CHAPTER VII

SUMMARY OF MAJOR FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 Introduction

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7.4 Conclusion
7.1 INTRODUCTION

In India, education is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. The various articles of Indian Constitution provide for education as a fundamental right. Indian education system is divided into different levels: pre primary level, primary level, elementary education, secondary education, under graduate level and postgraduate level. Eighty percent of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country.

India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps to coordinate between the Centre and the State. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions.

The study under investigation covers the only women teachers working in Arts and Science Colleges of Tamil Nadu. It covers three types of institutions such as Aided, Government and Self Finance Arts and Science Colleges. The primary object of the study is to analyse the various problems faced by women teachers in colleges such as personal, family,
economic, organizational, departmental and psychological problems. The study covers socio economic characteristics of sample respondents in the study area. Moreover, it deals with the factors motivating women teachers to choose teaching profession. It also brings into light the perceptions of women teachers towards working conditions such as infrastructure, work environment work group and salary and perks. It also covers the expectations of women teachers regarding job security and environment, financial concessions and benefits, less management interference, personality development and character formation and appreciation and recognition.

7.2 SUMMARY OF MAJOR FINDINGS

7.2.1 Socio-Economic Characteristics

The various socio economic characteristics analysed are age, marital status, community, educational qualification, designation, subject specialization, teaching experience, salary, type of family, number of members in the family, area of residence, distance of residence, nature of institution, location of institution, type of conveyance and occupation of father/husband.

It was found that, a majority of 50, 35 and 40 per cent of the sample respondents in Government, Aided and Self Finance Colleges are in the age group of ‘above 50 years’, ‘less than 30 years’ and ‘30-40 years’ respectively. A majority of 60 per cent of sample respondents in Aided, 80
per cent in Government and 70 per cent in Self Finance Colleges are married.

It is inferred from the analysis that, a majority of 55 per cent of sample respondents in Aided Colleges, 50 per cent in Government Colleges and 80 per cent in Self Finance Colleges belong to BC category. A majority of 70 per cent of Government college teachers have completed their Ph.D since they are experienced teachers. A majority of 65 per cent of sample respondents in Aided Colleges cleared NET/SET/SLET/SLST. In Self Finance Colleges, a majority of 80 per cent have only M.Phil degree. A majority of 80 per cent of sample respondents of Aided College teachers and 60 per cent Self Finance College teachers are Assistant professors, since they are normally youngster. But in Government Colleges, 50 per cent of the teachers are to Associate Professors and 50 per cent are Assistant Professors.

It is inferred from the analysis that a majority of 60 per cent of Government College teachers belong to arts subjects, 35 per cent in Aided Colleges belong to science and 40 per cent of the Self Finance College teachers are specialized in commerce and 30 per cent in computer science since these two courses are attractive to Self Finance Colleges. It is found that 35 per cent of Aided College teachers and 40 per cent of self finance teachers have 10-20 years of experience. Regarding salary it is inferred that it is at according to the experience the teachers.
The highest of 85 per cent of Aided, 70 per cent of Govt. and 80 per cent of Self Finance College teachers belong to nuclear family. It is evident that, a majority of 40 per cent of Aided and Government and 60 per cent of Self Finance College teachers have only three members in their family since most of the sample respondents belong to nuclear family in order to cope up with the standard of living. A majority of 50 per cent of sample respondents in Government Colleges and 40 per cent in Self Finance Colleges are residing in urban and semi urban areas respectively. An equal of 35 per cent of Aided College teachers are residing in rural and semi urban areas. It is clear from the analysis that a majority of 45 per cent of Aided College teachers and 60 per cent of Government College teachers and the same 60 per cent of Self Finance College teachers are residing more than 6 kms away from their college so as to avoid their responsibilities. An equal of 50 per cent of Aided College teachers belong to Autonomous and Non Autonomous colleges and 40 per cent of Government College teachers belong to Autonomous and in Self Finance Colleges, 100 per cent sample respondents belong to non Autonomous institution.

A majority of 70 per cent of Self Finance Colleges and 65 per cent of Aided College teachers are working in rural areas. An equal of 30 per cent of Government College teachers are working in rural, urban and semi urban areas for each. Fifty per cent of Government college teachers and 35 per cent of Aided College teachers are using cars for coming to the colleges since
their income and standard of living is high and they are permanent employees. A majority of 70 per cent of Self Finance College teachers use their College bus for coming to College. It is inferred from the analysis that 40 per cent of the husband/father of Government college teachers and 30 per cent of husbands/father of Aided College teachers are doing business. An equal percentage of 30 per cent of husband/ father of Aided College teachers are private employees. It is also seen that 30 per cent of husband/father of Self Finance College teachers are Government employees. It shows that a majority of the husband /father of Government and Aided College teachers are not Government employees.

7.2.2 Factors Motivating Women Teachers to choose teaching

Profession and their Perception towards Working Conditions

Factors of motivation

Twenty-one factors of motivation were analyzed by grouping them into five factors such as Noble Profession, Job satisfaction, Social Transformation and Social Change, Community Relationship and Human Resource Development. It was found that there is a high association among all the attributes within the five factors because of its high communality value. Regarding the impact of motivation factors on the overall perception, among the five factors, two factors namely Job Satisfaction and Community Relationship were significant at 1% level, one factor i.e., Human Resource Development was significant at 5% level and two other factors namely
Noble Profession and Social Transformation and Social Change were found to be insignificant.

Perception of Women Teachers towards Working Conditions

Regarding the perception of women teachers towards working conditions, such as Infrastructure, Work Environment, Work Group and Salary and Perks, most of the factors were significant at 1% and 5% levels.

Infrastructure includes Building facilities, Classroom facilities, Laboratory facilities, Library facilities, Canteen and other facilities. Regarding the perception of women teachers towards Infrastructure, the factors such as ‘buildings are maintained properly’, ‘there are separate multipurpose hall for conducting seminar’, ‘there is a computer lab with adequate computers, ‘there are good science laboratories with adequate equipments, ‘the library is built with careful planning having adequate furniture with reading rooms and stock rooms’, ‘college canteen provides snacks and meals with nominal price’, ‘there is intercom and fax facility in the college’, ‘there is a post office and bank nearby’ were significant at 1% level and only one factor, ‘there are adequate classrooms with good lighting and ventilation facility’ was significant at 5% level. And factors like ‘there is adequate building facilities in the college’, ‘classrooms are arranged systematically’, ‘there is a good internet facility in the college’, ‘lighting and ventilation is suitable in the library for reading books’, ‘there is good communication towers nearby’ were found to be insignificant.
Work Environment includes Management, Environment and Principal. Regarding the perception of women teachers towards work environments, the factors such as ‘The management is cooperative’, ‘there is good performance appraisal system’, ‘there is good and neat lavatory’, ‘there is good drinking water facility’, ‘there is good parking facility’, ‘the principal is easily approachable and flexible’, ‘encouraging and motivating the teachers for professional development’, ‘the principal is systematic and transparent in her work’ were significant at 1% level and factors such as ‘the management treats all the teachers fairly without bias’, ‘the management recognizes and awards the good and hard works of the teachers’, ‘there is neat and clean atmosphere in the college’, ‘atmosphere makes the teaching –learning process easy’ and ‘the principal acts as role model’ were found to be insignificant.

Work Group includes HOD and Colleagues and Students. Regarding the perception of women teachers towards work group, the factors such as ‘colleagues are supportive’, ‘helpful to each other’ and ‘close association beyond professional relationship’ were significant at 5% level and some other factors like ‘there is parent teachers association functioning well, ‘there is a availability of cooperative store, rest room and sick rooms were significant at 1% level. Factors such as ‘colleagues are courteous’ ‘there is Alumni Association functioning well’ and ‘no professional jealousy’ were found to be insignificant.
Regarding the perception of women teachers towards Salary and Perks, factors such as ‘no priority is given to my wards in admission’, ‘no day care facility’ were significant at 1% level and two other factors such as ‘I aim not satisfied with present emoluments’, ‘no priority is given towards in appointments’ were found to be insignificant. It was found that the perception of women teachers working in Aided Colleges towards salary and perks is higher than Self Finance and Government College teachers.

Perception Index each perception and overall perception were found out. The analysis of Infrastructure Perception index(IPI) reveals that majority of women teachers working in Colleges (50.8%) falls under the category of IPI of 75-100 per cent in total. The same situation is revealed as regard to Aided and Self Finance College teachers with maximum of 60.7 per cent and 56 per cent respectively to their total in the same category of IPI of 75-100 per cent. However, in the case of Government College teachers, their IPI of 50-75 per cent constitute the maximum of 57.3 per cent as to their total. It implies that the perception of women teachers working in Aided and Self Finance Colleges towards Infrastructure is high compared to perception of Government College teachers. The perception of Government College teachers towards infrastructure is moderate. Among the women teachers working in Aided and Self Finance Colleges, the perception towards Infrastructure is high compared to Government college teachers. .
Regarding Work Environment perception index, among all the three categories of women teachers working in colleges, the maximum of 57.7 per cent, 56.7 per cent and 74.7 per cent of respondents in Aided, Government and Self Finance Colleges respectively fall in the same WEPI OF 75-100 per cent. Thus, the work environment Perception index (WEPI) analysis implies that the perception of women teachers working Aided, Government and Self Finance Colleges have same perception towards work environment and their perception is high towards work environment.

Regarding the Work Group Perception Index (WGPI), a majority of 51.2 per cent of Women Teachers fall under 50-75 per cent of WGPI. Likewise, a majority of 45 per cent of Government and 63.3 per cent of Self Finance College teachers came under the same WGPI of 50-75 per cent. Thus, the Work Group Perception index analysis implies that the perception of women teachers working Aided, Government and Self Finance Colleges is the same and their perception is high towards work group.

Regarding Salary and Perks Perception Index (SPPI), in total, a majority of 84.8 per cent of Women teachers fall under 50-75 per cent of SPPI. Likewise, a majority of 89.7 per cent of Aided, 70 per cent Government and 90 per cent of Self Finance College teachers came under the same SPPI of 50-75 per cent. Thus, the analysis on the Salary and Perks Perception Index reveals that the majority of the women teachers have high perception towards salary and perks.
The perception of women teachers working in Aided, Self Finance and Government was moderate towards Infrastructure and high towards Work Environment, Work Group and Salary and Perks. In general, the Perception of Women teachers working in Aided, Government and Self Finance Colleges is high towards Working Conditions.

The overall perception index analysis reveals that, in total, a majority of 58.7 per cent of women teachers working in colleges are having OPI of 50-75 per cent. It is followed by 34.3 per cent of the respondents who have OPI of 75-100 per cent. Among all the three categories of the women college teachers, a majority of 55.7 per cent, 58 per cent and 65.3 per cent as to their total for Aided, Government and Self Finance Colleges are having the same OPI of 50-75 per cent. Thus the study implies that the women teachers working in Aided, Government and Self Finance Colleges have same perception towards working conditions and their perception towards working condition is high.

Impact of personal profile on overall perception towards working conditions

The impact of personal profile on overall perception towards working conditions reveals that among the Aided women college teachers, the variables such as education, designation, teaching experience, salary and occupation of spouse were significant at 1% level and one variable i.e. ‘type of family’ was significant at 5% level and the other variables such as
community, distance of residence, nature of institution and location of institution were found to be insignificant.

Among the Government college teachers, the variables, such as marital status, designation, teaching experience, salary and occupation of the spouse were significant at 1% level, ‘education’ is significant at 5% level and the other variables such as community, type of family, distance of residence, nature of institution and location of institution were found to be insignificant.

Among the Self Finance College teachers, the variables such as education and occupation of the spouse were significant at 1% level; the variables such as age, marital status, designation, teaching experience and salary were significant at 5% level. Other variables such as type of family, distance of residence, nature of institution and location of institution were found to be insignificant.

7.2.3 Occupational Problems of Women Teachers Working in Colleges

Perception of Women Teachers working in Colleges towards Occupational Problems was analyzed under six main headings such as Personal, Family, Economic, Organizational, Departmental and psychological using F statistic.

Personal problems of Women Teachers include Health related problems, Skill related problems, Personality related problems, Student related problems and problems of external force. It is revealed that Health
related problems were more among Self Finance College teachers than the Aided and Government College teachers since the mean score of Self Finance College teachers is higher than others. The highly perceived reason among the Self Finance College teachers is “dust allergy” and in Aided College and Government College teachers, the highly perceived factor is “throat infection”. Among all the respondents working in all the three types of institutions, the highly perceived reasons are ‘dust allergy’ and ‘throat infection’

The perception of Aided College teachers towards skill related problems is more than the perception of Government and Self Finance College teachers. Regarding the perception of Aided College teachers towards skill related problems, the highly perceived reasons were ‘the aptitude for teaching is poor’, ‘lack of black board writing skill and use of teaching aids’ and ‘lack of skill in operating computers internet’. Among the Government and Self Finance College teachers, the highly perceived reasons are ‘the aptitude for teaching is poor’ and ‘lack of skill in operating computers and internet’.

The perception of Aided College teachers towards Personality related problems is more than the perception of Government and Self Finance College teachers. Among the Aided and Government College teachers, the highly perceived reasons were, ‘no soft skill training’, ‘less interpersonal relationship’ and ‘no power and authority’. Among the Self Finance College
teachers, the highly perceived reasons were ‘less interpersonal relationship’ and ‘no power and authority’.

The perception of Self Finance College teachers towards Student related problems is higher than the perception of Aided and Government College teachers. Among the women teachers working in Self Finance Colleges, the highly perceived reasons were ‘no competitive spirit among students’ and ‘the students are not challenging’. Among the women teachers working in Aided and Government colleges, the highly perceived reasons were ‘no competitive spirit among students’ ‘lack of understanding of English language by the students’ and ‘the students are not challenging’.

The perception of Government College teachers is higher than Aided and Self Finance College teachers towards the problems of External force. Among all the Government, Aided and Self Finance College teachers, the highly perceived reasons are “mode of transport” and “no concession in the canteen”. The analysis of Personal Problem Index (PPI) reveals that majority of women teachers (70.7 %) falls under the category of 50-75 per cent PPI. It implies that the personal problem among the respondents is above average and it is accepted that the women teachers are having their own personal problems related to teaching and their perception level is less compared to their problems.

Family Problems of Women teachers include Home Atmosphere, Gaps in Relationship and Responsibility at Home. The perception of Self
Finance College teachers towards Home Atmosphere is higher than that of Aided and Government College teachers. Among the Self Finance College teachers, the highly perceived reason is “family members are more”. Among the Aided College teachers, the highly perceived reasons are “lack of family support” and “not able prepare lessons at home”. Among the Government College teachers, the highly perceived reasons are “Not able to prepare lesson at home”, “taking care of children”.

The perception of Self Finance College teachers is more than the perception of Government and Aided college teachers towards the problem of gaps in relationship. The highly perceived reasons among Self Finance College teachers are “women teachers are away from the home”, “poor cooperation among members of the family”. The highly perceived reason among Government and Aided College teachers is the “Father/ Husband is away from home” which is entirely different from Self Finance College women teachers.

The perception of the Self Finance College teachers towards ‘problem of responsibility at home’ is higher than the perception of Aided and Government College teachers. All the reasons among Self Finance College teachers are high compared to Aided and Government College teachers. The highly perceived reasons among the Self Finance College teachers are “the age of the children is two to five”, “many brothers-in-law and sisters-in-law” and “looking after the studies of my children”. Among the Aided
College teachers, the highly perceived factors are “full management of family” and “looking after the studies of children”. Among the Government College teachers, the highly perceived factors are “looking after the aged members of the family” and “full management of family”.

The analysis of Family Problem Index (FPI) reveals that a majority of women teachers working in colleges (49.8%) falls under the FPI of 50-75 per cent in total and also separately in Aided, Government and Self Finance Colleges score of 50 per cent 49.3 per cent and 50 per cent respectively under the same FPI of 50-100 per cent. It implies that the perception of Women teachers working in Colleges towards family problem is above average.

Economic Problems of Women Teachers include Charges and Fees, Financial Commitments and Pay related Problems. The perception with regard the problem of Charges and Fees of Self Finance women college teachers are more than Aided and Government College teachers. The highly perceived reason among the Self Finance and Aided College teachers the highly perceived reason is “the hire charges for transport are high”. Among the Government College teachers, the highly perceived reason is “the rental charges of my house is high”

The perception of the Self Finance College teachers towards financial commitment is more than that of Aided and Government College Teachers. The highly perceived reasons among the Self Finance and Aided College
teachers are “getting loan from money lenders” and “financial problems affect teaching”. Among the Government College teachers, the highly perceived reasons are “the school college fee of my children is high” and “taking loan in provident fund”.

The perception towards pay related problems of Self Finance College teachers is more than Aided and Government college teachers. The highly perceived reasons among Self Finance College teachers are “provident fund facility is not satisfactory”, “No UGC scale of pay” and “less or no increment in salary”. Among the Aided College teachers, the highly perceived reasons are “provident fund facility is not satisfactory” and “inadequacy of salary”. Among the Government College teachers, the highly perceived reason is “HRA is not adequate”. It is also inferred that the factor “provident fund facility is not satisfactory” is common to all the women teachers working in the three types of colleges whether it is GPF, CPF or EPF. The analysis of Economic problem index (EPI) reveals that, in total, the perception women teachers working in colleges towards Economic problems are high and in Government Colleges, the perception towards Economic problem is moderate.

Organizational Problem include Management related Problem, Peer Group problems, Salary related problems, Leave facility related problems, Infrastructure related problems, Teaching Aids related problem and Victimization.
The perception towards management related problems of Government College teachers are more than the perception of Aided and Self Finance College teachers. The highly perceived reasons among the Government College teachers are “no transparency in the systems and procedures, which lead to corruptive practices”, “communal factors are governing the recruitment”. Among the Aided College teachers, the highly perceived reasons are “communal factors are governing the recruitment”. Among the women teachers, working in Aided and Government Colleges the main perceiving reason is “communal factors are governing the recruitment”.

The perception towards Peer Group problems of women teachers working in Government Colleges are more than the women teachers working in Aided and Self Finance Colleges. The highly perceived reasons among the women teachers working in Government Colleges are, “the colleagues are not punctual”. Among the women teachers working in Aided Colleges, the highly perceived reasons are “the colleagues are not cooperative and adjustable” Among the women teachers working in Self Finance Colleges the highly perceived reasons are “the colleagues are selfish, deceiving and jealous” and “they are not cooperative and adjustable”.

The perception of women teachers working in Government Colleges towards Salary related problems is more than the perception of women teachers working in Aided and Self Finance Colleges. The highly perceived
reason among women teachers working in Government and Aided Colleges is, “the medical reimbursement scheme is not satisfactory”. Among the women teachers working in Self Finance Colleges, the highly perceived factor is, “the scale of pay is not satisfactory”.

The perception towards leave Facility related problems of women teachers working in Aided Colleges is more than the perception of women teachers working in Government and Self Finance Colleges. The highly perceived reasons among Aided and Government College teachers are “there is no sufficient earned leave facility” and “medical leave is allowed only on emergency”. Among the Self Finance College teachers, the highly perceived reasons are “there is no on duty for attending seminars, orientation, refresher courses etc” and “there is no sufficient earned leave facility”.

The perception of women teachers working in Government College towards Infrastructure related problems is more than the perception of women teachers working in Aided and Self Finance Colleges. The highly perceived reason among the Government College teachers is “infrastructure facilities like provision of furniture class room are inadequate” Among the women teachers working in Aided Colleges the highly perceived reason is “provision of accessories like telephone; intercom, podium etc are inadequate”. Among the women teachers working in Self Finance Colleges,
the highly perceived factor is, “there is no first aid facility with fire extinguisher”.

The perception of women teachers working Government Colleges towards Teaching aids related problems is more than the perception of women teachers working in Aided and Self Finance Colleges. The highly perceived reason among the Government and Aided College teachers is, “provision of audio visual aids like Radio, TV speakers, microphone, tape recorders etc are inadequate”. Among the Self Finance College Teachers, the highly perceived factor is “no adequate number of books in the general library and no departmental library”.

The perception of women teachers working in Government Colleges towards the Problem Victimization is more than the perception of women teachers working in Aided and Self Finance Colleges. The highly perceived reason among the Aided College teachers is “treatment of teachers by the management is biased”. The highly perceived reason among the Government College teachers is “no respect for the teachers working in this institution”. Among the Self Finance College teachers, the highly perceived reason is “there is no job security”.

The analysis of Organizational Problem Index (OrgPI) reveals that the perception of women teachers working in Aided, Government and Self Finance Colleges towards Organizational Problems is high.
Departmental Problems of Women teachers include Departmental Problems, Disciplinary Problems and Problem of Interpersonal Relationship. The perception of women teachers working in Government Colleges towards Departmental Problems is more than the perception of Aided and Self Finance Colleges teachers. The highly perceived reasons among the Government College teachers are “not encouraged by the HOD for innovative methods of teaching” and “no academic freedom in selecting the subjects for my teaching”. Among Aided and Self Finance College teachers, the highly perceived reason is “no academic freedom in selecting the subjects for my teaching”.

The perception of women teachers working in Government Colleges towards Disciplinary Problem is more than the perception of Aided and Self Finance College teachers. The highly perceived reason among the women teachers working in Government Colleges is, “no severe action has been taken by the authorities for indiscipline students”. Among the women teachers working in Aided Colleges, the highly perceived reason is “some students speak ill of the teachers”. Among the women teachers, working in Self Finance Colleges the highly perceived reason is “students are not responding to their assignments well”.

The perception of women teachers working in Aided Colleges is more than the perception of Government and Self Finance Colleges towards the Problem of Interpersonal Relationship. The highly perceived reason
among the women teachers working in Aided and Government Colleges, the highly perceived factor is, “there is no transparency in the work allotment”. Among the women teachers working in Self Finance Colleges, the highly perceived reason is “no proper interpersonal relationship between superiors and subordinates”

The Departmental Problem Index (DPI) analysis reveals that in total the perception of women teachers working in all categories of colleges towards Departmental Problems is high. With regard to Government College teachers separately, the perception of the respondents is high. In case of Aided and Self Finance College teachers, the perception towards departmental problem is moderate.

Psychological Problems of Women teachers include Psychological Problems and Problem of Stress. The perception of women teachers working Government Colleges towards psychological problems is more than the perception of Aided and Self Finance College teachers. The highly perceived reason among the women teachers working Government College teachers is, “lot of tension and stress because of unwanted circumstances in the work place”. Among the women teachers working in Aided Colleges, the highly perceived reason is “there is less opportunity for promotion and development”. Among the women teachers working in Self Finance Colleges, the highly perceived reason is “unable to mingle with other faculties and difficult to understand their ability and inabilities”.

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The perception of women teachers working in Government Colleges is more than the perception of Aided and Self Finance Colleges towards the Problem of stress. The highly perceived reason among the Government and Aided College teachers is “I have to do some work unwillingly owing to management and political pressure”. Among the women teachers working in Self Finance Colleges, the highly perceived factor is “I have to do some work which ought to be done by others leads to tension”. The Psychological Problem Index (PsyPI) analysis reveals that the perception of women teachers working in colleges towards Psychological problem is moderate since the majority of the 49 per cent respondents in total, 44.7 per cent of Aided 66.7 per cent of Government and 40 per cent of Self Finance College teachers have PsyPI of 25-50 per cent.

It is inferred from the Overall Problem Index (OPI) analysis that a majority of 53 per cent of women teachers working in colleges are having OPI of 50-75 per cent. Likewise in all three categories, the maximum per cent of 45.7, 52 and 68.7 fall under the OPI of 50-75 per cent in Aided, Government and Self Finance Colleges respectively. The analysis reveals that the perception of women teachers working in colleges towards all categories of occupational problem or overall problems is high.

Impact of Personal Profile on Overall Problem

Among the women teachers working in Aided Colleges, the significantly influencing variables at 5% level on occupational problems are
age, education and occupation of father/Spouse and significantly influencing variables at 1% level is ‘salary’. A unit increase in age, education, occupation of father/Spouse and salary result in a decrease of overall problem among respondents by 0.082, 0.213, 0.317 and 0.378 respectively. Thus, change in the included independent variables change the overall problems among the women teachers working in Aided Colleges to the extent of 76 per cent.

Among the women teachers working in Government Colleges, the significantly influencing variables at 5% level on occupational problems are education and occupation of father/spouse and significantly influencing variable at 1% is salary. A unit increase in education, occupation of father/spouse and salary result in a decrease in overall problem among the respondents by 0.168, 0.463 and 0.211 respectively. Thus change in the included independent variables change the overall problem among women teachers working in Government Colleges to the extent of 93.4 per cent.

Among the women teachers working in Self Finance Colleges, the significantly influencing variables at 5% level on occupational problems are education, designation, teaching experience, type of family and occupation of father/spouse and significantly influencing variables at 1% level is salary. A unit increase in education, designation, teaching experience, occupation of father/spouse and salary result in a decrease of overall problem among the respondents by 0.312, 0.011, 0.120, 0.381 and
0.197 respectively. A unit of increase in type of family results in an increase of overall problem among the respondents by 0.162. Thus, the change in the included independent variables change the overall problems among the women teachers working in Self Finance Colleges to the extent of 75.5 per cent.

7.2.5 Expectations of Women Teachers Working in Colleges to Enhance the Level of Teaching

Job Security and Environment, and less management interference are essential for Teaching Profession. Personality development and character formation is the core value of Higher Education System. Financial concessions and benefits Appreciation and recognition are important factors for satisfaction. Five factors that influence the expectations of college teachers to enhance the level of teaching identified were

- Job Security and Environment
- Less Management Interference
- Financial Concessions and Benefits
- Personality Development and Character Formation and
- Appreciation and Recognition

The expectations of the college teachers to enhance the level of teaching were analyzed with the help of Factor Analysis. The analysis reveals that all the attributes that are formed under each factor had high association. All the five factors such as Job security and environment, Less
management interference, financial concessions and benefits, Personality
development and character formation and Appreciation and recognition were
significantly influencing the expectations of the college teachers to enhance
the level of teaching.

7.3 SUGGESTIONS

Higher Education plays a pivotal role in the career path and
personality development of any individual. As such, the teachers especially
women teachers who are engaged in the process of bringing the students in
right career and overall personality of students are more important in Higher
education. National development is directly dependent on the quality of
Higher Education. Women teachers working in colleges are more
responsible than men teachers. Women teachers can easily win the
confidence of the students because of their motherliness and as such they
easily influence the student in right way, at the right time and with right
attitude. Following are the some of the suggestions made from out the study
under research

• Capacity building programmes may often be conducted in all types of
institutions (Aided, Government, Self Finance). All the teachers may
be get involved in these programmes. In-service training programmes,
orientation and refresher courses may be conducted in the colleges
itself to equip the teachers with recent trends in the field of education
and technology.
• Teachers’ quarters can be built nearer to the colleges. So that they need not travel much. College bus facilities may be arranged on free of cost or with minimum charge.

• The college must insist on regular prayers for the teachers and make the teachers get involved in prayers by delivering small talk, thought for the day and the like. It helps them to come out of their mental tension.

• Physical health of the teachers is also much important. They may be allowed to avail the eligible leave facilities. Health awareness programmes may be conducted for the benefit of the women teachers. Reproductive health programmes and programmes for facing the stress due to menopause may be organized.

• Stress management workshop can be given to the women teachers with lot of interaction within the workshop. So that, they may come out their stress and depression.

• Meditation and Yoga can be made compulsory for teachers for atleast one hour daily with in the college campus itself at free of cost or with less cost.

• Women teachers must attend workshops and symposium regarding innovative teaching methods, e-content preparation and ICT enabled activities. The Government must take steps to conduct these kind of
programmes and insist the college teachers to attend compulsorily just like providing computer literacy programmes for school teachers.

- Personality development programmes, positive attitude and soft skill programmes may help the women teachers to improve themselves. These programmes may be conducted within the campus of the college if possible; otherwise, the women teachers may be allowed to participate in these type of programmes outside the college campus.

- Transparency in the systems and procedure helps to develop interpersonal relationships. Everybody working in the colleges must be respected irrespective of their physical appearance, power, authority, position, name or fame and the like.

- Value based education must be imparted to the students. So that disciplinary problem of students may be solved to a greater extent. “Values are caught but not taught”. Keeping this in mind, the college has to take steps to inculcate values among the students through various co-curricular programmes and conducting series of lectures related to moral values and spiritual values.

- There must be adequate teaching aids, infrastructural facilities like green environment, water facilities, buildings, classrooms, seminar hall, library, laboratory, canteen and lavatories with proper lighting and ventilation facilities, facilities of equipment and furniture, which may help the women teachers to perform their work smoothly.
• Adequate and latest communication facilities may be provided to the teachers enable them to enrich their skills.

• Counseling activities can also be carried on even to the teachers if they have interpersonal conflicts in the department or college.

• Family problems of women may be identified somehow or other and steps may be taken to solve them through individual and family counseling. Get together of women teachers with their family members may be arranged once in a year at least to realize their good relationship and avoid gaps in relationship. Family members must be made understand the dual role of women at home and work place.

• Women teachers who are independent and free from economic problems will concentrate on their work easily. They may be given adequate salary especially in the case of women teachers working in Self Finance Colleges. Women teachers working in Aided and Government may be given arrears of increment and incentives on time.

• Any work place involves hierarchy, which refers to work group. Management principal and HOD may also have humanistic attitude which in turn reflects from the teachers. It will help to bring good work environment. The women teachers must be responsible and accountable for their work done.
• Women sensitization programmes must be conducted frequently for the women teachers and students. It must have real impact on them.

• Present system of contributing to provident fund may be revised for the benefit of women teachers for their future. Women teachers working in Self Finance Colleges must also have provident fund facility.

• There must be harassment and grievance cell for women teachers. They should be properly protected from any type of violence, and harassment in the work place. The grievances must be listened with humanity and solved immediately without any postponement.

• There must be good, proper and transparent performance appraisal system for all type of women teachers even for those working in Self Finances Colleges. This will also enhance the quality of education.

• Teachers must selected be recruited only through merit basis, giving importance to their real abilities and skills.

• Women teachers must be treated on par with men teachers. Women Teachers must be considered for higher positions when they compete with men without any gender difference.

• There must be associations exclusively for women teachers, which represent their demands and issues to the higher authorities and Government.
• The college may ensure the smooth relationship among the teachers by keeping fair treatment of all teachers without any bias.

• Smooth relationship between women teachers and non-teaching staff members must be ensured.

• Academic quality of women teachers must be improved in terms of publications, honors, awards, patents, projects, guest lectures and consultancy. So that, they can get the confidence within themselves which may result in self-motivation.

• There must be adequate representation of women teachers in curriculum revision and curriculum development.

• Adequate academic freedom must be given to the women teachers in framing the syllabus and timetable and selecting the subjects for teaching.

• Among the women teachers, there should be moral respect to each other and should not defame others. Humiliation of teachers by the authorities may be avoided.

• There must be adequate computer lab facilities, internet and multimedia facilities, which help the women teachers for innovative teaching methods.

• The recent concept of Gender Budgeting must be ensured to the maximum by the Central Government through five-year plans and
properly implemented by the State Governments. So that, more and more women will get educated and occupy the positions of teachers.

- Fifty per cent of reservation for in appointments must come true very shortly.
- The expectations of women teachers like job security, good job environment, job satisfaction, position elevation, less management interference, personality development and character formation of teachers and students, administrative participation, appreciation and recognition must be positively ensured. This can easily be achieved with minimum possible efforts, yielding maximum benefit and development to Higher Education Institutions in particular and the entire Nation in general.

5.4 CONCLUSION

The colleges are significant human industries producing valuable human resources. The persons involved in the production of human resources are the college teachers especially the women teachers. Women teachers working in colleges are the backbone of the educational system, maker of humanity and architect of the society. The destiny of a nation is decided within the four walls of a classroom. A nation grows with the teachers and the products i.e. the students they produce. It is mainly the women teachers who can bring the harmonious development of personality of hand, heart and head of the students. If the women teachers suffer from
occupational problems it will definitely affect the creation of human resources and it is injustice to humanity.

The suggestions given in the present study be considered by the policy makers in Higher Education System to introduces new initiatives in Higher educations and help the women teachers to come out of the occupational problems and ensuring good or at least minimum working conditions in the workplace and fulfilling their expectations to a greater extent possible. Like right teacher, at the right time, at the right job, quality teachers bring quality human resource i.e. students quality in Higher Education and contribute to the overall quality of the nation and bringing the Indian Higher Education System world-class.

Moreover, the researcher also feels that the study under research has scope for further research in the following topics.

- Occupational problems of women teachers working in Engineering Colleges of Tamil Nadu.
- Occupational problems of professors, Associate professors and Assistant problems working in Universities of Tamil Nadu.
- Occupational problems and coping mechanism of faculty members working in Universities of Tamil Nadu.
- Perception of teachers towards working conditions in Higher Education Institutions (HEI).
• Perception and expectations of women teachers working in Higher Education Institutions.

• Comparative analysis of occupational problems of men and women teachers working in Higher Education Institutions.

• Comparative analysis of occupational problems of teaching and non-teaching staff members working in Universities.