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## A Sociological Study of Married Female College Teacher: A Review Study

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### Abstract

The aim of this research paper is to critical review the existing literature on married female college teacher and explores its findings to develop a new insights and future directions for further research. This research paper has tried to display all the existing literature findings in a systematic way. Without knowing the past we cannot do something new in any field. If we want to do something new it is necessary to scan the past of the particular subject of the field and its related literature. Review of literature assists others for further research in this field.

**Keywords:**College Teacher, Review of Literature etc.

### INTRODUCTION

Woman is an important part of our society. Woman plays a vital role in the metamorphosis of a society. With the passage of time, urbanization, industrialization and development of transport and communication women have started to work in every sector. But at the same time women are to give time and energy to their family roles. The working women are required to perform multiple roles which at times create conflict with each other. There is no denying the fact that women are performing multiple roles such as wife, mother, daughter, sister -in-law and more importantly the role performed outside the home as a working woman. The women of the modern India have acquired education which has made them competent to join in any profession.

Women in numerous different jobs and from different socio-economic background illuminate all the various challenges affecting their experiences of working life (Hussain.,2008). The women of the modern India have acquired education which has made them competent to join in any profession. Among the various categories of profession teaching is a kind of profession which is liked by most of the women. As teaching requires commitment to the profession therefore, the women must be always self- motivated to do justice to the professional role as well as to the other roles.

The teachers nurture the intellectual, physical, emotional, social and civic potential of each student and maintain challenging learning environments for all. College teachers are the most

important group of professionals for our future of the Nation. The college teachers are facilitators of knowledge and skill through interactive learning methods in education. The Indian higher education system had undergone rapid changes in terms of expansion, privatization, curricular reforms and pedagogical innovations. These changes have challenged the college teachers in terms of quality education, higher calibre, adoption of effective teaching methods, curricular and evaluation system which results increase pressure of teacher in particular. As the students' strength nowadays is increase, the women teachers' recruitment in women and men's colleges is also rising. According to Cases and Apple (1989) female teachers join the teaching profession for various reasons, the financial motive appears to be strongest one for joining teaching.

The role of women as teachers is more appreciable in our country and that too in our state. Women come out to work for personal satisfaction, self-expression, financial security, sharing of responsibility, economic necessity, independence and so on. It provides them an opportunity to lead a comfortable and satisfactory life. Due to the expansion of women's education, there will be a high demand for more number of women teachers. As the students follow teachers as role models therefore teachers should be knowledgeable, skill based and possessing right and positive attitude towards their profession. Women as human resources are the foundations of educational institutions and play a key role in management of capital assets. They are valuable resources of the college. Women teachers working in colleges are increasingly becoming conscious about their existence, rights, and work situations and so on.

When women occupy such glorious teaching profession, it adds and adorns much more better to the profession than men. The attitude, perception and expectations of women teachers are highly different from that of men teachers. Women teachers play dual role as teachers and home makers. They have to find a balance between work and life and maintain quality work life.

Now- a- days, the number of women employees has increased. So women's contribution towards the income of the family and nation has also increased. During the 1970's the decade of the International Women's year, efforts to promote the status of working women received greater attention from the government. Actually there is no exact measurement for women's contribution in economic activity. The majority of the women employees are in the informal sector. As every family has to face various challenges like inflation and deflation, women have to go any work to meet the economic problem of the family. In addition to that some of the women go to work to increase their standard of living and also improve their social status. Now- a- days, women go to work in order to earn supplemental incomes. It leads to increase in income generating employment and empowerment of women and remove bias against women. There is an urge for the equal participation of women along with men in social, economic and political processes of national development.

### **OBJECTIVES OF THE STUDY**

To explore the existing research regarding sociological study of married female college teacher.

## DISCUSSION

Status as a dimension of empowerment refers to teachers' perception of professional respect and admiration from colleagues. In addition, teachers believe that they have colleague support. Teachers also feel that others respect their knowledge and expertise. The economic realities of teaching play an important role in its nature; they undergird its social position and the shape of careers within the occupation. In addition, teachers face growing questions about their own competence from the public. The combination of high public expectations and poor working conditions, as perceived by teachers, creates the tension that erodes what little status teachers now enjoy. Poor facilities, heavy paperwork unrelated to instruction, interference by the college management, poor opinion towards and conflict with the community and government authorities, inadequate parental support, involvement of teachers in daily activities unrelated to teaching (bus, cafeteria duty, etc.) enhance teachers' feelings of low status.

The teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked. The future of the nation is built by teachers through the process of education. According to philosopher, "The world of tomorrow will be born from the schools of today". Thus the teacher is very significant as the architect of the nation. Teachers through their perseverance, love and sacrifices have shown us the right path in which great men have built our nation. Knowledge received without a teacher's guidance can be compared to a blind man walking without his stick. Because of this, teachers need to have a high level of commitment towards their duties and responsibilities which have been entrusted to them. NCTE (1998), recommends that a teacher must be having: commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. A teacher in the modern age warrants being equipped with the modern society to improve himself/herself as a nation builder. The teacher should have a balanced personality. He/she must be culturally refined, emotionally stable, socially efficient, spiritually upright and physically strong. The role of the teacher is a multi-faceted one comprising academic, pedagogical and social roles. A teacher's academic role comprises teaching, counselling and supervision. The pedagogical role includes instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in the classroom and the school in general, and creating an encouraging environment for learning to take place. The social role of the teacher includes among others socializing roles which lie in preparing pupils to participate in the way of life of the society.

According to the Joint International Labour Organization / UNESCO Committee of experts 1988, despite their presence in education in large numbers, women teachers were concentrated at the bottom of the educational ladder and little apparent progress has been made since then. Traditionally, the proportion of women among the total teaching staff at various levels shows the highest concentration at the middle and secondary school levels and the lowest at the collegiate level. Of all the women teachers in India, 71 percent were employed at the primary stage, 21 percent at the secondary level and only 8 percent in higher education. According to the University Grants Commission (2004), women constituted only 22 percent at the senior lecture level.

## METHODOLOGY

The Study is based on Secondary data. Secondary data was collected from existing literature available in various journals and books.

## REVIEW OF LITERATURE

In this part an attempt has been made to present a brief review of research available in the particular field concerning the problem. Without knowing the past we cannot do something new in any field. If we want to do something new it is necessary to scan the past of the particular subject of the field and its related literature.

K P Singh (1972) in her study entitled “Career and Family-Women’s Two Roles” remarks that among women who were working out of sheer economic necessities, the majority were greatly dissatisfied with the time, they devote to their children and home. Among the working women, 57 percent have some arrangement for their children either mother or mother- in law or a servant to look after their children. The age of the children is an important factor in generating role conflict because the mother’s personal attention is most essential to the children when they are small. Family size can be another cause in role conflict. College teachers and women in independent professions; school teachers do not feel role conflict.

Garg (1989) in his study entitled “Career women need support of the family” describes the problems of career women whose dual role make it difficult to handle both career and domestic responsibilities efficiently, leading to tensions, breakdowns and frustrations and suggest that women can pursue career only if there is a need, aptitude, ability and support of the family.

Ramkrishnaiah, D. (1989) in his study “Job Satisfaction of College Teachers Problem” made an in depth study of the job satisfaction of college teachers in relation to variables like attitude, towards teaching, management, sex, personality, etc. The sample of the study was 480 college teachers of district Andhra Pradesh. In this study, the teachers were found to be satisfied with their job.

R. K Chopra (1988) in the study entitled “Status of Teachers in India” sponsored by National Council of Educational Research and Training. It attempts to study the status of teachers in India. The objectives of the study were: 1) To investigate the academic, economic, professional and social status of pre-primary, elementary, secondary, higher secondary, higher education teachers. 2) To assess the status of teaching manpower in terms of quantity as well as quality. Major findings of the study are: 1) Different levels of teachers in education as institutions exist in the country. 2) Working facilities are required for improvement all over the country particularly in the rural areas. 3) Teachers received welfare benefits and have organized themselves for safeguarding their interests. 4) Recognition was given to teachers through various awards

Kenneth A. Feldman (1993) in the study entitled “College Students Views of Male and Female College teachers: Part II—Evidence from Students” evaluated the classroom

teachers. Although a majority of studies have found that male and female college teachers do not differ in the global ratings they receive from their students, when statistically significant differences are found, more of them favour women than men.

Venkatapathy and Kalpana (2000) in their work on “Importance of Certain Policies and Programme as perceived by Women Teachers and administrators” analysed the teachers’ perceptions of the most important Policies, differences as regard to Perceptions which help them to carry out their family commitments. Of the sixteen policies and programmes, only maternity leave and promotion without transfer are available to teachers. The programmes namely, ‘Flexible working hours’ and ‘upgraded person funding’ are not available to the administrators. The results of the study reveal that organizations are yet to consider the terms with the needs and aspiration of the women employees.

Pooja Gerg and Renu Rastogi (2001) in their study entitled, “Comparative Analysis of Teachers Working in Public and Private Schools” felt the importance of organisational behaviour. The primary objective of the study is to find out the significant differences in the climate profile and organisational citizenship behaviours. Teachers working in public schools exhibit higher levels of organizational citizenship behaviour and also offer a more positive working climate in comparison to private schools.

Pandey,S. and Deb,R. (2003) studied how different are the problems of married and unmarried women teachers. The objective of the study were : 1) to compare the problems of married and unmarried women teachers in the context of different areas of teaching problems. 2) To compare the teaching problems of married and unmarried women teachers. The sample of study was 307 women teachers teaching in various areas. The study did not find any significant difference between married and unmarried women teachers in the context of different areas of study. Also no significant difference was found with reference to age, teaching experiences and educational qualification.

Rama Devi V. (2006) in her study “Job Satisfaction among University Teachers” examined the teachers’ job satisfaction. The role of university in societal formation nation building and scientific development is very big and all pervasive in the study aims at studying job satisfaction of the teaching staff in the universities. The result showed that the teaching staff in the University of Hyderabad are highly satisfied with their job.

Chaturvedi.M and Purushothaman.T(2009) in their study entitled “Coping Behaviour of Female Teachers: Demographic Determinants” tries to find out the role of certain demographic variables in determining stress-coping behavior of female teachers. The study covers 150 female teachers selected from various schools of Bhopal. Married teachers in the age range of 40-60 years, with higher experience can cope better with the job stress than their counterparts. The study reveals that marital status, age, and experience were found to be significant determinants of stress-coping, whereas the sores did not differ significantly on the basis of level of teaching.

Shetty and Gujarathi (2012) in their research work entitled “A Study of Faculty Job Satisfaction and its Impact on Student Satisfaction in Management Institutions of Nashik

District Affiliated to University of Pune” study observed that faculty members have been somewhat satisfied with teaching climate and they have not been much satisfied with participation in decision making and freedom to choose subjects to be taught.

Katoch, Om Raj (2012) in the study entitled “Job Satisfaction Among College Teachers: A Study on Government Colleges in Jammu (J&K)”. A study was undertaken to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. 98 numbers of college teachers are selected as respondents from the five government colleges of Jammu. Result shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Mani Vijaya (2013) in her study entitled “Work Life Balance and Women Professionals” to highlights the occupational problems of women teachers working in women colleges of Tamilnadu. It discusses the various problems faced by women teachers such as personal problems, family problems, economic problems, organisational problems, departmental problems and psychological problems. Study has revealed that the major factors influencing the Work Life Balance of Women professionals in India are role conflict, lack of recognition, organizational politics, gender discrimination, and elderly problem, children care issues, quality of health, problems in time management and lack of proper social support.

Kalpana S and Babu Dhinesh (2015) conducted a study entitled, “A Study on Work –Life Balance among married College Teachers in Trichy District.” This study is based on an empirical investigation conducted among women employees from leading Information Technology companies. The study covers a sample of 200 married women college teachers of Trichy District. The study found that the women agreed that they were satisfied with the working environment and received fair treatment from the management. At the same time this research highlights some of the small gaps in women’s satisfaction towards the organization’s communication, which gave trouble to some women to maintain healthy work life balance.

Kingshuk Adhikari and Surajit Paul (2015) in their article on “Job Satisfaction of Teachers in Government Degree Colleges: A Study in Agartala City of Tripura” makes an attempt to analyse the level of satisfaction of college teacher and the factors of job satisfaction in the Govt. degree colleges of Agartala city of Tripura. In order to assess the level of job satisfaction, response of the college teachers has been analysed over five factors of job satisfaction namely, pay and allowances, welfare facilities for teacher and promotion matters. The study concludes that the college teachers are significantly dissatisfied with all the factors except cooperation and support from colleagues.

Shafi.M, Memon and AS, Fatima (2016) in their study entitled “Job Satisfaction of College Teachers : A Survey Based Study of Government Colleges of District Hyderabad, Sindh, Pakistan.” The study was covered 150 teachers from Government Colleges of Hyderabad, Sindh, Pakistan. The result of the study was that most of the teachers in all ranks and with different qualifications were not satisfied with their job due to lack of appropriate facility organization and stumpy incomes

Devi Arambam and Devi Beda (2017) in their study entitled “Job satisfaction among women teaches in Higher Education in Manipur” attempted to study the job satisfaction among women teachers in Higher Education of Manipur. Study reveals that women working in Manipur University are more satisfied with their nature of working, job, infrastructures, facilities provided in the campus than government college teachers.

Barik Pratibha.(2017) in the paper entitled “Work- Life Balance of Married Female Teachers in Government and Private Schools of Raipur, Chattisgarh” attempted to assess the work-life role conflict of married female workforce and the initiatives taken by them to manage their time between work and family. The research revealed that female workforce decides their priorities and accordingly they manage their time at home and school. They try to get household support from servants, parents/in-laws, and children and even from their husband.

Mercy.H., Rajan. S. (2017) in the study entitled “Occupational Stress of Women College Teachers in Madurai City” tried to find out the causes and level of occupational stresses among the college teachers, analyzed the strategy adopted to manage occupational stress, assessed the impact of occupational stress on the performance of the college teachers. The study gathered information from 103 respondents of women teachers of colleges affiliated to Madurai Kamaraj University. This study reveals that the increase in the number of women at work not only results in paucity of time of association with family members, but also marks a change in the behavioural characteristics of women.

Shreyas B(2017) in the study entitled “Work life balance of Married Female Teaching Staff of selected schools of Dakshina Kannada district” covered 100 respondents from various schools of different Taluks of Dakshina Kannada. The study reveals that to achieve work life balance, every woman should set the goal and excel both in career and family. Some of the strategies and skills at work such as planning, organizing, setting limits can be used at home and work place for accomplishing a satisfying and fulfilling well balanced life both professionally and personally.

## **CONCLUSION**

From the above brief reviews it is found that a good number of researches on married working women were carried out. It is important to note that few of the above studies are on married college teachers and some are on married school teachers. But in Assam a few number of research on married female college teachers was done. It is very crucial to concentrate on the study about the married female college teacher. Above reviews has clears that there are some problems facing by women teachers too. These are differences with regard to infrastructure and academic environment in every corner of the society.

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