

**THE PROBLEMS OF WOMEN TEACHERS WORKING IN  
SECONDARY SCHOOLS IN  
VISAKHAPATNAM DISTRICT- A STUDY**

*Investigator*

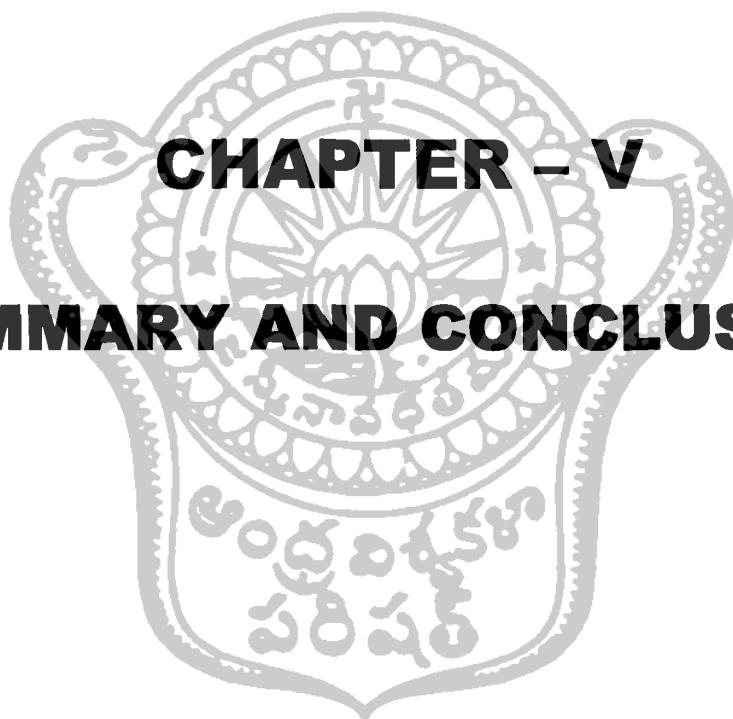
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## **CHAPTER – V**

# **SUMMARY AND CONCLUSIONS**



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### **SUMMARY AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

Education is perhaps the most powerful agency for bringing about a social, cultural and economic change. It is a deliberate and conscious activity on the part of any civilized and cultured society to help the individual to lead a socially useful and happy life.

The National Policy on Education (NPE) 1986 and modified Policy of 1992 and the Programme of Action of 1992 commit the entire educational system to work for women's equality and empowerment and accord a high priority to the education of women. Education of women plays an important role in the socio-economic development of a country.

The Education Commission (1964-66) points out, "in the modern world the role of the women goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom, Indian women fought side by side with men. This equal opportunity will have to continue in the fight against hunger, poverty, ignorance and ill health."

Therefore, the present investigation is primarily concerned with the problems faced by women teachers in secondary schools. After a number of prolonged



discussions with women teachers of varying age and experience, belonging to different areas and managements, the investigator has classified their problems under three categories, namely, (i) School Factor: Academic, (ii) School Factor Administrative and (iii) Personal Factor. Hence, the present investigate concentrated on the Problems faced by women teachers working in secondary schools in Vishakhapatnam District in relation to certain psychological variables, such as Interest in teaching, Attitude towards teaching, Security-Insecurity and Extroversion – Introversion.

The teacher in the 21<sup>st</sup> century is indeed a challenging responsibility. This is an age of Science and technology, computers and robots, nuclear power and space research. All these have brought about a revolutionary change in the role of the teacher in the present day world. The teacher should be a 'Change Agent' and not merely a transmitter of knowledge or culture.

The successful in the career of a teacher and to be an effective contributor for the progress of his students and society, the teacher should have genuine interest in his mission and also should have the right attitude to the noble teaching profession. Furthermore, a teacher to be an effective guide to his students should have a strong feeling of Security, which is one of the basic psychological needs and also should be an optimist, positive thinker and an extrovert in personality.

Hence the present study is concerned with all the above said characteristics which are very essential for making a teacher worthy of the profession which he has embraced.



## **5.2 NEED AND SIGNIFICANT OF THE STUDY**

To be a teacher in the 21<sup>st</sup> century is indeed a challenging responsibility. This is an age of Science and technology, computers and robots, nuclear power and space research. All these have brought about a revolutionary change in the role of the teacher in the present day world. The teacher should be a 'Change Agent' and not merely a transmitter of knowledge or culture.

To be successful in his career and to be an effective contributor for the progress of his students and society, the teacher should have genuine interest in his mission and also should have the right attitude to the noble teaching profession. Furthermore, a teacher to be an effective guide to his students should have a strong feeling of Security, which is one of the basic psychological needs and also should be an optimist, positive thinker and an extrovert in personality.

Hence the present study is concerned with all the above said characteristics which are very essential for making a teacher worthy of the profession which he has embraced.

A good number of investigators have taken up the study of the Interest and Attitude of the serving teachers as well as teacher trainees and also the Security and Personality type, both at secondary and collegiate level for their investigations both at home and abroad.



In this connection it should be pointed out that only a few researches were undertaken to investigate the problems experienced by the teachers, especially women teachers at secondary level in India. It may be said that no systematic steps have been taken to find out the problems specific to the women teachers.

Hence, the investigator, who herself as a teacher has ventured to investigate the problems of the women teachers in school and at home. Although Problems cannot be totally banished, they may be minimized. Only a teacher with minimum problems can be able to discharge his duties to the benefit of his students and to his satisfaction.

### **5.3 STATEMENT OF THE PROBLEM**

The later part of the last century and the first decade of the present century have witnessed a phenomenal growth of schools at all levels. Schools were also started in rural areas for the benefit of children living in rural areas. This has resulted in the large number of teachers recruited for the purpose. These teachers have experienced many problems arising out of Academic, Administrative aspects connected with the school and also their Personal problems. Teachers who have problems in school, society and at home cannot perform their duties in the proper way. So this study is undertaken with the primary aim of investigating the problems faced by women teachers serving in the secondary schools.



The Problem selected for the present study is entitled,  
**“THE PROBLEMS OF WOMEN TEACHERS WORKING IN SECONDARY SCHOOLS  
IN VISHAKHAPATNAM DISTRICT: A STUDY**

#### **5.4 OBJECTIVE OF THE STUDY**

##### **TO INVESTIGATE**

1. the problems faced by women teachers serving in Secondary schools in Vishakhapatnam District in general.
2. the problems pertaining to Academic and Administrative factors of the school and the Personal Problems of the women teachers serving in the Secondary schools in Vishakhapatnam in particular.
3. the relative strength of the problems faced by the women teachers with regard to the three factors, namely, Academic, Administrative and Personal.
4. the Correlation between the Problems faced by the women teachers as a whole and their Interest in teaching, Attitude towards teaching, Security and Personality type.
5. the Correlation between the Academic Problems faced by the women teachers and their Interest in teaching, Attitude towards teaching, Security and Personality type.
6. the Correlation between the Administrative Problems faced by the women teachers and their Interest in teaching, Attitude towards teaching, Security and Personality type.
7. the Correlation between the personal problems faced by the women teachers and their Interest in teaching, Attitude towards teaching, Security and Personality type.



8. the Correlation between Interest in teaching and Attitude towards teaching of the women teachers.
9. the Correlation between Interest in teaching and Security of the women teachers.
10. the Correlation between Interest in teaching and Personality type of the women teachers.
11. the Correlation between Attitude towards teaching and Security of the women teachers.
12. the Correlation between Attitude towards teaching and Personality type of the women teachers.
13. the Correlation between Security and Personality type of the women teachers.
14. the level (High, Moderate, Low) of Interest in teaching of the teachers serving in the Secondary schools in Vishakhapatnam District.
15. the level (High, Moderate, Low) of Attitude towards teaching of the teachers serving in the Secondary schools in Vishakhapatnam District.
16. the level (High, Moderate, Low) of Security of the teachers serving in Secondary schools in Vishakhapatnam District.
17. the type (Extrovert, Introvert, Ambivert) of Personality of the teachers serving in Secondary schools in Vishakhapatnam District.
18. the relationship of the Problems faced by the women teachers as a whole to the five biographical variables chosen for the study, namely, management, locality, qualification, age and experience.



19. the relationship of the Academic problems faced by the women teachers to the five biographical variables chosen for the study namely, management, locality, qualification, age and experience.
20. the relationship of the Administrative problems faced by the women teachers to the five biographical variables selected for the study, namely, management, locality, qualification, age and experience.
21. the relationship of Personal problems of the women teachers to the five biographical variables selected for the study, namely, management, locality, qualification, age and experience.
22. the relationship of the Interest in Teaching of the women teachers as a whole to the five biographical variables chosen for the study, namely, management, locality, qualification, age and experience.
23. the relationship of the Attitude towards teaching of the women teachers as a whole to the five biographical variables chosen for the study, namely, management, locality, qualification, age and experience.
24. the relationship of the Security of the women teachers as a whole to the five biographical variables chosen for the study, namely, management, locality, qualification, age and experience.
25. the relationship of the Personality of the women teachers as a whole to the five biographical variables chosen for the study, namely, management, locality, qualification, age and experience.
26. the Association of Total, Academic, Administrative and Personal Problems of the women's Teachers to the biographical variable, namely, the management of the school.



27. the Association of the Interest in Teaching, Attitude Towards Teaching, Security and Personality of the women teachers to the biographical variable, namely, the management of the school.
28. the Association of Total, Academic, Administrative and Personal Problems of the women's Teachers to the biographical variable, namely, the Experience.
29. the Association of the Interest in Teaching, Attitude Towards Teaching, Security and Personality of the women teachers to the biographical variable, namely, the Experience.

## 5.5 HYPOTHESES FORMULATED

1. 1. By and large, the level of Problems faced by women teachers serving in Secondary schools in Vishakapatnam district in general is at average level.
2. By and large, the level of the Academic Problems faced by women teachers is at average level.
3. By and large, the level of the Administrative problems faced by women teachers is at average level.
4. By and large, the level of the Personal problems faced by women teachers is at average level.
5. Comparatively women teachers face more Administrative problems than Academic problems.
6. Comparatively women teachers face more Personal Problems than Administrative Problems.
7. There is a Positive and Average level Correlation between the Problems faced by the women teachers as a whole and their



- a) Interest in teaching
  - b) Attitude towards teaching
  - c) Security, and
  - d) Personality type
8. There is a Positive and Average level Correlation between the Academic Problems faced by the women teachers and their
- a) Interest in teaching
  - b) Attitude towards teaching
  - c) Security, and
  - d) Personality type
9. There is Positive and Average level Correlation between the Administrative Problems faced by the women teachers and their
- a) Interest in teaching
  - b) Attitude towards teaching
  - c) Security, and
  - d) Personality type
10. There is a Positive and Average level Correlation between the Personal Problems faced by the women teachers and their
- a) Interest in teaching
  - b) Attitude towards teaching
  - c) Security, and
  - d) Personality type
11. There is a Positive and Average level Correlation between Interest in teaching and Attitude towards teaching of the women teachers.



12. There is a Positive and Average level Correlation between Interest in teaching and Security of the women teachers.

13. There is a Positive and Average level Correlation between Interest in teaching and Personality type of the women teachers.

14. There is a Positive and Average level Correlation between Attitude towards teaching and Security of women teachers.

15. There is a Positive and Average level Correlation between Attitude towards teaching and Personality type of the women teachers.

16. There is a Positive and Average level Correlation between Security and Personality type of the women teachers.

17. By and large, the level of Interest in teaching of the women teachers is at average level.

18. By and large, the level of Attitude towards teaching of the women teachers is at average level.

19. By and large, the level of Security of the women teachers is at average level.

20. By and large, the type of Personality of the women teachers is neither Extroversion nor Introversion, but Ambiversion.

21. There is no significant difference between the Problems faced by the women teachers as a whole and the five biographical variables selected for the study, namely,

- a) Management
- b) Locality
- c) Qualification
- d) Age, and



e) Experience.

22. There is no significant difference between the Academic Problems faced by the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification

d) Age, and

e) Experience.

23. There is no significant difference between the Administrative Problems faced by the women teachers and the five biographical variables selected for the study, Namely,

a) Management

b) Locality

c) Qualification

d) Age, and

e) Experience.

24. There is no significant difference between the Personal Problems faced by the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification



d) Age, and

e) Experience.

25. There is no significant difference between the Interest in teaching of the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification

d) Age, and

e) Experience.

26. There is no significant difference between the Attitude towards teaching of the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification

d) Age, and

e) Experience.

27. There is no significant difference between the Security of the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification

d) Age, and



e) Experience.

28. There is no significant difference between the Personality of the women teachers and the five biographical variables selected for the study, namely,

a) Management

b) Locality

c) Qualification

d) Age, and

e) Experience.

29. There is no significant Association between Total, Academic, Administrative and Personal Problems of the women's Teachers to the biographical variable, namely, the management of the school.

30. There is no significant Association between Interest in Teaching, Attitude Towards Teaching, Security and Personality of the women teachers to the biographical variable, namely, the management of the school.

31. There is no significant Association between Total, Academic, Administrative and Personal Problems of the women's Teachers to the biographical variable, namely, the Experience.

32. There is no significant Association between Interest in Teaching, Attitude Towards Teaching, Security and Personality of the women teachers to the biographical variable, namely, the Experience.



## **5.6 VARIABLES**

The following Biographical variable have been considered for the study.

1. Management
2. Local
3. Qualification both Academic and Professional
4. Age
5. Experience

The Psychological Variables selected for the study are.

1. Interest in Teaching
2. Attitude Towards Teaching
3. Security – Insecurity
4. Extraversion – Introversion of the personality of teachers

## **5.7 TOOLS USED**

The main tool on "Problems of Women Teachers in Secondary Schools" has been constructed and standardized by the investigator under the supervision of her guide. The tool consists of 75 items, covers 25 under each factor, namely, Academic, Administrative and home. The pilot study revealed the co-efficient as 0.788 by split-half technique. The content and validity of the tool were established by a panel of judges chosen for the purpose.

The tools chosen for psychological variables consist of 80 items. The tools on "Interest in Teaching Scale" a modified version with 20 items, " Attitude Towards Teaching Scale" with 30 items " Security – Insecurity scale " with 30 items and "Extroversion – Introversion scale " a modified version with 20 items. The pilot study yielded the correlation co-efficient for these tools as 0.712, 0.798, 0.803 and 0.752 respectively.



The gathered data has been analyzed Sample-wise, Factor-wise, Comparison-wise, Correlation-wise (problems), Correlation-wise (Psychological variables), Level-wise, variable-wise (Biographical), variable-wise (Psychological) and Association – wise. Each of the above mentioned analysis was intended to measure one characteristic of the indicators which show characters one identified and listed against these indicators the intensity levels of that indicators classified under 5-point scale, namely, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The tool is given in Appendix-I.

## **5.8 ADMINISTRATION OF THE TOOLS**

The problem selected for the investigation is entitled, THE PROBLEMS OF WOMEN TEACHERS WORKING IN SECONDARY SCHOOLS IN VISHAKAPATNAM DISTRICT-A STUDY

The main purpose of the present study is to investigate the problems, arising out of Academic, Administrative and home factors of women teachers serving in the Vishakapatnam District of Andhra Pradesh, India.

For this purpose 400 women teachers serving in the Secondary Schools were selected as sample. The Random sampling procedure was adopted for the selection of the teachers. The copies of the tools were administrated by the investigator herself in person to the responding teachers. The teachers were given necessary instructions before they started filling up the tools. The present study is a Narrative Descriptive Survey of study.



A total of 36 secondary schools were selected from 591 schools. 19 schools were selected from 470 schools in Rural areas and 17 schools were selected from 121 schools in Urban areas for the study. The sample consists of – Government schools, - Private Aided, - Municipality, - Corporation and – Residential Schools.

Statistical measures such as Measures of Central tendency, Measures of variability, Measures of Divergence from normality, levels of significance of difference and association as well as co-relational analysis were made use of for the purpose of analysis of the gathered data, for testing of the hypotheses formulated, and for drawing conclusions.

## **5.9 STATISTICAL TECHNIQUES USED**

The data collected were given statistical treatment to measure the Interest and Attitude of teachers towards teaching as well as their level of Security and type of Personality.

The following Statistical measures were applied in analyzing the data for drawing conclusions.

1. Measures of Central tendency
2. Measures of Variability
3. Measures of Divergence from Normality
4. Level of Significance of Difference
5. Correlational Analysis.



## **5.10 MAJOR FINDINGS OF THE STUDY**

1. The problems as a whole faced by women teachers serving in Secondary Schools in Vishakhapatnam District is at Moderate level.
2. The Academic, Administrative and Personal problems faced by women teachers are at Moderate level.
3. Women teachers experience (i) More Academic problems than Administrative Problems (ii) More Administrative problems than Personal problems and (iii) more Academic problems than Personal problems.
4. :i) A Positive and High level correlation exists between Problems as a whole and Personality of women teachers  
ii) A Positive and Moderate level correlation exists between Problems as a whole and Interest in teaching of women teachers.  
iii) A Positive and Moderate level correlation exists between Problems as a whole and Security of woman teachers  
iv) No significant correlation is found between Problems as a whole and Attitude towards teaching of women teachers.  
(v) No Significant correlation is noticed between Academic problems and Interest in teaching, Attitude towards teaching, Security and Personality of women teachers.
- 6: (i) A Positive and High level correlation exists between Administrative problems and Interest in teaching of women teachers



- (ii) A Positive and High level correlation is observed between Administrative problems and Security of women teachers.
- (iii) A Positive and High level correlation is noticed between Administrative problems and Personality of woman teachers
- (iv) No significant correlation exists between Administrative problems and Attitude towards teaching of women teachers.
- 7: (i) A Positive and High level correlation is observed between Personal problems and Personality of women teachers
- (ii) No significant correlation is noticed between Personal problems and Interest in teaching, Attitude towards teaching and Security of women teachers.
- 8: (i) A Positive and High level correlation is observed between Attitude towards teaching (i) Security and (ii) Personality of women teachers
- (ii) A Positive and High level correlation is found between Security and Personality of women teachers.
- (iii) No significant correlation is noticed between Interest in teaching and (i) Attitude towards teaching, and (ii) Personality of women teachers.
- 9: i) Interest in teaching and Attitude towards teaching of women teachers is at Moderate level.
- (ii) More women teachers are Extroverts than Introverts or Ambiverts



(iii) Regarding security, 51.3 percent of women teachers are at Moderate level, whereas 44.5 percent are at low level security.

10. No significant difference is found between Problems as a whole and Management, Locality, Qualification (Academic and Professional), Age and Experience of women teachers.

11. No significant difference is noticed between the Academic problems and Management, Locality, Qualification (Academic and Professional), Age and Experience of women teachers.

12. Significant difference is observed between Administrative problems and Management in the following sub-groups of women teachers

Private and Residential

Government and Residential

Government and Aided

Government and Municipal and Corporation

Aided and Residential

Residential and Municipal and Corporation

No significant difference is noticed in other sub-groups.

13 No significant difference exists between Administrative problems and Locality, Qualification (Academic and Professional), Age and Experience of women teachers.

14 No significant difference is found between Personal problems and Management, Locality, Qualification (Academic and Professional), Age and Experience.



15 Significant difference is observed between Interest in teaching and the sub-groups of Age, namely, Below 35 years and 35 to 45 years. In all other sub-groups of Age no significant difference is noticed.

16 No significant difference exists between Interest in teaching and Management, Locality, Qualification (Academic and Professional) and Experience.

17 Significant difference is found between Attitude towards teaching and the following sub-groups of Management

Private and Government

Private and Government Aided

Private and Residential

Government and Municipal and Corporation

In all other sub-groups of Management no significant difference is observed.

18 Significant difference is noticed between Attitude towards teaching and the following sub-groups of Professional Qualification

TTC and B.Ed.,

B.Ed., and M.Ed.,

No significant difference exists in the sub-group, M.Ed and TTC

19 No significant difference is observed between Attitude towards teaching and Locality, Age and Experience of women teachers.

20 Significant difference is found between Security and the following sub-groups of Management



**Government and Private**

**Government and Aided**

**Government and Municipal and Corporation**

In all other sub-groups of Management no significant difference is noticed.

21 Significant difference is observed between Security and Locality of women teachers.

22 Significant difference is found between Security and Academic qualification. No significant difference is noticed in Professional qualification of women teachers.

23 No significant difference is observed between Security and Age and Experience of women teachers.

24 Significant difference is noticed between Personality and the following sub-groups of Management.

**Government and Private**

**Government and Aided**

**Aided and Residential**

**Aided and Municipal and Corporation**

**Residential and Municipal and Corporation**

In all other sub-groups Management no significant difference is observed.

25 Significant difference exists between Personality and

**Locality of women teachers.**



**26 Significant difference is observed between Personality and the following sub-groups of Professional qualification**

TTC and B.Ed.

B.Ed. and M.Ed.

No significant difference exists in the sub-group M.Ed., and TTC

No significant difference is noticed between Personality and Academic Qualification of women teachers.

**27 Significant difference is found between Personality and the following sub-groups of Age**

Below 35 years and Between 35 and 45 years

Between 35 and 45 years and 45 years and 53 years

Between 35 and 45 years and above 553 years

In all other sub-groups of Age, no significance difference is noticed

**28 Significant differences is found between Personality and the following sub-groups of Experience of women teachers**

Up to 10 years and Between 10 and 20 years

Between 10 and 20 years and between 20 and 30 years

Between 10 and 20 years and above 30 years

In other sub groups of Experience, no significant difference is observed



## **ASSOCIATION - WISE FINDINGS**

I Significant Association is found in the following variables of women teachers.

- (i) Problems as a whole and Management
- (ii) Academic Problems and Management
- (iii) Personality and Management
- (iv) Personality and Experience

II No significant Association is observed in the following variables of women teachers

- (i) Personal problems and Management
- (ii) Interest in teaching and Management
- (iii) Attitude towards teaching and Management
- (iv) Problems as a whole and Experience
- (v) Academic problems and Experience
- (vi) Administrative problems and Experience
- (vii) Personal problems and Experience
- (viii) Interest in teaching and Experience
- (ix) Attitude towards Teaching and Experience
- (x) Security and Experience

### **5.11 RECOMMENDATIONS**

The main findings with regard to the Problems a whole and that of the Factors, Academic, Administrative and Personal of the women teachers reveal that all of them are at Moderate level.



The Comparative analysis of the study bring to light that women teachers experience more Academic and Administrative problems than Personal problems. Further, the levels of Interest in teaching, Attitude towards teaching and Security of women teachers are at Moderate level, and more women teachers are Extroverts than Introverts or Ambiverts.

Based on the above findings of the study, the following recommendations are offered by the investigator.

#### **ACADEMIC**

1. Whenever there is a revision of the curricula and Syllabi by SCERT, IASE / University Department of Education should undertake the responsibility of organizing special In-service training programmes by means of Orientation courses and workshops to update their knowledge and skills and to keep the teachers abreast of the present day trends in the Content of Instruction and the Methodology of teaching.

The DIETs, SCERTs and IASE Extension Services Departments should organize these programmes and they should be made compulsory for all teachers concerned.

2. It is also desirable to conduct a survey with a view to find out the views and opinion of the teachers regarding the implementation of the new reforms, which will serve as an effective means of feedback for educational administrators and Policy makers.
3. The Parent-Teacher Associations should be made to function regularly as well as meaningfully. It is desirable that officers of Education Department should also participate in the proceedings of these meetings as supervisors and guides.



4. Provision should be made for more curricular activities, such as, games and sports, fine arts etc, for students as most of the women teachers are extroverts.
5. In order to create more interest in teachers in teaching, to develop a positive and healthy attitude towards the profession and to make them a more secure, it is highly indispensable that an entrance examination to be conducted at the time of admission to DTEd and B.Ed. courses, to find out and assess their interest and attitude. Only those candidates who have the real interest and right attitude towards the profession should be selected for admission.

## **ADMINISTRATIVE**

1. The Department of Education should be very vigilant and strict in the implementation of the rules and regulations with regard to the infrastructural facilities and other basic amenities at the time of granting recognition to the schools. In addition to regular annual inspections, surprise visits should also be made by the Inspecting officers to findout whether facilities are properly provided and maintained
2. When drawing the time table, it should be taken into account that two periods of leisure is given to each teacher, one in the forenoon and another in the afternoon. Moreover, the substitution work should be totally avoided.
3. Clerical work, unconnected with Academic work should not be forced on the teachers, and expect on a few unavoidable occasions, teachers should not be made to stay back in the schools long after working hours.
4. The Department of Education in cooperation and coordination with the State Transport Department should make necessary arrangement for plying buses to



and fro from the schools, both in the morning and evening for the convenience and safety of the students, especially girls and staff.

#### **PERSONAL:**

1. The place of work for women teachers should be nearer to their residence so that they can able to concentrate and spend valuable time with students and work efficiently and avoid frustration.
2. The home atmosphere of women teachers should be healthy people at home should support and encourage them which will help to improve their efficiency at working place.
3. Husband and wife should have good understanding and should maintain a peaceful harmony. It will improve the moral environment of the family.
4. Women teachers should be given guidance about time management so that they can be able to satisfy both household and carrier responsibilities. Counseling should be given for the domestic worries as they can able to concentrate and work effectively in their work place.

#### **5.12 CONCLUSIONS**

The study has highlighted that Problems of women teachers are at a moderate level. In order to minimize their problems and to bring down the problems to the lowest level, the Managements of schools should come forward whole heartedly and cooperate with the Education department in following the rules and regulations very strictly. The school environment should be made very healthy so that the teachers will breathe the air of joy and satisfaction. Only such an atmosphere will enthuse and energise the teachers to express all their creative talents to the full and enable them to get more involved with a high sense of commitment to the great task that is set before them.



## **5.13 EDUCATIONAL IMPLICATIONS**

1. By reducing the number of students in each classes will increase the efficiency of teachers and improve the learning ability of the students.
2. Teachers are not able to pay attention towards girl students as they are not aware of home back ground. Teachers should meet the parents once in a month in the school to discuss about the academic work and socio-economic condition of the family.
3. The Recreational facilities for women teachers should be provided to relieve stress, tension and strain.
4. Substitution work should not be given as it increases the work load and lead to frustration, disinterest and lack of efficiency in work.
5. Training in guidance and Counseling should be made compulsory for all the women teachers as they can able to find out the Psychological disorders and disability of learning among the students to give proper guidance.
6. Both father and mother should be made to attend PTA meetings which will help the students to progress academically.
7. Infrastructure facilities of rural schools should be increased as this will improves the quality of education and increases the enrollment of the students minimizes the dropouts.
8. Awareness programmes with regards to girl's education must be organized by schools which will enhance the enrollment of girl students. Awareness about higher education and job opportunities should be given to girl students.
9. During the time of training women teachers should be motivated towards teaching.



10. Gender discrimination should not be shown in the teaching profession.

#### **5.14 SUGGESTIONS FOR FURTHER STUDIES**

The present investigation is an attempt to explore the Problems faced by women teachers both in school and at home.

Though the study has brought to light some of the important issues related to the problems of women teachers, it has raised a number of thought-provoking questions which require further investigation.

The following are a few areas suggested for further investigation.

1. An investigation may be undertaken using the present tool to study the Problems of women teachers under the same factors in other districts of Andhra Pradesh for the purpose of comparison.
2. Studies may be undertaken using the present tool to study the Problems of women teachers using the psychological variables, such as, Job satisfaction, Life satisfaction, Self- concept, Self-Acceptance, Self-confidence and so on.
3. An investigation may be undertaken to study the involvement of Parents and the commitment of the community in Girls' education in view of "Education for All"
4. A tool may be evolved and standardised to explore the Expectations of the women teachers and their attainments.

