

A Study on Impacts and Challenge of Women in Teaching Profession

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Abstract – The research looked at the effects and obstacles that female instructors face in carrying out their responsibilities. Female instructors are the most tardy, absent from school, fall behind on syllabus covering, and seldom fulfill deadlines, all of which contribute to poor productivity in their teaching obligations. The goal of the study was to see how women teachers could contribute to the development of their families, to analyze the challenges women teachers face in balancing work and family responsibilities, and to suggest what steps should be taken to improve women teachers' performance in their profession. The research discovered that women's participation in economic activity had a number of positive effects on the family's financial situation. The findings also found that in low-income households, both husbands and women contribute to the family income, making the family less likely to be poor. The survey also revealed that, despite women's teachers' important contribution to the family's overall development, the majority of women teachers had challenges reconciling their roles as mothers and instructors, particularly when they are required to work longer hours than usual. As a result, the majority of women experience psychological stress when they are unable to accomplish a job within a certain time frame. The current research also indicates the need of a family-friendly policy and its implementation to assist women teachers who make substantial contributions to their families, communities, and nation.

Keywords – Women, Women Teacher, Teaching Profession, Impact, Challenges

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INTRODUCTION

Women's contributions to their nations' development are being more acknowledged across Southeast Asia. An economic background research is very useful in understanding the importance of particular measures in which women play a role. The majority of South-East Asian nations, including India, are largely agricultural, with the majority of their populace confined in rural regions and reliant on the land for survival. Land holdings are often tiny, and most farmers live on a subsistence level, producing just enough food to meet their personal requirements. Cash income is scarce. Irrigation infrastructure is limited, and crops are mostly reliant on the monsoon. Money is borrowed by the farmer for agricultural uses and other social requirements from a money-lender whose interest rates are so high that the capital borrowed is seldom returned. All of these issues together have resulted in widespread rural indebtedness in the area (1).

Numerous research and policy papers describe a variety of difficulties in teacher education, including issues with the quantity and quality of candidates entering teacher education, issues with the extent to

which student teachers attain critical competences, and issues with teacher preparation to enter and stay in the profession. More specific issues, for example, address the "theory-practice gap," which refers to the disconnect between the structure of a teacher training program and the experiences of newly licensed professionals. Overall, it seems that new teachers are underprepared for the teaching profession and are experiencing professional identity conflicts. As a result, several researchers argue that teacher training models should be urgently reconsidered in such a way that they reflect a congruency with the way teachers are expected to teach (i.e. evidence-based) in their future practice, that they emphasize the importance of authentic clinical practice, that they consider the professional identity of teachers, and that they take into account the multiplicity of pedagogical approaches. In order to fulfill the requirements and difficulties of the twenty-first century, policymakers throughout the globe are urging a rethinking of teacher education. Teachers are increasingly challenged with the shifting circumstances under which learning, knowledge transmission, and engagement occur in today's culture and society. Both instructors and students live in an

unpredictable environment where they are presented with a variety of languages and cultures that need a variety of responsibilities (2-5).

Women and the 'feminization' of the teaching profession has been a source of contention for decades, if not centuries, in certain locations. The word "feminisation" has come to be associated with nations where women make up a considerable portion of the teaching force. As a consequence, most expeditions in this field have tended to originate from nations in the north, such as the United Kingdom, Australia, and Canada, or, more lately, from South America. Women, the teaching profession, and feminisation have all been topics of discussion, and some of them have been heated. They included examining why the teaching profession became gender-balanced in favor of women in particular nations in the first place, as well as the potential effects on learning processes and student educational results. Other investigations have tried to delve further into feminisation tendencies, such as differences in educational sectors and managerial systems. Some debates have sought to examine what a majority-female teaching profession means for gender equality and relations in general, as well as women's overall empowerment in society and the economy (6).

One of the most persuasive reasons in favor of increasing the number of female instructors in schools is the good influence on girls' education. There is evidence that there is a link between the number of female instructors and the enrolment of females, particularly in Sub-Saharan Africa. In nations where male and female elementary instructors are about equal in number, student intake is near to gender parity. In nations where women make up just 20% of the teaching force, however, there are much more males than girls enrolling in school. Such large-scale tendencies, however, hide more nuanced patterns at the local level, as shown by new study from Nepal. There is more than a straightforward cause and effect link between women teachers and girls' enrolment, since there are various obstacles that prohibit girls from attending school, some of which also have an influence on the number of women instructors. Other initiatives to encourage girls' education, such as ensuring that the school day fits with girls' household obligations and providing a high-quality education in a safe and secure setting, must be implemented in tandem with increasing the number of female instructors (7).

According to Grant (2005), this is due to "the structural, cultural, and social repercussions of patriarchal authority in our South African culture," as well as the misconceptions that leadership is "a male domain" and that a leader must be a "powerful man."

According to Acker (1989), despite the fact that women statistically dominate the profession, this kind of thought and practice has resulted in women being proportionately underrepresented in the majority of

South African schools. According to research, the number of women in senior positions and above, for example, was very low. Furthermore, the majority of women in managerial positions were at the bottom of the corporate ladder (8).

One interesting fact about such activities is that they quickly drew the attention of producers, manufacturers, and businessmen, who, appreciating their interests and abilities, invited them to educate consumers about the benefits and applications of their products, such as cooker and cuisine products. They were also encouraged by the media, who asked them to do demonstrations and sessions in exchange for payment. As a result, women were given a positive image as instructors. This might be argued to be the beginning of women becoming public school teachers in a modest fashion (9)

Women's participation in public life, such as as educators, has a significant impact on women's position, as well as family connections, child socialization, and job structure and division. The presence of women in public places has a significant impact on conventional behaviors, attitudes, and values, as well as on gender-based labor divisions and stereotypes. Women's empowerment brings with it a set of issues that women encounter in their daily work lives (10-12).

MATERIAL AND METHODS:

Because this was a quantitative research, the survey approach was heavily used. The conclusions of this study are based on a survey conducted at a secondary school, St. Paul's, in the district of Kannauj in Uttar Pradesh. For data gathering, just one approach, such as a questionnaire, was employed. In this research, a total of 40 female instructors were considered as responders. In order to collect data, semi-structured questionnaires were created. Each responder was given a questionnaire, and the researcher gathered the data directly from them. The factors relating to the difficulties and effects of female teachers were assessed using a five-statement Anchored scale ranging from 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS), 4=Disagree (D), and 5=Strongly Disagree (D) (SD). In this research, percentages and mean were mostly employed to measure women's instructors' obstacles and effects on family concerns frequently.

• Impact of Women Teachers towards Family's Development

The influence of female instructors on their children and family happiness is examined in this section. Women's employment has a favorable influence on children as well as the family's general well-being, particularly in terms of children's scholastic development, according to extensive research.

Access to income-generating options for moms has a favorable influence on children's well-being. When both husband and wife work, they are usually able to contribute to the nourishment and education of their children. As a result, from a Malaysian viewpoint, it is relevant to investigate the effects of female instructors on their family's happiness. Six statements were created in order to assess the effects of female instructors on family satisfaction, and the findings are provided in Table 1.

All respondents agreed on their contribution to improving their family's economic situation and reducing their husband's load in the first two assertions. These data clearly show that the salary of female teachers has an influence on their families' socioeconomic status. The findings indicated that a large percentage of respondents (47.5%) agreed with the statement "I assist my spouse in meeting all of the family's demands" (Mean=4.52). The findings also show that among low-income households, husband-and-wife collaboration, particularly on financial problems, is critical to preserving family satisfaction.

These findings are backed up by a recent research by Booth, which found that women's income may help to alleviate poverty and improve quality of life. Since a result, work has a number of good effects for their families, as it is linked to increased access to and control over the mother's income. All female instructors agreed that they can meet all of their family's demands (Mean = 4.40). Similarly, the majority of female teachers (Mean=4.15) believed that they contribute to the educational growth of their children. These findings are supported by a previous study conducted by Sultana on working and nonworking mothers' perceptions of the impact of employment on their children in six Malaysian educational institutions, which found that working mothers were better able to contribute to child development than nonworking mothers. The research also discovered that mothers' intellectual and financial resources aid in the academic and cognitive growth of their children. Furthermore, a total of 22 women teachers (55.0 percent) agreed that a professional woman has an influence on expanding family financial savings for the future (Mean = 4.38) in the concluding statement "I contribute to raise my family financial savings for the future".

Table 1: Impacts of women teachers in building their family happiness through likert scale

Statement	SD	D	NS	A	SA	Total	Mean
I contribute to improve the economic status of the family	F	0	0	0	17	23	40
	%	0	0	0	42.50	57.50	100
I contribute to reduce the burden of the husband towards the family	F	0	0	0	19	21	40
	%	0	0	0	47.50	52.50	100
I help my husband to fulfill all the needs of the family	F	0	0	0	24	16	40
	%	0	0	0	60.00	40.00	100
I contribute to children's educational development	F	0	2	2	24	12	40
	%	0	5.00	5.00	60.00	30.00	100
I contribute to foster the moral values among the members in my family	F	0	0	2	23	15	40
	%	0	0	5.0	57.5	37.50	100
I contribute to increase my family financial savings for the future	F	0	1	0	22	17	40
	%	0	2.5	0	55.00	42.50	100

• Challenges Faced by Women Teachers in Maintaining Happiness of their Family

Despite the fact that women teachers contribute significantly to the family's overall development, they confront difficulty in balancing familial and professional obligations. Working women, in general, serve as both money generators and main carers for their families' children. Working women may find it difficult to satisfy both familial and professional obligations as a result of their multiple jobs. In light of this context, this section looks at the difficulties women instructors experience in combining work and home responsibilities. Eight factors were established and evaluated independently in order to examine the restrictions experienced by female instructors.

Table 2 summarizes the findings of the issues women instructors encounter in balancing their professional and personal lives. The findings suggest that the majority of female instructors have difficulty since they work longer than the standard working hours (Mean=4.08). As a result, when they are unable to accomplish a work within a certain time limit, the majority of female instructors experience emotional and psychological stress (Mean=4.33). However, many female teachers are required to participate in clerical work at the school, which is one of the obstacles they encounter in balancing their family and their job (Mean=4.48). The majority of female teachers (60.0 percent) strongly believe that balancing job duties is difficult for them since they are regularly obliged to do clerical work at school. Furthermore, a high percentage of female teachers stated that they are having difficulty balancing their family and career since they are regularly requested to attend

meetings after hours and that this has been going on for a long time (Mean=4.30).

These results are comparable to those of a prior research that looked at stress, job, and family conflict among married women. Working women are stressed, according to the survey, owing to an imbalance of job, family, and social life. They may feel exhausted and drained as a result of their stress and worry. The current survey also revealed that the majority of female instructors (Mean=3.97) experience psychological stress as a result of their severe workload. Many female instructors, on the other hand, are anxious because they are unable to spend meaningful time with their families (Mean=3.87). This condition might result in work and family conflict, as mentioned in the previous sentence (Mean=3.53). Multiple responsibilities at work and in home life, on the other hand, lead to work-family conflict. Working moms are stressed because their job, family, and social lives are all out of harmony. Stress and worry may also make people lethargic and depleted of energy. As a result, the majority of female teachers (Mean= 3.97) experience emotional stress as a result of their demanding jobs. This condition might result in work and family conflict, as mentioned in the previous sentence (Mean=3.53). As a result of the above conversations, it can be concluded that the majority of female teachers have issues connected to their incapacity to spend quality time with their families as a result of severe workloads that cause stress and work-family conflict. Many female instructors suffer from psychological stress as a result of an unbalanced professional, family, and social lives. However, it has been highlighted that Malaysian women sometimes struggle to balance work and life, which is a key worry for most dual-income households. Previous research has shown that working women face higher role stress than non-working women.

Table 2: Challenges faced by women teachers in maintaining happiness of their family

Statement	SD	D	NS	A	SA	Total	Mean
I need to work more than the normal working time	F 0	6	1	17	16	40	4.08
I need to deal with pressure to complete a task in a fixed time period	% 0	15.0	2.5	42.5	40.0	100	
I need to be involved in clerical work in school	F 0	2	3	15	20	40	4.33
I need to be involved in extracurricular or co-curricular activities	% 0	5.0	7.5	37.5	50.0	100	
I always need to attend meetings out of school time and lasted over a long time	F 0	2	1	13	24	40	4.48
I am coping with emotional stress after a heavy work	% 0	5.0	2.5	32.5	60.00	100	
I do not get quality time for family	F 0	3	0	18	19	40	4.33
I often tempted to exist a small conflict in the family	% 0	7.5	0	45.0	47.5	100	
	F 0	4	1	14	21	40	4.30
	% 0	10.0	2.5	35.0	52.5	100	
	F 0	4	4	21	11	40	3.97
	% 0	10.0	10.0	52.5	27.5	100	
	F 0	7	1	22	10	40	3.87
	% 0	17.5	2.5	55.0	25.0	100	
	F 0	11	4	18	7	40	3.53
	% 0	27.5	10.0	45.0	17.5	100	

CONCLUSION:

The goal of this research was to find out how women instructors affect family happiness and the obstacles they experience in combining their roles as mothers and instructors. The research discovered that women's participation in economic activity had a number of positive effects on the family's financial situation. The findings also revealed that in low-income households, collaboration between husband and wife, particularly on financial problems, is critical to the family's overall success. Despite the importance of women's instructors in the overall development of the family, the majority of women teachers have challenges reconciling their roles as mothers and instructors, particularly when they are required to work longer hours than usual. As a result, it is normal for the majority of female instructors to experience psychological stress when they are unable to accomplish a work within a certain amount of time. While they spend significant amounts of time away from their young children and family, this might be a contributing reason to family strife. Given the relevance and demands of women's engagement in the teaching profession, the research proposes the implications of family-friendly policy and practice that supports the teaching profession's engagement as well as the community's general growth.

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