



TRADITIONAL BELIEVES AND WOMEN PARTICIPATION IN EDUCATIONAL INSTITUTIONAL

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Abstract

The purpose of this study was to identify the role of traditional beliefs that affect women participation in educational institution. The sample of this study was 100 women including head of the department, teaching staff, non teaching staff, and students. The self prepared tool of four criterias on five point rating scale was used for the collection of data. After analysis of results, it can be concluded that when the women get administrative responsibility they show their autocratic style of administration and become too masterful. Women have no clear vision for the responsibility she possess because they like to pass much time in caring of children and family but they work hard at work place.

Key Words: Traditional Believes, Women and Educational Institution.

According to ancient literature of India, The women had equal status with men in all aspects of life. The women have respectable position in early Vedic period, and they were known as Laxmi (Goddess of wealth). It was believed that without wife, Husband should not celebrate any religious ceremony. Women get married at a mature age and were probably free to select their own husbands. But in later Vedic period the status of women has changed. as a widow no woman was allowed to remarriage and to participate in social and religious ceremonies. At the end of Vedic period, society has changed, now women has been humiliated and discriminated on the basis of socio-economic, political and educational field.

In India, the literacy rate of women is lower than man. A national commission was setup to see the matters related to the women. The female workers are mostly engaged in agriculture.

Former UN Secretary-General Kofi Annan created the Global Colloquium to seek the expertise of scholars on major problems facing the world and to explore how to promote the value that higher education offers to society, not just individuals. One of the major problems today, as Secretary-General Ban Ki-moon has stated, is increasing inequalities, including those based on gender, that have accompanied economic growth in the last two decades. Take women's leadership and participation. The percentage of women in national legislatures has increased slowly over the past decade, but still averages just over 19 percent —in the world which means that there are still more than five men for every one woman legislator.

The gender equality correlates positively with higher GNP. Women who earn their own income can challenge social gender relations. Their income and earnings can drive the larger economy. The raising Status of Women in science, technology and innovation can speed efforts to eradicate poverty, achieve food security, fight diseases, improve the quality of education, increase decent work opportunities and improve environmental sustainability — all critical to address challenges in today's world.

Women are a highly vulnerable group in society. There are lots of reasons for the vulnerability of women. The reasons are irregular work, low economic status, little or no bargaining power, lack of control over earnings, need to balance paid work with care for children and homework, little or no access to institutional credit, training and information, and lack of assets. Unequal gender relations assume a very important role in defining their insecurities.

Objective of the Study

To find out effect of traditional believes on women participation in educational institution.

Hypothesis

Women have a lot of responsibility at homes which affect their role in educational institution.

Delimitation

The study was delimited to University of Lucknow, Lucknow, Uttar Pradesh, India

Methodology of Research

Descriptive survey method has been used

Population

The population of the study is women in University of Lucknow, Lucknow. Although the population is made up of both male and female heads of department, teaching staff, non teaching staff and students but for the purpose of this study only women were selected.



Sample

The sample size of 100 was chosen randomly by Lottery method from 11 Departments of University of Lucknow. The sample includes, 5 heads of departments, 20 teaching staff, 20 non-teaching staffs) and 55 students. A simple random sampling technique was adopted to select the Department Heads, teaching staff, non-teaching staffs and students. The sample of 100 female respondents has minimum qualification graduation degree.

Tool of the Study

Researcher used self prepared questionnaire

Data Analysis and Interpretation

All respondents have been given a five point rating scale on four areas (dimensions) that affect may affect their role i.e. 1. Women do not aim for administration, 2. Women like caring for children, 3. Women do not work hard for educational attainment, 4. Women heads become too masterful.

Analysis of Traditional Believes Affecting Women Participation in Educational Institution

The respondents were asked to rate all statements i.e. strongly agree, agree, Indifferent, disagree or strongly disagreed. The responses of all respondents have shown below in table 1.

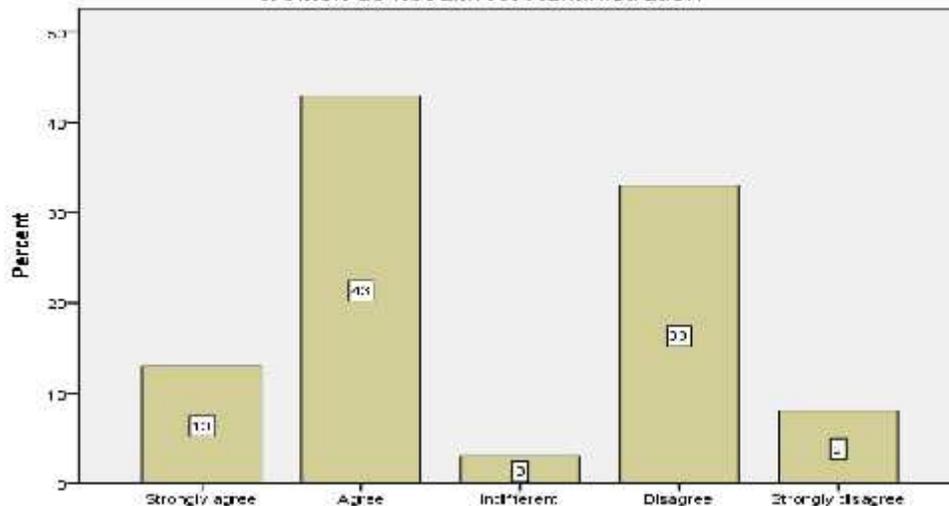
Table 1: Traditional Believes and Women Participation

Statement	Women do not aim for administration		Women like caring for children		Women do not work hard for educational attainment		Women heads become too masterful	
	No.	%	No.	%	No.	%	No.	%
Strongly Agree	13	13	22	22	11	11	56	56
Agree	43	43	31	31	56	56	10	10
Indifferent	3	3	3	3	4	4	5	5
Disagree	33	33	24	24	23	23	25	25
Strongly Disagree	8	8	20	20	6	6	4	4
Total	100	100	100	100	100	100	100	100

1. Analysis of Believe No.1: “Women do not Aim for Administration”

In the table 1 above, out of 100 respondents, Forty three (43) representing 43% agree that women themselves do not aspire for administrative positions while thirty three (33) representing 33% disagreed. Three (3) representing 3% are indifferent. Eight (8) representing 8% strongly disagree with the assertion that women do not aspire for administration, while Thirteen (13) respondents are strongly agree with the representation of 13% respondents. The results of this traditional believe has been shown in Bar Diagram no. 1.

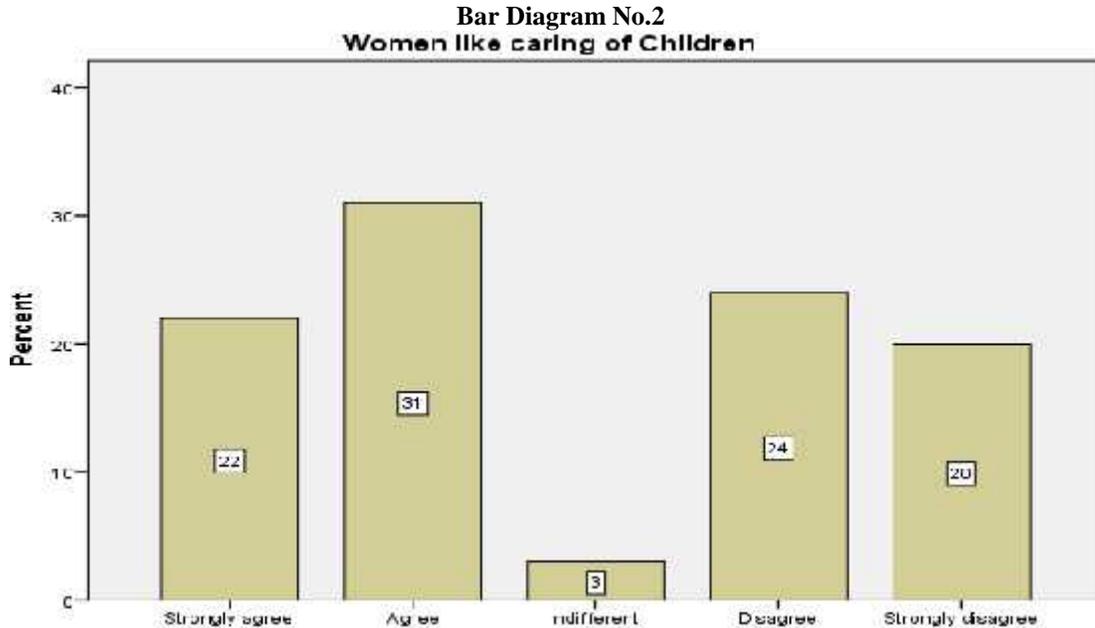
Bar Diagram No. 1
Women do not aim for Administration





2. Analysis of Believe No. 2 “Women like Caring of Children”

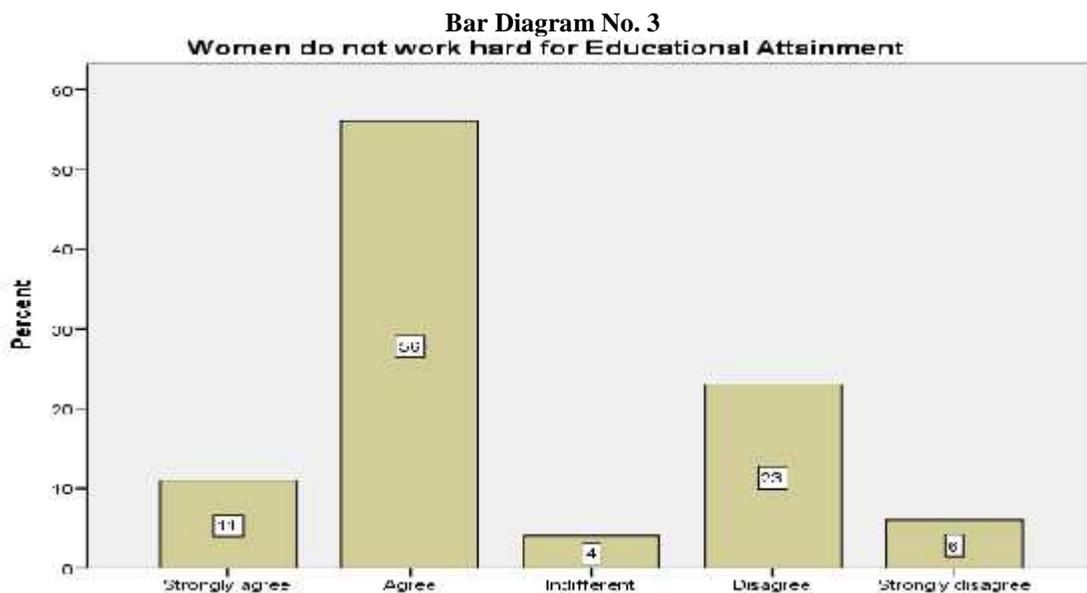
The second negatives believe that agreed by the respondents was that women like caring of children. Out of the 100 respondents, Thirty one (31) represent 31% and Twenty two (22) representing 22% agreed and strongly agreed respectively while twenty four (24) representing 24% and Twenty (20) representing 20% disagreed and strongly disagreed respectively. Three (3) representing 3% are indifferent. The result has been shown in bar diagram no. 2.



Majority of the respondents agreed that women in general prefer caring for the family at home to taking up management responsibilities.

3. Analysis of Believe No.3: Women do not Work Hard for Educational Attainment

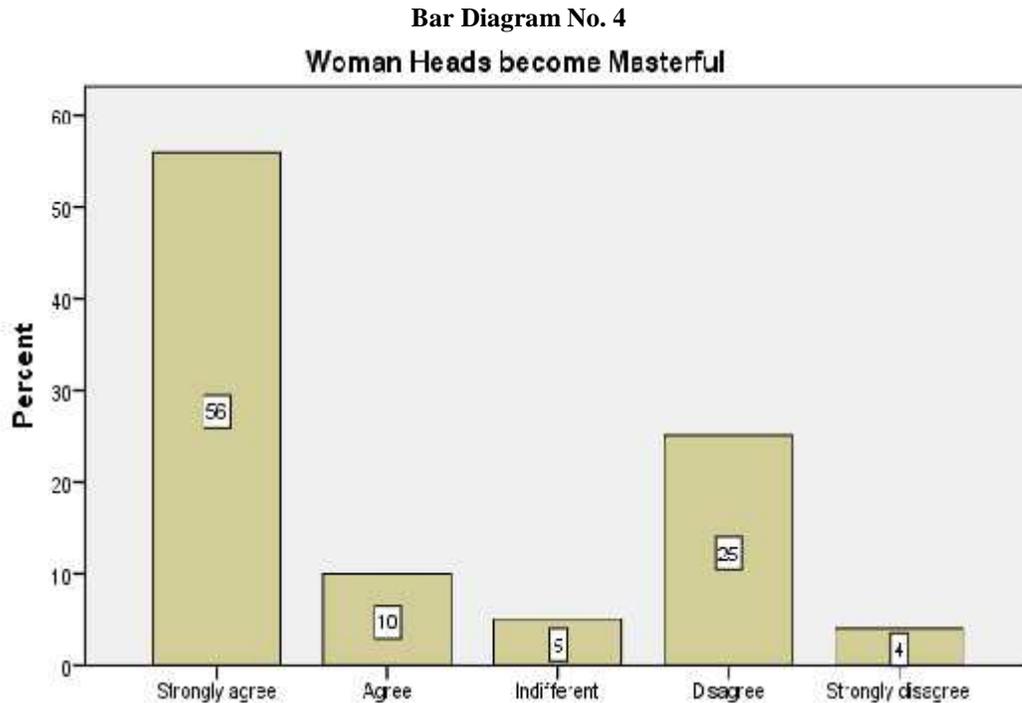
The question on women not working hard for educational attainment, majority of respondents agreed. Out of 100 respondents, Fifty six (56) representing 56% agreed, Eleven (11) representing 11% strongly agree and Six (6) representing strongly disagree while twenty three (23) representing 23% disagreed, Four (4) representing 4% are indifferent. The result regarding this belief has been shown by bar diagram no. 3.





4. Analysis of Belief No. 4 “Women Heads too Masterful”

The analysis of scores obtained from 100 respondent and bar diagram no. 4 indicates that Fifty six (56) representing 56% respondents strongly agreed that female heads become too masterful when they assume administrative position, Ten (10) representing 10% respondents agree, Five (5) representing 5% of respondents are indifferent while Twenty five (25) and Four (4) representing 25% and 4% respondents are disagree and strongly disagree belief that women heads become too masterful if they attain power or administrative responsibilities in educational institutions. The fourth bar diagram representing the result.



Conclusion

The findings of the study state that women accepted three believes (Women do not aim for administration, Women like caring for children and women head become too masterful) which affect their role negatively while the belief women don't work hard for educational institution does not affect negatively. Thus it can be concluded that when the women get administrative responsibility they show their autocratic style of administration and become too masterful. In general women do not have clear vision for administrative responsibilities she possess, because they like to pass much time in caring of their children and family but no doubt, they work hard at work place.

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