



## CHALLENGES FACED BY WOMEN PRE-SERVICE TEACHERS OF MUMBAI TO ACHIEVE PROFESSIONAL COMPETENCIES

**Karuna H. Sinha, Ph. D.**

*Associate Professor, Hansraj Jivandas College of Education, Khar, Mumbai.*

**Paper Received On:** 25 MAR 2021

**Peer Reviewed On:** 30 MAR 2021

**Published On:** 1 APRIL 2021

**Content Originality & Unique:** 70%

### Abstract

*As we all know that education is crucial in the development of any country. The main focus of this research is to identify the challenges faced by women pre-service teachers to achieve professional competencies. . All our respondents strongly believed that the married women pre-service teachers face greater challenges than unmarried women pre-service teachers. Despite the supportive attitude of their parents and husbands, unmarried women still face challenges like managing time between personal, social and educational life. Although their husbands are supportive, their children are neglected and they still have to manage home front, which affects their physical and mental well-being.*

**Keywords:** *Challenges, Women Pre-Service Teachers, Professional Competencies*



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**Introduction:** The problem of women's education in India is one, which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights.

They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities.

Research is one of the most important methods to find the cause or reason of the difficulty and problem that the segment of society is facing. Moreover it also gives us the possible solution

of that problem as well. The researcher set out to conduct a research on the topic of “Challenges faced by Women Pre-Service Teachers of Mumbai to achieve Professional Competencies” as she wanted to know about the level of challenges that women pre-service teachers encounter in order to be self-sufficient in this male dominated world.

### **Significance of the Study:**

The differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes. The Global Gender Gap measure was introduced by the World Economic Forum to examine four critical areas of inequality between men and women:

1. **Economic participation and opportunity** – outcomes on salaries, participation levels and access to high-skilled employment
2. **Educational attainment** – outcomes on access to basic and higher level education
3. **Political empowerment** – outcomes on representation in decision-making structures.
4. **Health and survival** – outcomes on life expectancy and sex ratio.

The Gender Gap Index assesses countries on how well they are dividing their resources and opportunities among their male and female populations, regardless of the overall levels of these resources and opportunities.

India ranks 123 in terms of economic participation, 121 in educational attainment, 134 in health and survival and 17 in political empowerment. India, with 1.3 million elected women representatives, has the largest number of women participating in local governance among the Asian countries, exceeding its own 33% reservation. A study of Indian local governments by Munshi and Rozenweig (2008) said that women in local government roles came out with better outcomes for communities in budgetary decisions and were more competent in procuring resources despite significantly lower education and labour market experience, so politically empowering women is a good thing.

Women can be powerful change agents. Empowering poor rural women involves three critical and interrelated dimensions: expanding access to assets such as capital, land, knowledge and technologies; strengthening decision-making and their representation in community affairs; and improving women’s wellbeing and lessening their workloads. The lack of basic amenities affects women more than men, as women are often responsible for a larger share of time-consuming household activities. Better electricity and access to water and sanitation may

reduce the burden of women in providing essential household inputs for their families, and allow for more time to be directed toward entrepreneurial activities.

According to National Statistical Commission Chairman Pronab Sen, rural women are shifting towards self-help groups and self-employment, which is clear from the percentage of women taking up selfemployment rising to 59 per cent in 2011-12 from 56 per cent in 2009-10. Also, it could also be that a large segment of rural women are not being categorised in the employable workforce in the WPR, as their activity may be designated as family household chores (Ashok Gupta 2013).

The above discussion reveals the status of women in rural areas. The researcher made an attempt to have glimpse of the scenario of urban area in the area of teacher education.

**Problem Statement:** “Challenges faced by Women Pre-Service Teachers of Mumbai to achieve Professional Competencies”.

**Objectives of the Research:**

1. To study the Challenges faced by Women Pre-Service Teachers of Mumbai to achieve Professional Competencies.
2. To compare Challenges faced by Women Pre-Service Teachers of Mumbai to achieve Professional Competencies.

**Hypotheses:**

1. There is no significant difference in the challenges faced by married and unmarried Women Pre-Service Teachers of Mumbai to achieve Professional Competencies.

**Methodology:**

For the present investigation, the researcher used the Descriptive method of the comparative type.

**Sampling Technique:**

For the present study Purposive Sampling Method was used to select the sample for the study.

**Sample:**

The sample for the present study comprised of 80 pre-service teachers.

**Tools:**

As no tool to measure the challenges faced by women pre- service teachers to achieve professional competencies was available, a tool with three dimensions viz challenges related to:

**Personal, social and educational was constructed by the researcher.**

**Data Collection:**

The entire data collection process was completed in one segment. The questionnaire was given to the selected women pre-service teachers with a note of returning the same within 24 hours. The questionnaires were collected back by the researcher herself on the next day.

**Data Analysis:**

Collected data was tabulated and was then analyzed using the Descriptive analysis and inferential techniques. Data was described in terms of mean and standard deviation. Inferential technique used to analyze the data was t-test.

**Descriptive Analysis:**

**Descriptive Analysis of challenges faced by women pre-service teachers:**

- 1) The **Table no- 1** gives descriptive statistics of challenges **faced by women pre-service teachers of Mumbai:**

**Table No - 1**

**Descriptive Analysis of Teachers' Teachers' awareness about the use of ICT in schools of Mumbai**

Category	N	Mean	SD
Total	80	145.50	139.47

From the table the Mean and S.D. of women pre-service teachers are found to be 145.50 and 139.47 respectively

**Inferential Analysis:**

**Findings:** The findings drawn after the analysis are as under:

1. **Testing of Hypothesis 1** – The null hypothesis that there is no significant difference in the challenges faced by married and unmarried Women Pre-Service Teachers of Mumbai to achieve Professional Competencies.

**The statistical technique used to test this hypothesis was t-test.**

**Table No -2**

**1.** Challenges faced by married and unmarried Women Pre-Service Teachers of Mumbai to achieve Professional Competencies.

Group	Variable	N	Mean	SD	df	t	S/NS	L
Married	Challenges Faced--	20	49.44	11.2	78	2.899	S	0.05
Unmarried		60	44.24	8.10				0.01

**Interpretation of ‘t’-**  $df = 80 - 2 = 78$ , at 0.05 level tabulated = 1.984 and at 0.01 level tabulated  $t = 2.639$ , Since the obtained t value is more than tabulated t, **the null hypothesis is rejected.**

**Conclusion:** There is significance difference in the challenges faced by married and unmarried Women Pre-Service Teachers of Mumbai to achieve Professional Competencies

**Findings:**

Testing of Hypotheses number one showed that there is a significant difference in the challenges faced by married and unmarried Women Pre-Service Teachers of Mumbai to achieve Professional Competencies. Hence the hypothesis was rejected.

**Discussion:**

The results of the hypotheses testing revealed some interesting facts. The t-test value showed a significant difference in the challenges faced by the married and unmarried women pre-service teachers to achieve professional competencies at both 0.01 and 0.05 levels. . Therefore, it can be stated that married women pre-service teachers face more challenges than unmarried pre-service teachers to acquire professional competencies. This can be attributed to the fact that married pre-service teachers get exposed to various constraints like domestic work, time factor, health issues, stress, early pregnancies, responsibilities of managing home as well as educational tasks etc. which affects their physical as well as mental well being. Further it can be assumed that married women pre-service teachers do face lots of hurdles related to all physical, social and educational in order to acquire their professional competencies to be self reliant. Further it may also be endorsed that the married women pre-service teachers face plenty of obstacles in order to enter into the profession of teaching.

**It is therefore, recommended:**

1. That the changes need to be brought in the social structure where we still have a bias attitude towards the education of women especially the married ones.
2. Every member in the family need to be ready to provide every kind of positive support

to the married women to help them to achieve the professional competencies of their choice especially teaching and help in building the nation as teachers are known to be the nation builders.

**Conclusion:**

“To call woman the weaker sex is a libel; it is man’s injustice to woman. If by strength is meant brute strength, then, indeed, woman is less brute than man. If by strength is meant moral power, then woman is immeasurably man’s superior: Has she not greater intuition, is she not more self-sacrificing, has she not greater powers of endurance, has she not greater courage? Without her man could not be. If non-violence is the law of our being, the future is with woman. Who can make a more effective appeal to the heart than woman?” **Mahatma Gandhi.**

The order of domain suggests a process of empowerment that begins at the level of a woman’s individual consciousness and becomes externalized through greater physical mobility, raised awareness levels, increased autonomy in decision making i.e., a strong role in the household, greater self esteem and, eventually, meaningful participation in the larger community. The empowerment process is not as linear as the description suggests, but more similar to a loop or spiral.

“The women’s movement at its deepest is not an effort to play "catch-up" with the competitive, aggressive "dog-eat-dog" spirit of the dominant system. It is rather, an attempt to convert men and the system to the sense of responsibility, nurturance, openness, and rejection of hierarchy that are part of our vision.”

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