incentives for guest teachers to make the employment more stable and decent. Providing suitable chances of professional development and career progress is vital to maintain and preserve guest teachers' potential.

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