

**HUMAN PERFORMANCE PROBLEMS OF WOMEN  
TEACHERS: A CASE STUDY OF SELECT SCHOOLS,  
COLLEGES AND UNIVERSITIES IN MYSORE**

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## **CHAPTER - V**

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# **Suggestions and Conclusion**

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## CHAPTER V

### SUGGESTIONS AND CONCLUSION

#### 5.1 Suggestions

In India, educational institutions play a crucial role in development and progress of the country. Besides, the education helps to inculcate the social goals such as morale, ethics, values, and enhancing knowledge thus presenting wide variety of career options to the individuals. The understanding of history and transmit them with new ideas to next generation brings social changes. The institutions bring individuals from various backgrounds, leadership qualities, and educational experiences which assists in grooming the personalities of students.

The education systems highlight the importance of teachers to educate by involving of both male and female. As consequence of social norms, gender inequalities in the educational system of India is prevalent. The stereotypes that women teachers cannot teach complex subjects and are only meant for primary levels of education should be eliminated. Women teachers must be valued for their role as educators for which educated women should stop under evaluating their capabilities to lead in the first instance. There are inequality problems particularly in higher education platforms where women teachers are assigned to a greater number of classes which limits time for research and development.

The objective of the present study is to identify those problems caused due to professional and personal reasons to women teacher. The variables such as career advancement plans & merit recognition, working condition & challenges and healthy Atmosphere in institution are associated to apparent category. The variables such as relationship in institution, social recognition in internal and external environment, advantages & disadvantages of being women teacher and equality aspects are associated to non-apparent category. For educational institutions, students are the main assets hence, their perception towards women teachers is also focused. Based on the analysis following suggestions are made.

### **5.1.1 Suggestions for apparent problems**

- The women teachers though have standard working time, they are unable to complete the syllabus is one of the main apparent professional problems. Hence it is suggested to conduct couple of sessions on time management for effective utilizations which help both institution and individual.
- The constant monitoring of student behavior in the class is one of the highlighted issues where women teachers are unable to deal with. This requires intervention of institutional administration which considers serious action for the students who misbehave.
- Women teacher's entry for teaching at early or late does not matter but only with age they learn to handle professional problems. Hence orientation towards problems and remedies for routine problems should be provided.
- The lack of opportunities for reading professional journals and magazines either due to time constraint or non-availability of journals and magazines hence motivating them to attend workshops for updating the knowledge will help gain them insights on newly available tools and techniques on which they can focus.
- Financial problems of the family are a major concern for women teachers. Since no issue has been raised regarding the monthly salary depicts that women perceive that they are paid for their work but problem is either due to large number of dependents or contribution from spouse is less. These personal problems should be tackled by themselves.
- The success of students and the effectiveness of education largely depend on the job satisfaction of the teachers. When the women teachers are encouraged, given ideal working conditions and recognized morally and economically, they can give their best.
- Though the women teacher is aware that continuous improvement in the teaching process is only path to reach desired position in long run, they are not successfully reaching their goals. Therefore, assessment and unbiased

student's feedback would help them understand the existing constraints and work on them.

- The women teachers are very sensitive and blame themselves for student's failure. It is possible for them to identify those students and lend helping hand by taking individual feedbacks one-on-one and try to resolve the problem. The social and economic background of the individual should be given due consideration in this regard.

### **5.1.2 Suggestions for non-apparent problems**

- Lack of cooperation from colleagues make women teachers unable to express their concern over conflicts. These concerns arise due to fact that after working hours women teachers have to concentrate on family which stops them to build relationships with co-workers. Again, effective utilization by understanding time management and relationship management will be of great help.
- Even after knowing that being target of comment or threat from students' women teachers are feeling that they are not able to either express nor take any action. Building reputation takes time and young teachers should not take this personally. It is advisable to work on those weaknesses by taking feedback from students. As time elapses, the weaknesses become strength. The study reveals the same where the senior women teacher does not feel this is prime concern.
- Poor responses from the students in learning is most feared factor from the women teacher since failures in particular subject will be directly points towards them. For this reason, only the educational institutions are losing their credibility where getting 100% results in exams are the only agenda. This will not only affect student or the concerned teacher whom given chance would present the student with passing marks. The country as a whole would face negative impact since other countries will look down. The better solution is to involve the educational institutions at graduation and post-graduation into area of research rather than inducing already existing information.

- Lack of social security is the most feared factor by women teachers hence providing them with health insurance where both individual and institution contribute is a good option particularly, in unaided institutions. Women teachers are unable to take care of their health due to time constraint and not able to share it with anyone for the reason of losing job since most of them work in unaided institutions.
- Teaching profession provides respondents with self-pride indicating that being a teacher is respected profession. Hence respondents inspire other women to choose this as profession. If this process happens systematically by setting up specific institutions for training teaching profession will be a huge step to curb many problems.
- Women teacher behold that students think they can get away with women teachers due to their motherly characters. For this purpose, women teachers should develop personality along with in-depth knowledge in the subject which will help them to cope with situations.
- Collecting and preparing relevant teaching learning materials are important aspect which women teacher should constantly work on. Though they have limited knowledge in the subject, presenting that to students by taking it to their level of understanding matters a lot. The technological aspect for process of learning has become inevitable and teachers should strive for it.
- Women teachers have concern about their children who are below the age of 5 years who requires lot of care and support. Hence provision for nearby crèches at concession fee for the women teachers would resolve lot of problems thus allowing them to concentrate on their work.

## **5.2 Conclusion**

Indian education sector has witnessed formidable increase in the number of universities and colleges. It has undergone major changes post-independence to suit the needs of modern world. Education sector is providing lot of opportunities not only for big institutions but also to enthusiastic entrepreneurs who are looking to establish

themselves in this field. The recent initiation by government to ensure homogeneous quality of education is a big step towards the Indian educational system.

In spite of these initiations, the problems with traditional educational institutions still persists. The women teachers encounter problems which are gender specific. The study attempts to identify those problems which are strongly agreed by respondents of Mysore and solutions based on that is provided. Finally, it is concluded that the ultimate objective of educational institutions of developing skill and knowledge along with personality development should be undertaken with minimal glitches particularly, gender differences.

### **5.3 Scope for future research**

The present study focused on understanding the apparent and non-apparent problems faced by women teachers stipulated to respondents of Mysore. The various aspects of professional and personal problems concerned to women teachers is dealt in detail. Incorporation of large educational institutions is increasing significantly in recent times offering new specializations. The stakeholders are looking for real-life experience which will be converted into job offers.

The shift from offline to online system due to demand is causing the education sector to migrate to cloud. The prevailing condition of pandemic is making the world to completely rely on online teaching without giving any option. These online classes though not substitute to class teaching but can be considered as complementary to it. Given this situation all teachers without differentiating based on gender are going through tough time bracing themselves with new innovations. This creates an opportunity for researcher to identify the loopholes and distinguish those which are problems that teachers face. Also, a comparative study considering both genders can be conducted to identify whether any significant differences exist.