

CHAPTER V

MAJOR FINDINGS

5.0 Introduction

The present study is concerned with professional development and teaching competencies of women in higher education. Along with this observation the study has been conducted on facility available for professional development of women teachers in urban and rural located college and the constraints faced by women teachers for their professional development. There is no denying the fact that the women of Assam have been comforted with some problems for perusing education and developing their profession. The agriculture based economic system of Nagaon district has made considerable progress. The district has also made considerable progress in educational scenario. Remarkable progress have also found in case of higher education among women. But even present the male folk rely more on female folk on the matter of domestic work which include cooking, cleaning, household, washing of cloth, rearing of children, maintaining of cattle etc. As all these work take away a lot of time of the women, they hardly get time to do something for their carrier development. The women who are engaged in teaching profession have got very less time to conduct professional development activities. In this study, all the objectives were examined carefully, systematically. The findings of the study according to different components of the statement are enumerated below-

5.1 Findings on Professional Development

- It has been found from the study that there are no differences between the urban and rural located colleges in case of academic carrier of the women teachers. Above

60% marks holder respondents in post graduate level have been found 43.4% in urban and 44.8% in rural located colleges. Above 60% marks holder respondents in graduate level have been found 29.9% in urban and 32.3% in rural area. Above 60% marks holder respondents in HSSLC have been found 54.3% in urban and 54.2% in rural located colleges. Above 60% marks holder in HSLC have been found 56.6% in urban and 53.1% in rural located colleges .No remarkable difference is found in case of academic background of the respondents in all education level between urban and rural colleges.

- Regarding the professional degree of the respondent it has been found that only 9.3% women teacher have B.Ed. degree, 6.3% have M.Ed. degree, 6.7% have LL.B degree, 35.1% have M. Phil degree and 22.6% have Ph. D. degree. The number of respondents who have professional degree apart from needed academic degree is not sufficient in the district.
- Another remarkable finding of the study is that short term professional courses have undertaken by a very small number of respondents i.e. only 3.3% during last five years.
- The study reveals that the percentage of women teachers is very less who have done refresher courses during last five years. Up to age group 45 only 32.6% respondents have done refresher courses, among which 20.1% have done in the universities within the state and12.6%, have done in the universities outside the state. Above age 45 only 34.3% respondents have done refresher courses, among which 23.8% have

done in the universities within the state and 10.5% have done in the universities outside the state during last five years. Due to the responsibility of in-laws and children generally women teacher are not able to attend refresher courses in outside the state universities.

- It has been found that among the 239 respondents only 15.5% have done orientation course up to age group 45. Above age group 45 only 16.3% respondents have done orientation courses during last five years. The percentages of respondents undertaking orientation courses in outside state universities are very less in both age group levels. It reveals that women teacher have to face constraints to attend the professional development courses staying away from family for long period.
- Another finding of the study is that only 41.0% respondents have participated national conference during the last five years .Among them 23.8% respondents up to age group 45 and 17.2% respondents above age group 45 have attended national conferences. In case of international conferences total 11.3% respondents have participated during the last five years. Among them 7.1% up to age group 45and 4.2% respondents above age group 45 have participated in international conferences.
- It has been found from the study that only 10.88% respondents have participated national seminars without papers. On the other hand 71.97% respondents have presented papers in national seminars during last five years. Among them 20.5% respondents have presented paper one time, two papers are presented by 22.18% and three papers are presented by 14.64% and four and more than four papers are

presented by 14.64% respondents . Highest number of papers presented by teacher individually is 20. The progresses have been found among the respondents to present quality papers in national seminars during the last five years. But it has been reported that 28.03% respondents have not totally presented paper in national seminar.

- It has been found from the study that only 10.9% respondents have presented papers in international seminars. Among them only one paper is presented by 8.37% and two papers are presented by 2.09% and three papers are presented by 0.42% respondents, no more than three papers are found among the respondents during the last five years.
- It has been found that very less number of respondents i.e. only 2 out of 239 i.e. 0.84% respondents have presented symposium papers during the last five years in urban and rural located colleges.
- Another important finding of the study is that a very small numbers i.e. 23.43% respondents have published paper in ISSN journals and books. In case of ISBN publication total 22.18% respondents have given positive responses. Publication of papers and articles in ISSN and ISBN journals and books by the respondent during last five years is not sufficient. Though, the publication of articles and papers in ISSN and ISBN number of books and journals are essential for the professional

development of the teachers in higher education yet, no such development is found among maximum number of respondents in the district.

- It has been found from the study that only 2 respondents out of 239 have published text book with ISBN. In case of reference books only 2 respondents out of 239 have given positive response about publication of one book. No positive response has been found in case of reference books with foreign collaboration.
- In case of UGC sponsored workshop 61.51% respondents have participated. Among them single workshop has participated by 22.59%, two workshop participated by 19.67% and three workshop have participated by 9.62% and four and more workshop have participated by 9.26% respondents during last five years.
- This study has shown that very small number of respondents i.e. 9.67% have done minor or major research project. Women teachers who have done minor research project is 8.32% and major research project done by 1.26% respondents during last five years.
- It has been found that no action research has conducted by respondents in urban located colleges during the last five years. Though action research is important for the teacher in higher education, yet no positive response has been found from the respondents both in urban and rural located colleges.

- It has been found out that the respondents in urban and rural located colleges of Nagaon district have not got the opportunities to visit foreign countries for studies with fellowship during last five years though, UGC has recently provided the opportunity to the college teachers.
- The study has shown that 75.31% respondents have done the duty of examiner and 27.20% have done the duty of head examiner, 18.83% have done internal examiner, guidance and supervisor duty have done by 7.95%, respondents during the last five years,
- Regarding subscribing National and International journals for professional development of the respondents, it has been found that National journals have subscribed by 52.30% and very small number respondents that 5.86% have subscribed international journal during the last five years.
- Another result of the study is that maximum number of respondents that is 207 out of 239 i.e. 86.6% have regular touch with internet but among them only 30 out of 239 i.e. 14.5% have accessed online journals. It can be concluded that the respondents have the opportunities of access online journals but they have limited awareness about it for their professional development.

5.2 Findings on Facility Available

- The study reveals that 37 respondents out of 239 i.e. 15.5% have agreed about the low level facilities available for their professional development. Total 202 out of 239 i.e. 84.5% have agreed about high level facilities available for their professional development. It can be noted that high level facilities are provided for maximum respondents for their professional development in urban and rural located colleges.
- There is no significant difference between urban and rural located colleges in case of facilities provided for the professional development of respondents. The minimum differences have been found in case of agree respondents between urban and rural respondents regarding the facilities available for their professional development. It has been concluded that there are equal facilities provided for professional development of respondents in urban and rural located colleges.

5.3 Findings on Constraints have faced by the respondents:

The study has found out that the mean score of the institutional constraints is 2.09 and SD is 1.177 which is 37% of total constraint. The mean score of family constraints is 2.30 and SD is 1.350 which is 41% of total constraint. The mean score of personal constraint is 1.21 and SD is 0.655 which is 22% of total respondents. It has been concluded that the mean score and SD of family constraint is higher than other two constraints. It has been found out from the study that maximum respondents have faced

family constraints for their professional development in urban and rural located colleges.

- It has been found from the Paired Samples Test that there is no significant difference between the institutional constraints and family constraints faced by the respondents for their professional development .The‘t’ value between institutional constraint and family constraint is 1.863 which is not significant at 0.05% level. But there is significant difference between institutional constraints and personal constraints. The‘t’ value is 10.729 which is significant at 0.05 level. On the other hand the family constraints and personal constraints have significant difference with‘t’ value 11.720 which is significant 0.05 level.
- One of the important findings of the study is that total 44.8% respondents have faced low level constraints. On the other hand 54.8% respondents have faced moderate level constraints and only 0.4% respondents have faced high level constraints for their professional development. The percentage is higher in case of moderate level constraints in comparison to other two levels of constraints. It has been found out that the respondents have to face moderate level constraints for their professional development.
- It has been found that though a very small number of respondents have faced high level constraints yet, the constraints No. 15 from the dimension of personal constraints, lack of sufficient time for study has most commonly faced by 87.9% respondents. The constraints No 4 from the institutional constraints i.e. lack of

available opportunities in the universities for Ph.D. and M. Phil has faced by 83.35% respondents. The constraint No 5 from the dimension of institutional constraints i.e. lack of facilities for information and technology in the college has been faced by 83.03% respondents for their professional development.

5.4 Findings on Teaching Competency Skills of Women Teacher:

- It has been found that in case of teaching competency skill only 1.1% of total respondents have superior level competency. 5.6% respondents have high level competency skill. 25.6% have above average level 47.8% have average level and 11.1% have below average level competency skill. On the other hand, 5.6% respondents have low level teaching competency skill and 3.3% respondents have inferior level teaching competency skill. It can be concluded that the majority of respondents have average or moderate level competency skill.
- Referring the study of the skill-wise level of teaching competency of the respondents, it has been found that in skill I (planning), the respondents have moderate level planning skill .In case of skill II (presentation) the respondents have low level presentation skill. Referring to skill III (Closing) the respondents have average level closing skill. Skill IV (Evaluating) the respondents have moderate level Evaluating skill. Skill V (Managerial) the respondents have average level managerial skill. It has been found that the respondents have four average level skills and one low level skill.
- The study reveals the impact of professional qualification on teaching skill. It has been found from the result of ANOVA that the ‘F’ value 1.508 for the skill I

(planning) is not significant at 0.01 level. The ‘F’ value 3.466 for skill II (presentation) is significant at 0.01 level. The ‘F’ value .393 for skill III (closing) is not significant at 0.01 level. The ‘F’ value .770 for skill IV (evaluation) is not significant at 0.01 level. The ‘F’ value 0.443 for skill V (managerial) is not significant at 0.01 level. The ‘F’ value 2.05 for these overall skills is significant at 0.01 level. It has been found that there are minimum impacts of professional qualifications on teaching competency skills.