

# A STUDY ON PROBLEMS FACED BY WOMEN TEACHERS IN HIGHER EDUCATION INSTITUTIONS IN COIMBATORE

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## Abstract –

The purpose of this study is to investigate the different issues and difficulties that female instructors in higher education institutions encounter. Notwithstanding notable advancements in gender equality, women in academia still face several barriers that impede their ability to advance professionally and maintain their personal wellbeing. The goal of the study is to identify these obstacles, which include restricted professional growth prospects, lack of support and mentorship, gender prejudice, and problems with work-life balance. The study aims to provide suggestions for establishing a more welcoming and encouraging atmosphere for female instructors in higher education by comprehending these issues.

**Keywords:** Women teachers, higher education, gender bias, work-life balance, mentorship, career advancement, inclusivity.

## 1.INTRODUCTION

Women professors face several challenges in higher education that impact their personal and professional life. Even though there has been a lot of progress toward gender equality, many female educators continue to deal with persistent issues such as gender prejudice, balancing work and family responsibilities, and limited opportunities for professional advancement. The intersection of societal expectations and job responsibilities sometimes leads to undue pressure for academic women, which can lead to stress and burnout. The lack of adequate mentoring programs and support networks makes it difficult for female educators to thrive and reach their full potential in the academic setting. These problems must be resolved if all instructors are to work in a more accepting and supportive atmosphere.

## 2. STATEMENT OF THE PROBLEM

In higher education, female instructors face several obstacles that hinder their growth as professionals and general well-being. Gender prejudice, difficulties with work and personal obligations, a lack of mentorship, and restricted professional growth chances are still common problems despite improvements in gender equality.

## 3. OBJECTIVE OF THIS STUDY

To Identify and analyze these obstacles, focusing on their impact on women educators' careers and lives.

## 4. REVIEW OF LITERATURE

A study by Hassan and Babu (2021) emphasizes the importance of education in empowering women and highlights the persistent gender roles that women in academia must navigate.

Hasib et al. (2022) focuses on the work-life balance of women teachers, noting that traditional family responsibilities often hinder their professional advancement.

Singh (2016) discusses the gender disparity in education and the need for gender-specific pedagogy to support women in higher education.

Xi Lin (2016) This research reviews the literature on the obstacles and difficulties faced by women adult students at universities and colleges in the United States. The findings showed the most important factors linked to obstacles and difficulties of this group include commitments with numerous tasks, a lesser degree of self-confidence and inadequate family and social support. Suggestions and consequences of helping this student group are addressed. The aim of this research is to increase awareness of the challenges that women adult students face. It is also anticipated that this particular student group would get greater assistance from family, friends, schools and communities.

Lin and Wang's (2015) Studies showed that adult women returned to school because they wanted to catch up with other family members or to create a role model for their children. As a consequence, family support would provide inspiration and

encouragement to female adult students throughout the course of their studies.

Plageman and Sabina (2010) Having examined the relationship between family members and female adult students, mothers played important support roles among their families for female adult students, as well as for future achievements, and persisted in higher education, while support from both spouses and children, as reported by their present family members, is important for women Some women think that greater education would be of value to themselves and the whole family

## 5. RESEARCH METHODOLOGY

This study employs a mixed-methods research design to comprehensively explore the problems faced by women teachers in higher education institutions. The quantitative component involves the distribution of structured surveys to a diverse sample of women educators across various institutions, aiming to gather data on their experiences with gender bias, work-life balance, mentorship, and career advancement opportunities.

The qualitative component includes in-depth interviews with a select group of participants to gain deeper insights into their personal and professional challenges. The combination of these methods allows for a robust analysis, ensuring both breadth and depth in understanding the multifaceted issues that women teachers encounter in academia. Data will be analyzed using statistical software for quantitative findings and thematic analysis for qualitative insights, ultimately leading to actionable recommendations for fostering a more inclusive academic environment.

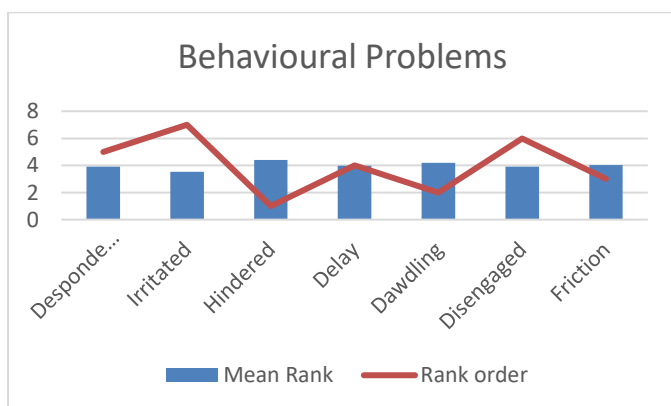
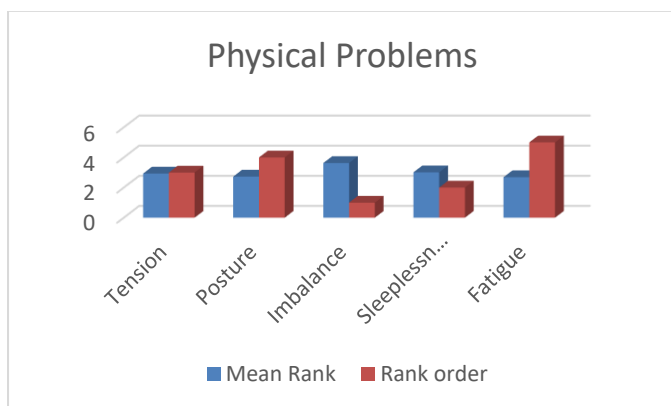
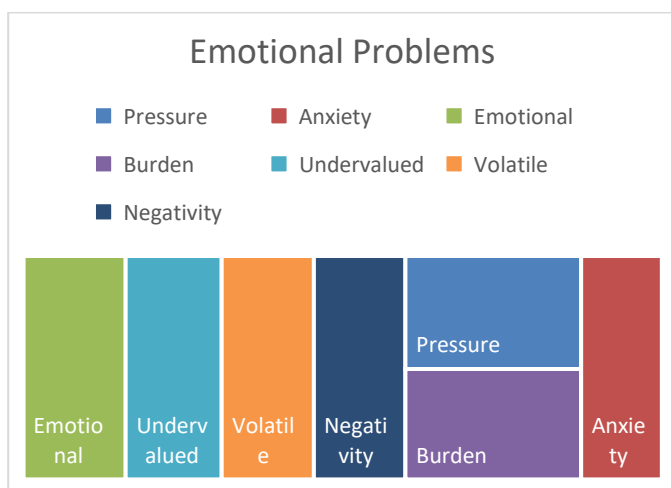
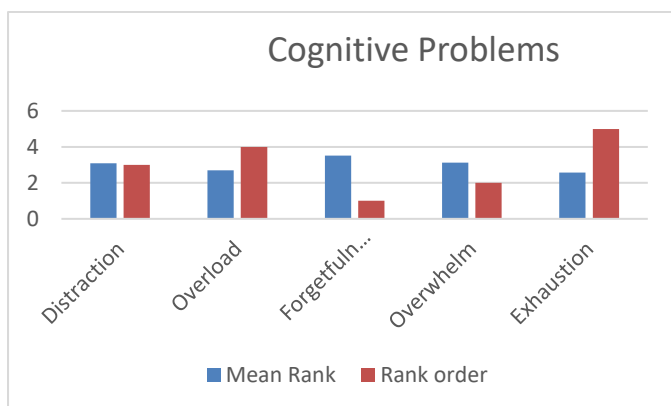
## 6. ANALYSIS AND INTERPRETATION

**Table -1:** Problems Faced By Women Employees In Higher Education Sector (Rank Analysis)

Cognitive Problems	Mean Rank	Rank order	Test Statistics <sup>a</sup>	
Distraction	3.09	3	N	150
Overload	2.7	4	Chi-Square	33.109
Forgetfulness	3.51	1	df	4
Overwhelm	3.12	2	Asymp. Sig.	0
Exhaustion	2.58	5		

Emotional Problems	Mean Rank	Rank order	Test Statistics <sup>a</sup>	
Pressure	3.89	5	N	150
Anxiety	3.54	7	Chi-Square	17.688
Emotional	4.49	1	df	6
Burden	3.81	6	Asymp. Sig.	0.007
Undervalued	4.21	2		
Volatile	4.04	3		
Negativity	4.02	4		
Physical Problems	Mean Rank	Rank order	Test Statistics <sup>a</sup>	
Tension	2.93	3	N	150
Posture	2.73	4	Chi-Square	34.245
Imbalance	3.63	1	df	4
Sleeplessness	3.01	2	Asymp. Sig.	0
Fatigue	2.69	5		
Behavioural Problems	Mean Rank	Rank order	Test Statistics <sup>a</sup>	
Despondency	3.92	5	N	150
Irritated	3.53	7	Chi-Square	14.164
Hindered	4.41	1	df	6
Delay	3.99	4	Asymp. Sig.	0.028
Dawdling	4.2	2		
Disengaged	3.92	6		
Friction	4.03	3		

The study identifies a number of behavioral, emotional, physical, and cognitive issues that female instructors at higher education institutions deal with. Forgetfulness is the most common cognitive problem, followed by sensations of overwhelm and distraction; fatigue and stress are less important. Feelings of being emotional and underappreciated are the main causes of emotional difficulties; pressure, load, and worry rank lower on the list. Unbalance and insomnia are the most common physical concerns, but stress and posture difficulties are less common. According to behavioral problems, annoyance comes in last, while being hampered and sluggish are the main issues. These results, which are corroborated by noteworthy Chi-Square test results, highlight the complex obstacles faced by female instructors and the necessity of focused interventions to deal with these problems.



## 7.FINDINGS

The study uncovers several key challenges faced by women teachers in higher education institutions, categorized into cognitive, emotional, physical, and behavioral problems:

### 1. Cognitive Problems:

- cognitive problems, forgetfulness was ranked the highest with a mean score of 3.51, followed by feeling overwhelmed at 3.12, distraction at 3.09, overload at 2.7, and exhaustion at 2.58.

Forgetfulness: Women teachers often experience forgetfulness due to the high demands of their roles.

Overwhelm: Feelings of being overwhelmed are common, contributing to cognitive strain.

Distraction: Distraction is a notable issue, affecting their ability to focus on tasks.

Overload and Exhaustion: These are less significant but still prevalent issues.

### 2. Emotional Problems:

- Emotional problems showed that being emotional had the highest mean score of 4.49, followed by feeling undervalued at 4.21, volatile at 4.04, and negativity at 4.02, with pressure and anxiety scoring 3.89 and 3.54, respectively.

Emotional Burden: Women educators frequently feel emotionally burdened, impacting their mental well-being.

Feeling Undervalued: Many women teachers report feeling undervalued in their institutions.

Volatility: Emotional volatility is a common challenge.

Pressure, Anxiety, and Negativity: These emotions, while significant, are comparatively lower in prevalence.

### 3. Physical Problems:

- physical problems, imbalance topped the list with a mean score of 3.63, followed by sleeplessness at 3.01, tension at 2.93, posture issues at 2.73, and fatigue at 2.69.

**Imbalance:** Physical imbalance is a leading issue, affecting their overall health.

**Sleeplessness:** A common problem, resulting from work-related stress.

**Tension and Posture Problems:** These physical issues are prevalent among women educators.

**Fatigue:** A recurring issue due to the demanding nature of their work.

#### 4. Behavioral Problems:

- Behavioral problems highlighted that being hindered had the highest mean score of 4.41, followed by dawdling at 4.2, friction at 4.03, delay at 3.99, despondency and disengagement both at 3.92, and irritation at 3.53.

**Being Hindered:** Women teachers often feel hindered in their professional roles.

**Experiencing Friction:** Interpersonal friction is a significant challenge.

**Dawdling and Delay:** Procrastination and delays in tasks are common behavioral issues.

**Despondency and Irritation:** These emotions, while prevalent, are less significant than other behavioral challenges.

#### 8.SUGGESTIONS

- Gender Sensitivity Training:** Conduct comprehensive gender sensitivity training for all staff to minimize gender bias and create an inclusive atmosphere.
- Mentorship Programs:** Establish structured mentorship programs to support women teachers' professional growth and career advancement.
- Work-Life Balance Initiatives:** Implement flexible working hours, telecommuting options, and childcare support to help women balance work and family responsibilities.
- Mental Health Support:** Provide access to counseling and mental health resources to assist women in managing stress and emotional burdens.
- Physical Wellness Programs:** Introduce wellness initiatives, including yoga, ergonomic assessments, and fitness activities to address physical health concerns.

These suggestions aim to foster a supportive and equitable environment for women educators in higher education institutions.

#### 9. CONCLUSIONS

The study reveals that women teachers in higher education institutions face significant challenges that impact their professional development and overall well-being. Major cognitive problems include forgetfulness, overwhelm, and distraction. Emotional challenges are led by feelings of being emotional, undervalued, and volatile. Physical issues primarily involve imbalance and sleeplessness, while behavioral challenges include being hindered and experiencing friction. The findings underscore the need for targeted interventions to address these multifaceted issues and create a more inclusive and supportive environment for women educators. By implementing strategies to reduce gender bias, enhance mentorship, and improve work-life balance, higher education institutions can support the professional growth and well-being of women teachers.

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