

THE CORRELATION BETWEEN HIGHER EDUCATION AND WOMEN'S EMPOWERMENT: A STUDY IN DHAKA, BANGLADESH

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Summary. Women's participation in higher education has increased over the last few decades. Nonetheless, in Bangladesh, fewer women than men participate in tertiary education. A great number of highly educated women in the city of Dhaka are unable to support their families financially. However, the majority of women who work quit their jobs in the middle of their careers due to societal taboos, an unstable work environment, a lack of family ties, and poor childcare facilities. The purpose of this study is to assess how social and familial factors affect higher-educated women's inclination to stay in their professions. This study focuses on the perspectives of the participants regarding the issues of education, empowerment and family roles, and intends to assess how they define empowerment concerning their own experiences of everyday life. Following a qualitative approach, the researcher conducted in-depth interviews as a data collection tool to identify women's reasons for leaving their job. This study attempts to review the major challenges that higher-educated women are facing in the job sector. At the same time, research shows the relationship between women's empowerment and other social factors that ensure a secure job environment for women.

By comparing the education level of two generations (participants and their mothers), the preliminary findings suggest that women are progressing in educational enhancement. Moreover, according to this research, teenage marriage is detrimental to women who desire to work. Additionally, a favorable finding is established regarding working women and their anticipated number of children. Finally, several recommendations are made to improve the situation.

Keywords: higher education, women empowerment, family support, job security, Dhaka city.

1. Introduction

The advancement of a current society depends to a broad extent on the quality of higher education. The parameters of higher education vary from country to country. In Bangladesh, enrollment for further studies after the completion of 12 years of schooling is marked as higher study¹. Usually, people's enrollment to further study after high school level in honors or a diploma is an indicator of higher education². The role of higher education is to prepare students to share knowledge and with the foresight to accept various obligations. In particular, higher education has created the opportunity to accelerate development in developing countries³. The attainment of higher education has been taken as a solution to tackle social injustice. Women overcome different situations according to their social positions and family settings. The social value of womanhood in the colonial period and the present status of women in our society remain static.

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- 1 K. A. Islam and Umme Salma, "The role of private universities in higher education of Bangladesh: an empirical investigation", *International Journal of Finance and Banking Research* 2, no. 4 (2016): 121-128.
 - 2 Sarker, Md Fouad Hossain, Rafi Al Mahmud, M. Saiful Islam and Md Kabirul Islam, "Use of e-learning at higher educational institutions in Bangladesh: Opportunities and challenges", *Journal of Applied Research in Higher Education* 11, no. 2 (2019): 210-223.
 - 3 Cathy Mae Toquero, "Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context", *Pedagogical Research* 5, no. 4 (2020).

In colonial India, women's social status was dependent on men⁴. From the post-Vedic period, women started to be deprived in the field of education and other rights. In the 19th century, Rajaram Mohon Roy, Ishwar Chandra Vidyasagar, and other social workers started a movement for women's education, the prevention of the Sati system, and the prevention of child and polygamous marriages⁵. Education enables women to accept more power both in traditional family settings and in the modern context, giving them much control over their own lives and influencing them to take decisions in their families⁶. Although plenty of literature attests to the fact that higher education creates scope for women to be empowered, it is observed that earlier studies could not highlight those prerequisites that infrastructural development and society could provide in promoting women's empowerment. The empowerment of women has been distinguished by multidimensional issues such as education, household decision-making, the right of free movement, discussing family planning with the husband, and the representation of political and legal rights⁷.

However, although the rate of women's enrollment in higher education is increasing in our country, there exist inconsistencies between the rate of their access to education and the outcome of this in society⁸. In more detail, sometimes higher education implies modernization, which transforms social equity, democratization, and more within the socio-economic system as a distinguished instrument in our society. Higher education can amplify human capabilities and knowledge by which women can be assisted with awareness of gender inequality

4 A. R. Saravanakumar and K. R. Padmini Devi, "Indian higher education: Issues and opportunities", *Journal of Critical Reviews* 7, no. 2 (2020): 542-545.

5 Pawan Agarwal and G. Kamalakar, "Indian higher education: Envisioning the future", *The Indian Economic Journal* 61, no. 1 (2013): 151-155.

6 Ruth B. Dixon, *Rural Women at Work: Strategies for Development* (RFF Press, 2013).

7 Anu Dandona, "Empowerment of women: A conceptual framework", *The International Journal of Indian Psychology* 2, no. 3 (2015): 35-45.

8 Jennifer Ma, Matea Pender and Meredith Welch, "Education Pays 2016: The Benefits of Higher Education for Individuals and Society. Trends in Higher Education Series", *College Board* (2016).

and other significant ideologies and practices⁹. As research involved with dealing and understanding the dynamics of the process of exercising empowered status in an urban family space demonstrates, this requires a great deal of engagement with lots of effort and time at a deeper level – both of research issues and respondents. This study only covers highly educated, married women. Therefore, incorporating uneducated women into the labor market and the challenges thereof will be a future challenge for the researcher to contribute towards.

1.1. Goal of the study

The goal of this study is to explore the impact and challenges of higher education on women's empowerment and understand how women's empowerment influences different social factors.

1.2. Objective of the study

The following research objectives will be addressed in this study:

- To identify the impact of higher education on women's empowerment in Dhaka city;
- To determine the primary obstacles that highly educated married women experience in maintaining their jobs in Dhaka city;
- To justify the relationship between women's empowerment and other social factors.

2. Methodology

2.1. Type of research

This study followed a qualitative research procedure. The methodology of this research covers some sequential steps including study area selection, primary

⁹ Beth Mintz, "Neoliberalism and the crisis in higher education: The cost of ideology", *American Journal of Economics and Sociology* 80, no. 1 (2021): 79-112.

data collection through in-depth interviews, secondary data collected from various websites and published journals, then analysis and arrangement of the information according to the study objectives.

2.2. Study area

This research was conducted in Dhaka city, the capital of Bangladesh. Its convenient location to conduct research and the availability of expected research participants were the reasons behind choosing Dhaka as a research area. Dhaka is situated at the center of the country, with the maximum number of educational institutions and a range of employment opportunities¹⁰. With its location, Dhaka is the most desirable destination for living and professional accomplishment for most people in Bangladesh¹¹. The inhabitants of Dhaka city maintain a distinct nature of living which is distinguishable for metropolitan city dwellers. Due to the growing impact of urbanization and the disintegration of the family space, urban Dhaka possesses a much more fragmented unit of social structure.

2.3. Sampling

Regarding sampling, this research follows purposeful sampling, which made it possible to conduct and complete this research on time. The research population for this study was highly educated (tertiary level) women in Dhaka, Bangladesh. The selection of the interviewees was primarily based upon three criteria: (1) highly educated women who are currently working and have a child/children; (2) highly educated women who worked before but are currently unemployed and have a child/children; and (3) highly educated women who have never worked/are unemployed and have a child/children. Only highly educated women whose

10 H. M. Imran et al., "Impact of land cover changes on land surface temperature and human thermal comfort in Dhaka city of Bangladesh", *Earth Systems and Environment* 5 (2021): 667-693.

11 Pramanik, Md Monjure Alam, and Demetris Stathakis, "Forecasting urban sprawl in Dhaka city of Bangladesh", *Environment and Planning B: Planning and Design* 43, no. 4 (2016): 756-771.

child/children were between 0–20 years old were considered as interviewees; if any child crossed the age limit (age 20 or above), the participant was excluded. The total number of interviewees was 36. There were 12 interviews conducted per each of the participant criteria. Therefore, there were 36 interviews conducted in total.

2.4. Data collection tools and analysis method

This study involved both primary and secondary data. For primary data collection, this study considered in-depth interviews, where 36 participants were interviewed to explore the challenges and obstacles in their job sectors (who are educated and married), the role of the family for highly educated married women in empowering themselves, and the relationship between women's empowerment and other social factors. This study employed thematic analysis as its data analysis technique. This method was chosen because of its effectiveness when analyzing qualitative research, and it was performed in accordance with the research themes. Thematic analysis makes it simple to transform our quantitative data into a qualitative form. Ultimately, coding then makes it easy to organize this information.

2.5. Ethical considerations

All participants signed informed consent forms after the study's goal was described to them, and participation in the study was voluntary. They were also informed that they may stop their participation in the study at any time without any repercussions. Additionally, no names were used and participants' data were kept private.

3. Findings

3.1. Impact of higher education on women's empowerment

Women from Bangladesh have traditionally been systematically abused by men¹². Despite economically productive activities, they are discouraged from working in financial activities, not allowed to move alone outside their households, are proscribed from making their own decisions, and are denied access to available resources¹³. One of the most crucial ways to equip women with the knowledge, skills, and confidence they need is through higher education¹⁴, as it helps to improve their status within the family and brings a reduction in inequalities¹⁵. Higher female educational attainment can have reverberations throughout the family and beyond generations¹⁶. Female empowerment itself is a broad context, so the impact of higher education considers five principal variables (controlling power over resources, income-generating activities, family decision-making, reproduction health decisions, and woman's rights and their violation) of women's empowerment. Research shows the progression and comparison of these variables and their influence in women's everyday lives.

Research shows that higher education has the greatest influence on increasing income-generating activities for women. It is also indicated that women's participation in income-generating activities varies with their level of education and that it rises notably at the level of higher education, where it accounts for more

12 Tulshi Kumar Das, Rituparna Bhattacharyya, Md Fakhrul Alam and Amina Pervin, "Domestic violence in Sylhet, Bangladesh: Analysing the experiences of abused women", *Social change* 46, no. 1 (2016): 106-123.

13 Jasmine Jaim, "Bank loans access for women business-owners in Bangladesh: Obstacles and dependence on husbands", *Journal of Small Business Management* 59, no. sup1 (2021): S16-S41.

14 S. J. Sandhya, "Impact of Education in Women Empowerment of in Bagalkot District, Karnataka", *Asian journal of social sciences & humanities* 4, no. 2 (2015): 87-94.

15 Sowjanya Shetty and V. Hans, "Role of education in women empowerment and development: Issues and impact", *Role of Education in Women Empowerment and Development: Issues and Impact (September 26, 2015)* (2015).

16 Santi Setyaningsih, C. P. Rucita, Ummu Hani and Ilma Nurul Rachmania, "Women empowerment through creative industry: a case study", *Procedia Economics and Finance* 4 (2012): 213-222.

than half of the women without a higher education degree. However, a remarkable proportion of higher-educated women are financially inactive despite achieving their higher degrees. On the other hand, women with degrees have a more prominent role in the household decision-making process and in reproductive health decisions. Nevertheless, it is visible from the research that higher education is assisting women in marking their dominant and commanding existence within their households and reproductive health decisions. Finally, two further variables control power over resources, as women's rights and the rates of their violation also increase depending on their higher degree, but the improvement of these positions is somewhat slower than other variables. According to this study, participants do not have full power of control and rights in their families even though they have a higher education degree, but married women who are working have more control over family decisions compared to married women who are not working.

3.1.1. Numbers of children

According to research, a woman has a lower likelihood of having children the more educated she is¹⁷. This is a crucial connection since having fewer children per woman and delaying marriage and having children may result in more resources being available for each child and higher health and survival rates for mothers and children. What proportion of this is correlation and to what degree is there causation? The total fertility rate (TFR) in a population and various levels of female education are most obviously negatively correlated. According to current rates of age-specific fertility, TFR is the number of children a woman can anticipate having throughout her lifetime¹⁸. In Dhaka among women with various

17 Claudia Goldin and Lawrence F. Katz, "Transitions: Career and family life cycles of the educational elite", *American Economic Review* 98, no. 2 (2008): 363-369.

18 Sandy Baum, Jennifer Ma and Kathleen Payea, "Education Pays, 2013: The Benefits of Higher Education for Individuals and Society. Trends in Higher Education Series", *College Board* (2013).

levels of education, the study revealed TFR patterns throughout time.

Two criteria that are connected to one another are the number of children a participant has and their professional life. According to the survey, working women are less likely to want to have more than two children. According to the participants, they cannot care for more than two children because of their profession and family commitments. Among the participants who had never worked, having additional children was a top priority. It is interesting that this depends on the individual; for instance, some working women prefer to have more than two children. They claim that because they have the resources to support children, this is not an issue that will prevent them from doing their jobs.

3.1.2. *Early marriage*

To prevent child marriage and ensure that women may reach their full potential, education plays a vital role. The longer a female attends school, the less likely it is that she will be married before turning 18 and have children while still a teenager¹⁹. It is typical for women to stop attending school after getting married, thus never finishing their higher education²⁰. Women are frequently expected to care for the home, children, and extended family in their roles as wives or mothers. Married girls confront a variety of real obstacles to obtaining an education, such as household chores, stigma, being expelled from school, and gender stereotypes that keep them at home²¹.

However, this research found that early marriage for women can influence women's participation in the job sector. In this study, it was found that women

19 Ahmed Abdus Saleh et al., "Sociodemographic factors and early marriage among women in Bangladesh, Ghana and Iraq: An illustration from Multiple Indicator Cluster Survey", *Heliyon* 7, no. 5 (2021): e07111.

20 SM Mostafa Kamal, Che Hashim Hassan, Gazi Mahabubul Alam and Yang Ying, "Child marriage in Bangladesh: trends and determinants", *Journal of biosocial Science* 47, no. 1 (2015): 120-139.

21 Jahar Bhowmik, Raaj Kishore Biswas and Sorif Hossain, "Child marriage and adolescent motherhood: A nationwide vulnerability for women in Bangladesh", *International journal of environmental research and public health* 18, no. 8 (2021): 4030.

who were married below 20 years of age could not continue on to higher studies, and at the same time they could not continue their job. On the other hand, those who got married after 20 years of age usually had enough time to complete their education and managed to attain their desired job. In this study, most of the participants were married after their 20s. They mentioned that this was one of the strongest reasons for the completion of their higher studies. Among participants who never worked but had a tertiary degree, the majority were married before their 20s. Therefore, it was found that early marriage has a significant negative influence on women's empowerment.

3.2. Challenges for highly educated married women to overcome in order to pursue their jobs

3.2.1. *Single family structure*

Due to time constraints, extreme stress, and conflicting behavioral expectations, people may struggle to balance their roles at home and at work. The conflict between the two spheres has been a subject of research, despite the fact that this research has primarily concentrated on how work variables affect the home. Based on the incompatibility between people's jobs and homelife, this research presents two basic points of view. Role pressure in the family and workplace has been linked to bad outcomes, according to this study. As a result, the degree of involvement in the family role will hinder involvement in the work role, leading to home-work conflict (HWC); on the other hand, the degree of involvement in the work domain can impede performance in the family role, increasing strain-based, time-based, or behavior-based work-home conflict.

However, this research also focuses on differences in educational qualifications between two generations, the participants and their mothers, and focuses on how family structures can influence women in their job sectors. Analyzing the

data of employed women in Dhaka city, the research found that most employed women completed post-graduation and the remainder of the respondents completed only graduation. By comparing two generations (the participants and their mothers), we found that the respondent's mothers are not well educated, but the landscape is different for the education level of the respondents. Figures 1 and 2 show the educational qualification of both the participants and their mothers, respectively. In Figure 1, only one-tenth of the participant's mothers completed their undergraduate degrees. However, most of them even did not complete higher secondary school. On the other hand, Figure 2 shows that all the respondents completed at least their graduation degree. This means that despite having less educational experience, mothers are sending their daughters to educational institutions to achieve higher education even though they do not have an educational background.

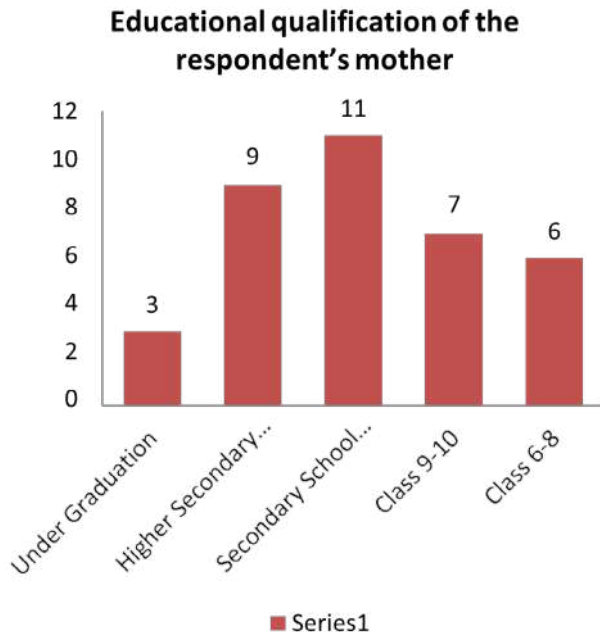


Figure 1: Educational qualification of respondents' mothers

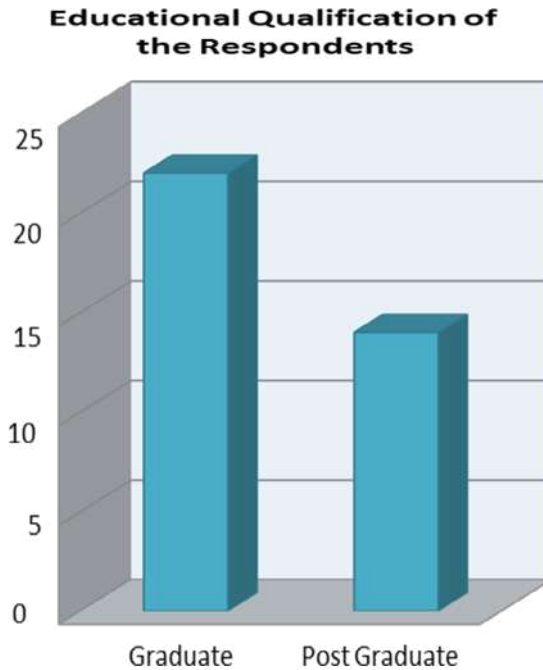


Figure 2: Educational qualification of the respondents

According to the field survey, around one-third of women are working in different job sectors. They are able to continue their job because their family is supporting them, especially their mother who takes care of their children in their absence, and all of them belong to a joint family (live with their husband, children, father, and mother). According to participant Rabita, during her working hours, her mother takes care of her children. That is the reason why she can continue her job, and she added that the most difficult area for a woman to sustain her career is motherhood because the priority of a mother is her children. In the study, the women who left their job or did not work before did not get enough support from their families, and most of them belong to single families (living with husbands and children). Thus, the role of the joint family is considered a key factor in ensuring women's empowerment in some cases.

3.2.2. *Motherhood vs. job*

This duality can have unforeseen repercussions for mothers who desire to continue a profession while raising a family, even if motherhood can be incredibly satisfying in many ways. The motherhood penalty can hinder women's attempts to steadily advance up the corporate ladder. It may also affect their capacity to accumulate wealth and provide a stable financial future. The maternity penalty generally presupposes that mothers are unable to maintain the same professional standing as their male coworkers or women who are childless. The impact on a woman's earnings potential is likely the most damaging manner in which this can manifest in the workplace. This study shows that around 7 in 10 participants were not employed – either they left their job or they had never had job experience in their entire life. According to the survey, if we were to categorize the statements and opinions of the respondents who are currently unemployed and who were previously employed, around 8 in 10 think that maintaining a family and a career is not possible, and 1 in 10 think that family is a major factor for a woman *to continue* their job after marriage. Moreover, a good number of women think that married women are given less priority in many job sectors, and some other women believe that the children's future comes first for a mother, which is why many women do not wish to secure a job after becoming a mother. According to respondent Nilufar Ahmed, "*I left my job when my first child was born. I thought only about my child's future at that time*". After giving birth to children, women do not want to carry out their job. On the other hand, in Bangladesh professional daycare centers are rare and their services are not satisfactory for the mother to feel safe keeping her children there and focusing on her work. At the same time, in developed countries, parenting is equally shared between the father and mother, but in Bangladesh, only the mothers are responsible for child-rearing. Therefore, this always creates a dilemma between motherhood and a job for an

educated woman in her professional life.

3.2.3. Social outlook and sexual harassment

Gender inequality in the workforce is significantly influenced by the workplace. Research shows that workplace victimization affects the physical and mental health of around half of all women at some point in their careers. It is argued that sexual harassment contributes to gender inequality in the labor market by imposing costs on men and women whose workplace choices help reduce sex segregation and close the gender wage gap. In a widespread misogynistic society, women are harassed in workplaces, both mentally and sexually. In Dhaka city, highly educated working women face this problem extremely frequently. It was observed that around one-third of highly educated working women leave their jobs because of sexual harassment in Bangladesh. From the perspective of Bangladesh, many men have the notion that sexual harassment makes it more difficult for men and women to make professional decisions that lessen sex segregation and minimize the gender wage gap. The perception among men is that working women are compromising in nature, which is the foundation for such vicious deeds. To diminish this challenge, there are social welfare organizations that discuss women's empowerment on multiple forums and have raised voices against the harassment of women in the workplace. This technique has forced the law to include several severe punishments against these ruthless men. Women are half of our total population; we can't ignore them. If we want to accelerate our development, we must ensure their security in the job sector and their personal lives. Otherwise, our social development function will be imbalanced.

3.3. Justifying the conditions of women's empowerment and other social factors

Empowerment is a broad term that has been used in social science disciplines across the globe. Women's empowerment refers to the way of developing and

overcoming the barriers in a woman's life by increasing her ability in every sphere of her life. The process of empowerment does not mean the improvement of their quality and having available access to productive resources; it refers to the process of enabling free thinking, controlling the decision-making process, working with dignity in society, and controlling one's destiny and the surroundings of one's life.

Firstly, education can play a vital role in ensuring women's empowerment in our society. Higher-educated women face less discrimination and vulnerability than others who are not educated, but in Bangladesh, women's participation in higher education is not satisfactory. It is a must to encourage women's participation in higher education and create awareness among higher-educated women so that they become empowered and receive their proper rights. Facilities for higher-educated women in universities and colleges should be increased. Facilities regarding internet connection, access to information, and security systems must be included in educational institutions for women. The government of Bangladesh spent only 2.1% of its GDP on education and 0.12% on higher education.²² Therefore, the government should allocate more budget to this sector for better ensuring the participation of women.

Secondly, social institutional support is an important category for establishing women's empowerment. In this category, family support, social institutions, and cultural norms and values are influencing women's empowerment. Many higher-educated women leave their jobs because their families cannot provide them enough support. In most cases we can see women leaving their jobs during pregnancy because they do not receive any leave from job institutions. Therefore, the family and job institution should be more concerned and provide more flexibility regarding this sensitive issue. Social institutions should coordinate and accelerate this development by providing soft loan facilities without any conditions.

22 G. Yamuna, "Impact of higher education on women empowerment" (PhD diss., Gandhigram Rural Institute, 2013).

Thirdly, psychological development for women is a crucial factor to ensure women's empowerment. Through confidence in this area, women can break the chain of obstacles; they become more confident in taking their decisions both in family matters and in job sectors. This will help women become more productive and self-efficient in their internal and external issues.

Finally, financial assistance and financial freedom for women is the most dominant category for women's empowerment. In this category, research shows available job opportunities are the priority for women's empowerment, but sexual harassment in the job sector adds a negative consequence for women's empowerment. Besides available job opportunities, it is also important to provide total security and safety in women's everyday lives. Women should raise their voices and government laws should be stricter and more effective.

4. Discussion

In today's era, even after working in the corporate world and taking up challenging roles as executives, directors, marketing professionals, IT professionals, etc., the age-old image of a woman being a homemaker has not changed. Even if she works, comes home tired and must leave early for the office, she is expected to cook food, take care of children, and perform all of the other household duties that her male counterpart may volunteer to assist with, but where they hold no responsibilities. This study found some factors which challenge women's ability to continue their jobs. Moreover, society still possesses a chauvinistic attitude, and because of this women face the most serious opposition when they intend to join the workforce. This one factor, while it has been mitigated to some extent, still creates the background for the other factors, which creates a rather suffocated working environment for women in Bangladesh.

Pregnancy time for women is another great challenge that has created three problems. Firstly, workplaces in Bangladesh have a mentality of not accommodating

or welcoming childbearing mothers. Secondly, the transportation system in Dhaka city is not safe for childbearing mothers. Lastly, in families, childbearing mothers usually do not find much support; as a result, it becomes more difficult for mothers to handle families, jobs and themselves. This research found that many families in the study area are still quite conservative regarding letting women work, especially after marriage. Due to the non-cooperation of their in-laws, a good percentage of women drop out of the work force. This is linked to the factor of social outlook, which still remains quite hostile to working women. After marriage, most of the husband's family stop women from studying. Then, it is quite tough for them to ignore the family's decision. As a center of confidence, the family should be more generous and come forward to solve these problems as early as possible. If women have economic involvement with their families, they will be prioritized to make family decisions that consider important parameters for women's empowerment.

In corporate environments, where people of both genders participate in all activities with equal vigor and enthusiasm, such vague differentiation is the biggest challenge for a woman. Many promising young university graduates enter the job market, but their enthusiasm starts to decline over time due to family responsibilities. This mid-way exodus of female employees reduces the number of potential women in senior positions. When they are ready to get back into the job market, their skills have often become outdated. Those who continue to pursue their career juggle between home and work to find a balance. The societal mindset must be changed to bring more women into the job market: be it at the workplace or at home, the recognition of women's capabilities is something society finds it hard to accept. The need for work and family life balance is a critical issue that needs to be addressed. Wherever possible, through flexible working arrangements, female employees can be retained. Gender sensitivity among men is critical for enhancing opportunities for women in organizations. The structural

problems of bringing more women into the job market can be overcome through the right type of policies, environments, and attitudes at workplaces. For the larger section of the female workforce, higher education, appropriate training and skills development, as well as the use of technology are critical for entering into and continuing in the job market. Then, more focus should be given to the higher education sector to promote women's empowerment.

Conclusion

Based on this study, it was found that the culture of Bangladesh, social outlook, early marriage, a lack of family support, unavailable facilities for women at the tertiary level, child birthing time for women, an insecure job environment, sexual harassment in the job sector, a lack of personal security or safety, and family duties are main reasons for higher-educated women dropping out of their jobs. At the same time as women dropping out of their jobs, these factors are working as obstacles to their empowerment. Many women have no involvement in economic activities because they do not receive enough support from their families, and it is not possible for them to continue their jobs and household activities at the same time. This is why they leave their jobs and do not enter the job market. At the same time, when they give birth to children, they focus more on their children's lives rather than their jobs. Sexual harassment in the job sector is not a new concern, but it adds a new dimension as a reason for women to drop out of their jobs in recent times. The social institutions are not working in an integrated way, as skill development training and bank loan facilities are not flexible enough for women. Women's participation in tertiary education and women's development policies are not satisfactory enough; these elements accelerate the problem.

To improve this situation, it is suggested that family support can change the entire scenario. Family members and husbands should come forward to help women, where husband and wife can share their household activities. At the same

time, maternity and paternity leave should be given in every organization. Organizations should have enough facilities for professional daycare centers. To reduce sexual harassment, women have raised their voices against harassment in the workplace. This technique has forced the law to include several severe punishments against these ruthless men. Social institutions should be more productive and helpful to establish women's empowerment; they can provide skill development training and soft loan facilities to develop a women's career. The government must increase budget allocation and invest money to promote tertiary education for women. Finally, our national women's development policy should be re-evaluated; it should be widespread and women-friendly to establish women's empowerment in Bangladesh.

AUKŠTOJO MOKSLO IR MOTERŲ ĮGALINIMO KORELIACIJA: AUKŠTĄJŲ IŠSILAVINIMĄ ĮGIJUSIŲ IŠTEKĖJUSIŲ DIRBANČIŲ IR BEDARBIŲ MOTERŲ TYRIMAS BANGLADEŠE, DAKOJE

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Santrauka. Per pastaruosius kelis dešimtmečius moterų dalyvavimas aukštajame moksle didėja. Nepaisant to, Bangladeše aukštąjį mokslą studijuoja mažiau moterų nei vyrų. Daug aukštąjį išsilavinimą turinčių moterų Dakos mieste negali finansiškai išlaikyti savo šeimų. Tačiau dauguma dirbančių moterų išeina iš darbo įpusėjus karjerai dėl visuomenėje nustatytų draudimų, nestabilios darbo aplinkos, šeimos ryšių trūkumo ir prastų vaikų priežiūros paslaugų. Šio tyrimo tikslas – įvertinti, kaip socialiniai ir šeiminiai veiksniai veikia aukštesnio išsilavinimo moterų polinkį dirbti pagal įgytą profesiją. Šiame tyrime dėmesys sutelkiamas į dalyvių perspektyvas švietimo, įgalinimo ir šeimos vaidmenų klausimus ir

siekama sužinoti, kaip jie apibrėžia įgalinimą, atsižvelgiant į jų pačių kasdienio gyvenimo patirtį. Vadovaujantis kokybiniu požiūriu atliktas giluminis interviu, jis vertintas kaip duomenų rinkimo įrankis siekiant nustatyti pasitraukimo iš darbo priežastis. Šiame tyrime bandoma apžvelgti pagrindinius iššūkius, su kuriais susiduria aukštąjį išsilavinimą įgijusios moterys darbo sektoriuje. Taip pat tyrimai rodo ryšį tarp moterų įgalinimo ir kitų socialinių veiksnių, užtikrinančių moterims saugią darbo aplinką. Preliminarios išvados atskleidžia, kad moterys (palyginus dviejų kartų išsilavinimo lygį – dalyvių ir jų motinų) daro pažangą įgydamos išsilavinimą. Be to, remiantis tyrimų duomenimis teigtina, kad paau-glių santuoka kenkia moterims, kurios nori dirbti. Taip pat darytina išvada dėl dirbančių moterų ir numatomo jų vaikų skaičiaus. Pabaigoje pateikiamos kelios rekomendacijos dėl to, kaip pagerinti situaciją.

Reikšminiai žodžiai: aukštasis mokslas; moterų įgalinimas; parama šeimai; darbo saugumas; Dakos miestas.

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