



**A STUDY ON THE STATUS AND PROBLEMS OF WOMEN COLLEGE TEACHERS
OF NAGALAND**

**THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY**

By

Durga Malakar

Ph.D./EDU/00387 of 2020

**DEPARTMENT OF EDUCATION
SCHOOL OF HUMANITIES AND EDUCATION
JULY 2025**



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DOCTOR OF PHILOSOPHY IN EDUCATION**

By

Durga Malakar

Ph.D./EDU/00387 of 2020

Research Supervisor

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SUBMITTED

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION OF
NAGALAND UNIVERSITY**



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NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित
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CERTIFICATE

This is to certify that the thesis entitled “A STUDY ON THE STATUS AND PROBLEMS OF WOMEN COLLEGE TEACHERS OF NAGALAND” which is submitted herewith for the Degree of Doctor of Philosophy in Education of Nagaland University is the result of the original work completed by Mrs. Durga Malakar (Registration No. Ph.D/EDU/00387, 11-12-2020) under my supervision and guidance. That, to the best of my belief and knowledge, the work embodied in this thesis has not formed the basis of the award of any degree in any other university or institute. This thesis is fit for submission and evaluation.

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DECLARATION

I, Durga Malakar, hereby declare that this thesis entitled “A STUDY ON THE STATUS AND PROBLEMS OF WOMEN COLLEGE TEACHERS OF NAGALAND” is my own original work carried out under the supervision of Prof. Lungsang Zeliang, Professor, Department of Education, Nagaland University (A Central University). The work embodied in this thesis has not formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

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ACKNOWLEDGEMENT

At this significant milestone, I express my profound gratitude to the Almighty for His countless blessings, guidance, and strength that have enabled me to successfully complete my Ph.D. journey.

I am deeply indebted to my supervisor and Head of the Department, Professor Lungsang Zeliang, for her invaluable guidance, constant encouragement, and thoughtful insights throughout the course of this research. Her unwavering support and constructive feedback have been instrumental in shaping and refining this thesis.

I extend my sincere appreciation to the Principals, Administrators, Deans, Heads of Departments, and faculty members of the various colleges who generously facilitated the data collection process, thereby enabling the smooth conduct of my study.

My heartfelt thanks go to Professor Buno Liegise, Professor Buno Zetsuvi, Dr. Limala, Dr. Khotole Khieya, Dr. B. Venkata Rao, Dr. Rajendra Nath Babu, Dr. Anu G.S, Dr. Neizo Mero, and Ms. Narola Chuba for their academic support and constant encouragement. I am also grateful to the non-teaching staff of the Department of Education, Nagaland University, for their cooperation and assistance.

I would like to express my appreciation to my fellow researchers for their camaraderie, collaboration, and the enriching discussions that greatly contributed to my academic growth. I am especially thankful to Dr. Tumpha Deb and Dr. Perna Mukhia for their support and assistance.

With deep reverence, I remember my late parents, Mr. P. C. Malakar and Mrs. Jayati. Malakar, and my late father-in-law, Mr. B. K. Ghosh, whose blessings and values have always inspired me. I also wish to thank my siblings for their steadfast encouragement, particularly my sister, Dr. Lucky Malakar, for her continual motivation and support.

I gratefully acknowledge the financial assistance provided by the Research Development Consultancy, Nagaland University, under the Non-NET Fellowship, which greatly supported the successful completion of this research

I would also like to thank my friends, Mr. Rajib Basumatary and Mr.Tapan Talukdar, for their generous help and timely support whenever needed.

Above all, I deeply thank my adored husband, Mr. Biswajit Ghosh, and my son, Ayush Ghosh, for their unconditional love, constant encouragement, and immeasurable sacrifices. Their unwavering support has been the cornerstone of this academic endeavor.

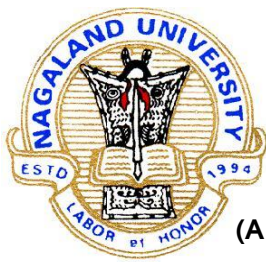
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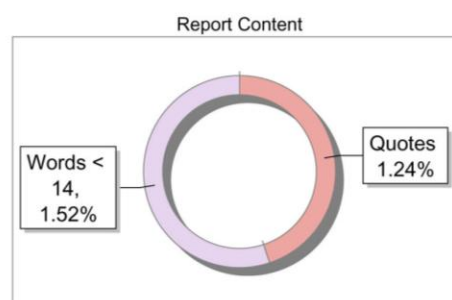
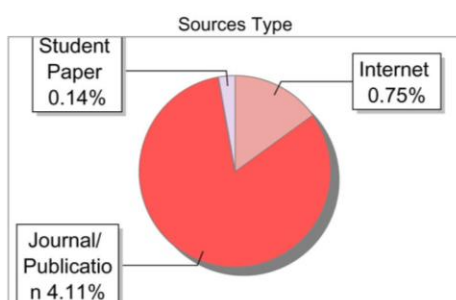
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Author Name	Durga Malakar
Title	A Study on The Status and Problems of Women College Teachers of Nagaland
Paper/Submission ID	4130086
Submitted by	luz@nagalanduniversity.ac.in
Submission Date	2025-07-25 12:23:42
Total Pages, Total Words	239, 63695
Document type	Thesis

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Journals & publishers	Yes
Internet or Web	Yes
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LIST OF ABBREVIATIONS

AISHE	All India survey on Higher Education
B Ed.	Bachelor of Education
DIET	District Institute of Education and Training
EPF	Employee Provident Fund
FDP	Faculty Development Programs
GER	Gross Enrolment Ratio
ICC	Internal Complaints Committee
ICT	Information and Communication Technology
IT	Information Technology
MHRD	Ministry of Human Resource Development
M. Phil.	Master of Philosophy
NET	National Eligibility Test
NPE	National Policy of Education
NEP	National Educational Policy
NEFA	North East Frontier Agency
NCTE	National Council of Teacher Education
NPSC	Nagaland Public Service Commission
NU	Nagaland University
NEHU	North Eastern Hill University
OBC	Other Backward Classes
Ph. D	Doctor of Philosophy
PDC	Professional Development Course
SASRD	School of Agricultural Sciences & Rural Development
SCTE	State College of Teacher Education
SC	Scheduled Caste
ST	Scheduled Tribe
STEM	Science Technology Engineering and Mathematics
UGC	University Grants Commission
UPSC	Union Public Service Commission
WLB	Work-Life Balance

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“A lamp can only light another lamp when it continues to burn in its own flame”

Rabindranath Tagore

1.0. Introduction to Teaching

Teaching is a dignified profession that demands dedication, commitment, and a profound sense of accountability toward students. A fervent educator can ignite a glint of inquisitiveness in students. Teachers play a vital role in imparting knowledge, inspiring, motivating, and guiding students in making crucial life decisions. They strive to steer students in the correct direction, build confidence in them, and facilitate them to accomplish their potential. Teachers stimulate guide and nurture students by fostering the inquisitiveness and love for learning. They help students navigate challenges by developing skills essential for their future. Many educators devote their lives to nurturing students into successful and well-rounded individuals. Akiyama (2024)

Women and teaching have long shared a strong association, as women are often seen as natural educators. This profession aligns well with the nurturing traits traditionally attributed to women, making teaching a preferred career choice for many. The teaching-learning process revolves around the teacher, and teachers are the cornerstone of education. Women today are validating themselves equal to men across various fields, including education, where their contributions, particularly in higher education, are increasing significantly.

A good teacher is approachable, sincere, passionate, and dedicated, always willing to invest time and energy in students' growth. Such teachers make students feel comfortable seeking guidance and create an environment conducive to learning. Teaching is one of the professions most women gravitate towards because it allows them to balance work and family life effectively. However, this perception often oversimplifies the realities of the profession, particularly in regions like Nagaland.

In Nagaland, women govern the teaching profession, reflecting their belief in education as a pathway to independence, dignity, and self-reliance. While women actively participate in teaching, societal norms in this patriarchal state often position men as decision-makers and primary earners. Women are traditionally viewed as homemakers, responsible for the welfare of the family. Despite these societal

constraints, women excel in teaching, significantly contributing to the intellectual landscape.

Teaching appears as a preferred profession for women because it is perceived to be compatible with familial responsibilities. However, women teachers face numerous challenges both within and beyond the classroom. These include managing classroom dynamics, predominantly with students, health concerns, dual responsibilities of work and home, time management, social obligations, and preparing for future classes. While teaching offers flexibility, it is far from an easy task. Balancing professional demands with family life remains a constant struggle for many women educators.

The profession also faces societal undervaluation, with teaching often seen as a fallback career and salaries being relatively low. This perception contributes to the limited number of male teachers. Despite these challenges, policies such as the National Education Policy (NEP) 2020 aim to make teaching a more attractive and respected profession by introducing reforms that empower educators and elevate their status in society.

The Kothari Commission (1964-1966) emphasized the pivotal role of teachers in national development, highlighting that a nation's success is linked to the qualifications and competencies of its educators. The commission recommended adequate pay and favorable working conditions to recognize their critical role. Similarly, NEP 2020 includes systematic reforms to restore teaching as a prestigious profession and attract talented individuals.

Women's empowerment and education remain key areas of research, with studies highlighting issues like physical and mental stress, workplace challenges, gender bias, financial constraints, and socio-economic pressures. These issues underscore the need for focused research on the status and challenges faced by women educators, particularly in specific contexts like Nagaland.

This study aims to explore the status and challenges of women college teachers in Nagaland. It will examine dimensions qualitatively, such as professional status and

the difficulties they encounter, using a descriptive survey method. The research will focus on four districts: Dimapur, Kohima, Peren, and Wokha, providing valuable insights into the experiences of women educators in the region.

1.1. Status of Women in India-Past and Present

In ancient India, women held a position of high regard and enjoyed significant status, vastly different from the challenges encountered by women today. During the Vedic period, women were revered as goddesses and seen as embodiments of Shakti (power). Women were renowned for their intellectual and spiritual contributions, with the Vedas highlighting their active participation and achievements in both spheres. Women were considered indispensable in religious rituals and sacrifices, complementing their male counterparts and playing vital roles in societal and spiritual practices.

Vedic women were highly educated and had the freedom to choose their spouses, as evidenced by the practice of Swayamvara, where women selected their life partners. This autonomy underscores their elevated status in society. Monogamy was the norm, and women were engaged in composing hymns and mantras, earning the rank of rishis (sages). Notable women, such as Viswavara, Apala, and Ghosa, achieved intellectual prominence, while renowned poets like Lopamudra, Gargi, and Maitreyi contributed significantly to the Rig Veda. Gargi is celebrated for her philosophical contributions and her participation in the intellectual congress organized by King Janaka of Videha. Her hymns interrogated insightful existential questions, demonstrating her depth of learning and philosophical insight.

During this era, child marriage was uncommon, providing women ample time for education and personal growth. The Rig Veda specifies that educated women were expected to marry only educated men, highlighting the societal emphasis on intellectual equality. Women actively participated in Vedic rituals, recited mantras, and engaged in philosophical debates alongside their husbands, showcasing their autonomy and intellectual prowess.

The Buddhist and Jain periods, however, present a mixed picture regarding women's status. While these periods saw some advancement for women, their position in the

religious sphere diminished in comparison to the Vedic era. The decline in their participation in religious practices during these times marked a shift from the autonomy and respect they once enjoyed. Agarwal & Agarwal (1998-1994).

In 2001, the Indian government declared it the Year of Women's Empowerment, marking a significant step toward promoting gender equality. The National Commission for Women, formed in 1990 under an act of Parliament, aims to safeguard the rights and legal entitlements of women. Historically, the status and education of women were considered severely lacking, as highlighted by the Indian Education Commission (1882). After independence, the University Commission (1948-49) and other bodies prioritized women's education, emphasizing its importance in national development.

Despite these efforts, the sex ratio in India reflects persistent negative societal attitudes toward women. According to the State of World Population Report 2020 (UNFPA), there are 924 women against 1,000 men in India. Additionally, the literacy rate at the national level stands at 74.37%, with female literacy trailing at 53.70%.

However, the present scenario shows signs of gradual improvement. Women are increasingly stepping out of conventional roles, making their mark in various fields. Men are becoming additional supportive and compassionate compared to previous generations. Women today are multitasking effectively, balancing home and professional responsibilities with confidence and skill. Urban women, though experiencing slower progress, are also embracing new opportunities.

Women are beginning to enjoy certain privileges, such as preferential treatment in some areas. Regardless of this progression, issues such as dowry, domestic violence, sex-selective abortion, and female infanticide persist in parts of the country.

On a positive note, women are being encouraged to pursue education, with the government offering numerous policies and financial schemes to support their growth. Various NGOs also contribute to empowering women by providing resources and encouragement for entrepreneurship and professional progress. Today,

many women hold prestigious positions and enjoy higher status in society, reflecting a significant shift in their roles and recognition.

1.2. Status of Women Teachers in India

There has been a significant transformation in women's participation in teaching over the years. Data from the Unified District Information System for Education shows there is an enhancement in the number of school teachers from 47.1 lakh in 2018-19 to 52.3 lakh in 2023-24, which indicates women's representation in teaching has grown progressively.

According to All India Survey on Higher Education (AISHE) data from 2021-22 shows only 43% of women constitute faculty members. Higher Education remains a male-dominated domain, whereas women dominate the primary and secondary education but face a significant drop in tertiary education. Express, (2025).

The legacy of the first woman teacher in India hits its roots into Savitribai, who was the first female teacher in the history of India, born on January 3, 1831, in Naigaon, India. Savitribai was married very young to Jyoti Rao Phule, who was very progressive and open-minded and supported social and educational reforms. Seeing her enthusiasm and desire to learn, her husband gave her a basic education. She later got her education in Ahmednagar and Pune. Both husband and wife opened their first school on 1st January 1848, and it was at that time that she became the first woman teacher in India's history. She opened 18 schools in her lifetime. However, her dreams of gender and caste equality were treated as a threat to the prevailing system at that time. Both Savitribai and her husband were physically and verbally abused and also left homeless when they opened girls' schools because at that time, girls were restricted from even going out of their houses and seeking gender and caste equality was very much against society. But still, she stood against all these and thus became a champion of social reform and an advocate for the education and empowerment of women. On August 9th, 2014, the University of Pune was renamed Savitribai Phule Pune University in recognition of her epic Work. (Savitribai - Phule-Wikipedia, n.d.)

Meanwhile in Nagaland, one of the prominent educationists is Dr. P. Kilemsungla who is also the first Naga woman educationist who received the Padma Shri award for her contribution in the field of education and literature. She is the first Naga woman Union Public Service Commission (UPSC) member who also served as a member of the Nagaland Public Service Commission (NPSC) and acted as the Chairperson of NPSC till her retirement. She was a lecturer in Kohima Arts College and taught in the then Nagaland College of Teacher Education (NCTE) now SCTE and the Principal of District Institute of Educational Training and Government Polytechnic and NCTE, Kohima. India, (2014)

1.3. Status of Women in Northeast India

The northeastern region of India is recognized for its exceptional customs and traditions shaped by diverse ecological settings. Women in this region have traditionally played a significant role in family-based agricultural activities, often contributing more than men. Besides managing their households, northeastern women actively engage in various economic pursuits, which have helped them achieve a degree of autonomy even within a patriarchal framework. Over time, many women in the region have developed economic independence by acquiring and utilizing various skills. This economic progress has significantly elevated their status in society. Chase (2022)

1.4. Status of Higher Education in Nagaland

Higher education in Nagaland began with the establishment of Fazl Ali College in 1959 in the Mokokchung district, making it the first college in the state. Before this, Nagaland had no institutions for higher education. In 1961, Kohima Science College was founded in Jotsoma and functioned under the North Eastern Hill University (NEHU), which had campuses in Kohima and Medziphema (SASARD).

Nagaland University was later established as the 13th Central University on September 6, 1994. With its headquarters in Lumami, the university became fully operational, bringing all affiliated colleges across the state under its administration. Hau (2022).

The Department of Higher Education in Nagaland was established on May 1, 1983, and is tasked with overseeing policies related to higher education in the state. This department acts as an intermediary with the Ministry of Human Resource Development (MHRD) and collaborates with the University Grants Commission (UGC) to plan and develop college education policies.

In 2011, the MHRD, in partnership with the Department of Higher Education, initiated the All-India Survey on Higher Education (AISHE). According to the 2019 AISHE report, Nagaland is home to four universities, including Nagaland University, a Central University, and three private universities. The state also has one institute of national importance. Nagaland University oversees 69 affiliated colleges and 16 standalone institutions, which include nursing colleges, technical institutes like polytechnics, and teacher training colleges.

In 2019, the total enrollment in higher education in Nagaland was 31,896, with 14,935 male students and 16,961 female students, indicating that women comprised 53.17% of the total enrollment. The gross enrollment ratio (GER) for the 18–22 age groups was 18.7%, with male GER at 17.8% and female GER at 19.67%.

During that year, 6,524 undergraduate degrees were awarded, with 3,002 going to males and 3,522 to females. A total of 1,422 postgraduate degrees were conferred, including 725 to males and 697 to females. Additionally, 43 doctorate degrees were awarded, with 16 conferred to males and 27 to females. These figures underscore the significant progress and higher representation of women in Nagaland's higher education sector.

1.5. Status of Women in Higher Education in Nagaland

In academia, Naga women have surpassed men in higher education. More women are pursuing undergraduate and postgraduate studies, as noted in the AISHE report (2016-17) by the Ministry of Human Resource Development. Out of 232 Ph.D. scholars in Nagaland, 138 are women as compared to 94 men. The female-to-male ratio in M. Phil programs is 9:1, highlighting women's dominance in advanced education.

However, there are disparities in faculty positions. Women outnumber men at various levels of teaching; men hold senior roles like professors, with 108 males compared to 45 females. For associate professors and readers, the trend is reversed, with 138 women and 125 men out of 263 positions. Women surpass men as assistant professors and lecturers, holding 995 positions compared to 701 for men.

Despite these achievements, the gross enrollment ratio (GER) for higher education among the 18-23 age groups remains low, at 16.6-17.0 for females. Additionally, Nagaland lags behind other northeastern states in attracting foreign students, with Sikkim recording the highest numbers. Student enrollment in higher education has also dropped considerably, dropping by 27.71% over seven years from 56,389 in 2010-11 to 40,762 in 2016-17. Nonetheless, women continue to lead in academia and professional spaces, signaling a gradual but positive transformation. Nagaland: Women Surge Past Men in Higher Education, (2018).

1.6. Status of Female Education in Nagaland

The status of female education in Nagaland has seen improvement in course of time. The literacy rate for females in Nagaland was 76.69% according to the 2011 census, and the male literacy rate was 83.29%. A major struggle for female education in Nagaland is the persistence of gender stereotypes and cultural norms that prioritise marriage and household responsibilities over education for girls. Additionally, there are issues of safety and security, especially in remote and rural areas, that discourage families from sending their daughters to school. However, the state government has taken several measures to improve access to education for girls. There are girls-only schools and colleges, as well as hostels for female students, to provide safe and secure learning environments. There are also several scholarship schemes available to support girls from economically weaker sections of society. In recent years, the state government has also introduced initiatives to encourage girls to pursue education, which aim to promote the education and empowerment of girls. Overall, the state government's efforts to promote female education and create a safe and supportive learning environment for girls are showing some encouraging results in Nagaland.

1.7. A Brief Overview of Nagaland

Nagaland, situated among the hills and mountains in northeastern India, is the 16th state of the Indian Union. It was officially inaugurated on December 1, 1963, by Dr. S. Radhakrishnan, then President of India. It was formerly part of Assam and the North-East Frontier Agency (NEFA). Nagaland has a population of approximately 2.28 million, with Kohima as its capital. Spanning a region of 6,401 square miles (16,579 square kilometers), it is bordered by Arunachal Pradesh to the northeast, Manipur to the south, Assam to the west and northwest, and Myanmar to the east.

As of the 2011 census, Nagaland's population constituted only 0.16% of India's total, with a density of 119 people per square kilometer and a literacy rate of 79.55%. Kohima village is the largest in the state, and Dimapur, once ruled by the Dimasa people, is the most densely populated district and the main commercial hub, with an estimated population of 250,000.

The Nagas belong to the Indo-Mongoloid ethnic group and are renowned for their vibrant traditions and rich cultural heritage. As tribal people, they are known for their progressive outlook, warm hospitality, and profound love for music and customs. Music is deeply ingrained in Naga's life, with almost every child adept at singing or playing the guitar with remarkable skill. The influence of Western culture, especially Western music, is prominently visible among the Nagas.

Each tribe within Nagaland has its own distinct culture and festivals. However, with the advent of Christian missionaries and the spread of Christianity, many traditional tribal festivals have been replaced or merged with common religious celebrations.

The Nagas are acknowledged for their courage and willingness to make sacrifices when necessary. They are naturally athletic and physically strong, though generally shorter in stature compared to other Indian communities. Despite their independence, they exhibit a deep sense of warmth and responsibility. The concept of a joint family is not prevalent in Naga society. Newly married couples typically establish their own households while maintaining the accountability of caring for their elderly parents.

1.8. Policies and Recommendations on Women's Education

Given below are some important policies related to women and women teachers.

University Education Commission (1948-1949)

The University Education Commission was the preliminary step towards higher education after India's independence. Dr. S. Radhakrishnan was the chairman of the Commission. This Commission was set up to study Indian University Education. The Commission emphasised women's education and decided that women should be provided with all facilities and decencies of life commonly enjoyed by men, especially in higher education, so that the enrolment ratio of women in higher education rises. It was also decided that women must be given opportunities to study in co-educational institutions, and the entry age to these institutions was fixed to be 18 years. The commission recommended reforms in the Indian university education which include prioritising teacher training, escalating access to women's education and ensuring equivalent pay for women teachers.

Secondary Education Commission (1952-1953) The Secondary Education Commission, also known as the Mudaliar Commission, was set up under the chairmanship of Dr A. Laxman Swami Mudaliar, the Vice-Chancellor of Madras University. This Commission suggested the expansion of secondary education for girls, which includes special programs and scholarships for girls, and to promote co-education by emphasising mixed school staff.

National Committee for Women's Education (1958-1959) The first committee focusing exclusively on women's education was the National Committee for Women's Education, headed by Durgabai Deshmukh. This committee aimed to examine the struggle of girls' education and propose measures for its advancement, and recommended taking abrupt steps to expand girls' education at the university level and give financial aid to girls, especially from rural areas. The Government of India acknowledged the recommendations of the National Committee for Women's Education and decided to accord high priority to women's education in the third five-year plan. This committee emphasised the need for training female instructors and the importance of having women teachers.

Education Commission (1964-66)

The Commission, led by Dr D.S. Kothari, is known as the Kothari Commission. This Commission emphasized women's education and highlighted the necessity to tackle

various challenges faced by women in education, such as training and employment. The commission laid down an ambitious goal of achieving a 33% enhance in female enrollment over the next decade. This Commission emphasized improving the status of teachers, which includes women teachers, by advocating for better pay, better working conditions, benefits and providing opportunities for professional development. It also stressed the significance of improving the social, economic and professional status of teachers to attract and hold talented teachers. It is suggested to provide favorable and adequate service conditions which include intellectual liberty to pursue independent learning, research and professional development. This commission suggested to establish minimum pay scales, also advocated uniformity in pay scales and central assistance to state governments for improving the salaries of school teachers, advance increments to teachers having stupendous work and emphasized on the need for training and accommodation amenities for teachers posted in tribal areas, it emphasized women to learn science and mathematics.

National Policy on Education (1986)

NPE 1986 recognised women's education as the crucial tool for empowerment. This policy emphasised women's empowerment by advocating increased access and equitable opportunities by reorienting the educational system and recruiting more women in teaching to promote gender equity. This policy aims to enhance self-esteem, confidence and the ability to participate in society fully. NPE 1986 advocated for promoting gender equity and reorienting the system of education by encouraging the recruitment of more teachers and creating an inclusive learning environment for girls. To pursue this policy, Mahila Samakya Policy was launched in 1988 with the idea that education can be an effective tool for women's development. It also recommended upgrading the selected secondary education system and suggested providing essential resources to NCTE to recognize institutions of teacher education and provide guidance on curriculum and methods of teaching.

National Education Policy 2020

The National Education Policy 2020 acknowledges the subsistence of dispirited and apathetic teachers and proposes a systematic revamp of the teaching profession to create a vigorous merit-based system of teaching, reimbursement and development that honours and commands stupendous teachers. Chandra & Singh (2024)

National Education Policy emphasizes gender-inclusive education by recognizing the importance of providing equal opportunities for all genders. It emphasized on the

enrolment, retention and promotion of school girls, addressed educational disparities and empowered girls with the knowledge and skills necessary for their growth in personal and professional fields. NEP 2020 acknowledges the pivotal role of female teachers as mentors and role models for girls by encouraging more recruitment of female teachers. To introduce professional development programs for female teachers so that these teachers can guide and inspire girls effectively to pursue education and career goals. Jameela (2023)

1.9. Five-Year Plans on Women's Education and Development

The five-year plans have focused on women's education, especially in the higher secondary and university stages, by improving the facilities in the field of learning, especially for women. There was a growth in the number of girls' educational institutions with a rise in enrolment.

The first five-year plan (1951-56) stressed the welfare of women, especially the scheduled caste women. Five-year plans initially focused on women's education and wellbeing, but steadily shifted their focus to women's role in overall progress.

The main aim of the second five-year plan (1956-61) was spreading out of basic education with the development of secondary education, with improvement in the standards of education, especially in college and university education. It stressed the functioning of socio-cultural development with the expansion of vocational and technical education. It laid extraordinary significance on the education of women and girls, recommended scholarships for the girls and encouraged girls to take up courses such as teaching, nursing, health visitors, etc. It provided special measures for increasing the enrolment of women and women teachers and provided liberal assistance to women's colleges and women's hostels. In 1957, the Govt of India appointed a National Committee on Women's Education under the chairmanship of Durgabai to discuss and sort out the problems of women and girls, especially in the rural areas, increase their enrolment within the education sector and facilitate learning for the scheduled caste of women and girls.

In the third five-year plan (1961-66), it highlighted female education as a major welfare approach, and succeeding plans continued to emphasise women's education as a key component to progress.

Like the first three five-year plans, the fourth five-year plan (1969-74) also emphasised women's education and sustained steady efforts to expand higher education among girls. It laid stress on social education. The growth in higher education and women's enrolment was steady, with an increase in women in higher education by 1.9% between the years 1966 and 1974.

The fifth five-year plan (1974 -79) brought empowerment and wealth issues by focusing an awareness rising skills training for better development. The main objectives of the fifth five-year plan were to safeguard equality of educational opportunity as an ingredient of the plan to ensure social justice. It stressed the enhancement of education and its quality by encouraging the involvement of the academic community, such as the student community, in the tasks of societal and economic development.

The sixth five-year plan's (1980-85) primary goal was to guarantee quality of life and provide lifelong education for physical, intellectual, and cultural development. It emphasised the establishment of self-motivated linkages between education, progress, and employment. It started to appoint women teachers wherever obligatory and in rural areas, and encouraged girls' education. Admission policies were streamlined wherever necessary to promote greater enrolment of women in engineering, electronics, agriculture, veterinary, fishery, and forestry education. Greater importance was laid on girls' education and the checking of dropouts.

The seventh five-year plan (1985-90) redirected the educational system to prepare the country to confront the challenges of the next century. The plan emphasised rationalisation and skill education programs at various stages of education and modernisation, with upgradation of standards with value orientation at every level of education and provision for high-quality education and excellence in every district. This plan emphasised encouraging talented girls to pursue higher education and proposed to expand the Open Learning System, which included correspondence courses. More women's poly techniques were set up to promote technical education for women's programs, and programs were formulated to expand vocational education.

Like any other five-year plan, the eighth five-year plan (1992-97) emphasised resources, financial allocations, elementary school and higher education. The NPE stated that from this plan onwards, the outlay on education would be treated as a directive for the allotment of resources during. Vigorous efforts to attract external support for financial and educational programs without negotiating the country's basic educational policies were carried out. During this period, women's enrolment in higher education increased from 13.60 lakh in the year 1990 to 21.39 lakh in 1997. The nine-five-year plan (1997-2002) embarked on funds for women, and developed the infrastructure of colleges and universities. The plan featured the reconsideration of the existing curriculum, orientation to the teachers, and involvement in innovative programs pertinent to professional education and value education, and also strengthening the emerging areas with the promotion of excellence. The areas of equity include schemes, especially for SC/ST women and differently able persons. It also stressed resource mobilisation and state councils of higher education, including technology courses for women, and faculty development and faculty exchange programs, which gave priority to the expansion of education for women. Focus on improving the exposure of women by providing free education to girls up to college level as undergraduates, professional courses and relaxation in tuition fees with the provision of textbooks, maintenance expenditure in hostel and facilities for library books, with other facilities.

The tenth five-year plan (2002-2007) documented human progress as an integral part of economic growth. It stated that quality and excellence cannot happen accidentally, so it focused on relentless efforts on quality, assessment, accreditation, research, and progress, to develop awareness on information and communication technology (ICT) and be able to make use of the technological knowledge gained. It also endeavoured to amalgamate the progress made in women's education and carry forward the goal of education for 'women's equity.' The tenth plan encouraged women to partake in science and technology, particularly in rural areas, and participate in activities related to science and technology and ensure their participation in developmental projects with scientific and technological outputs.

The eleventh five-year plan (2007-2012) envisages empowering children, especially girls, holistically. It emphasised attention to the endurance, protection, and well-

being of the girl child. The plan targeted measures for child development, in addition to the creation of primary health services centres. The eleventh five-year plan focuses on equality, education, enabling, environment and empowerment so that a girl is protected against abuse and is not neglected. The plan stressed health education, gender sensitization, elimination of child marriages, welfare and development of adolescent girls, creating a nationwide campaign and awareness on gender sensitization in education against female foeticide. The plan incorporated arrangements for providing bicycles for girls to cut short the distance between home and school, so that they do not leave their studies and drop out. Mid-day meals, proper toilet facilities for adolescent girls, along with provision for crèches so that girls are not entrusted with the accountability of sibling care, building gender parity and giving equality to girl children.

In the 12th five-year plan (2012-2017), the planning commissions made a special exemption for women who decided to remain single under various government schemes in the plan. The plan proposed to reserve a certain percentage of jobs under centrally sponsored schemes, especially for single women, for promoting and establishing groupings of single women at various levels. The plan focuses on women's participation in agriculture and animal husbandry. It emphasized the needs of women, various schemes were launched. The plan acknowledged inclusiveness issues as an indispensable part of achieving sustainable growth. The plan included a variety of schemes for women in the educational field and stressed an amalgamation of gender studies in the curriculum. The plan emphasized the formation of committees against sexual harassment and the inclusion of women representatives, and the removal of wage disparities. The plan focused on the implementation of the wage act because women mostly faced discrimination in wages. The policy stressed the position of women in governance at the grassroots level and treating women representatives as equal to their male counterparts in the local government. Shivaputra (2020)

1.10. Significance of the Study

Women have been considered as one of the key partners and contributors particularly in the field of education. This is the key motive that the researcher wants to undertake a study in this area, focusing on the issues and problems of female college

teachers of Nagaland. There are a variety of problems encountered by teachers, particularly where women teachers are concerned.

The present investigation holds significance in its endeavour to investigate, “A Study on the Status and Problems of Women College Teachers of Nagaland”. Despite the escalating involvement of women in the teaching profession, predominantly in higher education, there remains a dearth of investigation focusing on women educators' experiences, challenges, and professional expansion in the specific socio-cultural context of Nagaland. This research aims to fill that gap by providing insights into the academic, institutional, and socio-personal issues distressing women educators in the region.

This research is significant as it examines issues through the lens of fairness, justice, and equal opportunity, which are fundamental principles for achieving gender justice in the workplace. By uncovering the barriers that hamper women's professional development, involvement in decision-making, and access to management roles, the study sheds light on the underlying structural and institutional factors that bring about gender disparities.

Furthermore, the study emphasizes women teachers' empowerment by exploring their experiences, aspirations, and the socio-institutional challenges they face. In doing so, it seeks to contribute to the formulation of strategies and recommendations that endorse the professional welfare and progression of women in academia.

Another important aspect of this study is its focus on the inclusion of gender-friendly policies within educational institutions. The findings are anticipated to guide policy-makers, educational administrators, and stakeholders in building inclusive frameworks that foster safe, supportive, and equitable work surroundings for women educators.

By addressing these significant dimensions, the study aspires to contribute to educational discourse, institutional reforms, and social transformation, eventually supporting the goal of creating a more inclusive and gender-just higher education system in Nagaland.

1.11. Statement of the Problem

Women represent a significant segment of the teaching workforce in higher education across India and Nagaland. While the participation of women in the teaching profession has amplified over the years, gender-based disparities and systemic challenges persist to influence women educators' professional experiences. Women college teachers in Nagaland often navigate a multifaceted socio-cultural landscape, where customary gender roles, institutional barriers, and inadequate access to leadership opportunities may obstruct their career progression and overall well-being.

Several national and regional studies have addressed gender related issues in education; there remains a lack of focused research on the specific status and problems of women educators in Nagaland's higher education institutions. The shortage of such data makes it difficult for policymakers, administrators, and stakeholders to propose effective interventions that address the unique challenges faced by women educators.

This study, therefore, seeks to examine the existing status of women college teachers in Nagaland and to identify the professional and personal problems they encounter. By doing so, the investigation aims to contribute to the development of gender-sensitive educational policies and practices that promote equity, empowerment, and institutional support for women educators in Nagaland. Therefore the present study is stated as follows-“A Study on the Status and Problems of Women College Teachers of Nagaland.”

1.12. Objectives of the Study

The following are the objectives of the research-

1. To find out the ratio of existing male to female teachers based on the type of management.
2. To find the existing intake and status of male and female teachers in government and private colleges.
3. To bring out and compare the profile of Women College teachers of Nagaland in terms of age, marital status, educational qualification, teaching experience, and management positions held.

4. To study and compare the present status of government and private women college teachers of Nagaland in terms of the infrastructure, facilities, and welfare provided and policies related to them.
5. To study and compare the status of employment, service conditions, and working conditions of women college teachers of Nagaland regarding the type of college management.
6. To identify the type of management problems faced by women college teachers in Nagaland in terms of psycho-social and emotional issues, professional and academic, co-curricular, stress, physical and health issues related to domestic issues gender biases, and job satisfaction.
7. To suggest measures for improving the working conditions of women College Teachers of Nagaland.
- 8 To suggest measures for resolving the various problems of Women College Teachers of Nagaland.

1.13. Operational Definitions of the Terms Used

1. Status: Status describes the position of an individual in a particular setting. It also means a relative social or professional position.
2. Women College Teachers: Women teacher refers to lady teachers who are working in various government and private colleges.
3. Problems: Refers to a situation or issue which is challenging and needs to be dealt with. It could relate to different areas such as academic, co-curricular, service conditions, and so on.
4. Intake: Refers to the number of teachers recruited or appointed in an educational institution during a particular academic session.

1.14. Research Questions

The following are the research questions of the study

1. What is the profile of women college teachers of Nagaland in terms of their age, marital status, educational qualification, and teaching experience?
2. What is the status of women teachers of Nagaland in terms of their status of employment status, employment conditions, facilities, welfare provided, and policies related to women college teachers and management positions held by them?

3. What is the status of employment and working conditions of women college teachers regarding their type of management locale, such as salary, regularity of salary, ad hoc, contractual, permanent, substitute etc.
4. What are the types of problems faced by Women College teachers of Nagaland in terms of psycho-social and emotional issues, professional and academic, co-curricular stress, and physical and health issues related to domestic and gender biases?
5. What are the suggestions for resolving the problems of women college teachers in Nagaland?
6. What types of management-related problems do Women College Teachers in Nagaland face with respect to psycho-social factors, emotional well-being, professional responsibilities, co-curricular involvement, academic duties, stress levels, physical health issues, job satisfaction, and gender biases?
7. What measures can be implemented to improve the working conditions of Women College Teachers in Nagaland?
8. What policy and institutional measures can be implemented to resolve the challenges encountered by Women College Teachers in Nagaland?

1.15. Delimitations of the Study

1. The present study is delimited mainly to women college teachers teaching in Dimapur, Kohima, Peren and Wokha Districts of Nagaland. Few other stakeholders such as Principals and Deans and administrators of colleges are included in the study.
2. The present study is delimited only to the respondents from colleges affiliated to Nagaland University in the sample districts.

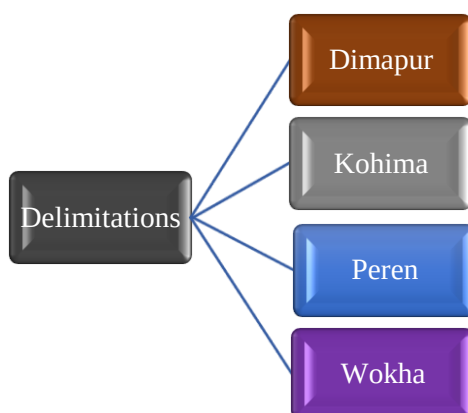


Figure No.1.15 Delimitations of the study

2.0 Introduction

Review of related literature is an essential constituent of academic writing that involves decisively analyzing previous research and situating it inside the background of the researcher's study. This approach is vital for budding a theoretical indulgent of the research problem. Reviewing various sources of literature enables researchers to refine their understanding of the problem, categorize it effectively, and access valuable information about existing work in the field.

By familiarizing with prior studies and findings, researchers gain insight into the issues they aim to investigate, avoiding unnecessary duplication of efforts. Additionally, review of related literature helps to recognize gaps within the current understanding and uncovers ignored facts or perspectives. Conducting a literature review fosters trust and credibility with readers by demonstrating that the investigator has thoroughly prepared and understood the field of study. The primary purpose is to offer ideas, theories, explanations or hypotheses that help in formulating and addressing the research problem. Review also assists in selecting suitable research methods, interpreting results, and avoiding redundancy, thus enhancing the overall quality and rigor of the research. Mar (2014)

2.1. Classification of Reviews

This study is an endeavor to investigate "The Status and Problems of Women College Teachers of Nagaland." It is found that studies related to this are still quite insufficient. Therefore, to fill this gap, the researcher reviewed existing literature paying attention to the status and challenges of working women, particularly women college teachers. The investigator has presented a thematic review of related literature organized into two sections viz: Studies done in India and Studies done abroad.

2.1.1. Studies done in India

a) Review based on the status of educated working women in India

Ahmad (1979) attempted to study on the "Status of Educated Working Women in India". The study reveals that numerous women take up teaching as a profession to support their families financially. Women mostly take up teaching in the lower section because of their ignorance of women's role in higher education. The

traditional role of women in handling children without women's contact with men is one of the key reasons. The study explores some highly educated and professionally trained women choose to remain unemployed voluntarily owing to lack of fulfilment in their career and orientation. The study brought to light that women were not getting formal equality at the same time education and employment drove many women outside the domestic sphere but, did not bring changes in societal attitudes. Traditional norms of feminism and working women playing triple roles as women and mothers, causing stress and conflict. This study exposed, a very low ratio of women were contended with their jobs.

Agarwal & Agarwal (1988-1994) in their book "Second Historical Survey of Women in Education India" found women's status in India during Vedic period was extremely elevated, which was analogous to men. Women were considered as Shakti or Goddesses. Any ritual was incomplete in the absence of women. Women had the autonomy to choose their spouse and an educated woman was likely to marry an educated man only. Minor marriage was not widespread but, gradually the status of women declined as in the medieval period, women were considered as sex objects and confined to the kitchen and household. A girl child was neglected and considered inauspicious. Women had no voice and were not endorsed to share their ideas or opinions.

Malemnganbi (2013) attempted to study "A Study of Women's Higher Education in the Valley of Manipur" Simple random sampling was employed as sampling procedure. Tools used were a questionnaire and an interview schedule. It was a mixed method study with a sample of 1000 women. For data analysis, percentage was used. The investigation suggested for the improvement of women's education in Manipur general, professional and technical colleges needs to be developed in all districts. it suggested relaxation of marks for enrolment of women students and regular supervision and review by the competent authority, recruiting a greater number of teaching faculty and providing secured hostels to accommodate girls. The study suggested awareness programs for parents to encourage their daughters to pursue higher studies develop proper attitudes by parents and teachers toward girls, motivate women to take up research studies and provide counselling to teachers to adopt attractive teaching methods.

Kumari (2014) studied on the “Educational Status of Women, Comparing the Past and Present”. The findings indicated in the Vedic period, women held equal status and positions alongside men with prominent women as teachers, poets, and scholars. However, their status began to decline during the Dharmashastra period. Jainism and Buddhism later provided a positive shift for women, with Lord Buddha advocating for women's education.

The Vedic and pre-medieval periods were marked by a further deterioration of women's status. During the colonial era, women were subordinated to men and faced limited opportunities. The prohibition of sati by Raja Ram Mohan Roy and Lord William Bentinck brought some improvement to women's status, but it was not a complete transformation. The study emphasize women have faced suffering throughout history.

Ghara (2016) attempted a study on the “Status of Indian Women in Higher Education”. The study aimed to assess women's enrolment and their participation in managerial roles within higher education. The study highlighted that a country's development is closely linked to the education of women. It revealed although there has been an increase in women's enrolment in higher education, it falls short of expectations due to societal issues related to women's education at higher levels. The study noted the underrepresentation of women in higher education, especially in leadership and managerial positions. It pointed out inadequate recruitment and promotion policies pose significant barriers to women's advancement.

Chetia (2022) studied, “Higher Education for Rural Women in Assam”. It was a descriptive study and secondary sources were used for gathering in formations. The major findings were participation of females in education was low due to various reasons such as economically poor and uneducated parents. Conservative mindset of people with brisk inhabitant’s expansion, lack of security among girls, and poor infrastructure with problems of the medium of instruction as a primary issue in higher education. The study suggested establishing more institutions for women in higher education which could help to change women’s mentality about educating women. The study also suggested providing special financial aid for women such as scholarships and fellowships, creating a good education setting where women

experience more secure and not discriminated against gender and adopting modern methods of teaching and emphasizing English as a medium of communication.

b) Review based on occupational stress, work-life balance and challenges of working women in India

Reddy & Poornima (2012) conducted a research on, “Occupational Stress and Professional Burnout of University Teachers in South India”. The research aimed to investigate anxiety and exhaustion in profession among the university teachers. The research covered two south Indian states and data was composed from nine state universities using simple random sampling method. Survey method was employed for the investigation and two types of ranking scales were used for data collection. Statistical methods such as mean, SD, correlation and stepwise multiple regression were employed. The main findings was majority of teachers were experiencing professional stress and burnout. The study found anxiety and exhaustion had a positive relationship. It was suggested that management and workplace require interventions on several stress management techniques for the university, to be open and understanding to overcome stress and burnout.

Vijayadurai & Venkatesh (2012) attempted to study “Stress Management among Women College Teachers in Tamil Nādu, India”. This investigation was exploratory with a sample of 50 college teachers. Simple random sampling was used in the selection of teachers. Percentages, chi-square tests and ANOVA were put to use for data analysis. The study's main objectives were to identify the various possibilities of stress that affect women college teachers and to identify various ways to manage stress. The major finding was the majority of women have heavy workloads and pressure; other findings include the hard work of the teachers were not recognized by the institution and women often faced sexual harassment within the organization.

Bakshi (2013) studied “Problems faced by Married Women Teachers having Multiple Roles”. The study was descriptive study. 192 women teachers from Himachal Pradesh were selected as participants and interviewed for purpose of data collection. The main findings was working women are under two ambitions such as of being a perfect wife at home, an intelligent mother and a successful working woman in the work field which demands dual energy and time leading to many

conflicting situations at home are leading to health problems such as exhaustion, weakness and headache as psychological issues such as feelings of depression, nervousness and aggravation etc. Problems of personal care such as exercise, yoga and personal care among the age group of 31-40 years and 51-60 years exists. The study found, age group between 21-40 face more personal problems and do not enjoy economic freedom. The study highlights the status of women is affected due to appointment structure which hampers incentives and pay scale. The study further found those women in joint families face more personal life problems due to family restrictions and interference Working women face another major issue of childcare because of time constraints and lack of child care centres.

Dashora (2013) studied “The Problems working women face in India”. The study indicates women were overburdened with both household chores and work outside the home. The study highlights on women’s discrimination in status and salary. The study exposed that working women are unable to manage their money. Women are physically, mentally, psychologically, financially, and sexually harassed at home and at workplace. Women in Indian society are expected to perform all domestic work and manage the office simultaneously compelling them to sleep less to complete their work; it is found that women from joint families are more stressful as they are presumed to cater to everyone’s needs at home. In the workplace, men often ask for sexual favours in exchange for deserving promotions for commendable elevations.

Nisa (2013) conducted a study to Examine “The Time Constraints faced by Working Mothers from a Sociological Perspective in Srinagar”. The participants were mothers who worked outside the home and had to leave their children behind. Simple random sampling was employed to select respondents, and the research tools were interviews and observations. The study exposed, working mothers faced challenges in finding enough time to spend with their children as they had to prepare for work. Most mothers were dependent on others or compassionate caregivers to take care of children. The study noted that most working mothers had no sufficient time to dedicate to their children, and when they got time, they were often too exhausted from the work to give their children the attention they required.

While some mothers expressed satisfaction, claiming they were able to balance both roles effectively relied on their own mothers or in-laws to help care for their children. The key finding was that a mother's presence is crucial for a child's well-being. The study recommended for the establishment of baby care centers or crèches, improvements in infrastructure, and proper guidance and counseling for young mothers could help mothers to effectively do to their assigned roles in the work front. This could shift societal mindsets and lead to positive changes for both women and society as a whole.

Shiva (2013) attempted to Study, Work-Family balance and the challenges Working Women face. The study was descriptive in nature. A non-probability technique was used for data collection with a sample of 200 working women. Statistical tools used for the study were percentage analysis, chi-square, and correlation methods. The investigation reveals there was work and family conflict along with organizational dissatisfaction among working women.

Punia & Kamboj (2013) studied “The Quality of Work-Life Balance among Teachers in Higher Education Institutions”. A descriptive method of study was applied, purposive sampling was employed as the sampling technique and the sample comprised of 143 teachers from university. A structured questionnaire was used and the Likert method of the scale was adopted for reliability and validity. Statistical methods such as Mean, SD, and ANOVA, were used for data scrutiny. The investigation found work-life balance is vital for psychological well-being for raised self-esteem, job satisfaction, and overall sense of harmony, it helps faculty to be more productive in their job and personal commitment to the family. This study brings out the designation of the teacher; the type of appointment, the academic stream, and the kind of the institution affect the quality of work-life of teachers.

Longkumer & Liegise (2014) studied on “Status, Roles, And Challenges faced by Educated Working Women in Nagaland” This descriptive study concentrated on educated working women and the difficulties they experience in balancing work and home responsibilities. The key findings exposed education has opened up opportunities for women’s participation in various fields. Women can make significant progress and accomplish more with proper opportunities. The research

pointed that a shift in the work culture has contributed to women's success and excellence in their roles.

The research suggested women should not be restricted from working after marriage or childbirth as continued employment supports economic and social independence. It emphasized that there should be no gender-based salary discrimination and that empowering women with decision-making authority would lead to greater progress for both women and society as a whole.

Kumari (2014) studied, to Examine "The Problems and Challenges Faced by Urban Working Women in India". The research employed a mixed-method approach by using focus group discussions as the methodology of the investigation. The study concentrated on the contributions of women to various family activities and their economic and social expansion of family. The investigation was conducted specifically in Rourkela in Orissa. Triangulation was used to ensure reliability and validity. The mixed-method approach included focus group discussions and surveys with both open and closed-ended questions. The primary objective was to identify the issues women face in the workplace and propose potential solutions.

The study covered various groups of working women, revealing their problems varied across different workplaces. Common issues included both physical and mental stress, difficulty balancing work and family responsibilities, workplace discrimination, and unfair treatment. The findings suggested many of these problems could be mitigated with adequate family support, particularly from partners, effective child-care policies and a grievance redressed system tailored for women. The greater part of the challenges faced by working women could be addressed if the policies discussed are implemented.

Thangamani & Venkatachalam (2015) attempted to study "Perception of the Quality of Work Life of Women College Teachers in Dindigul". It was a descriptive study. The study's sample consisted of 330 women college teachers living with husbands and families along with them. A purposive sampling procedure was employed. For statistical analysis, F test was applied. The research reveals that women experienced various problems related work-life balance. The major findings were if members of

the management were constantly in touch with the vital issues of the teachers patiently listened to their grievances and allowed teachers to participate in the college affairs then teachers could develop a positive attitude. If proficiency and years of experience was considered for promotions, teachers would be more encouraged to work and develop an optimistic outlook towards life.

Zaheer et al. (2015) studied on “Occupational Stress and Work-Life Balance: A Study of Female Faculties of Central Universities of Delhi, India”, the researcher randomly selected faculties from colleges under two universities in Delhi. The sample consisted of 120 respondents who were faculties. Questionnaires were supplied to the selected faculties for the investigation. Statistical methods employed were simple percentage, Mean and Correlation. The study unveils there was a reasonable level of work-related anxiety among female faculties but the stress levels differ from person to person and university to university. The study recommended framing some appropriate policies according to the institutional needs and requirements.

Priya (2017) studied on “An Investigation of the Balance between the Professional and Personal Work of Women Teachers”. The study was based on normative survey method and the sampling method was convenient sampling. The sample consisted of 100 female educators working in higher secondary Schools. Mean, Standard Deviation, t-test, and ANOVA were employed for data analysis. The main finding was women teachers above 50 years could balance well with work and life better than young married teachers. The study further reveals women with infants faced greater challenges in managing their household and professional responsibility simultaneously than women with grown-up children. Women developed stress and conflicts because of dual responsibilities leading to health issues, tensions, and conflicts. The study recommends institutions to implement health and wellness programs for women to help them to balance work and family life simultaneously.

Mahanta (2023) in her study “An Exploration of Female Academics ‘Resiliency During Covid-19 with Special Reference to North Eastern Part of India”. This study examined the various challenges faced by female academicians in their personal and professional life. The study sample consisted of 40 females, 20 from North East and

20 from other parts of India in higher educational institutions. Convenience sampling was used with a semi-structured questionnaire as tool (google form) 4 respondents were chosen for indebt interviews from northeast. Data was analyzed through percentage, mean SD and chi-square. The implementation of emergency online Education (EOE) and issues related to digital divide caused more stressful situations. The study found women academicians faced stressful situation due to dual responsibilities especially those in joint families. The study also found the presence of domestic helpers played a significant role in balancing academic activities for women teachers. The study further found teachers from North Eastern region were more conversed with digital issues compared with others.

Karthick & Dharmalingam (2023) attempted to study, “Challenges and Impediments faced by Women College Teachers in Madurai District”. The study found that college teachers in higher education enjoy academic freedom but, are expected to maintain professional standards and contribute to academic mission which extends beyond teaching such as curriculum construction, research, publications, online teaching and collaborative activities which requires stepping out of their comfort zones which is challenging and stressful for women as women college teachers face added challenges caused by gender based discriminations. The study found some women succeed but, many women teachers got frustrated causing stress and restlessness among women teachers.

c) Review based on Gender Stereotyping

Anand (2013) attempted to study “Gender Stereotyping in Indian Recruitment”. The investigation was based on content analysis. Around 830 advertisements were collected from various newspapers for a variety of positions. Based on random selection of advertisements, a coding framework was created. Statistical methods used were Mean, t-test, and chi-square test. The major uncovering of the study was that there is gender stereotyping in recruitment in various jobs. Women have been overrepresented lower level jobs because of stereotyping in the recruitment process. The investigation found that stereotyping affects men as well, and due to this, some men do not get deserving positions. The study found professions like IT and technology-based industries are less segregated by gender.

Haq (2013) attempted to study “The Intersectionally of Gender and other forms of Identity: Dilemmas and Challenges Facing Women in India”. The study was about gender identities and the intersection connection of gender among the Indians in their socio-cultural and marital status and judgment against women both at home and at workplace. The key findings was Indian women were marginalized and sidelined in their access to learning and wellbeing care. They had to negotiate in every aspect of life, whether it is education, healthcare, or personal or professional development. The outcome signifies that women were under-rewarded for their sacrifices. The finding brought out that there existed a huge dilemma of the challenges faced by women in everyday life. The study recognized there was significant gender inequality in India, apart from gender disparity, there were plentiful barriers faced by Indian women both in their personal and professional life.

GK Today (2017) on “Status of Women and Opposition to 33% Reservation States”, although the status of women in Naga society is perceived to be high and they are well-represented in various sectors, underlying issues of inequality and gender biases persist, particularly in political participation. Since the first Assembly election in 1964, no woman has won an MLA seat, indicating that women lack a voice in village councils and decision-making processes. There has been noteworthy disagreement to the 33% reservation for women, highlighting the supremacy of men over women and gender discrimination in Naga society. Naga women are highly educated and occupy various positions; practices such as dowry, female feticide, and infanticide are not prevalent. Nonetheless, gender biases and inequality remain evident in political and familial spheres. In a Naga patriarchal set up, women exert minimal influence in decision-making, and men largely oppose the 33% reservation for women. Women do not have inheritance rights to property.

d) Review based on problems of working Women in educational institutions in India

Kudachi (2014) attempted to study “The Problems Faced by Women in the Educational Institutions of Bijapur”. It was a descriptive study with a sample of fifty respondents from educational institutions both government and private sectors. Tools used to gather data were questionnaires, direct interviews, and direct observation. The main findings revealed most of the participants had teaching experience of more

than ten years. The investigation found parents of most unmarried teachers were supportive of their profession and husbands and in-laws of married women were also supportive. The study highlights there were countless problems faced by women and the problems exacerbated in the case of married women. The study further found most of the married teachers with fewer problems were because of family's support, but children of working mothers were neglected. The study found society had not much interference with women in teaching profession. There was problem of transportation for women. Teachers were discontented with their salaries and incentives and there exists issues of time management. Some women faced problems working with male co-workers and it was discovered that promotion was based on favoritism but majority of the female teachers working in Bijapur found the environment favorable for teachers.

Krishnaveni & Kavitha (2015) attempted to study, Social Challenges To Women Professors in the Erode District of Tamil Nadu. It was descriptive and explorative study. Questionnaires were used for data gathering and were administered to working women in various colleges and training institutes. Multistage and judgemental sampling were used. Statistical methods employed for data assessment were frequency distribution, arithmetic Mean, ANOVA, Multiple Regression, independent Z test and Reliability analysis, Rotation Factor, and rotation factor analysis. The key outcome of the study was the majority of women professors were married and were aged between 26-35 years who were eager to learn and update themselves academically and opined that teaching gives them dignity and status in society and was fervent towards their profession. The study found there is a close association between teaching in higher education and social status. The study disclosed that there are gender biases and male professors and other subordinate staff were not willing to obey female professors and accept their decisions. The research finding highlighted a number of working women were much stressed and were unable to participate in societal activities and lack of safety in the workplace. The study suggested building healthy socio and economic ethos in such institutions rewarding professors based on their performance, competency, and quality, and helping teachers to balance work and life.

Jain et al. (2017) attempted to study “Women’s Education in India”. Survey method was the procedure adopted for the investigation. Secondary sources such as schools, offices newspapers, websites, magazines, were utilized for data gathering. The study shows that girls’ education was not preauthorized in rural settings as it is believed that spending a huge amount on the education of girls is a waste as girls are usually married off. The study found the birth of a girl child is never considered welcoming in rural areas. The enrolment of girls in education is much lower due to various reasons such as distance between home and school, lack of educated parents, and economic reasons, and thus, they are kept at home to do the household chores. Percentages were used for analysis of data.

Singh (2017) attempted “A Critical Study on the Problems faced by Women Teachers of Government Colleges within the Imphal Urban Area, Manipur”. Descriptive survey method was employed with a sample of 100 women teachers from 6 government colleges. Simple percentage, Mean, Average, and graphical representation were the statistical technique used for data analysis of the study. The study highlights the overall status and economic conditions of women operational in government colleges were superior. The main finding was infrastructural problem. The key suggestion was women teachers must attend social functions, festivals, and ceremonies and be involved in the social literacy program. The study highlighted women teachers are not involved in any other jobs to add extra income but they must have the freedom to use their income as per their desire, women teachers must attend parent-teacher meetings and not be confined to domestic work. The study suggests women to study and prepare themselves for better teaching, get sufficient maternity leave and not compare themselves with male teachers biologically at the same time men must respect women teachers. There must not be a shortage of teachers but must be filled up by appointing an equal number of teachers from both genders. Upgrading libraries with the latest technology and obtaining journals and books was also suggested.

Sharma (2017) attempted to study “Teacher’s Self Efficacy and its Relation to Psycho-Socio Problems in Respect of College Women Teachers”. It was an exploratory study with 500 married women teachers as its participants. A self-constructed and standardized questionnaire was used for gathering of data. Data was

analysed through Mean, Median, Mode, Skewness, and Kurtosis. The research brings out that women teachers face psycho-social problems due to physical and mental stress and lack of rest and time. The main suggestions were the institution should appoint psychological counsellors for psychological and social problems. Facilities such as creche, free transportation, and free education will help in lessening working women's burden. It was also suggested to organize yoga, meditation, and other activities such as orientation for women teachers to relieve their stress.

Mehetre (2019) attempted to "Study Frustration among Married and Unmarried Teachers". The population consisted of working teachers teaching in schools in urban areas. Simple Random Sampling method was used as sampling procedure. 30 married and 30 unmarried teachers were the sample for the study. Questionnaires were used for data collection. Mean, Standard Deviation, and t Value were used for data analysis. The study brings out that married women teachers were more frustrated than unmarried teachers as there was a dual responsibility of both family and work pressure.

Sundari & Jahan (2018) attempted a study on, "Impacts and Challenges of Women in the Teaching Profession". The study undertaken was quantitative and the method adopted was a survey method where a semi-structured questionnaire was utilized as a method for data collection. The sample included 40 female school teachers. The study found women working as instructors were favourable and scholastic, their families gained financially and their families overall socio-economic status was better. The study found working women especially married women experienced emotional and psychological pressure when unable to accomplish their tasks in the allotted time. Working instructors were frequently required to attend meetings and performed clerical tasks, which demanded extra time and limited their ability to give time to their families, particularly, their children. Working women find difficulties in balancing the extra work and tasks given and thus end up in conflicts at home which hamper family happiness. The study revealed working women contributed economically which helped their families, especially in maintaining societal status and the educational purpose of their children. The study recommended to practice family-friendly policies to support the profession of instructors so there would be growth and peace in balancing home and profession.

Singh (2018) attempted a study on “Higher Education in India: Issues and Challenges”. The study found numerous challenges in higher education such as degraded teaching quality due to untrained, unqualified, and inexperienced teachers. The study found there is scarce of value education and poor women’s literacy because of the conservative nature of society and political influence in higher education.. The advance of science and technology negatively impacts by causing massive industrialization and danger. Students faced economic challenges and no uniformity in the curriculum was other issues in higher education. Neglect of vernacular languages and indulging in malpractices by various universities was another cause, privatization in higher education and the quota system was another major cause as meritorious students’ studies were hampered greatly. The study suggested giving importance to teachers in education and encouraging teachers in innovative and creative and personalizes education depending on their needs, changing teachers’ attitudes, and by training teachers.

e) Review based on women in leadership

Bhuvanalatha & Manohar (2014) conducted an investigation to “Examine Women's Leadership Issues in Higher Education Institutions in Tamil Nadu”. The research employed a descriptive correlational approach and focused on women holding senior positions in various higher educational institutions. Simple random sampling and probability sampling methods were employed, a sample size of 225 respondents was engaged, and questionnaire was used data gathering the primary data. Descriptive and inferential statistical was used for data analysis and data was calculated through SPSS. The key finding was there was lack of research-based data on the barriers faced by women in senior roles at universities across India, including the underlying causes and potential solutions. To address these challenges, the study recommended government to take an active role in monitoring and supporting higher educational institutions.

Nath (2014) studied “A study on Higher Education and Women's Participation in India” reveals that the roots of Indian higher education trace back to the 5th century B.C. with Taxila the earliest known center of higher learning. During the pre-independence period, access to higher education was limited. Female education began to develop during the British regime. Today, India currently holds the third

position globally in terms of involvement in higher education. However, during colonial rule, education was restricted to certain segments of society, and women's education was neglected for centuries. Post independence, there occurred significant growth in women's enrollment in higher education. Nevertheless, further development in women's education and enrollment can only be achieved if societal attitudes, particularly those of men.

Gupta (2015) attempted to study “Programmes and Policies for SC women in Higher Education”. Data gathering was by referring to various books and census reports. The study features that there exists several policies, schemes, and programs for women in higher education, especially for scheduled caste women. Women have progressed much and the literacy rate also increased subsequently. Yet, women's participation in higher education is not up to expectations.

Shahanasbeegam & Sneha (2017) studied on “Job Satisfaction of women Teachers with Special Reference to Mallapuram District”. It was an exploratory study. Questionnaire was used as a tool for data gathering and was administered to 90 women teachers from 10 colleges. Data analysis was done with job satisfaction model. Statistical methods used were weighted averages, chi-square tests, percentages, one-way ANOVA and t-tests. The study found the degree of satisfaction and qualities of a good teacher are not the same. The study discovered the intensity of satisfaction does not align with the status of employment. It found many women teachers were interested in the job and they had excellent hold up from their families but were not satisfied because their pay and allowances was stumpy. The study further found most of the teachers were satisfied with workload but few were not. Study suggested improving security and other factors to bring good output and help the teachers to satisfy themselves and students.

Sil & Lenka (2025) in their study, “Transitioning from Subjectivity to objectivity: empowering women in academic leadership”. The study tried to focus on the underrepresentation of Women in academic leadership by using bibliometric analysis. The study found women face various barriers such as societal, organizational and individual barriers that are often underestimated by support mechanisms like mentorship and family friendly policies which target individuals

rather than the systematic issues. The study suggests that such issues fail to bring long – term change. The study further proposes the integration of AI and machine learning in leadership selection processes to reduce subjective biases alongside innovative approaches like gamification. The study further suggests the institutions and policy makers to develop inclusive and bias-free environment for women in academic leadership.

2.1.2. Studies done abroad

a) Review based on the status of female teachers abroad

Abdo (2000) attempted to study on “Status of Female Teachers in the Middle East and North Africa Region”. The study employed a descriptive and analytical design, utilizing a survey questionnaire to examine five key areas of concern, with most women teachers residing in urban areas. Findings revealed that 60% of women teachers were aged between 21 and 30 years, majority being married. In secondary education, males outnumbered females. Both genders experienced low salaries. In Lebanon, the 17 years of war resulted immigration and significantly reduced the number of males in the teaching profession due to male fatalities. Teacher promotions were based on seniority and performance, but nepotism influenced promotions in some cases. Tunisia and Jordan showed a relatively higher number of female teachers advancing to administrative roles, whereas other countries had notably lower rates of women’s promotions. Gender discrimination was minimal in administrative promotions, although many women were denied opportunities due to familial responsibilities. Nevertheless, prejudice against women was observed in private schools in Lebanon.

Sheila (2001) attempted to study “Black Faculty Women in the Academy, History Status and Future”. The study focused on black women in the academy, the study found black women achieved notable progress in personal and professional lives. They have a rich tradition of employment at various levels. It was discovered that black women had been juggling between family and profession. The study exposed married women’s career mobility is limited and often produced conflicting roles , lack of family support was a great barrier to women’s career development. The key findings of the study was successful women in professional fields depend on familial support. The study suggests trust, mutual respect and understanding among other

faculty women is essential to be successful. Despite all these struggles, it is found education has helped many black women from poverty and prepared for future leadership, the study also discovered black women are achieving slower in the professional field because they are not retained, promoted or tenured. It was discovered that white men did not support Black women as colleagues.

Kalwant (2010) in the study “Asian Women in Higher Education: Shared Communities” explored the experiences of Asian women in academia. The study exposed there was an increase of women in higher education, which reflect a significant shift in societal attitudes; women continue to encounter many challenges faced by previous generations. To overcome these obstacles, they often establish support networks that inspire and motivate one another, contributing to their success. Parker (2015) attempted to study the “Historical Role of Women in Higher Education”. The study found women were much lesser in the positions of professors and administrator in the United States compared to male. One of the noteworthy findings for lesser number of women in the foremost positions was women themselves preferred female-dominated professions. Another reason was women were not as career-oriented as men. Duties of raising children took precedence over careers in the case of most women. Some women preferred lower-paid jobs because of motherhood and familial responsibilities. The study suggests mentoring programs, support systems and opportunities to be provided to women can take up leadership roles successfully.

b) Review based on occupational stress, work-life balance and challenges of working women abroad

Ukpololo (2010) attempted to study, “Academic Freedom and the Dual Career of Academic Couples and the Complexities of Being a Woman in the University Space.” The study examines the dual careers of women in academia, exploring their experiences in balancing multiple roles. It highlights the issue of equitable participation of women in academic settings and seeks to understand how their academic freedom is influenced by power dynamics. The research investigates the dual roles women play in academia and how their autonomy in higher education is often undermined. The study revealed women in academia in Africa face significant challenges in achieving academic freedom.

McIntosh et al. (2012) attempted to study “Motherhood and its impact on career progression” The study establish motherhood poses challenges to women's career advancement such as career breaks caused by dependent children and demanding work hours. Women’s career growth is often hindered by the responsibilities associated with school-age children, who rely greatly on their mothers, leading to interruptions in their professional journeys. The findings highlighted that gender can have a relatively positive influence on career progression; women’s progression in career tends to diminish with an increasing number of children.

Sultana et al. (2014) attempted a study on “Women in the Teaching Profession: Impact and Challenges”. The study was a qualitative survey study. The study found women’s participation in teaching has helped families' in economic development. Cooperation between husband and wife was found beneficial to low-income families meanwhile; the study also exposed women faced problems in balancing family and work particularly when assigned with extra work. The study reveals majority of working women faced psychological stress when they were incapable to complete their assigned work on time, leading them to sleeplessness and spend a reduced amount of time with family, leading to conflicts. The study found workplace has introduced family- friendly policies, but there were certain gaps in the existing policies, causing a breach between employees’ needs and availability.

Saukat & Pell (2015) attempted to study “Personal and Social Problems faced by Women in Higher Education”. The study covered four districts of Pakistan with a sample of 2188 participants such as female students and faculties from government and private colleges and universities. ANOVA, t-test, and Multiple regression analysis were employed as statistical techniques. The study brought to light the proportion of girls in higher education was budding and in some cases, girls even outnumbered boys in higher education despite of cultural barriers. Female teachers and students faced ample problems which deprived from their personal and proficient growth. The socio-cultural norms prevalent in their country impacted significantly on the country’s expansion. The major hurdles to female education were social and personal problems. Pakistani girls had the culture to devote more time at home.

Polo & Abid (2025) studied, “A Look at occupational stress in higher education through a transactional lens: insights from female academics in Qatar.” The study investigated on the occupational stress in female academicians in Qatar’s higher education. 15 semi-structured interviews were conducted. The study found that there were two main causes of stress which included overload of work and work-home conflicts. Both the causes highlighted societal expectations based on gender and academic demands. The study further found six key moderators that influence stress perception and coping which are organizational support, organizational skills, experience, work passion, support systems and personality traits that contribute to stress in women academicians by integrating socio-cultural and gender specific factors offering a culturally grounded framework for understanding stress among female academics in Middle East.

c) Review based on Gender related studies

Adams & Hambright (2004) studied “Women Teachers Leaders Becoming are they Encouraged or Discouraged?” The study revealed while the majority of women pursued higher education, only male candidates applied for principal positions, despite most qualified teachers being women. Three primary reasons identified for the limited number of women for these positions was the relatively low salary compared to the significant time and responsibilities involved. Secondly, high anxiety levels linked with the position dejected women principal posts. Lastly, the role required extensive time and commitment, which was challenging for most women. Additional factors included societal norms, biases, and women’s familial responsibilities, all these factors created barriers for women seeking or occupying administrative roles despite their qualifications and abilities. The study emphasized these challenges led to a significant underutilization of women’s talents and potential due to various obligations.

Ozbiltekin & Healy (2004) Attempted to study “The Gendered Nature of the Career Development of University Professors”. The study tried to understand the complexity of behaviours of Women professors in their careers. The study was a multifaceted approach. The key findings of the study was Turkey promoted inclusion of women in professional life which has led to greater showcasing of women in the labour market and also the highest number of female professors in the universities.

The study discovered women who got family's support and the government's support led them to come to the job front especially in higher education, unlike many countries.

Okpara et al. (2005) attempted to study "Gender Differences and Job Satisfaction: A Study of University Teachers in the United States". The study focused on faculty members teaching in various colleges and universities. Responses were gathered from participants across 80 universities using questionnaires. Key findings indicated notable variations in gender based job satisfaction. Female faculty members were more contented with their colleagues and the work environment and their interpersonal relationships with colleagues, while male employees expressed better contentment with other aspects such as salary, promotions, and supervision, reflecting overall higher satisfaction among male faculty. The study emphasized institutional leaders, HR departments, and stakeholders played a noteworthy responsibility in recruiting, rewarding, promoting, and retaining female faculty members.

Wentling et al. (2008) attempted a study on "Women Engineers: Factors and Obstacles Related to the Pursuit of a Degree In Engineering". The study exposed gender barriers that prejudiced hiring and retention of women in engineering. Some women stopped choosing engineering because of these barriers. The barriers impeded women from completing their studies in engineering. This study also found there were a number of women despite all barriers completed their engineering degrees. This research aimed to address those factors which stood as an obstacle for female engineering students and further encourage women to take up engineering.

Bingham & Nix (2010) attempted to study titled "Women Faculty in Higher Education: A Case Study on Gender Bias" investigated gender bias in academic settings through a survey-based analysis, with data examined using content analysis. A set of questionnaires was used for data collection, focusing exclusively on female administrators and academic community in higher education. Key findings revealed that the workplace environment in universities appeared less supportive for women constrained by institutional structures and domestic responsibilities. Female

administrators reported their contributions were undervalued as compared to their male counterparts. However, female faculty members expressed differing views.

Davis (2016) attempted to study “The Journey to Top Stories on the Intersection of Race and Gender for African-American Women in Academia and Business”. The study focussed on women of senior rank in business and academia as African-American women were regarded as outsiders and had to face challenges based on race and gender in their organisations which greatly influenced their development in leadership qualities. The study focused on women who despite hardships were able to achieve leadership positions. A total of 8 women from academic and 5 women from business positions were selected for the research. The study found that African-American women had the tenacity to become successful despite all the difficulties as they had the mindset of all odds. Additionally, the study found families played a great role during their development such as developing self-confidence and zeal, self-pride and early exposure. The study found that race and gender had impacted greatly on their lives and black was a challenge all through their lives, especially in America. The study suggested encouraging more black women in leadership positions and recruiting talented women not by colour or race and also to frame policies and create an environment which will help in further progress.

Nguyen et al. (2020) attempted a study on “Social, Economic, and Political Events affect Gender Equity in China, Nepal, and Nicaragua: A Matched, Interrupted Time-Series study”. The study aimed to examine recent trends in gender equity and identity across China, Nepal, and Nicaragua utilized the Gender Gap Index (GGI) from the World Economic Forum's Global Gender Gap Reports (2006–2017) as its primary method. The findings revealed that both Nepal and Nicaragua experienced improvements in their GGI scores, largely driven by advancements in political empowerment, which subsequently influenced access to education and employment opportunities. The study highlighted socio-economic and political developments significantly contributed to the progress in gender equity within these countries. Furthermore, it emphasized fostering a supportive social and political environment is crucial for enhancing women's empowerment. Such progress would promote health and well-being, uphold human rights, and strengthen households, communities, and nations.

d) Review based on factors affecting performance of teachers

Masfety et al. (2006) attempted to study on “Whether Teachers have More Health Problems”. Cross-sectional survey method was adopted for this study. Teachers and non-teachers took part in the research. The sample consisted of 3,676 teachers and 1817 non teachers. The tools used were questionnaires and the statistical method used for analysing data was Chi-square test and multiple logistic regressions. The statistical process was performed through SPSS software. It was discovered young female teachers were holding higher-ranking positions in higher education lived near their workplace as they had irregular work schedules. The main findings of the study were few female teachers had somato, anorexia, and nervosia form of disorders. There were anxiety disorders mostly in men especially those holding less senior positions. The study found anxiety in male teachers but the mental health of teachers was fine except here were some physical health issues related to ENT, and skin diseases because they had been using chalk boards and varicose veins were found among teachers. Additional research was recommended on the same topic.

Nadeem et al. (2011) attempted to study Teacher’s Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur. The study was a descriptive survey method. The population comprised students and teachers; sample consisted of 1,020 students and 203 teachers. Statistical methods such as t-tests, ANOVA in SPSS, correlation analysis, percentage and frequency distribution were adopted for data analysis. The key findings revealed that the status of teachers was perceived to be even lower than that of semi-literate or literate individuals. Teachers faced numerous challenges, including low salaries, excessive workloads (including non-teaching duties), inadequate infrastructure, and shortages of learning materials. These issues contributed to widespread mental health problems and stress among teachers. Additionally, political interference was prevalent, manifesting in discrimination, long commutes, and a lack of workplace cooperation. These factors collectively led to poor job performance and dissatisfaction within the teaching profession. Teaching roles were found to be unsatisfactory in providing a decent standard of living, and political influence further undermined the profession.

Shafique et al. (2012) attempted to study Problems Encountered by Women in the Education Sector of Bhawalpur. It was an exploratory study designed with a sample

of 200 respondents from government and private sectors. Interviews were conducted with the respondents, observation, and questionnaires for gathering of data. For data analysis and, data preparation, SPSS software was used. It was discovered parents' attitudes toward their daughters working in educational institutions were positive, a very diminutive percentage of parents were dissatisfied with their daughters working. This study brings out a majority of women chose the profession willingly but a small minority were bound to choose teaching as a profession for the sake of financial support. It was found bulk of married women faced problems in contrast to unmarried women. Married women felt that they were unable of giving proper care to their children. The study brings out husbands and in-laws were supportive of their wives and daughters-in-laws choosing the teaching profession. People in society were also positive about the teaching profession. The study also found women teachers had problems with transportation and were not satisfied with the salary and incentives offered by the institution. It was found women were more relaxed working with female staff and management. The study brings out promotion was on favouritism. The larger numbers of teachers were satisfied with their profession particularly in academia and working within this sector was appreciable.

Nawaz et al.(2013) studied Problems of Formally Employed Women: A Case Study Of Bahawalnagar, Pakistan". Descriptive analysis method was used for the research which was conducted on women formally employed in various sectors. The sample consisted of 100 employed women in various positions. The sampling method was stratified sampling. Data collection was done by conducting direct interviews and the statistical method used for data analysis percentage and graphs. The study's main findings were women had no right to decision-making and were often neglected; especially working women were looked at negatively. Women's creativity was never acknowledged and ideas were never accepted. The major cause was gender discrimination. Price rise and inflation forced mid-middle-class people to look for employment thus rendering financial help to their families The research gap found were problems of normal women were given very little weightage, there is no study undertaken for formally employed women in that particular area. There are various problems encountered by women in that particular area such as very long working hours, unavailability of conveyance to reach their workplace, lack of job security, gender discrimination, and low wages with mere allowances.

e) Review based on Women Teachers and leadership

Sperandio & Kagada (2010) attempted to study, Women teachers' aspirations for School leadership in Uganda. The study explored the factors behind the under representation of female leaders in Ugandan secondary schools. Using a survey methodology, data was gathered from 62 female teachers working in secondary schools with the help of questionnaire. The findings highlighted that most female teachers aspired to leadership roles, they often lacked institutional support. A significant challenge was the male-dominated nature of school administration, where women needed recommendations and evaluations from male administrators to apply for leadership positions. This issue was further intensified by Uganda's patriarchal culture and the limited presence of female mentors or role models in education.

Nguyen (2012) attempted a study on, "Barriers to and Facilitators of Female Dean's Career Advancement in Higher Education". The study was exploratory and was conducted by direct interview with a sample of nine female deans. Only six could participate. The study aimed to find the barriers caused in advancements of female Deans. The main barriers were cultural barriers such as familial obligations, negative gender stereotyping, and women's reluctance to take up leadership roles, heavy workload was another factor due to which women could not devote time to family and children. The study found women in such academic positions were unable to take care of their children even when their children were unwell. The study found academics were thought to be less active, indecisive, limited in thinking and not bold enough to take risks. The studies further found female leaders do not select another female leader and were unwilling to take leadership positions by themselves. The study further found that there was maleness in university culture with discriminating policies not fitting for women such as in pay, promotion, and working hours for women. Research gap found was that most studies were done focusing on very senior women in advanced countries and there was no distinction between academic and administrative roles.

Hannum et al. (2015) attempted a study on "Women Leaders within Higher education in the United States: Supports, Barriers and Experiences of being a Senior Leader". The study highlighted significant shifts in higher education in the United States, particularly in female student enrollment and faculty demographics. It

focused on women who have successfully attained senior leadership positions in academia. While the findings showed an increase in women enrolling in PhD programs, study also revealed persistent under participation in top supervision positions in higher educational institutions. The research discovered many women aspired to senior leadership positions and possessed the necessary skills. Nonetheless, they encountered several challenges on their way to the top. As women climb higher on the academic ladder, opportunities diminish, compounded by their continued responsibilities for care giving and household duties. The research suggested offering flexible work options could help women balance their multiple roles effectively. Key barriers identified included a lack of leadership identity, limited support and opportunities, discouragement, sabotage, differing expectations for men and women, heightened scrutiny and condemnation, demanding time commitments, and job accountability. The study emphasized the importance of leadership expansion programs that include narratives from women who confidently embrace and exercise their authority. It also advocated for senior leaders to share their intellectual passion and insights into the diverse scope of leadership roles.

Alamki et al. (2016) attempted a study on, Understanding the Meaning of Leadership from the Perspective of Muslim Women. The research undertaken was a qualitative study and the study's main purpose was to understand Muslim women's concept of academic female leaders. A semi-structured interview schedule was employed for the research. Purposive sampling was the sampling method used for the study. The data was analyzed through inductive method. The study's main findings were leaders to possess a clear vision and use this as a motivation device. Leaders were to encourage and motivate other leaders at the same time be responsible for their actions, decisions, policies, and implementation.

Yousaf & Schmiede (2017) attempted to study "Barriers to Women's Representation in Academic Acceptance and Positions of Power". The study examined the challenges encountered by women in academic roles across private and public sectors at various levels. Using simple random sampling, 450 women participated in the research, while questionnaires were used for data gathering. The findings revealed that women encountered numerous obstacles hindering their academic advancement. Key barriers included parenthood, heavy workloads, and a lack of

family support. These challenges contributed to women producing fewer publications and limited their development of leadership and decision-making skills. Additionally, the study highlighted that numerous women favored to remain in lower-level positions, choosing job stability with minimal responsibilities despite their qualifications. Workplace sexual harassment was another significant issue, and organizational preferences for male leaders further compounded the barriers women faced.

Ekine (2018) attempted a study on “Women in Academic Arena: Struggles, Strategies and Personal Choices”. The study undertaken was descriptive and was administered to 20 female academics. Purposive sampling was used for sampling and selection of women respondents was based on those holding academic and leadership positions. The study found not all women were holding leadership positions in the academic arena. The study found that none of the participants ever held top positions such as Vice-Chancellor and Deputy Vice-Chancellor. The study found men believed academic leadership positions were men’s jobs and were not willing to accept women in leadership positions in academics. Male chauvinism, discrimination based on tribe or race, especially with black women was prevalent. The study also found that African women had to do all household work and were not financially independent. The study found women had to make numerous sacrifices such as transport their children to boarding schools, travelling at odd hours, and many more.

Waheeda & Nishan (2018) attempted a study on the “Challenges of Women leaders in Higher Education Institutions in the Republic of Maldives”. The study was a sequential mixed-method study and simple random sampling was the method used for data gathering. The tools used for the survey was a questionnaire and an interview schedule consisting of semi-structured questions. The sample consisted of randomly selected 12 women holding leadership roles in Higher Educational Institutions. The study found the following challenges for women in higher educational institutions in the academic and administrative fields such as heavy workloads along with teaching, supervising, coordinating programs, and preparing lessons. Women faced limited opportunities for career development and there was a lack of policies formulated for women in higher education. The study revealed that

women's voices were often unheard due to minority presence of women in leadership and administrative roles. Additionally an absence of support from colleagues, insufficient staff and limited resources made effective team work unachievable.

Coetzee & Moosa (2020) attempted to study "Leadership Contingencies in the Retention of Women in Higher Education". The study employed a quantitative, cross-sectional, descriptive, and exploratory design. Simple random sampling method was employed to gather data which was collected through questionnaires. The study's population comprised 2,732 female employees, from which a sample of 2,000 female employees from an academic institution was selected. The findings revealed women faced significant barriers to career development due to the challenge of balancing work and home responsibilities. Advancing in their careers and achieving success was particularly difficult because women were not willingly acknowledged as leaders. Statistical analysis, including descriptive and inferential statistics, correlation, and multiple regressions, was used to examine the results. Key barriers identified incorporated a deficiency of role models and limited growth opportunities, primarily attributed to stereotyping and biases.

Zulu (2021) attempted to study "The Struggles and Triumphs of South African black Women Professors". The study was a qualitative study. The study utilized purposive and snowball sampling and data was gathered with the help of semi-structured interview schedules. Interviews were conducted, transcribed, and analyzed using thematic analysis. The study exposed, black women often faced unwelcoming environment in academic roles as professors and were often portrayed as hostile by both white and male academicians. The study highlighted barriers which included the rejection of professorships too, many black women and, in some cases, they faced outright elimination from these positions. Black women were often relegated to lower-ranking roles in higher education. This research also uncovered persistent colour and gender discrimination against Black women, not only by white individuals but also by Black men. Some characterized Black women as oppressive and discouraged their leadership, with Black men expressing resistance to being led by Black women.

Kuagbedji et al. (2022) attempted to study “The Struggle of Women for Power and Leadership in Universities”. This study uncovered a significant underrepresentation of women in leadership positions within universities with most leadership roles dominated by men. According to a University World News report, in 2017, Uganda had only three female Vice-Chancellors and one female Principal among its ten colleges. Similarly, in South Africa, just four out of 26 universities had female Vice-Chancellors in 2020, while Ghana reported no women in top leadership roles in 2017. The report highlighted prevalent gender stereotyping in leadership roles in higher education across African countries, similar to patterns seen in many Asian nations.

2.2. A Concise Summary of the Review of Related Literature

2.2.1. Summary of Indian Studies

Research indicates that women have expanded tremendously in the field of higher education in India, especially in Nagaland post independence. However, there remain some key issues which hinder the development of women in education especially in teaching. Reviews made in this chapter reveal the numerous issues accountable for causing problems of women college teachers and hindering their academic progress. The literature reviews in the present study highlights the various challenges faced by Indian women, particularly in the teaching profession, and emphasizes the societal, institutional, and familial factors affecting their lives and careers. Key points include:

In the works of Ahmad (1979), Agarwal & Agarwal (1988-1994) Malemnganbi (2013) Kumari (2014), highly educated women remain unemployed voluntarily due to lack of fulfilment in their career and orientation. Women were not receiving formal equality, and had no voice to share their ideas/opinions and had been suffering throughout history. Further, in the works of Ghara (2016), Chetia (2022), and Sil & Lenka (2025) indicates there is underrepresentation of women in higher education especially in leadership and managerial positions and participation of women in higher education is low. Female participation in education was low due to economically poor parents along with uneducated and conservative mindset of parents. Awareness programs for parents were suggested so that they can encourage their daughters to pursue higher studies.

Reddy & Poornima, (2012), Vijayadurai & Venkatesh (2012), Bakshi (2013), Dashora (2013), Nisa (2013), Kumari (2014) Zaheer et al. (2015) G S (2013), Punia & Kamboj (2013), Longkumer (2014), G T (2015) Priya (2017) and Karthick & Dharmalingam (2023) in their works, pointed out the various occupational stress and challenges women face in their work front and their personal lives such as women face heavy work-load and their hard work is not recognised by the institutions where they are employed which lead to stress and burnout among women teachers. Appointment structure affects the status of women. Women face dual responsibility of home and work front and face discrimination of salary; working mothers face more challenges especially child-care. Overwork causes physical and mental stress in women causing anxiety and family conflicts along with organizational dissatisfaction. Mahanta (2023) in her study pointed out the sudden introduction of emergency online education (EOE) and digital divide caused more stressful situation along with household chores. Anand (2013) in his works pointed out on issues with gender stereotyping such as women are over represented in lower level jobs, Haq (2013) pointed out women were marginalized and sidelined in their access to education and healthcare, women negotiate in every sphere of life, GK Today. in(2017) points on the discrimination of Naga women in a Naga society where men are considered superior over women and despite women outnumbering men in education and despite of holding superior positions women has no voice Kudachi (2014) points out the numerous problems women face in daily life such as poor transportation, salary and discontentment with male co-worker along with gender biasness in promotion was pointed out in the study conducted. Gender biasness, male staff not willing to obey female professors or accept their decisions, women were not able to have a social life and were stressed was pointed out in the studies conducted by Krishnaveni (2015) Jain et al.(2017) pointed out that girl education is not prioritized and the birth of a girl is not welcome, spending money on girls education is considered useless due to lack of educated parents, Singh(2017), in this study cited the overall condition of women were better in government colleges while infrastructure was bad in government colleges, Sharma(2017) in his study found women face physical and mental stress due to lack of rest and time causing psychosocial problems. Mehetre (2018) found married women were more frustrated than unmarried women due to work pressure and dual responsibility. Sundari & Jahan (2018) found working women faced felt emotional and psychological pressure when

they cannot accomplish their work on time. Singh W (2018) found there is degradation in teaching in higher education, there is lack of value education and poor women's literacy due to conservative nature of the society. Thus, women face numerous problems in everyday life and it aggravates when they are married as women are expected to fulfil all the family needs and take care of children along with office tasks timely, causing stress and frustration accompanied by health problems. Nath (2014) and Gupta (2015) in their studies found there is significant progress in women's education but women's participation in higher education is not up to expectations.

2.2.2. Summary of Studies done Abroad

In the study of Abodo (2000), found there was prejudice against women; Gregory (2001) in his study found the career mobility of women was limited as women had been juggling between family and profession, mean while education helped black women to overcome poverty. Kalwant (2010), Saukat & Pell (2015), in their study found women in higher education has increased, but women as teachers and students still continue to encounter challenges depriving them of personal and professional growth. Parker (2015) found there was lesser number of women in senior administrative positions such as professors and administrator as women preferred to remain in female dominated professions. Ukpolo (2010) found women in Africa face significant challenges in achieving academic freedom. McIntosh et al.(2012) in their study found motherhood poses challenges to women's career causing career breaks. Sultana et.al.(2014) found many women face psychological stress in balancing work and family expectations due to extra work. Adams & Hambright (2004) in their study found most women pursued higher education but only male applied for principal positions because of low salary compared to the time and responsibilities involved. Ozbiltekin & Healy (2004) in their study found Turkey supported inclusion of women in professional life. Wentling et al. (2008) in their study found the presence of gender biases in hiring and retention of women in engineering. Bingham & Nix (2010) in their study found workplace environment in universities seems to be less supportive for women and women were undervalued in their contribution. Davis (2016) in his study found African –American women were considered outsiders, they had to face discrimination and challenges despite of the troubles they had the tenacity to be successful. Masfety et al. (2006) in their study found female teachers

had various issues related to their health and nervous disorders and anxiety due to irregular work schedule. Nadeem et al. (2011) in their study found women teachers were perceived lower than semi-literate individuals, they faced numerous challenges with excessive workloads causing mental health issues. Shafique et al.(2012) found married working women were not able to care for their children Nawaz et al.(2013)Found women had no right to take decision and women were looked down upon and were never acknowledged and their problems were not considered. Ekine (2018),Waheeda & Nishan (2018),Coetzee & Moosa (2020),Kuagbedji et al.(2022), in their investigation found the existence of gender discrimination in academic leadership with limited career opportunities for women in academic positions. Polo & Abid (2025) in their study found women academicians faced occupational stress due to socio-cultural gender expectations and professional demands.

The review of related literature from both Indian and international studies highlight the following similarities:

There is a noticeable boost in the partaking of women in higher education.

Women often struggle to balance dual responsibilities of work and family, which poses challenges to their professional growth.

Both Foreign and Indian studies reveal an underrepresentation of women in managerial and senior positions.

Occupational stress and various challenges faced by women are evident, leading to psychological strain and physical health issues.

Career breaks due to motherhood are a common finding, and married women often struggle to provide adequate care for their children.

Gender discrimination is apparent in salaries, promotions, and appointments, with male colleagues often unwilling to follow female professors' directives or accept their decisions due to gender stereotypes.

The review of related literature also highlights the following distinct findings:

Indian studies reveal that highly educated women often remain unemployed.

Poor participation of females in education, attributed to parental illiteracy and economic difficulties, is a key finding in Indian studies.

In Naga society, women are found to have limited or no voice.

Indian studies indicate that girls' education is not given priority.

Studies conducted abroad show that only males typically apply for principal positions.

A less supportive working environment in universities is a prominent issue in studies outside India.

Research conducted abroad suggests that women are often perceived as semi-literate. Despite facing numerous challenges, studies from abroad highlight the resilience and determination of women to achieve success.

Sudden introduction to online education caused digital divide accusing more stress to women alone with household chores during lockdown.

2.3. Implications of the Review of Literature

In this study, the investigator reviewed a total of 66 literatures, divided into two categories.

A) Studies done in India (36 reviews)

B) Studies done abroad (30 reviews) which was undertaken by different researchers and authors Based on the review of the related literature reviewed by the researcher, it was found there exists various problems of women teachers and working women. The studies expose, largely the researches were conducted on the struggle faced by working women and few studies on teachers teaching in higher educational institutions in and outside India. In most of the reviews, it was found that the researchers conducted studies on women teachers, very negligible studies was conducted where the principals of colleges, administrators, deans and stakeholders were involved to find out the causes of the problems and the facilities or policies implemented by the institutions for the welfare of women teachers. The researcher found no vivid study was conducted on the status and problems of women college teachers in Nagaland. The researcher also found there was not much studies based on North East India, especially Nagaland.

Thus, the researcher found it imperative to conduct a study including the institutional heads, stake holders and women teachers as there is a gap in the studies conducted so far. Therefore, the present research is conducted, keeping in mind all these factors to produce a well-rounded research by involving the policymakers of the institutions and the teachers.

2.4. Research Gaps

Existing studies on working women focus mainly on general challenges, with inadequate research on women teachers in higher education. Few studies engage institutional heads or explore policies supporting women educators. Notably, there is a dearth of research on women college teachers in Nagaland and the North East region of India. This study addresses this gap by including perspectives of women teachers, administrators, and stakeholders to provide a comprehensive understanding of their status and challenges.

2.5. Conclusion

Research conducted both in India and abroad indicates that women consistently face discrimination in various aspects of their lives, including home, in the workplace, in salary, and in social status. India being a patriarchal society, domestic responsibilities automatically falls upon a girl before marriage and it multiplies after marriage with triple responsibilities of home, in-laws, children and profession. Thus, it becomes a major barrier in preventing women from holding administrative positions because of their familial responsibilities. While researches highlight that women are capable of managing administrative roles, they represent only a small percentage of in such positions. This is a major issue because women do not get adequate time for academic development after fulfilling all the familial responsibilities. It is exposed that women excel more when they get support from their spouses and parents, but most families do not support women with domestic chores and child care is solely laid upon mothers. Institutions need to thoughtfully develop and implement policies that promote the well-being and advancement of women in the academic field.

If flexibility in working hours, day-care facilities and transportation is provided for women teachers, much burden can be lessened for mothers. Reservation of seats in administrative positions in colleges can uplift the status of women teachers. Study leave with proper salary can enhance the positions of women in the academic field leading to upliftment of status of women in the society. All these can be possible with the joint efforts of the institutional heads, society and familial support.

3.0. Introduction

The current chapter outlines the various measures and techniques employed by the researcher to select, identify, and analyze the study. It details the design chosen for the research along with the methods and procedures used throughout the process. The methodology used by the investigator is an essential aspect of any study. Without establishing an appropriate methodology, the research process cannot progress effectively. Research methodology is the systematic and logical examination of the principles that guide technical inquiry. It involves analyzing the different steps taken by a researcher in exploring the research problem and the rationale behind these steps.

In the subsequent paragraphs, the researcher will highlight the methods and measures and also illustrate the design adopted in the course of investigation. Research Methodology is an outline/framework that guides the investigator by outlining the method caught up in investigation.

3.1. Research Methodology

The current study is a qualitative study based on descriptive survey method. Descriptive survey research aims to gather specific information about the existing condition of a phenomenon and draw meaningful conclusions. The descriptive survey method investigates the problem in its natural settings. This type of study systematically collects data on a specific topic from a sample of individuals or groups. It involves processes such as data collection, organizing the collected information, and tabulation. Beyond just gathering data, descriptive survey research classifies, compares, analyses and interprets the information. It provides a thorough overview of the subject under study and seeks to present the most accurate depiction of a situation or phenomenon without interference. Descriptive studies are similar to other types of research; it identifies and defines a problem along with their objectives. The descriptive survey method examines the problem in its natural context. Koul (2020)

3.2. Population of the study

In research, the term population refers to people or non-human entities such as objects, institutions or geographical areas involved in the study. Simply put, the participants are known as the study's population. Koul (2020).

Population under the study constituted of all women college teachers, Principals, Deans and administrators of different colleges in Nagaland.

At present there are 75 numbers of colleges in all the 15 districts of Nagaland including degree and professional colleges affiliated to Nagaland University and therefore all the women teachers in these colleges form the main population of the study.

3.3. Sample and Sampling Frame

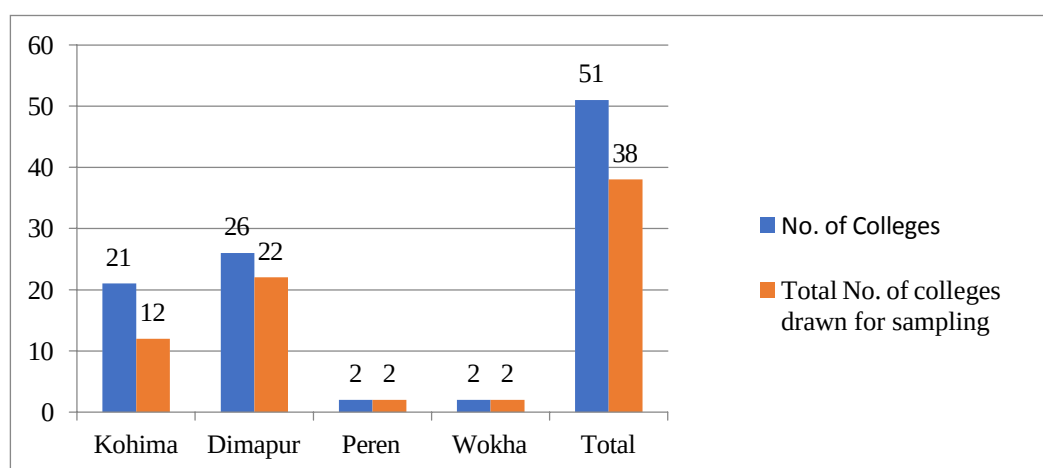
A sample is a representative subset of the population used for data collection. Koul (2020) Sample consists of specific individuals, items, or elements selected from a larger population for measurement purposes. Samples mirror the traits of the population and are used because studying the entire population is often impractical. This approach makes the research more manageable and systematic, as the sample is always smaller than the full population. The application of a sample simplifies data gathering and analysis.

In this investigation, the sample consists of women employed at various colleges in Nagaland. Specifically, it includes 500 women college teachers from the four districts of Kohima, Dimapur, Peren, and Wokha.

Additionally, 22 participants comprising of Principals, Administrators and Deans from various colleges were interviewed for research. In this study, simple random sampling and purposive sampling method was employed for selection of districts, colleges and stakeholders. At first the sample districts were selected through simple random sampling. It may be noted that at the time of data gathering, there were 15 districts in Nagaland. Accordingly four sample districts were selected from out of the 15 districts, namely, Kohima, Dimapur, Peren and Wokha.

Table No: 3.1. Sample of districts and number of colleges drawn for the study

Name of the selected District	No. of Colleges	Total No. of colleges drawn for sampling	Percentage of colleges drawn
Kohima	21	12	57.14%
Dimapur	26	22	84.61%
Peren	2	2	100.00%
Wokha	2	2	100.00%
Total	51	38	74.50%

**Figure No: 3.1. Sample of Districts and Number of Colleges Drawn for the Study****Table No: 3.2. Details of the Sampling frame**

Selected District	Number of Colleges						District Wise Women Teachers
	Arts	Science	Arts & Com	Arts Science & Com	Arts & Science	B.Ed.	
Kohima	05	01	02	02	0	02	164
Dimapur	05	0	11	0	02	04	293
Peren	02	0	0	0	0	0	24
Wokha	02	0	0	0	0	0	19
Total	14	01	13	02	02	06	500

Table No: 3.3. Details of Total Stakeholders

Name of selected District	Details of Total Stakeholders		
	Principal	Administrator	Dean
Kohima	12	07	05
Dimapur	22	17	06
Peren	02	02	01
Wokha	02	02	01
Total	38	28	13

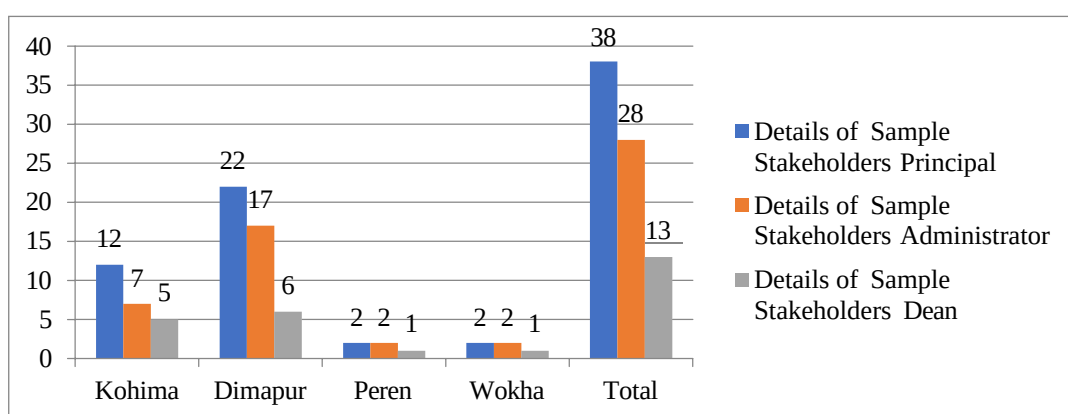


Figure No. 3.3. Details of Total Stakeholders Drawn for the Study

Table. No. 3.4. Sample of Stakeholders Included in the Study

Name of selected District	Details of Sample of Stakeholders Included in the Study	
	Principal	Administrators and Deans
Kohima	7	3
Dimapur	7	2+1
Peren	1	0
Wokha	1	0
Total	16	06

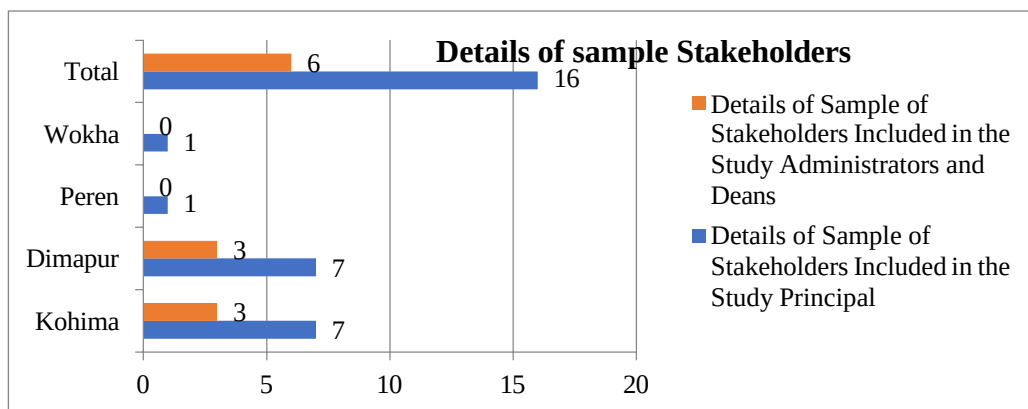


Figure No. 3.4. Sample of Stakeholders Included in the Study

In some colleges where the principal also serves as the administrator, the principal was interviewed as part of the investigation.

The sample included women teachers Purposively selected from 6 (six) Teacher Education Institutions offering B. Ed Course from Kohima and Dimapur districts, 2 Colleges from Peren district (Arts) and 2 colleges from Wokha district (Arts) 18 colleges from Dimapur district. (11 colleges Arts & Commerce, 2 Colleges Arts and Science and 5 Colleges offering only arts, 1college Arts/Com/BBA/Management) were selected from Dimapur. 10 Colleges from Kohima District (3 colleges Arts & Commerce, 4 colleges Arts, 1 college science, 1 college Arts, Science, Commerce, 1 College Arts, Science, Commerce, Management, Mass Media, Tourism and Business Administration.) College stakeholders within the selected colleges were selected for interview following convenience sampling.

In this research, Simple Random Sampling was employed in the selection of districts and the selection of colleges in the selected districts. The sample consisted of women employed at various colleges in Nagaland. Specifically, it included 500 women college teachers working in 38 colleges from the four districts, Kohima, Dimapur, Peren, and Wokha selected through Simple Random sampling. Additionally a total of 16 principals, 06 administrators and deans from colleges participated for the study and interview was conducted for the study. Besides, Purposive sampling was employed for selecting the sample of stakeholders for obtaining information through the interviews.

**Table No.3.5. Detailed list of colleges of Different Districts Kohima/
Dimapur/Peren /Wokha**

Sl. No.	Name of College	Location	Course Offered	No of Male Teachers	No of Female Teachers
1.	State College of Teacher Education	Kohima (Government)	B. Ed	4	18
2.	Sazolie College of Teacher Education	Kohima (Private)	B. Ed	4	4
3.	Alder College	Kohima (Private)	Arts	9	15
4.	Mount, Olive	Kohima (Private)	Arts	3	17
5.	Sazole College	Kohima (Private)	Arts	6	27
6.	Kros College	Kohima (Private)	Arts	2	16
7.	Baptist College	Kohima (Private)	Arts/Com	10	30
8.	Oriental College	Kohima (Private)	Arts/Com	7	20
9.	Kohima College	Kohima (Government)	Arts/Com	18	60
10.	Don Bosco College	Kohima	Arts/Com/Sc	17	39
11.	Kohima Science College	Kohima (Government)	Science	18	60
12.	St. Joseph's College	Kohima (Private)	Arts/Sc/ Com/Mgt/ Mass com/Tourism/ Business Adm	57	54

			/BSW		
13.	Unity College of Teacher Education	Dimapur (Private)	B. Ed	4	13
14.	Salt Christian College of Teacher Education	Dimapur (Private)	B. Ed	3	10
15.	Bosco College of Teacher Education	Dimapur (Private)	B. Ed	5	11
16.	Mount Mary College of Teacher Education	Dimapur (Private)	B. Ed	4	3
17.	Norman Putsure College	Dimapur (Private)	Arts	6	11
18.	Salt Christian College	Dimapur (Private)	Arts	5	11
19.	Salesian College of Higher Education	Dimapur (Private)	Arts	3	11
20.	Sakus Mission College	Dimapur (Private)	Arts	6	10
21.	Yemhi Memorial College	Dimapur (Private)	Arts	7	10
22.	ST. John College	Dimapur (Private)	Arts/Science	15	23
23.	Immanuel College	Dimapur (Private)	Arts/Science	22	32
24.	City College	Dimapur (Private)	Arts/Commerce	6	13
25.	Dimapur Govt. College	Dimapur (Government)	Arts/Commerce	18	50
26.	S.D. Jain College	Dimapur (Private)	Arts/Commerce	6	20
27.	Living Stone Foundation College	Dimapur (Private)	Arts/Commerce	5	9
28.	Public College	Dimapur	Arts/Co	10	7

		(Private)	mmerce		
29.	Pranab College	Dimapur (Private)	Arts/Co mmerce	11	17
30.	Unity College	Dimapur (Private)	Arts/Co mmerce	22	40
31.	M.G.M. College	Dimapur (Private)	Arts/Co mmerce	5	13
32.	Eastern Christian College	Dimapur (Private)	Arts/Co mmerce	15	15
33.	Mount Mary College	Dimapur (Private)	Arts/Co mmerce	5	13
34.	Tetso College	Dimapur (Private)	Arts/Co mmerce/ BBA	25	45
35.	Peren Govt. College	Peren (Government)	Arts	8	19
36.	ST. Xaviers College	Preren (Private)	Arts	9	8
37.	Bailey Baptist College	Wokha (Private)	Arts	6	10
38.	Mount. Tiyi. College	Wokha (Government)	Arts	14	17
				400	801

Source: https://www.indcareer.com/find/All-Colleges-in-Nagaland#google_vignette

A total of 38 colleges were selected as sample colleges, out of which 1 B.Ed and 5 general colleges were government establishments and 32 colleges were private colleges. (6 government and 32 private colleges)

3.4. Tools used

In this investigation, the investigator utilized a questionnaire and an interview schedule for gathering data which were created under the supervision of the supervisor.

The following tools were used:

- i. Self constructed questionnaire for Women College Teachers
- ii. Semi structured interview schedule for Principals of colleges and other stakeholders such as Administrators and Deans of the colleges.

Besides these secondary data were also compiled from written sources and secondary sources.

3.5. Construction of Questionnaire

The researcher conducted an all-inclusive literature review to gain insight and understanding of the research. The researcher created a draft of the questionnaire with as many questions as possible and submitted to the supervisor. The supervisor reviewed the draft and provided feedback for enhancement. The researcher subsequently revised the questionnaire based on this feedback and repeated the process ensuring the study's objectives were met. The completed version of the questionnaire was distributed to the experts for their input and suggestions. According to the opinion, supplementary modifications were made. The questionnaire included both open-ended and close-ended questions and was distributed to women teachers working in colleges. Similar procedure was employed in the construction of the Interview Schedule.

3.6. Description of Questionnaire

The questionnaire consisted of 77 items with sub-items, including both open-ended and closed-ended questions. The following dimensions were kept in mind while constructing the questionnaire.

The questionnaire was divided into II sections

Section A: General Information of Women Teachers 5 questions

Section B: Items based on questionnaire (Objective I-VIII)

1. To find out the ratio of existing male/female teachers few questions were asked and for the type of management, 6 items (Likert Scale instrument with 3-point scale).
- 2 questions (choose the correct answer) 1 optional question with 22 sub questions with 3 point scale choose options 1 open ended question were included.

2. To find the Intake of male/Female teachers in Private and Government Colleges 5 items (Likert Scale instrument) with 5 points and 2 items with tick options were asked.
3. To bring out and compare the profile of women college teachers regarding their age, marital status, marital status, educational qualifications, teaching experience and management positions, 7 items (Likert Scale instrument with 3-point scale and 8 items with sub-items as options) 1 open ended question were added.
4. To study and compare the present status of government and private women college status of Nagaland in terms of Infrastructure, welfare provided and policies related in Government and private Colleges 10 items (Likert Scale instrument with 3-point scale and 3 items (choose the correct options) with 2 open-ended item.
5. To identify the type of management problems faced by women college teachers in Nagaland regarding the type of college management. 11 items (Likert Scale instrument with 3-point scale and 1 item with sub-items, 1 item with options.
6. To identify the type of management problems faced by women college teachers in Nagaland in terms of psycho-social and emotional issues, professional and academic, co-curricular, stress, physical and health issues related to domestic issues gender biases, and job satisfaction. 7 items Likert Scale instrument with 3-point scale 1 item with 5 point scale and 1 item with options.
7. To suggest measures for improving the working conditions of women College Teachers of Nagaland. 5 items requiring qualitative answer were included.
- 8 To suggest measures for resolving the various problems of Women College Teachers of Nagaland. one item requiring qualitative answer was asked.

3.7. Interview Schedule

A Semi-structured interview schedule was developed following the same procedure adopted for developing the questionnaire. The interview schedule was created under the supervisor's guidance and included both structured and unstructured questions. It was administered to college principals and other stakeholders. The interview schedule contained items on the following:

Initiative taken by the administration/management for the welfare of women teachers

How can college help women teachers in their professional development?

Questions on facilities provided to mothers who are teachers.

Questions were asked about how the institution helps women teachers in balancing private and professional problems.

Questions on the welfare of women teachers regarding their personal and professional fronts, and the measurements taken by the management for the same.

Questions on the improvement of the working conditions of women teachers

Infrastructural facilities provided for the welfare of women

Questions on suggestions on how to develop the working conditions for women teachers.

Questions on why there is lesser number of women in administrative positions in colleges?

Questions on institutional best practices for women teachers

Suggestions were asked on how to improve the status of women teachers in colleges

The following points were kept in mind by the researcher while constructing the interview schedule:

1. The statements in the interview schedule were clear and concise
2. Each statement or question asked in the interview had a single idea
3. No annoying or embarrassing statements were used
4. The interviewee was assured of confidentiality and that the information obtained would be used for research only.
5. Scope was kept for supplementary questions based on responses.

3.8. Sources of data

This investigation is based mainly on two types of information collected, namely primary and secondary data sources.

a) Primary Data

Primary data refers to firsthand information collected directly by the investigator. In this study, the investigator gathered data by distributing questionnaires to respondents after obtaining permission from various general and B.Ed. colleges. Additionally, interviews were held with college principals, deans, and administrators using an interview schedule to collect relevant information. To obtain primary data,

the researcher visited the colleges in person and distributed questionnaires to women college teachers. Once the teachers completed the questionnaires, they were collected directly and arranged accordingly. The investigator followed the same procedure for conducting interviews.

b) Secondary Data

Secondary data was gathered from a variety of sources, including both published and unpublished books, journals, newspapers, magazines, and online resources. To collect this secondary data, the researcher engaged in extensive reading of books, journals, and theses, as well as reviewed research conducted by others.

3.9 Validation of Tools

The constructed tools were further validated by experts from the Department of Education and the Department of Teacher Education. The researcher also sought valuable feedback and suggestions from fellow researchers. After incorporating the feedback and making necessary adjustments and changes as recommended by the supervisor, the researcher personally administered the questionnaires to women college teachers. The interviews were conducted by the investigator with stakeholders by means of the interview schedule the investigator prepared with supervision.

3.10. Pilot Study

After receiving approval for the research tools, the investigator first conducted a pilot study with a smaller group of participants. A second trial was carried out to assess the respondent's level of understanding. The investigator cautiously analysed the responses, identifying any ambiguities or unanswered questions. Based on this analysis, necessary enhancements to the questionnaire were made under the guidance of the supervisor. Some items were also dropped based on their limited relevance. Certain questions were tailored to enhance content validity. All essential adjustments were implemented to refine the questionnaire before broader distribution. With the supervisor's consent, the researcher proceeded with the data collection for the study.

3.11. Procedure for Data Collection

Data collection began from the month of August 2023 and continued till April 2024. The procedure for data compilation took around nine months. Full care was taken, and assurance was given to the respondents that their responses would be used only for investigation and kept confidential. The researcher herself personally collected the data by visiting colleges and handing out the questionnaires after getting authorized consent from the principals for data collection. The questionnaires were collected by the researcher herself as per the information of the principals. Interviews were scheduled with Principals, Administrators and Deans. The researcher conducted interviews as per the schedule fixed by the interviewee. However, there was some reluctance faced while conducting interviews in some colleges. The investigator kept in mind not to cause any sort of disagreement or unhealthy environment while assuring that the data would be used for research purposes only.

3.12. Statistical Techniques Used

To draw comprehensive conclusions and make valid generalizations, the following steps were taken in the data analysis and interpretation process:

The researcher first coded the data and entered the raw data into Excel spreadsheets. The descriptive analysis method was subsequently applied for data analysis. The responses gathered from women participants were arranged into various categories for analysis and interpretation. The responses were tabulated and converted into percentages. Qualitative analysis was conducted wherever necessary, followed by interpretation following sub themes and dimensions as per the objectives.

3.13. Analysis and Interpretation Procedure

To draw comprehensive conclusions and make valid generalizations, the following steps were taken in the data analysis and interpretation process:

The researcher first coded the data and entered the raw data into Excel spreadsheets. Qualitative data processing was employed, and descriptive analysis methods were subsequently applied for data analysis. The responses collected from women respondents and other respondents were converted into percentages, and qualitative analysis based on the themes and dimensions, followed by interpretation. To enhance clarity and understanding, tables and charts were included, along with illustrative

presentations. The open-ended questions were analyzed based on specific objectives and presented in narrative form. The responses gathered through interviews from different stakeholders were arranged based on the objectives and written in narrative form. A similar technique was practiced for analyzing the open-ended questions, which will be further discussed in the following chapters.

4.0 Introduction

The process of investigating the encoded and tabulated data in order to discover the facts and draw conclusions is understood as analysis of data. The present chapter deals with the comprehensive examination of the collected data for research. The outcome of the composed data were analysed as per the study's objectives and presented as tables and charts. The semi-structured questions which were employed for the purpose of data collection were analysed, interpreted, and presented in narrative form. Analysis in research is a process of examining and interpreting the collected data giving them sense, breaking it into smaller parts, identifying patterns, relationships, and trends, and finally drawing conclusions based on the findings. Here, in analyzing the data, the researcher understands the significance of the data, answers the research questions, and contributes in a particular field to the knowledge gained. The approaches and techniques used in analyzing the information depend upon the kind and the purpose of the research. Data received through questionnaires were categorised, analysed, and interpreted using charts and tables. The procedure of data analysis helps researchers categorize and summarise data to address questions that are essential to resolve. Interpretation of data refers to the implementation of various processes. Interpretation of data analyses and revises, gaining insights. Raw data is inadequate unless interpreted, which helps make informed decisions. In the current chapter, raw data collected from the respondents by means of questionnaires was analyzed, converted into percentages, and interpreted to comprehend the research.

A total of 500 women working in various government and private colleges in the four sample districts of Nagaland namely Dimapur, Kohima, Peren, and Wokha participated as respondents for the present investigation.

Section. A. Analysis of data related to the sample of Women Teachers

Section. B. Analysis of data related to objectives I-VIII

Section. A. Analysis of data related to the sample of Women Teachers

Table No: A.1. Location of Colleges of Women Teachers

Locale of Colleges	Counts	Percentage
Urban	393	78.60%
Rural	107	21.40%
Total	500	100.00%

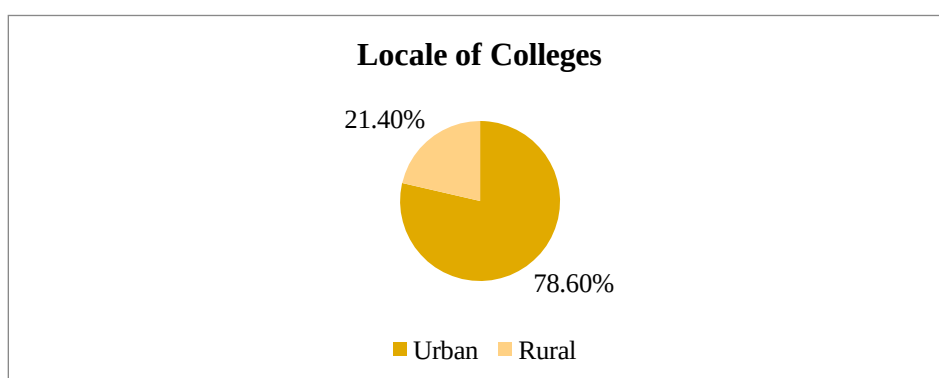


Figure No.A.1. Percentage of Women Teachers working in different Locales

Figure. No. A.1. Shows the locale of colleges where the women teachers are working. The study found that 78.60% women teachers were working in colleges located in urban areas and only 21.40% women teachers were working in colleges located in rural areas. Thus, it is evident that there are a greater number of colleges in urban areas from the data observed in the four sample districts of Nagaland and there is an urgent need to establish more colleges in rural areas.

Table No. A.2. District-wise location of the sample Colleges of the Women Teachers

Districts located	Counts	Percentage
Dimapur	293	58.60%
Kohima	164	32.80%
Peren	24	4.80%
Wokha	19	3.80%
Total	500	100.00%

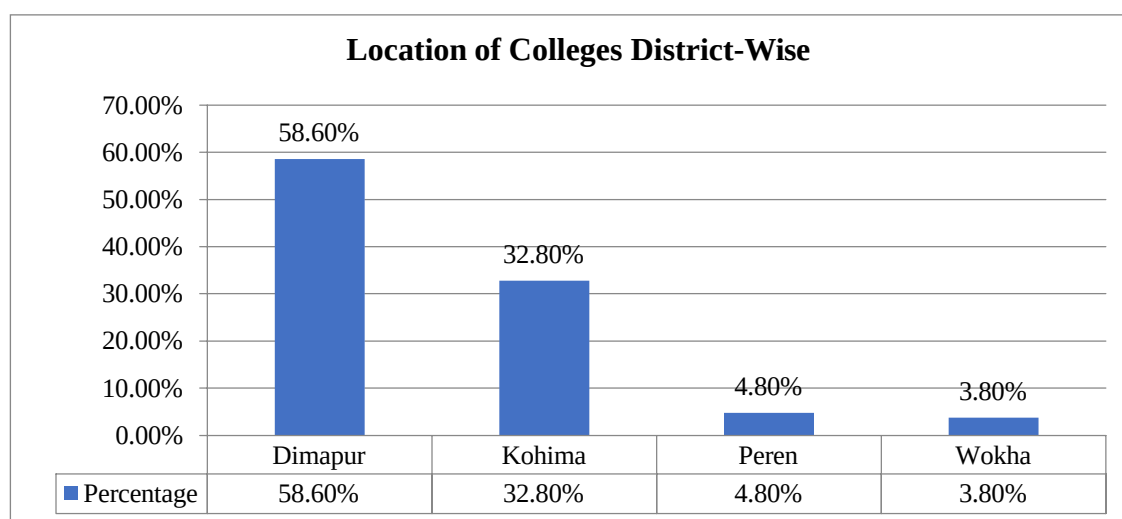
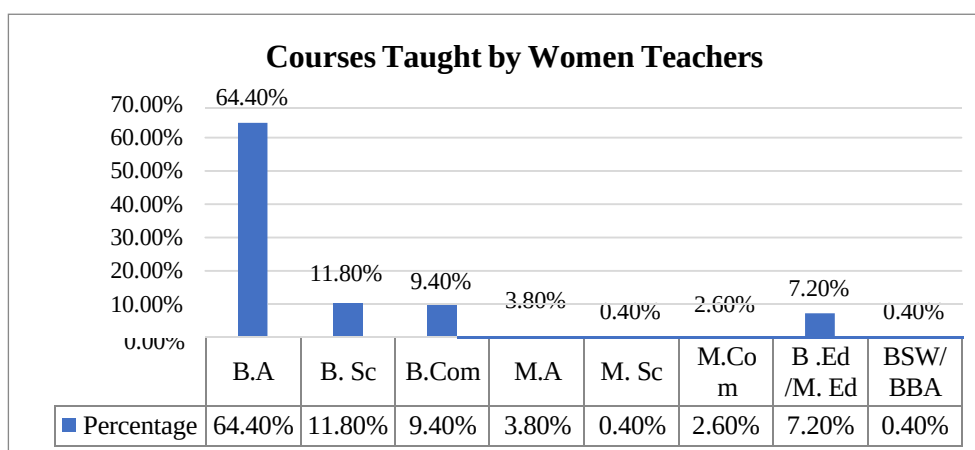


Figure No.A.2.District-wise location of the sample Colleges of the Women Teachers

Figure No.A.2. Shows the location of colleges where women teachers are employed. It highlights that 58.60% women teachers work in colleges positioned in Dimapur district, 32.80% in Kohima, 4.80% in Peren district, and only 3.80% in Wokha district of Nagaland. Subsequently, the majority of respondents are from Dimapur, as it hosts the maximum number of colleges. We can also deduce that Dimapur and Kohima are the main education hubs, with Dimapur district having the highest number of colleges.

Table No: A.3.Courses Taught by the Women Teachers

Response	Counts	Percentage
B.A	322	64.40%
B. Sc	59	11.80%
B.Com	47	9.40%
M.A	19	3.80%
M. Sc	2	0.40%
M.Com	13	2.60%
B .Ed /M. Ed	36	7.20%
BSW/BBA	2	0.40%
Total	500	100.00%

**Figure No: A.3. Shows the Courses taught by Women Teachers**

From Figure.No.A.3. it is found that 64.40% of the women teachers taught the students of B.A, 11.80% of the women teachers taught the BSC students, 9.40% of the women teachers taught the B. Com students, 3.80% of the women teachers taught the M.A students, 0.40%taught the M. Sc students, 2.60% of the women teachers taught the M. Com students, 7.20% of the women teachers taught the B. Ed students and only 0.40 % of the women teachers taught students of BSW and BBA. Thus, it has been observed that the majority of the women teachers and students come from arts backgrounds and very few colleges offer science, commerce, and other programs within the four sample districts of Nagaland. The study unveiled that out of the four sample districts, Colleges in Peren and Wokha offers only arts subjects, both the

districts had two colleges each and none of the colleges offers commerce/science streams.

Table No. A.4. Social category of Women Teachers

Social Category	Counts	Percentage
ST	453	90.60%
SC	06	1.20%
GEN	30	6.00%
OBC	09	1.80%
OTHERS	02	0.40%
Total	500	100.00%

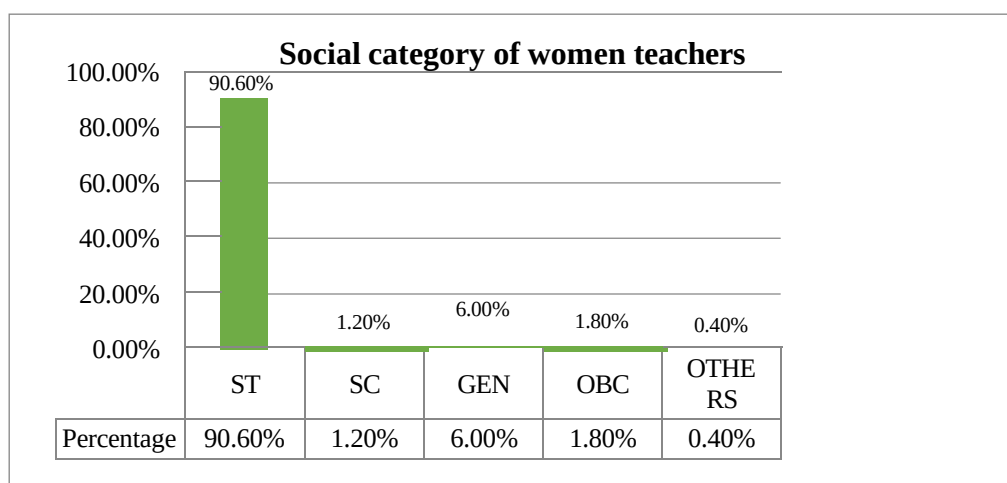


Figure No.A.4. Percentage of Women Teachers falling under diverse social Categories

Figure No.A.4. Shows the social categories of Women Teachers The study found that 90.60% women teachers fall under the scheduled tribe (ST) category, 1.20% fall under the scheduled caste (SC) category, 6.00% women teachers fall under the general category (GEN), 1.80% women teachers fall under other backward (OBC) category and only 0.40% of women teachers falls in another category such minority, economically weaker section(EWS) Thus, most women teachers in various colleges fall under the Scheduled Tribe (ST) category.

4.1. Analysis of data related to Objective I

4.1. To find out the ratio of existing male to female teachers based on the type of college Management.

Table No. 4.1. Greater, Lesser, or Equal Number of Male /Female Teachers are in the colleges as per the respondents

Response	Counts	Percentage
Greater no of Male Teachers	37	7.40%
Greater no of Female teachers	411	82.20%
Equal no of Male and Female teachers	52	10.40%
Total	500	100.00%

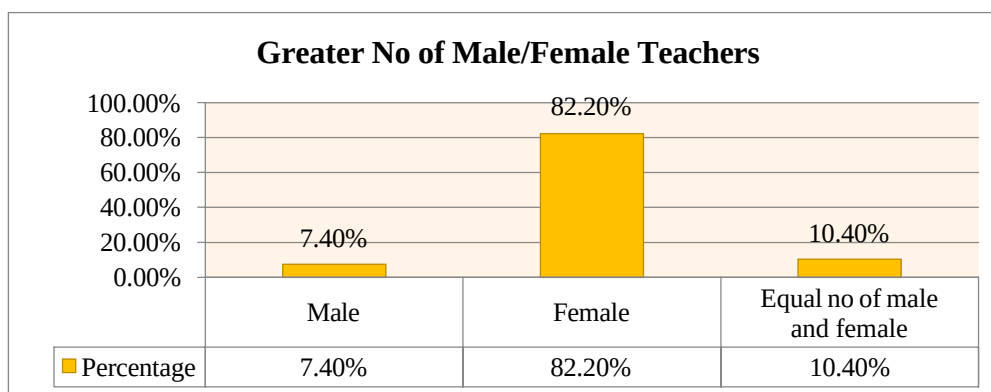


Figure No: 4.1. Shows No of Male/Female Teachers Teaching in Colleges

From Figure No. 4.1, it is found that 7.40% women teachers revealed that there exists more male teachers in their college, 82.20% women teachers revealed that there is a greater number of female teachers in their institution and 10.40% of women teachers revealed that there is an equal number of male and female teachers. Thus, from the study, it can be considered that there are a greater number of female teachers working in colleges in both government and private colleges.

Table.No.4.1.2. The Ratio of Existing Male to Female Teachers as per College Management in Nagaland (UG and B. Ed Colleges) 2021-2022

Management	Male	%	Female	%	Total	Percentage
Government	208	36.24%	366	63.76%	574	100.00%
Private	528	47.91%	574	52.09%	1102	100.00%
Total	736	43.91%	940	56.09%	1676	100.00%

Sources: i. Directorate of Higher Education, Nagaland, Kohima for Government Colleges

ii. College Faculty list for Private Colleges from College websites/college sources

Note: it may be noted that Data for 2023 were not available at the time of data collection and also data collection took place in 2023 itself.

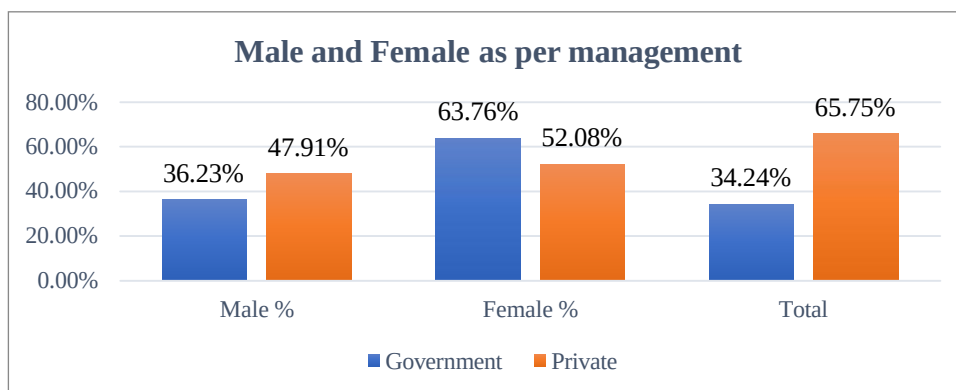


Figure No.4.1.2. The Ratio of Existing Male to Female Teachers as per College Management in Nagaland

At the state level, data gathered from the Directorate of Higher Education, Nagaland Kohima (2021-2022) and faculty list of private colleges showed that in government undergraduate UG and B. Ed colleges, 36.24% of teachers are male and 63.76% are female. In private UG and B. Ed colleges, the gender distribution was 47.91% male and 52.09% female in private college. The ratio of male to female in government UG and B. Ed colleges as per the table is 1:2(1:1.76) approximately, and for private colleges, the ratio is 1:1(1:1.09) approximately. The ratio of male faculty in government and private colleges as per the table is 1:3(1:2.54) approximately and for the female's faculty, the ratio is 1:2(1:1.57) approximately. From the above table, overall it is understood that there are 43.91%male faculties and 56.09%female faculties in both government and private colleges in Nagaland. The overall ratio of faculty members in government and private colleges as per the table is 1:2 (1:1.92) approximately where as overall gender ratio of faculty members is 1:1 (1:1.28) approximately.

The Ratio of Existing Male to Female Teachers as per type of College Management within the four Sample Districts

Table. No.4.1.3. The Ratio of Existing Male to Female Teachers as per type of College Management within the Four Sample Districts

No	Management	Male	%	Female	%	Total	%
1	Government	80	26.32%	224	73.68%	304	100.00%
2	Private	320	35.67%	577	64.33%	897	100.00%
3	Total	400	33.31%	801	66.69%	1201	100.00%

Source: Directorate of Higher Education, Nagaland, Kohima for Government Colleges and information collected from private colleges personally

The Ratio of Existing Male to Female Teachers as per type of College Management within the four Sample Districts

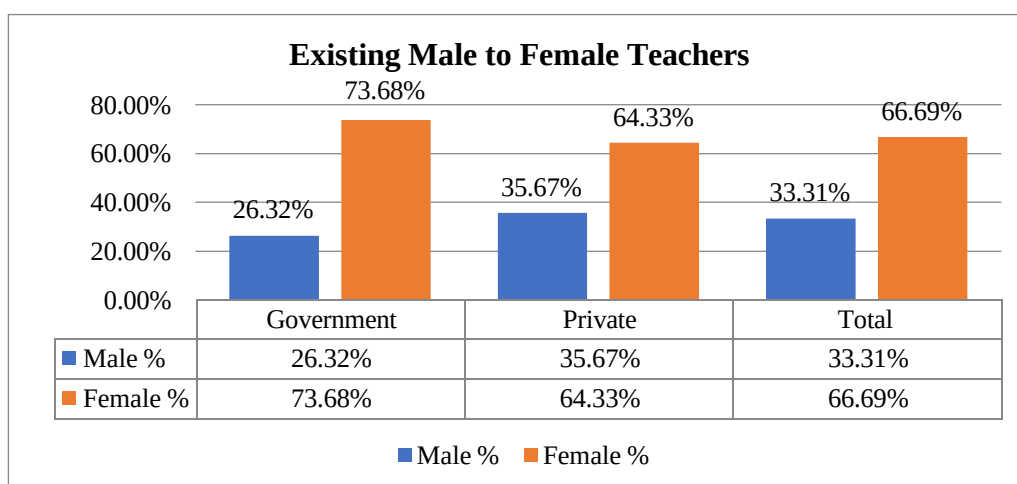


Figure. No.4.1.3. The Ratio of Existing Male to Female Teachers as per type of College Management within the Four Sample Districts

From Figure.No.4.1.3, it is understood that in government colleges there are 80 (26.32%) male teachers within the four sample districts and 224 (73.68%) female teachers. Therefore, the male: female ratio in Government College is 1:3(1:2.8) there are 320 (35.67%) male teachers in private colleges within the four sample districts and 577 (64.33%) female teachers. Therefore, the ratio of male to female teachers in private college is 1:2(1:1.8) within the sample districts. The ratio of male faculty in government is 80 and 320 in private colleges as per the table is 1:4. And for the female's faculty, in government is 224 and 577 in private, the ratio is 1:3(1:2.57)

approximately. From the above table, overall, it is understood that there are 304 government faculties and 897 faculties in private colleges in Nagaland with a ratio of 1:3(1:2.95) approximately. The overall male: female ratio of faculty members is 400 males is to 801 females, therefore the male: female ratio is 1:2

Table No.4.1.4. Whether Institution Involves Women Teachers in Decision Making

Involvement of Women Teachers in Decision Making	Counts	Percentage
Yes	367	73.40%
No	45	9.00%
Sometimes	88	17.60%
Total	500	100.00 %

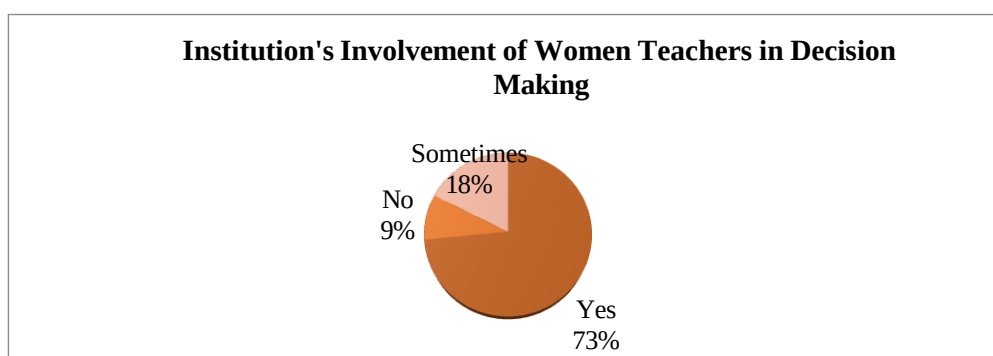


Figure No.4.1.4. Shows the Percentage of Women Teachers' Involvement in Management's Decision-Making

Figure.No.4.1.4. shows the percentage of the women teachers' involvement in decision-making by the college's management as revealed by them. It was found, that 73.40% women teachers agreed that management involves women in the decision-making, 9.00% women teachers disagreed about women's involvement in the decision-making by the management and 17.60% women participants were neutral. Thus, it can be considered that most of the women teachers agreed to women's involvement in decision-making by the management.

Table No. 4.1.5. Whether teaching advertisements attract a larger number of male/female applicants

Advertisement attracts more	Counts	Percentage
male/female teachers		
More Male	03	0.60%
More Female	267	53.40%
No Difference	230	46.00%
Total	500	100.00%

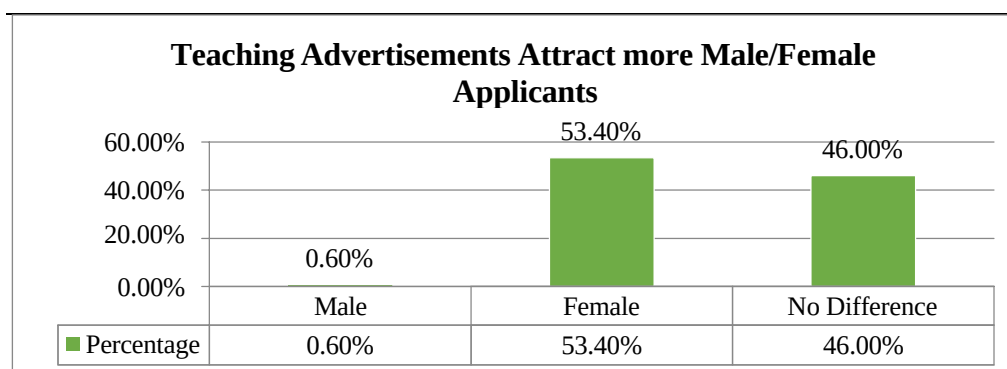


Figure No.4.1.5. Whether Teaching Advertisements attract a Larger Number of Males/Females/both

Figure.No.4.1.5, shows that 0.60% women teachers agreed teaching advertisements attract more males, 53.40 % women teachers agreed more females are attracted to teaching advertisements on recruitment, and 46.00% women teachers thought that there is no difference in applying by male and female. Thus, from the above study, it can be presumed that more females are attracted to advertisements for recruitment of teachers.

4.1.6. Factors causing the Underrepresentation of Women in Higher Education in Managerial Positions

Table No. 4.1.6. Personal Factors

SI. No.	Personal Factors	Yes	%	No	%	TSE	%
1.	Family Responsibility	234	46.80%	44	8.80%	222	44.40%
2.	Work-Life Balance	210	42.00%	63	12.60%	227	45.40%
3.	Low Self-Esteem	32	6.40%	328	65.60%	140	28.00%
4.	Indecisive about holding Posts	41	8.20%	292	58.40%	167	33.40%

5.	Lack of Aspirations/Ambitions	37	7.40%	325	65.00%	138	27.60%
6.	Responsibilities of Motherhood	205	41.00%	63	12.60%	232	46.40%
7.	Care giving Responsibilities	192	38.40%	74	14.80%	234	46.80%
8.	Lack of Family Support	51	10.20%	279	55.80%	170	34.00%
9.	Lack of Access to Information	40	8.00%	323	64.60%	137	27.40%
10.	Lack of Role Models	37	7.40%	328	65.60%	135	27.00%

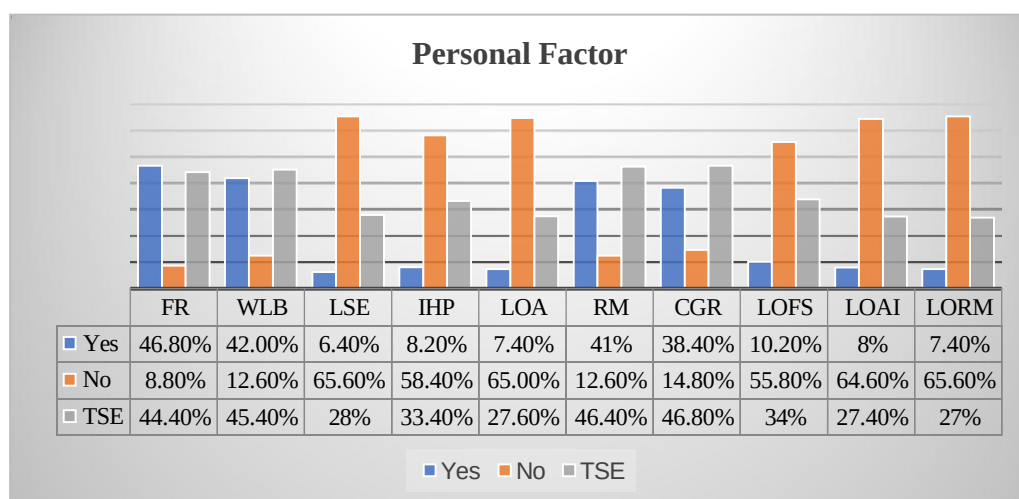


Figure No. 4.1.6. Personal Factors Causing the Underrepresentation of Women in Managerial Positions

FR =Family Responsibility, WLB=Work-Life Balance, LSE=Low Self Esteem, IHP=Indecisive about Holding Posts, LOA=Lack of Aspirations /Ambitions, RM=Responsibilities of Motherhood, CGR=Care giving Responsibility, LOFS=Lack of Family Support, LOAI=Lack of Access to Information, LORM=lack of Role Models.

From Figure.No.4.1.6, it is found that 46.80% of the women teachers thought that there is an underrepresentation of women in managerial positions due to familial

responsibilities, 8.80% did not agree that familial responsibilities was the reason why women were lesser in managerial positions and 44.40% of the women teachers thought that familial responsibilities are also upto some extent responsible for women's underrepresentation in managerial positions. Thus, it is understood that familial responsibilities play a major factor for women's underrepresentation in managerial positions in higher education.

It is found that 42.00% agreed that work-life balance factor was one of the causes for the underrepresentation of women, 12.60% did not agree to work-life balance to be one of the factors of women's underrepresentation, and 45.40% of the women teachers thought that work-life balance was also one of the personal factors causing women's underrepresentation in managerial positions in higher education to some extent. Therefore, the analysis reveals, personal factors like work-life balance is a feature causing the underrepresentation of women in managerial positions in higher education.

6.40% women teachers agreed that personal factors such as low self-esteem, contribute to the underrepresentation of women, 65.60% did not agree to low self-esteem is a factor causing underrepresentation of women in managerial positions, 28.00% women teachers thought low self-esteem is to some extent responsible for women's underrepresentation. Thus, from the study, it is understood that low self-esteem is not a factor causing underrepresentation of women in managerial positions.

8.20% women teachers agreed women were indecisive about holding managerial positions. 58.40% did not agree that women were indecisive about holding posts, and 33.40% of the women teachers thought that women were to some extent indecisive about holding positions. Thus, indecisiveness about holding posts is not a factor causing the under-representation of women in managerial posts.

7.40% women teachers agreed that women lack aspirations and ambitions, 65% women teachers disagreed and 27.60% women teachers thought that there is lack of aspirations and ambitions upto some extent in women. Thus, lack of aspirations and

ambitions is not a major factor causing the underrepresentation of women in higher education.

41.00% women teachers agreed responsibilities of motherhood is a personal factor causing lower representation of women in managerial positions, 12.60% of the women teachers did not agree to the responsibilities of motherhood as a factor causing underrepresentation, 46.40% were neutral about responsibilities of motherhood as a factor. Thus, from the above table, it is found that the responsibilities of motherhood was responsible for underrepresentation of women in managerial positions to some extent.

38.40% women teachers agreed that caregiving responsibilities of women cause underrepresentation of women, 14.20% did not agree that caregiving responsibilities of women were a factor of underrepresentation of women, 46.80% were neutral that caregiving responsibilities was a potential factor causing underrepresentation. Thus, it is understood, caregiving responsibilities of women is a factor causing the underrepresentation of women in managerial positions.

10.20% women teachers agreed lack of family support is a personal factor causing underrepresentation in managerial positions, 55.80% women teachers disagreed that this is a cause of underrepresentation, 34.00% of women teachers were indifferent about lack of family support being a contributing factor. Thus, the majority of the women teachers did not agree it was a cause of underrepresentation.

8.00% women teachers agreed to lack of information was a cause of the underrepresentation of women in managerial positions, 64.60% women teachers disagreed to it as a factor, 27.40% women teachers were neutral about it as a factor contributing to underrepresentation. Thus, from the study, lack of access to information is not a factor causing underrepresentation in women.

7.40% women teachers agreed to lack of role models was a cause of underrepresentation of women in managerial positions, 65.60% women teachers disagreed that it was a cause, and 27.00% of the women teachers were neutral. Thus,

from the study, the lack of role models is not a factor causing the underrepresentation of women in managerial positions.

Table No. 4.1.7. Socio-Cultural factors causing the Underrepresentation of Women in Managerial Position

No	Socio-Cultural Factors	Yes	%	No	%	TSE	%
1	Gender biases	102	20.40%	207	41.40%	191	38.20%
2	Male-dominated society	144	28.80%	154	30.80%	212	40.40%
3	Cultural norms around authority/power	115	23.00%	139	27.80%	246	49.20%
4	Limited access to education and training	48	9.60%	273	54.60%	179	35.80%
5	Non-recognition of women's potentials	91	18.20%	207	41.40%	202	40.40%
6	No priority to work-life balance	66	13.20%	224	44.80%	210	42.00%

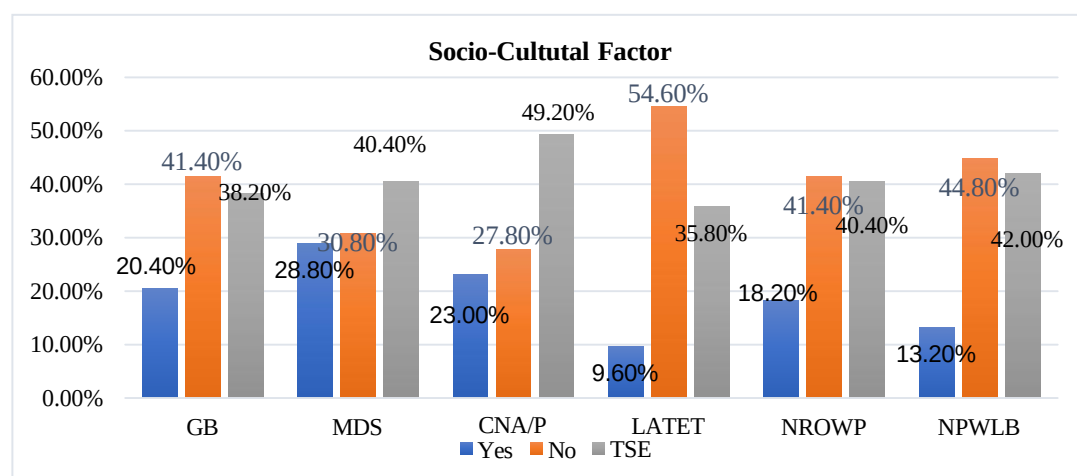


Figure No.4.1.7. Social Factors Causing the Underrepresentation of Women in Managerial Positions

GB= Gender biases, MDS=Male dominated society, CAN/P=Cultural norms around authority and power, LATET=Limited access to education and training, NROWP=Non recognition to women's potential, NPWLB=No priority to work-life balance.

Figure.No.4.1.7.it is found that 20.40% women teachers agreed that socio-cultural factors such as gender bias is a factor causing underrepresentation of women in managerial positions in higher education, 41.40% women teachers disagreed with

gender biases as a factor causing underrepresentation and 38.20% women teachers were neutral about gender biases a cause of underrepresentation. Thus, from the study, it is understood gender bias is also a cause of the underrepresentation of women in managerial positions.

Figure.No.4.1.7. shows that 28.80% women teachers agreed male domination as a factor causing underrepresentation of women in managerial positions, 30.80% women teachers disagreed, and 40.40% women teachers were neutral about male dominance causing underrepresentation of women in managerial positions. Thus, the study reveals that there is underrepresentation of women managerial positions partially because of male-dominated society.

The Figure.No.4.1.7. Shows that 23.00% agreed that there is an underrepresentation of women in managerial positions because of cultural norms around authority and power, 27.80% women teachers disagreed with cultural norms around authority and power causing underrepresentation of women in managerial positions, 49.20% of the women teachers thought that underrepresentation to a certain extent is due to cultural norms around authority and power. Thus, cultural norms also are partly responsible for women's underrepresentation.

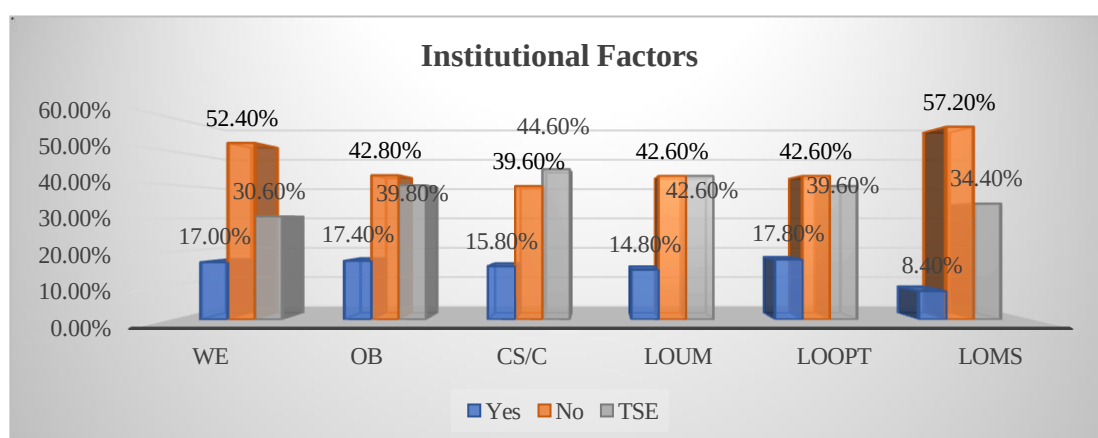
Figure.No.4.1.7. Shows only 9.60% women teachers agreed underrepresentation is due to limited access to education and training, 54.60% women teachers disagreed and 35.80% women teachers thought, the underrepresentation of women in managerial positions is to some extent due to limited access to education and training. Thus, limited access to education and training is not a major factor causing underrepresentation of women.

Figure. No.4.1.7. Shows that 18.20% women teachers agreed that women's potential is unrecognized which is a factor for their underrepresentation in managerial positions,41.40% women teachers disagreed and 40.40% of the women teachers thought that women's underrepresentation was partially due to non-recognition of potential. Thus, from the above analysis, it is found that non-recognition of women's potential is also partially responsible for the underrepresentation of women in managerial positions.

Figure.No.4.1.7. Shows that 13.20% women teachers agreed that no priority to work-life balance in women is a factor for the underrepresentation of women in managerial positions, 44.80% women teachers disagreed, and 42.00% women teachers were neutral. Thus, from the above analysis, it is understood that, less priority to work-life balance is not a major factor causing women's underrepresentation.

Table No. 4.1.8. Institutional Factors Causing the Underrepresentation of Women in Managerial Positions

Sl. No.	Institutional Factors	Yes	%	No	%	TSE	%
1.	Work-ethics	85	17.00%	262	52.40%	153	30.60%
2.	Organisational Barriers	87	17.40%	214	42.80%	199	39.80%
3.	Career Switch/Change	79	15.80%	198	39.60%	223	44.60%
4.	Lack of Upward Mobility	74	14.80%	213	42.60%	213	42.60%
5.	Lack of Opportunities	89	17.80%	213	42.60%	198	39.60%
6.	Lack of Managerial Skills	42	8.40%	286	57.20%	172	34.40%



WE= Work ethics, OB = Organisational barriers, CS/C= Career switch /Change, LOUM=Lack of upward mobility, LOPT= Lack of opportunities, LOMS=Lack of managerial skills

Figure No 4.1.1.8. Institutional Factors Causing the Underrepresentation of Women in Managerial Positions

Figure.No.4.1.8. shows 17.00% women teachers agreed to institutional factors such as work ethics contribute to the underrepresentation of women in managerial positions, 52.40% women teachers disagreed to work ethics is a factor causing underrepresentation of women in managerial positions, 30.60% women teachers were neutral on work ethics as a factor causing underrepresentation. Thus, from the analysis, it is found, that work ethics is not a factor causing underrepresentation.

Figure.No.4.1.8. shows that 17.40% women teachers agreed organizational barriers are factors causing underrepresentation of women in managerial positions, 42.80% women teachers disagreed to organizational barriers as a reason for women's underrepresentation, and 39.80% women teachers remained neutral. Thus, from the above analysis, it is understood organizational barriers are not a major factor causing underrepresentation.

Figure.No.4.1.8. shows that 15.80% of the women teachers agreed to career switch or change are an organizational barrier causing the underrepresentation of women in managerial positions, 39.60% women teachers disagreed, 44.60% women teachers were neutral to career switch as a factor of underrepresentation of women in managerial positions. Thus, it is understood, career switch is not a barrier causing the underrepresentation of women in managerial positions.

Figure.No.4.1.8. shows that 14.80% women teachers agreed that lack of upward mobility is a factor causing the underrepresentation of women in managerial positions, 42.60% of the women teachers disagreed, and 42.60% of the women teachers were neutral. Thus, from the analysis of the table, it is understood lack of upward mobility is a factor causing the underrepresentation of women in managerial positions.

Figure.No.4.1.8. shows 17.80% women teachers agreed to lack of opportunities is a factor causing the underrepresentation of women in managerial positions, 42.60%

women teachers disagreed and 39.60% women teachers thought lack of opportunities was to some extent responsible for underrepresentation. Thus, from the above analysis, it is found that the most women teachers thought lack of opportunities was not a factor contributing to the underrepresentation of women in managerial positions.

Figure.No.4.1.8. Shows 8.40% women teachers agreed there is an underrepresentation of women in managerial positions due to a lack of managerial skills in women, 57.20% women teachers disagreed, and 34.40% women teachers thought lack of managerial skills is to some extent responsible for underrepresentation of women in managerial positions. Thus, from the above analysis, it is understood that women do not lag in managerial skills.

Table No. 4.1.9. Other Factors Causing the Underrepresentation of Women in Managerial Positions

No.	Others Factors	Yes	%	No	%	TSE	%
1.	Maturity & Age	98	19.60%	208	41.60%	194	38.80%
2.	Lack of Experience	66	13.20%	252	50.40%	182	36.40%
3.	Lack of Time & Management	81	16.20%	172	34.40%	247	49.40%
4.	Lack of Adaptability & Commitment	44	8.80%	276	55.20%	180	36.00%

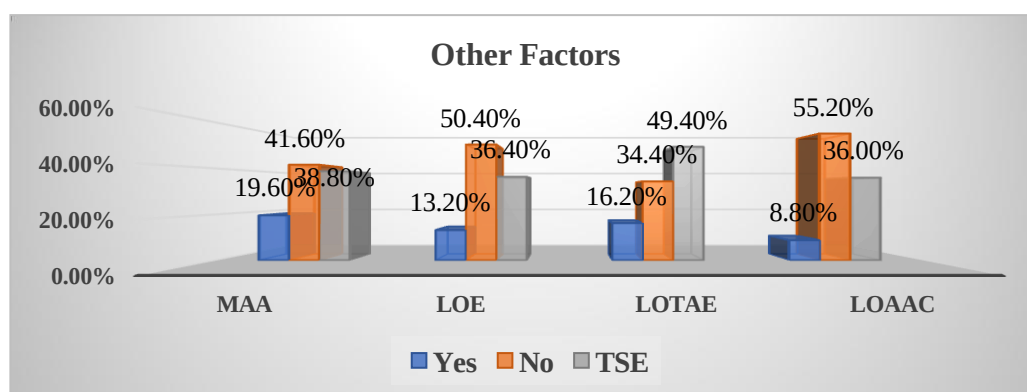


Figure No.4.1.9. Other Factors Causing the Underrepresentation of Women in Managerial Positions

MAA=Maturity and age, LOE=Lack of experience, LOTAE=lack of time and engagement, LOAAC=Lack of adaptability and commitment

Figure.No.4.1.9. shows that 19.60% women teachers agreed maturity and age are the factors responsible for women's underrepresentation in managerial positions, 41.60% disagreed and 38.40% women teachers thought that maturity and age are equally responsible for the underrepresentation of women in managerial positions to a certain extent. Thus, from the analysis, it is understood that maturity and age is not responsible for underrepresentation in managerial positions.

Figure.No.4.1.9. shows 13.20% women teachers agreed lack of experience is a factor in the underrepresentation of women in managerial positions, 50.40% women teachers disagreed and 36.40% women teachers thought lack of experience is to some extent responsible for the underrepresentation of women in managerial positions. Thus, from the above study, it is found that lack of experience is not a factor causing underrepresentation.

Figure.No.4.1.9. shows 16.20% women teachers agreed that lack of time and engagement is a factor causing underrepresentation of women in managerial positions, 34.40% of the women teachers disagreed, 49.40% women teachers thought lack of time and management is responsible for under-representation of women in managerial positions to some extent.

Figure.No.4.1.9. shows 8.80% women teachers agreed, lack of adaptability and commitment causes underrepresentation of women in managerial positions, 55.20% women teachers disagreed and 36.00% women teachers thought lack of adaptability and commitment is responsible for the underrepresentation of women in managerial positions to some extent.

Table No. 4.1.10. Women disagree with assuming Administrative Positions

Response	Counts	Percentage
Yes	44	5.60%
No	276	55.20%
TSE	180	39.20%
Total	500	100.00%

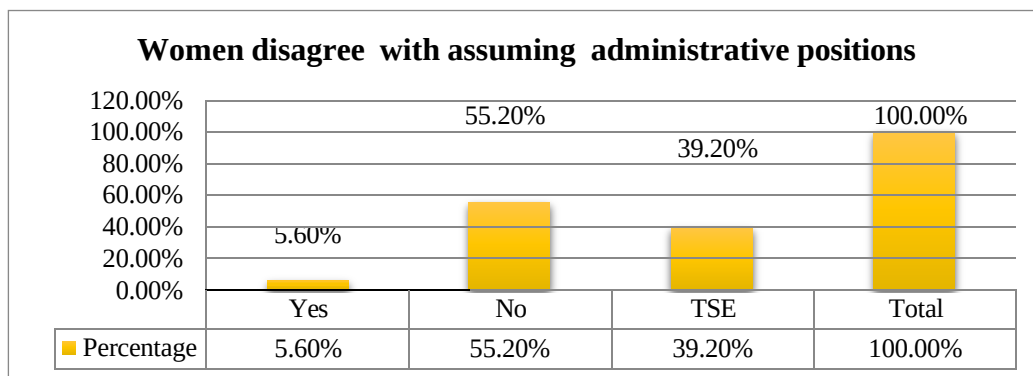


Figure No.4.1.10. Shows the percentage of Women who disagree with assuming Administrative positions

Figure No.4.1.10. Shows that 5.60% women teachers revealed, women disagreed with assuming administrative positions, 55.20% women teachers disagreed, women taking up administrative positions while 39.20% women teachers thought that women somewhat disagreed with assuming such roles. Therefore, the analysis reveals that most women teachers are willing to take up administrative positions.

4.1.11. Reasons given by the Principals for the Lesser Number of Women in Administrative Positions

Principals were of the opinion that, despite being capable of excelling in administrative roles, many women shows a lack of interest in pursuing such positions.

Principals also revealed that believes persists that women are not effective administrators. They highlighted time constraints often serve as a barrier for women to pursue such positions.

Principal highlighted societal norms and familial responsibilities impose limitations to women to pursue such roles.

Principals were of the opinion that women tend to dominate academic roles rather than administrative ones due to family commitments.

The need for frequent travel associated with administrative positions can pose challenges for women was one of the reasons cited by Principals for lesser number of women in administration.

Women's abilities are frequently underestimated; leading to men being preferred for administrative roles was an important factor for underrepresentation of women in administrative positions according to Principals.

Women are not resourcefully encouraged to pursue administrative roles was another reason cited by principals for the underrepresentation of women in administrative positions in higher educational institutions.

The absence of strong female role models in leadership positions is a significant deterrent was another factor cited by principals for lesser number of women in administration.

Many women lack career-oriented guidance and support was also the opinion of principals for underrepresentation of women in Higher Education.

4.1.12. Changes being observed in Women's Leadership

The following are the opinions of principals on women in leadership roles:

Over the past years, more women are stepping into administrative roles was the opinion of principals on women in administrative positions.

The presence of women in leadership positions within administration is steadily increasing was also the opinion of few Principals.

Through their hard work and dedication, women are surpassing men in various areas was revealed by some Principals.

The landscape has changed significantly, with many women now actively participating in administrative roles was the opinion of few on the changes being observed in women holding administrative positions.

In the past, women were often less motivated to pursue such positions was revealed by few.

Women's performance in administration often surpasses that of their male counterparts was also highlighted by Principals

Today, numerous academic institutions are led by women who are effectively managing administrative responsibilities was also the opinion of Principals on the changes observed in women in administration.

There is now a more balanced representation of men and women in administrative roles was also highlighted by principals.

4.1.13. Reasons given by Deans and Administrators

Men tend to exhibit greater passion when it comes to competitive drive was one of the reasons why fewer women can be seen in administration was highlighted by Deans and Administrators.

Societal norms often impose restrictions on women restricting them to upgrade in academic positions was also a cause.

Family responsibilities play a significant role in shaping women's career choices often compelling them not to choose administrative positions due to time factors. Women typically prioritize their families above their professional ambitions due to familial responsibilities was highlighted by some of the Administrators and Deans. Women often lack encouragement to pursue administrative roles is a factor causing underrepresentation was also revealed.

4.1.14. Changes being observed in Women's Leadership

In today's context, gender disparities and inequalities are minimal was revealed as a change seen in women holding administrative positions.

A growing number of women are taking up administrative roles is being observed as a change in the academic scenario was also highlighted

Women are excelling in the academic field compared to earlier times was the opinion on the changes observed by stakeholders.

Women are achieving remarkable success, and there are high expectations placed on women was revealed by some stakeholders on the changes in the academic scenario of holding administrative positions.

In Nagaland, the education system heavily relies on the assistance of women which is a change in itself was cited by few.

Society and people's attitudes have undergone significant positive changes leading many women to academic positions was the opinion of many.

4.2. Analysis of data related to Objective II

4.2. To find the intake of male and female teachers and other stakeholders in government and private colleges

Table No 4.2.1. The Existing Intake and status of male and female teachers as per the type of College Management within the Four Sample Districts

No	Management	Male	%	Female	%	Total	%
1	Government	80	26.32%	224	73.68%	304	100.00%
2	Private	320	35.67%	577	64.33%	897	100.00%
3	Total	400	33.31%	801	66.69%	1201	100.00%

Source: Directorate of Higher Education, Nagaland, Kohima for Government Colleges and information collected from private colleges personally

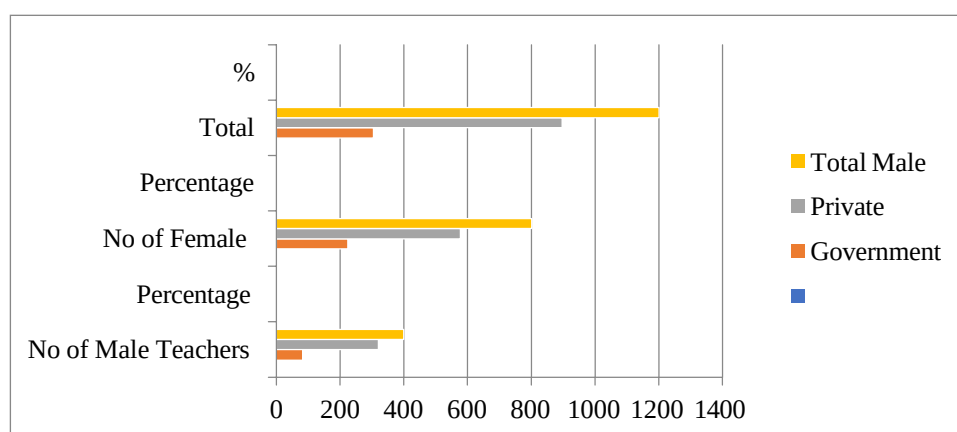


Figure No 4.2.1. Shows the intake and status of existing Male and Female Teachers as per type of College Management within the four Sample Districts

It may be noted that this same data has been used to work out the ratio of male to female college teachers in the four sample districts under Objective 1 of the study and the two objectives are interlinked.

It is understood that in government colleges there are 80 (26.32%) male teachers within the four sample districts and 224 (73.68%) female teachers. There are 320 (35.67%) male teachers in private colleges within the four sample districts and 577 (64.33%) female teachers. The number of male faculty in government is 80 and 320 in private colleges as per the data. And for the female faculty, in government is 224

and 577 in private. From the above table, overall it is understood that there are 304 government faculties and 897 faculties in private colleges in Nagaland. The overall no of male teachers in the four districts is 400 males and that of females is 801 which shows that the number of female teachers is double that of males as per 2023 data.

Additionally as per Objective 2 of the study and based on the latest data by All India Survey of Higher Education (AISHE) 2021-2022, 56.96% of the total tertiary of 2,370 teachers or Professors was women and 43.03% were males. Thus, out of 2,370 teachers, 1350 were females and 1020 were males. This data shows that women constituted a larger proportion of the teaching staff, at 56.96%, compared to men. The numbers suggest a consistent increase in female participation in higher education faculty over the years. And these data are also in agreement with the data from the present study.

Table No.4.2.2. Intake and status of Principals in government and private colleges as per the women teachers

Principal	Male	%	Female	%	Total
Government	4	66.66%	2	33.33%	6
Private	23	71.85%	9	28.12%	32
Total	27	71.05%	11	28.94%	38

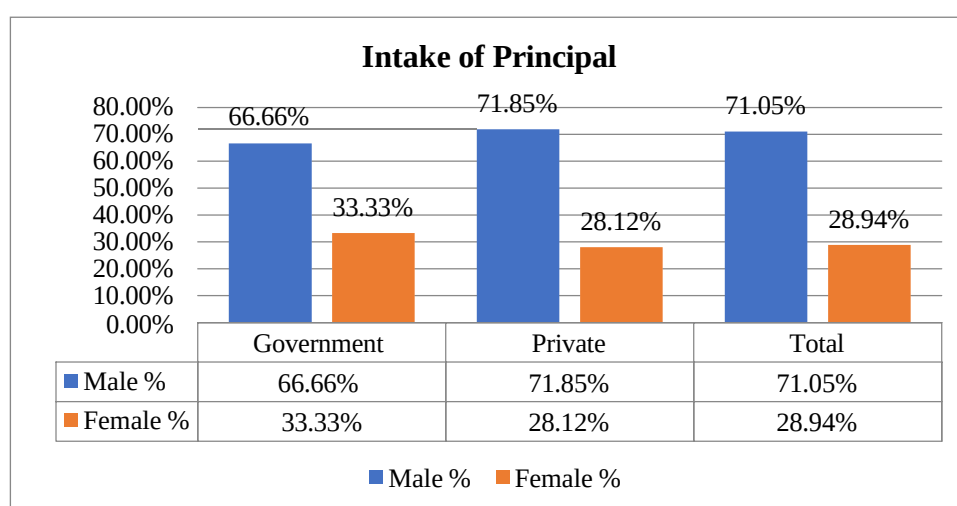


Figure No.4.2.2. Intake and status of Principals in government and private colleges

Figure No.4.2.2. Shows that 66.66% Principals in government and 71.85% Principals in private colleges are male and 33.33% Principals in government and

28.12% Principals in private college principals are female. Therefore the data shows the majority of Principals are male 71.05%.

Table No.4.2.3. Intake and status of Vice-Principals in government and private colleges as per the women teachers

Vice Principal	Male	%	Female	%	Total
Government	18	27.27%	48	72.72%	66
Private	138	31.79%	296	68.20%	434
Total	156	31.20%	344	68.80%	500

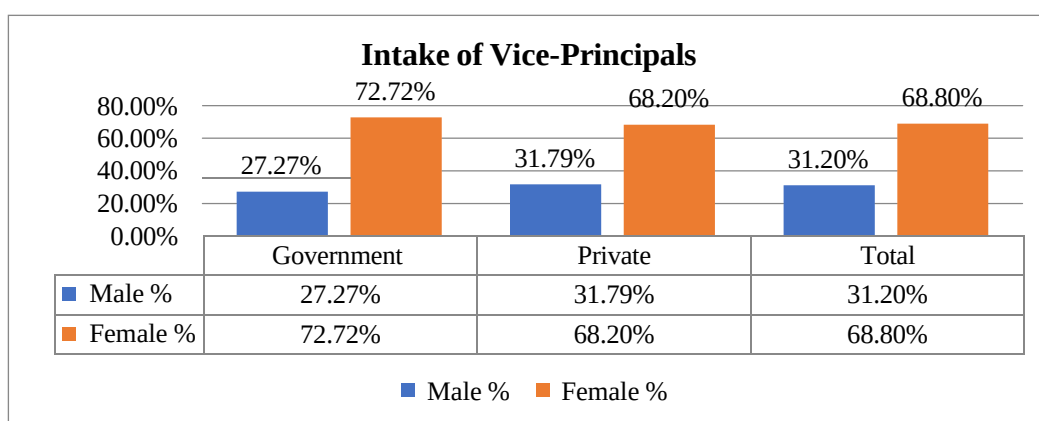


Figure No. 4.2.3. Intake and status of Vice-Principals in government and private colleges as per the women teachers

Figure No.4.2.3. Shows there is 27.27% male vice principals in government and 31.79% male Vice-Principals in private colleges and 72.72% government and 68.20% Vice-principals in private colleges are female as per women teachers. Therefore, analysis shows that there more (68.80%) female vice-principals in both types of management. This analysis is as per the response of the women teachers.

Table No. 4.2.4. Intake and status of Administrators in government and private colleges as per the women teachers

Administrator	Male	%	Female	%	Total Respondents
Government	38	57.57%	6	9.09%	44
Private	315	72.58%	56	12.90%	371
Total	353	70.60%	62	12.40%	415

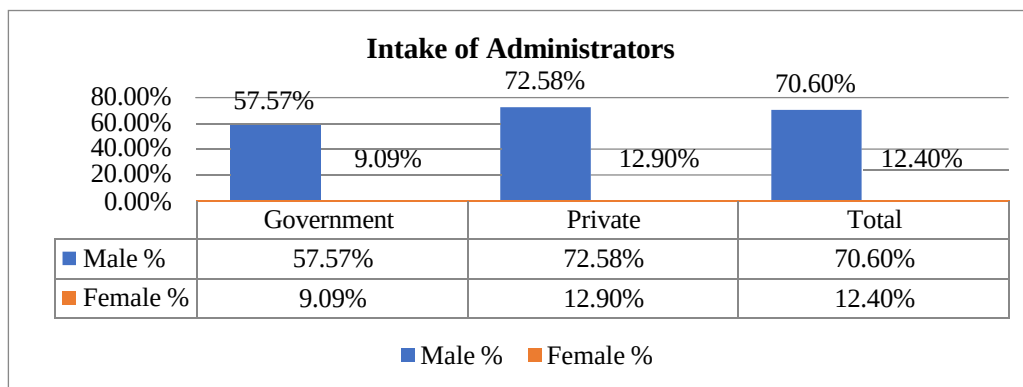


Figure.No.4.2.4. Intake and status of Administrators in government and private colleges as per the women teachers

Figure.No.4.2.4. shows 57.57% government and 72.58% private college administrators are male and 9.09% government and 12.90% private college administrators are female. Therefore, from the analysis, it is understood that the majority of Administrators are male as 70.60% in both government and private colleges. It may be noted that in some colleges, there is no post as administrators and in few colleges principal is also the administrator.

Table No.4.2.5. Intake and status of Deans in government and private colleges as per the women teachers

Dean	Male	%	Female	%	Total Respondents
Government	6	9.09%	6	9.09%	12
Private	165	38.01%	135	31.10%	300
Total	171	34.20%	141	28.20%	312

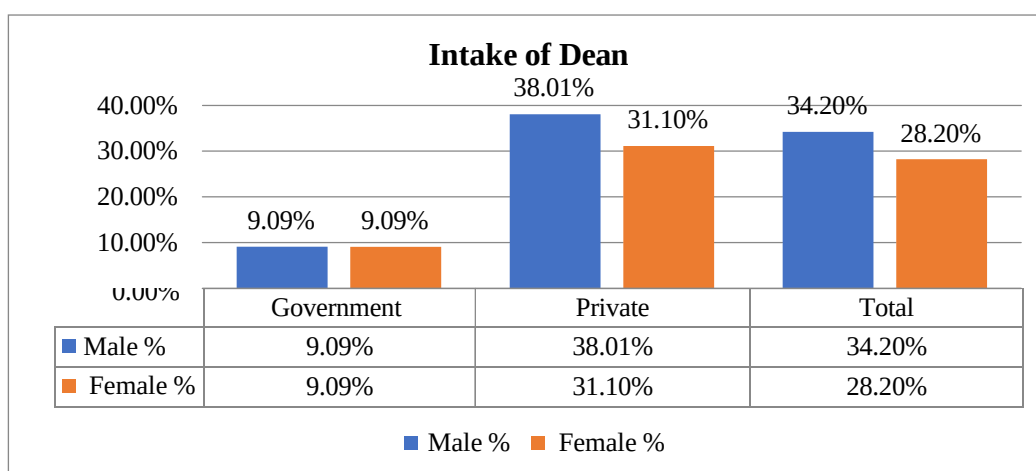


Figure.No.4.2.5. Intake and status of Deans in government and private colleges

Figure.No.4.2.5 shows the status of Deans in colleges. The analysis shows there are 9.09% male deans in government colleges and 38.01% in private colleges and 9.09% female deans in government colleges and 31.10% female dean in private colleges. The analysis shows majority, 34.20% deans are male. It may be noted that there is no dean in some colleges. This analysis is as per the response of the women teachers about the status in their own college.

Table No.4.2.6. Intake and status of Head of Department (HoD) as per the women teachers

Ho D	Male	%	Female	%	Total Respondents
Government	12	18.18%	50	75.75%	62
Private	105	24.19%	307	70.73%	412
Total	117	23.40%	357	71.40%	474

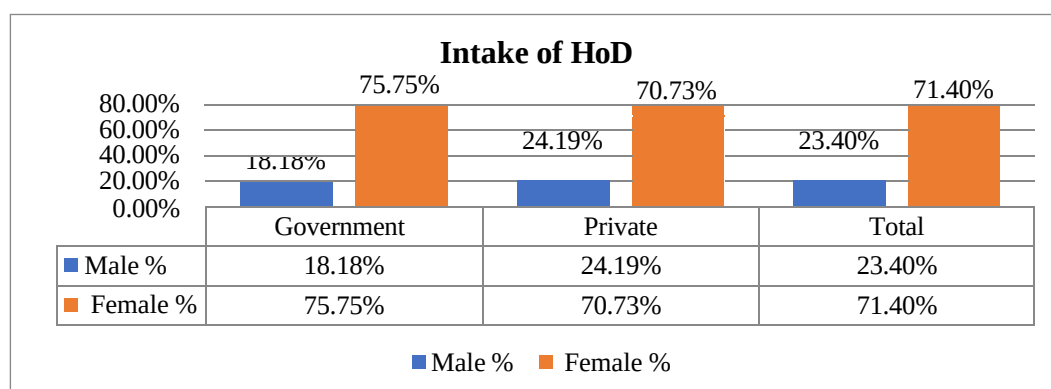
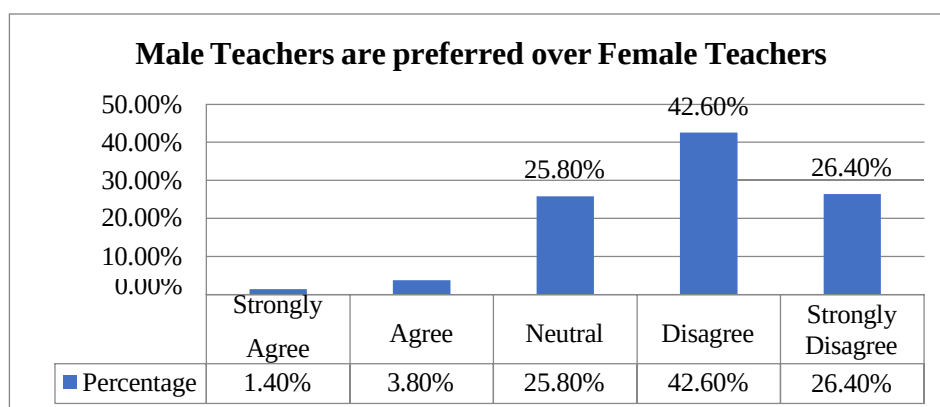


Figure.No.4.2.6. Intake and status of Head of Department (HoD)

Figure.No.4.2.6. shows the status of Head of Departments in various colleges. Analysis shows there are 18.18% male HoDs in government colleges and 24.19% male HoDs in private colleges' and 75.75% female in government and 70.73% female HoDs in private college. Overall analysis shows there are more female head of departments. It may be noted that B Ed colleges do not have departmental heads and since more females are working as teaching faculties, there are more female Head of Departments.

Table No.4.2.7. Male Teachers are preferred over female teachers

Male Teachers are preferred	Counts	Percentage
Strongly Agree	7	1.40%
Agree	19	3.80%
Neutral	129	25.80%
Disagree	213	42.60%
Strongly Disagree	132	26.40%
Total	500	100.00%

**Figure No.4.2.7. Male Teachers are preferred over Female Teachers**

From Figure.No.4.2.7. it is found that only 1.40 % women teachers strongly agreed to male teachers are preferred over female teachers, 3.80% agreed to male teachers are preferred over female teachers, 25.80% were neutral, 42.60% disagreed to male teachers are preferred over female teachers, 26.40% strongly disagreed. Based on the analysis above, it is concluded that the majority of respondents disagreed with the idea that male teachers are favoured over female teachers.

Table No. 4.2.8. Primary factors that influenced Women taking up Teaching as Responded by Women Teachers

Sl. No.	Factors	Counts	Percentage
1.	Prestige	88	17.60%
2.	Personal fulfilment	297	59.40%
3.	Passion for education and teaching	434	86.80%
4.	Work-life balance	135	27.00%
5.	Influence of mentorship	107	21.40%

6.	Job security and stability	134	26.80%
7.	Personal growth in the educational fields	393	78.60%
8.	Intellectual stimulation	341	68.20%
9.	Summer and winter break	100	20.00%
10.	Earn and learn	351	70.20%
11.	Can help the family financially	228	45.60%
12.	Role modelling	171	34.20%
13.	Flexibility in teaching profession	140	28.00%
14.	Can spend adequate time with family	100	20.00%
15.	Closing the gender gap	72	14.40%
16.	Side by side prepare for competitive exams	89	17.80%
17.	lifelong learning	362	72.40%

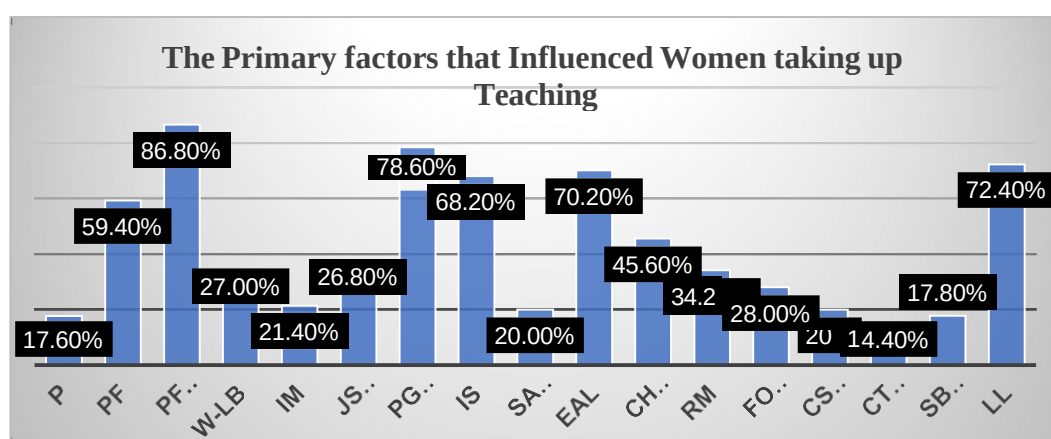


Figure No. 4.2.8. Primary factors that Influenced Teaching

P=Prestige, PF=Personal Fulfilment, PFEAT=Passion for education and teaching, W-LB=work life balance, IM=Influence of mentorship, JSAS=Job security and stability, PG IED= Personal growth in the educational field, IS= Intellectual stimulation, SAWB=Summer and winter break, EAL=Earn and learn, CHTHFF= Can help the family financially, RM=Role Modelling, FOTP=Flexibility of teaching profession, CSETWF=Can spend adequate time with family, CTGG=Closing the gender gap, SBSPFCE=Side by side prepare for exams, LL=Lifelong learning

Figure.No.4.2.8.Shows 17.60% of the respondent identified prestige as one of the key factor that influenced them to pursue a career in teaching.

From the above table, 59.40% of the women teachers took up teaching primarily for personal fulfilment.

Figure.No.4.2.8.Shows 86.80% of women teachers cited a passion for education and teaching as their primary motivating factor.

Figure.No.4.2.8.Shows that 27.00% of the women teachers' primary factor to pursue teaching is because of work-life balance.

Figure.No.4.2.8. indicates that 21.40% of the women teachers choose teaching primarily due to the influence of mentorship.

Figure.No.4.2.8.Shows 26.80% of the women teachers chooses teaching primarily because of job security and stability.

Figure.No.4.2.8.Shows 78.60% of the women teachers took up teaching because of individual growth in educational fields as a primary factor.

Figure.No.4.2.8.Shows that 68.20% of the women teachers primarily choose teaching for the intellectual stimulation it offers.

Figure.No.4.2.8.Shows 20.00% of the women teachers choose teaching mainly because of the advantage of summer and winter breaks.

Figure.No.4.2.8. Shows that 70.20% of the women teachers took up teaching because of the primary factor of earning and learning.

Figure.No.4.2.8. Shows that 45.60% of the women teachers took up teaching primarily to contribute to their family's financial needs.

Figure.No.4.2.8. Shows that 34.20% of the women teachers took up teaching primarily due to the influence of role models.

Figure.No.4.2.8. Shows that 28.00% of the women teachers took up teaching because of the primary factor of flexibility in the teaching profession.

Figure.No.4.2.8.Shows that 20.00% choose teaching primarily because it allowed them sufficient time for their families.

Figure.No.4.2.3. Shows that 14.40% of the women teachers choose teaching because of the primary factor of closing the gender gap.

Figure.No.4.2.8.Shows that 17.80% of the women teachers choose teaching because it allows them to prepare for competitive exams alongside their work.

Figure.No.4.2.8.Shows that 72.40%% of the women teachers choose teaching primarily for the opportunity of lifelong learning.

Table No.4.2.9. Whether Women prefer teaching than any other job

Women prefer to teach than any other job	Counts	Percentage
Strongly Agree	29	5.80%
Agree	111	22.20%
Neutral	197	39.40%
Disagree	118	23.60%
Strongly Disagree	45	9.00%
Total	500	100.00%

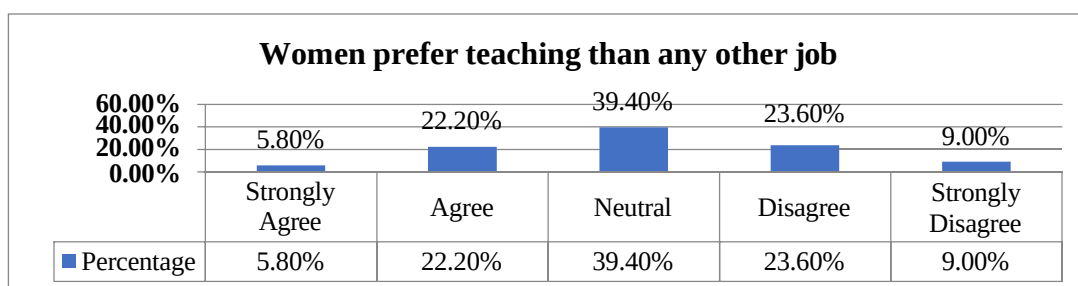
**Figure No.4.2.9. Shows whether Women prefer Teaching than any other Job**

Figure No.4.2.9. Shows that 5.80% of women teachers strongly agreed to women's preference to teaching, 22.20% women teachers agreed, 39.40% women teachers were neutral, 23.60% women teachers disagreed to women prefer to teaching and 9.00% women teachers strongly disagreed to women prefer teaching over any other profession. Thus, from the study, we can find most women thought teaching was a more viable profession.

Table No.4.2.10. Distribution of regular and B. Ed colleges under government and private management in Nagaland

Sl. No	Management	General College	B. Ed College	Total
1	Government	13	2	15
2	Private	44	7	51
3	Total	57	9	66

Source: <https://highereducation.nagaland.gov.in/higher-education-at-a-glance/>

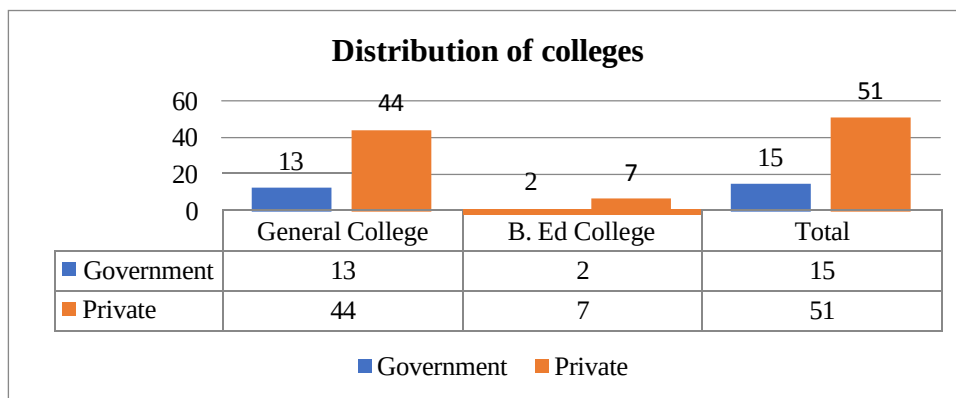


Figure No.4.2.10. Distribution of regular and B. Ed colleges under government and private management in Nagaland

Source: <https://highereducation.nagaland.gov.in/higher-education-at-a-glance/>

Figure No.4.2.10, shows that there are 13 general and 2 B. Ed colleges under government establishment with a total of 15 government colleges and 44 general and 7 B. Ed colleges under private management with a total of 51 private colleges in Nagaland. The total number of government and private UG and B. Ed colleges is 66.

Table.No.4.2.11. Comparison between government and private women teachers holding administrative positions

Sl. No	Government	Counts	%	Private	%	Total
1	Yes	11	16.66%	55	12.67%	66
2	No	55	83.33%	379	87.32%	434
3	Total	66	100%	434	100%	500

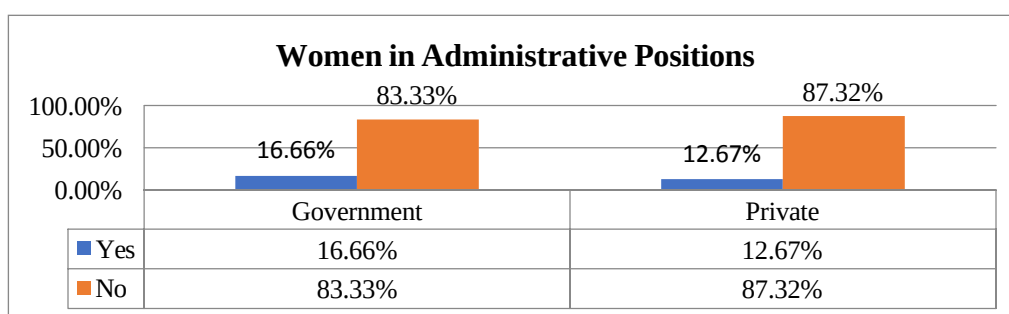


Figure No.4.2.11. Comparison between government and private women teachers holding administrative positions

Figure.No.4.2.11. shows the comparison between government and private women teachers holding administration. It is found that 16.66% government women teachers and 12.67% private women teachers revealed of holding administrative/managerial positions and 83.33% (55) government and 87.32%(379) women teachers from

private colleges revealed of not holding any administrative positions Thus, from the analysis, it is understood that majority of women teachers were not holding any administrative and managerial positions in both types of management.

4.3. Analysis of data related to Objective III

4.3. To bring out and compare the profile of Women College teachers of Nagaland in terms of age, marital status, educational qualification, teaching experience, and management positions held

4.3.1. Analysis and Interpretation of data related to the age of women teachers

Table No. 4.3.1. Comparison on age of Women Teachers under diverse age groups in government and private colleges.

No	Age	Government	Percentage	Private	Percentage	Total
1	21-30	5	7.57%	163	37.55%	168
2	31-40	31	46.96%	197	45.39%	228
3	41-50	22	33.33%	64	14.74%	86
4	51 -above	8	12.12%	10	2.30%	18

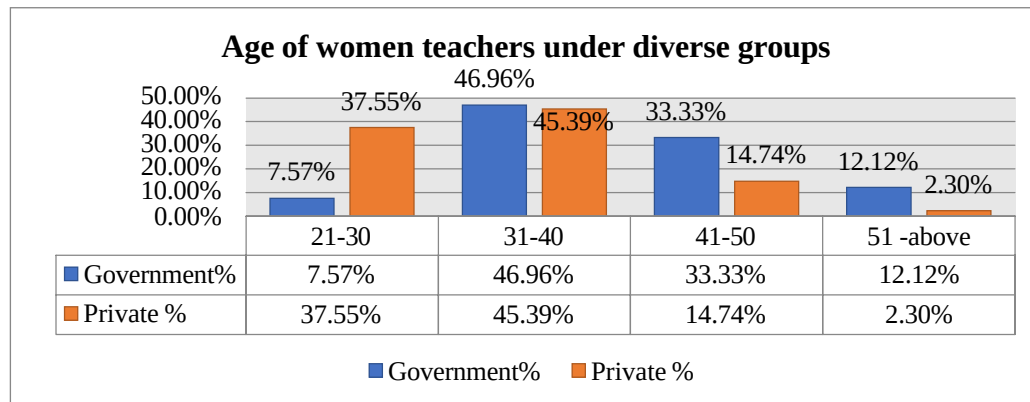


Figure No: 4.3.1. Comparison on age of women teachers under Diverse age Groups

Figure.No.4.3.1. shows the age of female teachers in diverse age groups between government and private colleges. The study found 7.57% government and 37.55% private women teachers fall in the age group of 21-30 years, 46.96% government and 45.39% private women teachers falls in the age group of 31-40 years, and 33.33% government and 14.74% private women teachers fall under the age group of 41-50 years. 12.12% government and only 2.30% private women teachers fall under the

age group of 51 years and above Thus, from the above analysis, it is evident that most women teachers fall within 31-40 years.

Table No.4.3.2 Women's age Influences Career Goals and Objective

Age Influences Career Goals	Counts	Percentage
Yes	52	10.40%
No	185	37.00%
TSE	263	52.60%
Total	500	100.00%

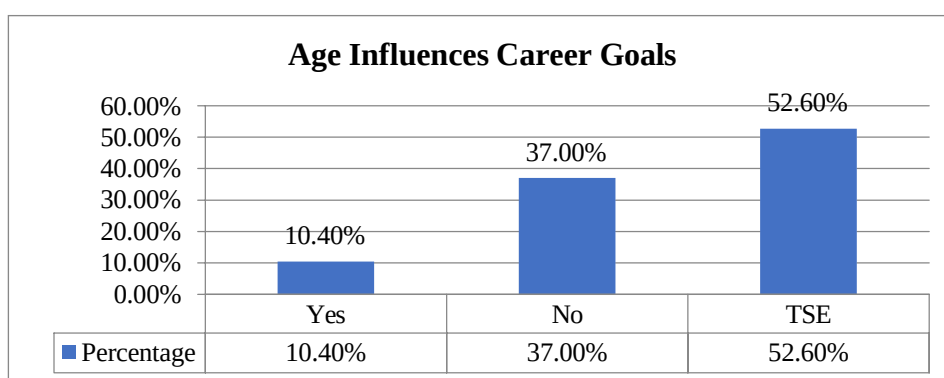


Figure No.4.3.2. Women's age Influences Career Goals and Objective

Figure.No.4.3.2 shows 10.40% women teachers agreed that age of women influences their career goals and objectives, 37.00% did not agree and 52.60%women teachers responded the age of women teachers has some influence on their career goals and objectives. Therefore, from the responses given by majority of women teachers, it can be concluded, age has some influence on the career goals and objectives of women teachers.

Table No. 4.3.3. Marital Status of the Women Teachers in government and private college

Status	Government		Private		Total	%
Married	41	62.12%	128	29.49%	169	33.80%
Unmarried	24	36.36%	292	67.28%	316	63.20%
Others	1	1.51%	14	3.22%	15	3.00%

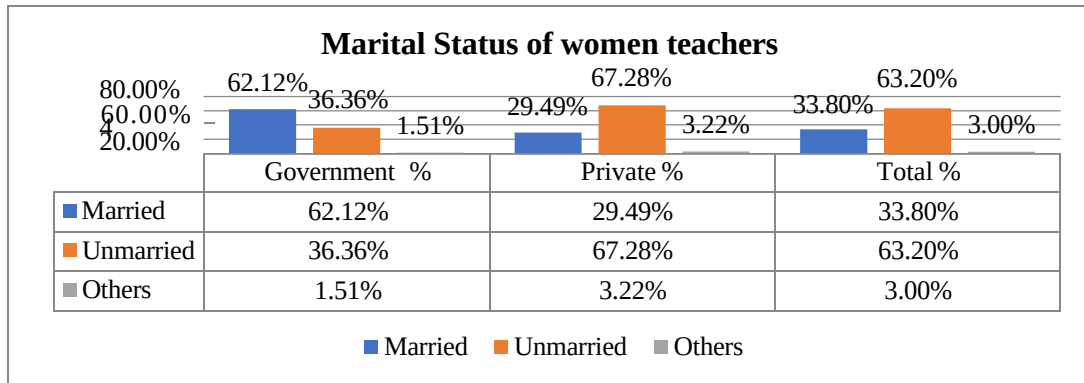


Figure No. 4.3.3. Marital Status of the Women Teachers in government and Private colleges

Figure No. 4.3.3 shows the comparison of marital status of the women teachers in government and private colleges. The study found 62.12% government and 29.49% private women teachers were married, 36.36% government and 67.28% private women teachers are unmarried and only 1.51% government and 3.22% private women teachers fall in categories as divorcees, widows, etc. Therefore, analysis shows overall 33.80% were married and 63.20% were unmarried, thus it is understood that majority of women teachers were unmarried and were mostly from private colleges.

Table No. 4.3.4. Whether Married Women face more Challenges than Unmarried Women

Married women face more Challenges	Counts	Percentage
Yes	282	56.40%
No	44	8.80%
TSE	174	34.80%
Total	500	100.00%

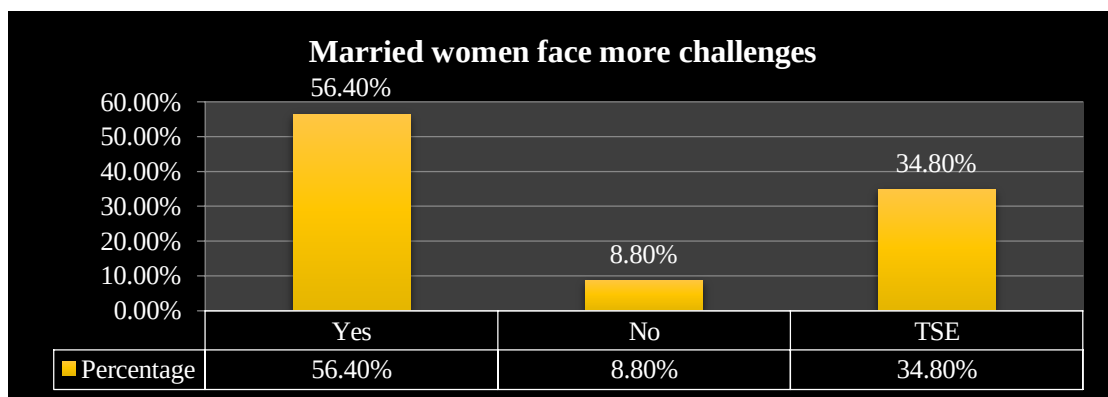


Figure No.4.3.4. Whether Married Women Teachers face more Challenges

Figure No.4.3.4 it is found that 56.40% women teachers agreed married women teachers face more challenges than unmarried women, 8.80% disagreed and 34.80% of the women teachers revelled married women teachers face more challenges to some extent than unmarried women. Thus, from the analysis, it is understood majority of the women teachers agreed married women come across more problems than unmarried teachers.

Table No. 4.3.5. Whether Women Teachers' Objectives and goals change from being single to Married

Response	Counts	Percentage
Yes	40	8.00%
No	180	36.00%
TSE	280	56.00%
Total	500	100.00%

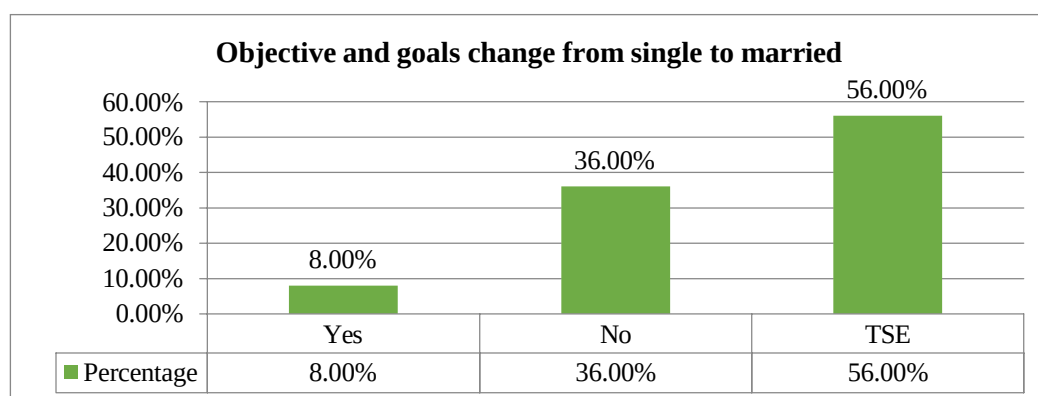


Figure No.4.3.5. Women teachers' Objectives and goals change from Single to Married

Figure No.4.3.5 shows 8.00% women teachers agreed on objectives and goals of women teachers change as they transit from single to married, 36% women teachers disagreed and 56% women teachers revealed the goals and motivations of women change to some extent as they transit from single to married. Thus, from the above analysis, it is found that most of the women teachers agreed that the objectives and motivations of women teachers change to a certain extent after marriage.

4.3.6.The reasons given by women teachers on objectives and motivations change as women shift from being single to married as follows-

After marriage, women teachers often become more resilient, responsible, and patient, which enhances their nurturing qualities as educators.

While priorities shift for women after marriage, especially upon becoming mothers, they remain dedicated to their teaching roles and show stability by staying with the same institution.

The initial years of marriage can be challenging for women teachers due to societal expectations, balancing family and professional commitments, and time constraints, which can impact their level of motivation.

Table No. 4.3.7. Educational Qualification of Women Teachers in government and private colleges

Educational Qualifications	Government		Private		Total	
M.A	42	63.63%	284	65.43%	326	65.20%
M. Sc	9	13.63%	47	10.82%	56	11.20%
M.Com	1	1.51%	28	6.45%	29	5.80%
M.Phil.	3	4.54%	12	2.76%	15	3.00%
Ph.D.	11	16.66%	54	12.44%	65	13.00%
Others	0	0	09	2.07%	09	1.80%
Total	66	100%	434	100%	500	100.00%

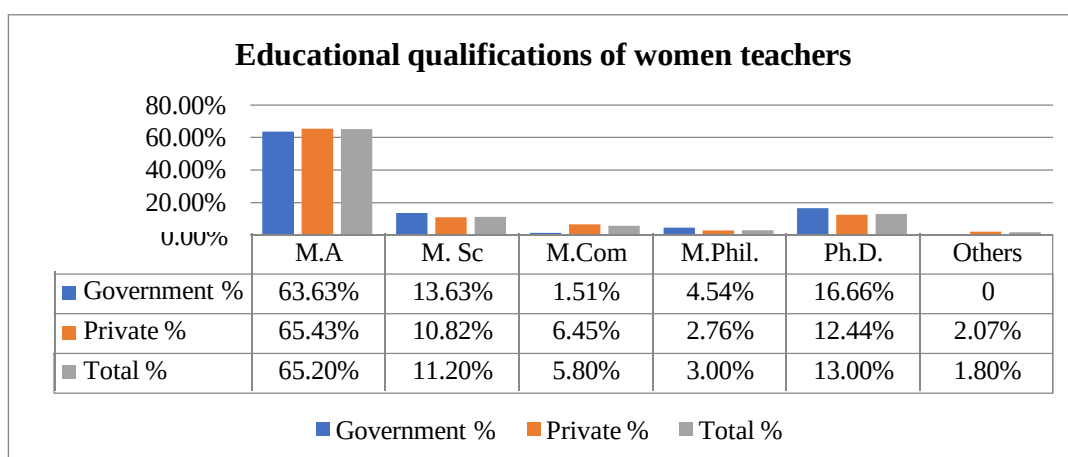


Figure No.4.3.7. Shows the Educational Qualifications of the Women Teachers in government and private colleges

Figure. No. 4.3.7. Shows 63.63% government and 65.43% private women teachers qualified Masters of Arts (M.A), 13.63% government and 10.82% private women teachers qualified Masters of Science (M. Sc), 1.51% government and 6.45% private women teachers qualified Masters of Commerce (M. Com), 4.54% government and 2.76% private women teachers qualified M.Phil. 16.66% government and 12.44% private women teachers were doctorates (PhD) and only 2.07% private women teachers fall in another category such as Masters of Business Administration, (MBA) and Masters of Social Work (MSW). The analysis shows majority, i.e., 65.20% women teachers are holding MA degree. Thus, the majority of the colleges offer arts or humanities. Very few colleges offer MSW and MBA and a very few percentage of the women teachers had qualified M. Phil and Ph. D degrees. Government teachers had more P h.D and M. Phil degrees probably due to the facilities they get along with promotions. This shows that there is a need to introduce other disciplines such as science, commerce, social work and management and encourage girls to focus on other disciplines.

Table No. 4.3.8. Exams Qualified by the Women Teachers in government and private colleges

Exams qualified	Government		Private		Total	
UGC NET	31	46.96%	256	58.98%	287	57.40%
JRF	05	7.57%	14	3.22%	19	3.80%
SLET	0	0	2	0.46%	2	0.40%
CSIR -NET	0	0	10	2.30%	10	2.00%
M. Ed	1	1.51%	6	1.38%	7	1.40%
None of These	29	43.93%	146	33.64%	175	35.00%
Total	66	100%	434	100%	500	100.00%

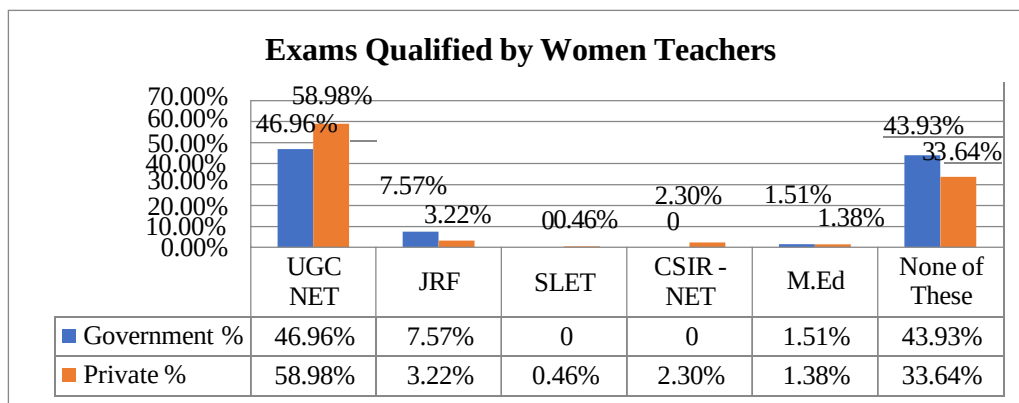


Figure No. 4.3.8. Shows the Exams Qualified by the Women Teachers

Figure.No.4.3.8. shows 46.96% government and 58.98% private women teachers have qualified UGC- NET examination, 7.57% government and 3.22% private women teachers have qualified JRF examination, only 0.40% women teachers from private college qualified SLET examination, 2.30% from private college qualified CSIR-NET, 1.51% from government and 1.38% from private college had M Ed and 43.93% from government and 33.64% from private college have not qualified either of the examination listed above. Thus, the majority of the women teachers are UGC-NET qualified and private colleges has the majority NET qualified teachers.

Table No. 4.3.9. Impact of Educational Attainment on Female Teachers

Sl. No.	Response	Counts	Percentage
1.	Broader knowledge and skills	412	82.40%
2.	Opportunities for professional growth	380	76.00%
3.	Job satisfaction and engagement	242	48.40%
4.	Equipped to handle classroom challenges	300	60.00%
5.	Increased confidence	360	72.00%
6.	Job security	211	42.20%
7.	Better career prospects	223	44.60%
8.	Access leadership role	247	49.40%

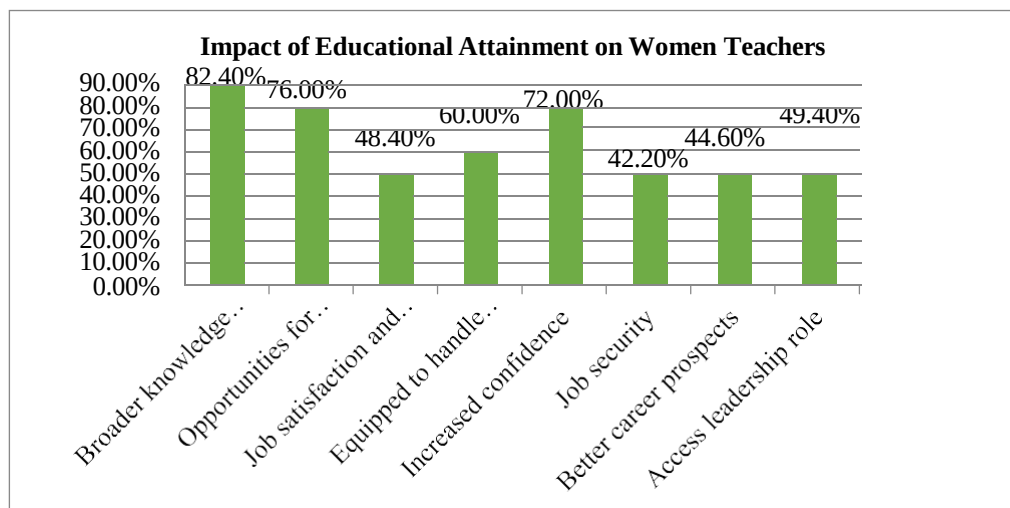


Figure No. 4.3.9. Impact of Educational Attainment on Female Teachers

Figure No. 4.3.9. it is understood 82.40% women teachers believed educational attainment broadens knowledge and skills, 76.00% women teachers revealed educational attainment opens opportunities for professional growth, 48.40% women teachers thought educational attainment brings job satisfaction and engagement on women teachers, 60.00% women teachers thought educational attainment equips teachers to handle classroom challenges, 72.00% revealed educational attainment increases the confidence in teachers, 42.20% women teachers thought educational attainment brings job security, 44.60% women teachers agreed educational attainment opens up better career prospects, 49.40% teachers revealed educational attainment helps to develop leadership roles in women. Thus, from the above analysis, it is found that most women teachers thought educational attainment in female teachers helps in broadening of knowledge and skills with career development and progression.

Table No.4.3.10. Teaching Experience of women teachers in government and private colleges

Teaching experience	Government		Private		Total	
	Counts	%	Counts	%		
Below 1 year	02	3.03%	50	11.52%	52	10.40%
1-5 Years	16	24.24%	207	47.69%	223	44.60%
6-10 Years	17	25.75%	88	20.27%	105	21.00%
11-15 Years	07	10.60%	36	8.29%	43	8.60%
16-20 Years	09	13.63%	30	6.91%	39	7.80%
21-25 Years	06	9.09%	17	3.91%	23	4.60%
26-30 Years	09	13.63%	04	0.92%	13	2.60%
31 and above	0	0	02	0.46%	02	0.40%
Total	66	100%	434	100%	500	100.00%

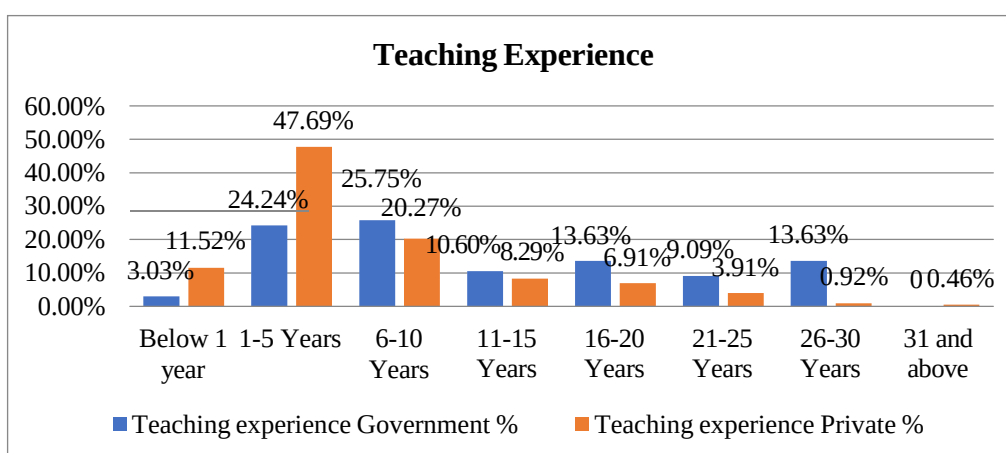


Figure No.4.3.10. Teaching Experience in years of women teachers working in government and private Colleges

Figure. No. 4.3.10.shows the teaching experience of women respondents in years. It is found 3.03% government and 11.52% private women teachers have teaching experience of less than a year, 24.24% government and 47.69% private women teachers have teaching experience of 1-5 years, 25.75% government and 20.27% private women teachers have a teaching experience of 6-10 years, 10.60% government and 8.29% private women teachers have a teaching experience of 11-15 years, 13.63% government and 6.91% private women teachers have a teaching experience of 16-20 years, 9.09% government and 3.91% private women teachers

have an experience of 21-25 years , 13.63% government and 0.92% private women teachers has teaching experience of 26-30 years and only 0.46% private teachers has a teaching experience of 31 years and above. Thus, the analysis shows that the majority of the women teachers have teaching experience of only 1-5 years i.e, 44.60% and majority are serving in private colleges.

Table No. 4.3.11. Teaching Experience Influences the Position of Teachers

Sl. No	Response	Counts	Percentage
1.	Initial placement	158	31.60%
2.	Career Advancement/Seniority	357	71.40%
3.	Salary and benefits	274	54.80%
4.	Administrative positions	178	35.60%
5.	Opportunities for mentorship	280	56.00%

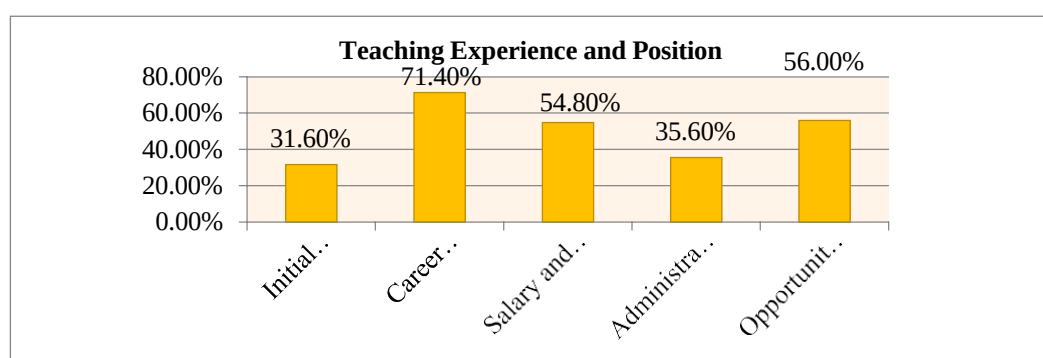


Figure No.4.3.11. Teaching Experience Influences the Position of the Teachers

Figure.No.4.3.11. it is found 31.60% of the women teachers agreed teaching experience influences the initial placement of teachers, 71.40% women teachers agreed teaching experience influence in career advancement and seniority benefits of teachers, 54.80% women teachers agreed teaching experience adds salary and other reimbursement to teachers, 35.60% women teachers thought teaching experience helps to hold administrative positions of teachers, 56.00% women teachers thought teaching experience opens up the opportunities for mentorship. Thus, from the above analysis, it can be concluded teaching experience influences in career advancement and seniority of the teachers.

Table No.4.3.12. Women's Careers/Professions are affected due to the following Reasons as per Women Teachers

Sl. No.	Reasons	Count Yes	%	Count No	%	Count TSE	%
1.	Stress	223	44.60%	67	13.40%	210	42.00%
2.	Health Issues	280	56.00%	37	7.40%	183	36.60%
3.	Societal Issues	137	27.40%	150	30.00%	213	42.60%
4.	Male Dominance	79	15.80%	226	45.20%	195	39.00%
5.	Prejudice	53	10.60%	245	49.00%	202	40.40%
6.	Work-life Balance	150	30.00%	71	14.20%	279	55.80%
7.	Socio-Cultural Factors	106	21.20%	141	28.20%	253	50.60%
8.	Responsibilities of Motherhood	246	49.20%	44	8.80%	210	42.00%
9.	Lack of Educational Opportunities	79	15.80%	231	46.20%	190	38.00%
10.	Familial Responsibility	177	35.40%	55	11.00%	268	53.60%
11.	Lack of flexibility in Organisational Arrangements	121	24.20%	142	28.40%	237	47.40%
12.	Unsupportive Work Culture in the Organization	91	18.20%	209	41.80%	200	40.00%
13.	Unequal Distribution of Educational Opportunities	74	14.80%	224	44.80%	202	40.40%

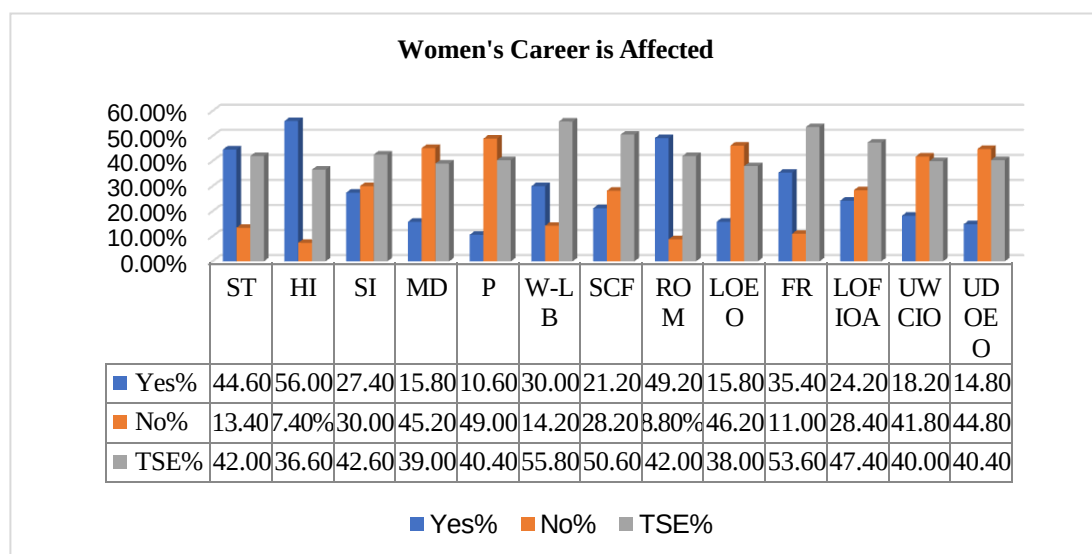


Figure No.4.3.12. Women's careers/professions are affected due to the following reasons

ST=Stress, HI=Health issues, SI=Societal issues, male dominance, P=Prejudice, W-LB=Work-life balance, SCF=Socio-cultural factors, ROM=Responsibilities of motherhood, LOEO=Lack of educational opportunities, FR=Familial Responsibility, LOFIOA=Lack of flexibility in organizational arrangements, UWCIO=UN supportive work culture in the organization, UD OEO=Unequal distribution of educational opportunities.

Figure. No.4.3.12. shows 44.60% women teachers revealed stress as a major factor that affects a woman's career/profession, 13.40 % women teachers revealed stress does not affect women's career or profession and 42.00% Women teachers revealed that stress can have some impact on a woman's career. Therefore, the analysis exposed that stress can affect a woman's career or profession.

Figure. No.4.3.12. shows 56.00% women teacher's revealed health issues can affect a woman's career/profession, 7.40% women teachers revealed health issues does not affect a woman's career or profession and 36.60% women teachers revealed health issues can influence a woman's career to some extent. Thus, from the above analysis, it is found that most women teachers thought health issues can affect women's career/profession.

Figure. No.4.3.12. shows 27.40% women teachers revealed societal issues are factors that affect women's careers, 30.00% women teachers revealed societal issues do not

impact women's careers, 42.60% exposed societal issues have some influence on a woman's career. Therefore, the analysis shows the majority of women teachers agreed societal issues are not a significant factor affecting a woman's career or profession.

Figure. No.4.3.12. shows 15.80% women teachers revealed male dominance was a factor that affects woman's career/profession, 45.20% women teachers thought male dominance does not affect a woman's career or profession and 39.00% women teachers responded male dominance can affect a woman's career to some extent. Thus, from the above analysis, it is found that the majority of the women teachers thought male dominance is not a factor that affects a woman's career/profession.

Figure. No.4.3.12. shows 10.60% women teachers agreed prejudice is a factor that affects a woman's career /profession, 49.00% women teacher's thought prejudice is not a factor that affects women's career/profession and 40.40% women teachers thought prejudice affects women's career to some extent. Thus, from the above analysis, it is found, that the majority of women teachers disagreed with prejudice as a factor that affects women's career/profession.

Figure. No.4.3.12. shows 30.00 % women teachers agreed work-life balance is a factor that affects a woman's career /profession, 14.20% women teachers disagreed. 55.80% women teachers thought work-life balance affects women's career to some extent. Thus, from the above analysis, it is found, that majority of women teachers thought work-life balance affects women's career/profession up to some extent.

Figure. No.4.3.12. shows 21.20 % women teachers agreed socio-cultural factors affect woman's career /profession, 28.20% of the women teachers revealed socio-cultural factors do not affect women's career/profession and 50.60% of women teacher's revealed, socio-cultural factors affect women's career to some extent. Thus, from the above analysis, it is found, that the majority of women teachers thought socio-cultural factors affect women's careers/professions up to some extent.

Figure. No.4.3.12. shows 49.20% women teachers agreed responsibilities of motherhood affect a woman's career /profession, 8.80% women teachers disagreed 42.00% women teachers thought responsibilities of motherhood affects women's career to some extent. Thus, from the above analysis, it is found, that the majority of

women teachers thought the responsibilities of motherhood affect women's careers/professions.

Figure. No.4.3.12. shows 15.80% women teachers agreed lack of educational opportunities affects women's careers/professions, 46.20% women teachers disagreed and 38.00% women teachers revealed lack of educational opportunities affect women's careers/professions to some extent. Thus, from the analysis, it is found that the majority of women teachers believed lack of educational opportunities was not a significant factor affecting women's career/profession.

Figure. No.4.3.12. shows 35.40% women teachers' revealed familial responsibility is a factor that affects women's careers/professions, 11.00% women teachers disagreed, 53.60% women teachers revelled familial responsibilities of women affects the career /profession of women to some extent. Thus, from the above analysis, it is understood that the majority of women teachers thought familial responsibilities was to some extent responsible for affecting women's career/profession.

Figure. No.4.3.12.shows 24.40% of women teachers agreed that lack of flexibility in the organization was a factor affecting the career/profession of women, 28.80% disagreed and 47.40% women teachers thought lack of flexibility in the organization can affect the career/profession of women to some extent. Thus, from the analysis, it is found the majority of women teachers thought lack of flexibility in the organization affected women's careers/professions to some extent.

Figure. No.4.3.12. shows 18.20% women teachers agreed that unsupportive work culture in the organization affects women's career /profession, 41.80% disagreed and 40.40%of women teachers thought unsupportive work culture in the organization affects women's career /profession to some extent. Thus, from the above analysis, it is found that the majority of women teachers thought unsupportive work culture in the organization affects women's careers to a certain extent.

Figure. No.4.3.12. shows 14.80% women teachers agreed that unequal distribution of opportunities affects women's in their careers/professions, 44.80% disagreed and 40.40% women teachers' revelled unequal distribution of educational opportunities

affects women's career/professions to a certain extent. Thus, from the above analysis, it is found majority of women teachers disagreed on unequal distribution of educational opportunities greatly affects the career /profession of women

4. 3.13.The Reasons regarding how Age of Women Teachers Influence their Career and Goals given by Women Teachers are as follows-

As women age, their family responsibilities increase which often lead to career stagnation and limited mobility.

Care giving duties result in shifting priorities, frequently at the expense of career advancement.

Married women often find it challenging to pursue higher education, whereas younger, unmarried women have greater opportunities to enhance their qualifications.

On the other side, professionally, gaining experience allows women to engage actively in academic activities, enhancing their teaching skills, expanding their knowledge through exposure, and facilitating better decision-making.

With age, women teachers tend to establish greater stability within their institutions. Many institutions prefer hiring unmarried women teachers, as they typically lack familial obligations and can devote themselves fully to their professional responsibilities.

Table No. 4.3.14.Whether Women are good Administrators

Women are good Administrators	Counts	Percentage
Yes	437	87.40%
No	2	0.40%
TSE	61	12.20%
Total	500	100.00%

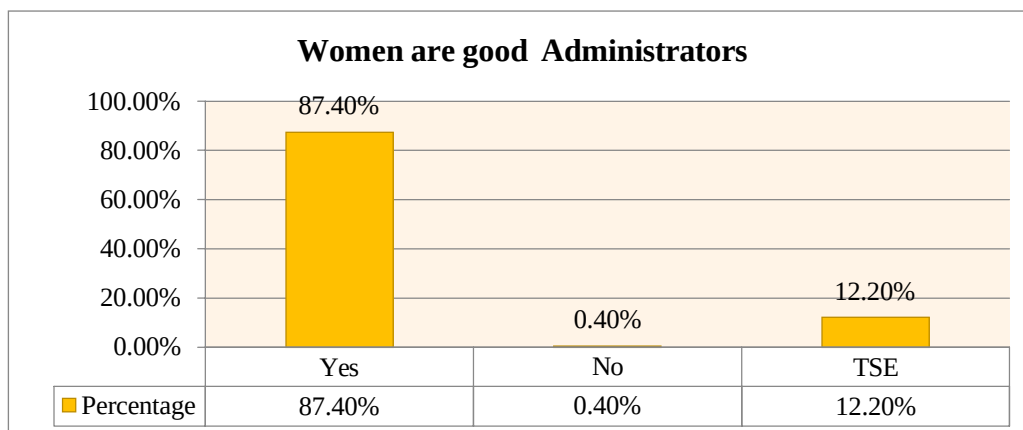


Figure No. 4.3.14. Women are Good Administrators

Figure.No.4.3.14.Shows that 87.40% agreed women are good administrators, 0.40% disagreed and 12.20% were neutral on women and administration. Based on the above study, it is understood that women are considered efficient administrators, as the majority of women teachers viewed women as good administrators.

Table No. 4.3.15. Comparison on whether there is sanctioned post for Women to hold the Administrative positions

Sanctioned Post							
for Women	Government		Private		Total		
Yes	19	28.78%	66	15.20%	85	17.00%	
No	41	62.12%	250	57.60%	291	58.20%	
Not Sure	6	9.09%	118	27.18%	124	24.80%	
Total	66	100%	434	100.00%	500	100.00%	

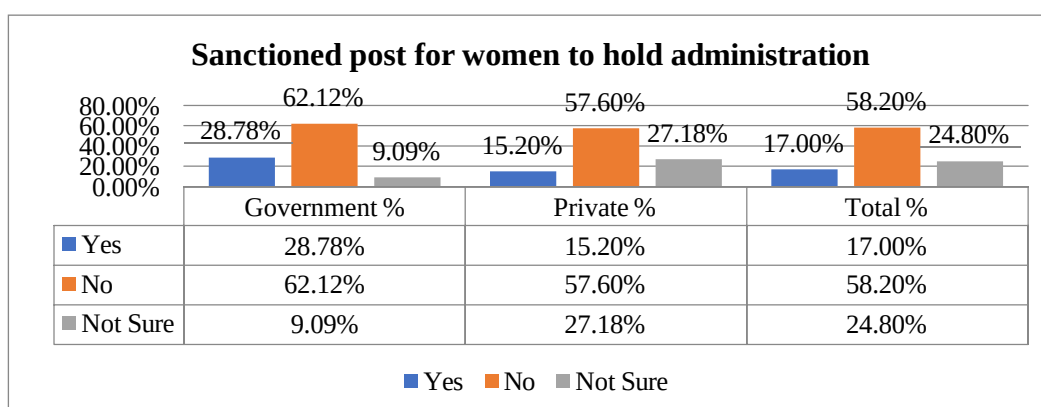


Figure No. 4.3.15. Sanctioned post for Women to Hold Administration

Figure No. 4.3.15.Shows that 28.78% government and 15.20% private women teachers agreed that there is sanctioned post for women to hold administrative

positions in their college, 62.12% government and 57.60% private women teachers disagreed and 9.09% government and 27.18% private teachers were uncertain about the existence of any sanctioned posts for women teachers in their college in administrative positions. Therefore, from the above analysis, it is found that there is no sanctioned post for women to hold administration in most of the colleges.

4. 4. Analysis of data related to Objective IV

4. 4. To study and compare the present status of government and private women college teachers of Nagaland in terms of the infrastructure, facilities, and welfare provided and policies related to them

Table No: 4.4.1 Type of Management

Type of management	Counts	Percentage
Government	66	13.20%
Private	434	86.80%
Total	500	100.00%

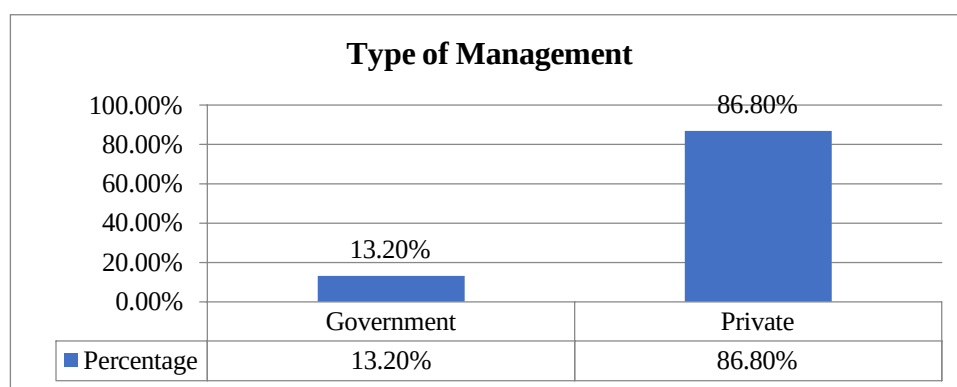


Figure No.4.4.1. Percentage of Women Teachers Working in Colleges under different types of Management

Figure No.4.4.1. Shows the percentage of women participants working in various colleges under the different management types. The study found that 13.20 % women teachers are working in government colleges within the four selected districts of Nagaland, 86.80 % of women teachers are working in colleges which are private colleges under Nagaland University. This indicates the existence of a larger number of private colleges in the four chosen districts in Nagaland.

Table No. 4.4.2. Whether Government Colleges have Developed Infrastructure

Response	Counts	Percentage
Yes	54	10.80%
No	258	51.60%
TSE	188	37.60%
Total	500	100.00%

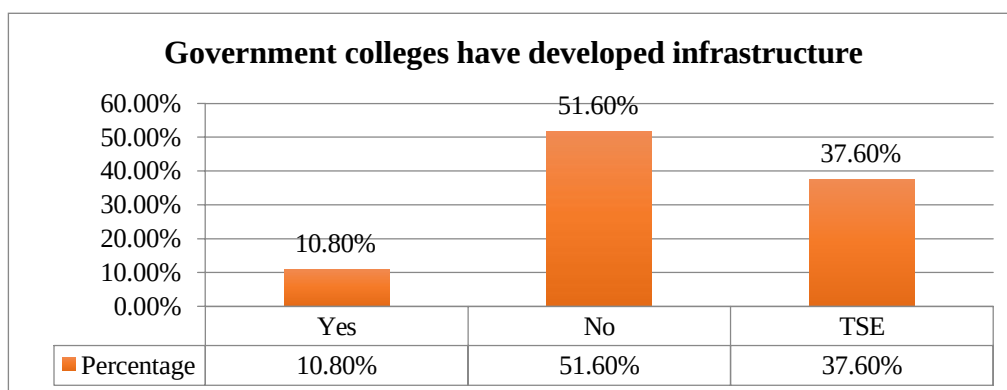
**Figure No.4.4.2. Government Colleges have Developed Infrastructure**

Figure No.4.4.2, shows that 10.80% women teachers agreed to government colleges have developed infrastructure, 51.60% of the women teachers disagreed and 37.60% revealed government colleges are infrastructural advanced up to some extent. Thus, from the above analysis, it can be assumed that government colleges are not advanced in infrastructure as per the respondents.

Table No. 4.4.3. Salary Satisfaction according to Time Committed among government and private teachers

Salary						
Satisfaction	Government	%	Private	%	Total	%
Yes	47	71.21%	47	10.82%	94	18.80%
No	11	16.66%	226	52.07%	237	47.40%
TSE	8	12.12%	141	32.48%	149	29.80%
Unanswered	0	0	20	4.60%	20	4.00%
Total	66	100%	434	100%	500	100%

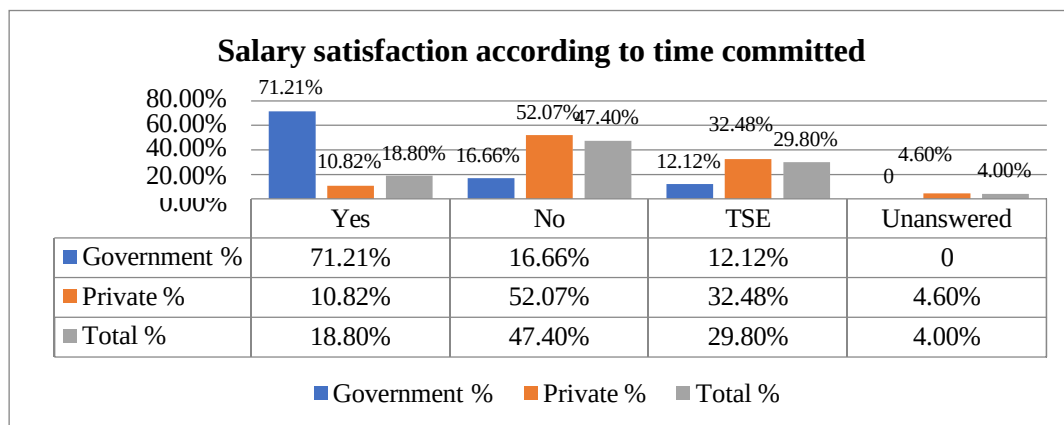


Figure No.4.4.3. Salary Satisfaction according to Time Committed among government and women private teachers

Figure No.4.4.3. Shows whether women teachers were satisfied with their salary compared to the time they committed. The table shows 71.21% government teachers were satisfied with their salary and only 10.82% private teachers were satisfied with their salary, 16.66% government teachers and 52.07% private teachers were not satisfied with their salary, 12.12% government teachers and 32.48% private teachers were satisfied to some extent with the salary they got. It may be noted that government teachers who were on contract were not satisfied and some partially satisfied with the salary. Thus, from the above analysis, it is understood that most government teachers who were permanently appointed were satisfied with their salary whereas, majority of the private college teachers were unsatisfied with their salary.

Table No 4.4.4. Whether Teaching promotes personal growth

Teaching helps in Personal Growth	Counts	Percentage
Yes	380	76.00%
No	07	1.40%
TSE	113	22.60%
Total	500	100.00%

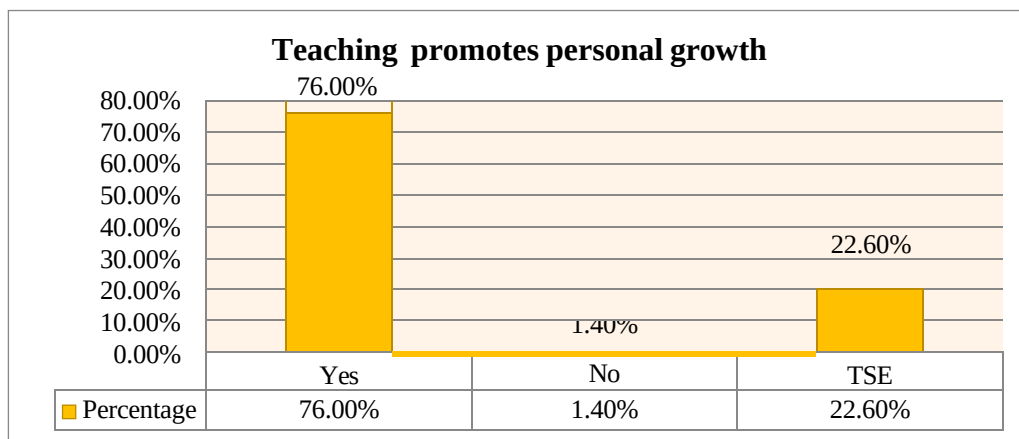


Figure No 4.4.4. Teaching promotes personal growth

Figure No 4.4.4. Shows 76.00% women teachers agreed teaching helps in personal growth, 1.40% women teacher's disagreed and 22.60% women teachers revealed teaching helps in personal growth to some extent. Thus, from the above analysis, it is understood that most women teachers agreed teaching helps in their personal growth.

Table No. 4.4.5. Whether Day-Care for Children will help Working Mothers

Management	Yes	%	No	%	TSE	%	Total
Government	36	54.54%	3	4.54%	27	40.90%	66
Private	243	55.99%	31	7.14%	160	36.86%	434

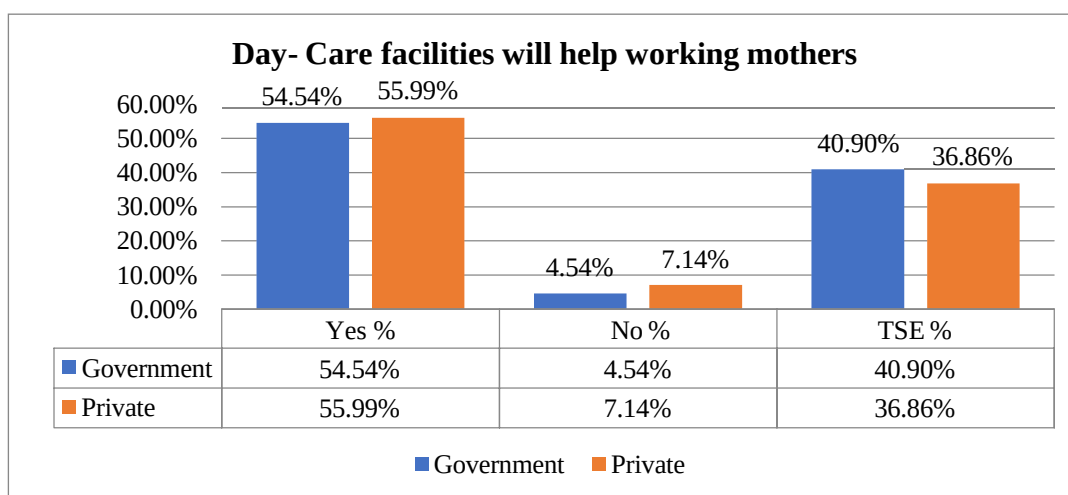


Figure No. 4.4.5. Whether Day-Care for Children will help Working Mothers

From figure.No.4.5.5, it is understood 54.54% government women teachers and 55.99% private teachers thought day-care facilities would help to solve the problems of working mothers, 4.54% government women teachers and 7.14% private teachers

thought day-care for children would not solve the working mother's problems and 40.90% government women teachers and 36.86% private women teachers thought that day-care facilities for children would help working mothers to some extent. Based on the above analysis, it is understood that most of the women teachers both government and private believed day-care facilities would solve the problems of women teachers to a great extent.

Table No. 4.4.6. Facilities provided by the colleges for Teachers

Sl. No.	Response	Counts	Percentage
1.	Adequate office space	283	56.60%
2.	Modern classroom facilities	224	44.80%
3.	Library and research resources	331	66.20%
4.	IT -Infrastructure	197	39.40%
5.	WI-FI	358	71.60%
6.	Separate toilets	364	72.80%
7.	Conference room	339	67.80%
8.	Health and wellness facilities	115	23.00%
9.	Parking facilities	341	68.20%
10.	Study leave	274	54.80%
11.	Job security	157	31.40%
12.	Academic freedom	155	31.00%
13.	Tours and excursions	223	44.60%
14.	Promotions	96	19.20%
15.	Leave policies	270	54.00%
16.	Adequate funds	49	9.80%
17.	Research opportunities	254	50.80%
18.	Growth prospects	224	44.80%
19.	Medical allowances	128	25.60%

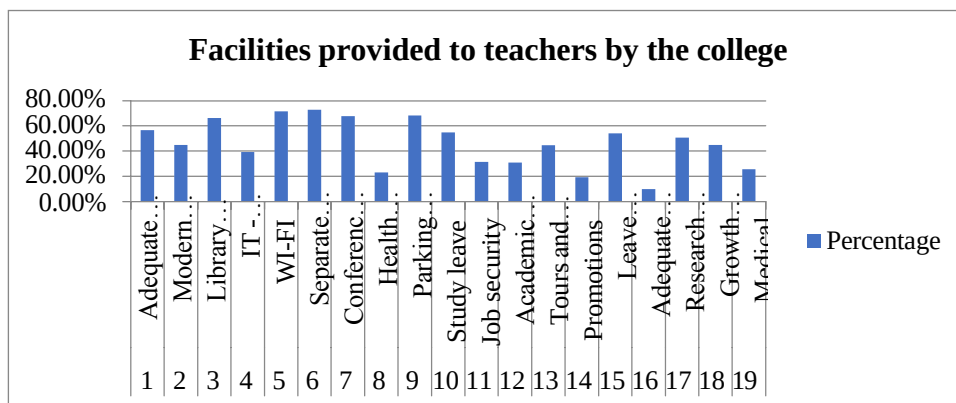


Figure No.4.4.6. Facilities Provided by the Colleges for Teachers

Figure No.4.4.6. Shows 56.60% women teachers agreed that their college has adequate space.

Figure No.4.4.6. Shows 44.80% agreed their college has modern classroom facilities, 66.20% of agreed that their college has a library and research facilities.

Figure No.4.4.6. Shows 39.40% agreed their college has IT-infrastructure

Figure No.4.4.6. Shows 71.60% women teachers agreed their college has Wi-Fi facilities.

Figure No.4.4.6. Shows 72.80% agreed of having gender-specific toilets in their college.

Figure No.4.4.6. Shows 67.80% agreed that their college has a conference room.

Figure No.4.4.6. Shows 23.00% agreed their college has health and wellness facilities.

Figure No.4.4.6. Shows 68.20% agreed that their college has Parking facilities.

Figure No.4.4.6. Shows 54.80% agreed that their college provides study leave for teachers.

Figure No.4.4.6. Shows 31.40% agreed of having job security in their college.

Figure No.4.4.6. Shows 31.00% agreed they get academic freedom in their college.

Figure No.4.4.6. Shows 44.60% agreed that their colleges offer tours and excursions facilities for teachers.

Figure No.4.4.6. Shows 19.20% accepted that they get promotions.

Figure No.4.4.6. Shows 54.00% revelled that they have leave policies in their colleges.

Figure No.4.4.6. Shows 9.80% agreed their college has adequate funds.

Figure No.4.4.6. Shows 50.80% agreed that their college provides research opportunities for teachers.

Figure No.4.4.6. Shows 44.80% accepted that there are growth prospects in their college.

Figure No.4.4.6. Shows 49.20% accepted their college provides bus service for teachers.

Figure No.4.4.6. Shows 25.60% agreed that their college provides medical allowance facilities.

Thus, from the above study, it can be concluded that very few colleges have adequate funds and childcare facilities for working mothers which is a serious matter and a significant factor for the development of women in academia.

Table. No. 4.4.7. Gender budgeting in government and private Colleges

Management	Yes		No		Not Sure		Total
		%		%		%	
Government	3	4.54%	56	84.84%	7	10.60%	66
Private	14	3.22%	385	88.70%	35	8.06%	434
Total	17	3.40%	441	88.20%	42	8.40%	500

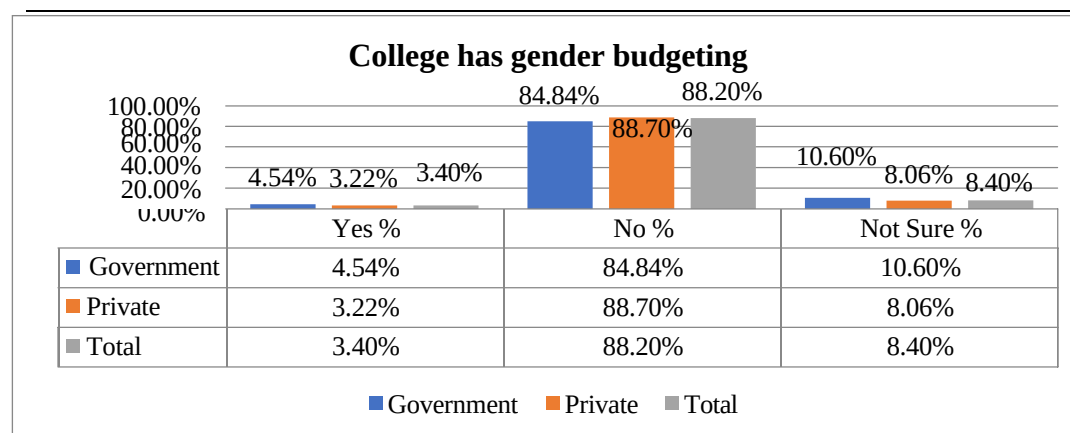


Figure No. 4.4.7. Gender budgeting in government and private Colleges

Figure No. 4.4.7. Shows a comparison on whether there is gender budgeting done in the college. From the table, it is understood 4.54% government women teachers agreed, 84.84% government women teachers disagreed and 10.60% women teachers were not sure from government colleges if gender budgeting is done in their college. 3.22% women teachers agreed, 88.70% teachers disagreed and 8.06% women teachers from the private colleges were not sure. Thus, from the analysis, it is understood that in most of the colleges both in government and private, gender budgeting is not done as analysis reveals overall 88.20% women teachers revealed.

**Table No. 4.4.8. Comparison between Government and Private Colleges
On facilities for teachers**

No	Facilities	Government				Private			
		Yes	%	No	%	Yes	%	No	%
1	Canteen	28	42.42%	19	28.78%	398	91.70%	46	10.59%
2	Locker for women	16	24.24%	48	72.72%	178	41.01%	228	52.53%
3	Sufficient chairs and tables	43	65.15%	17	25.75%	395	91.01%	33	7.60%

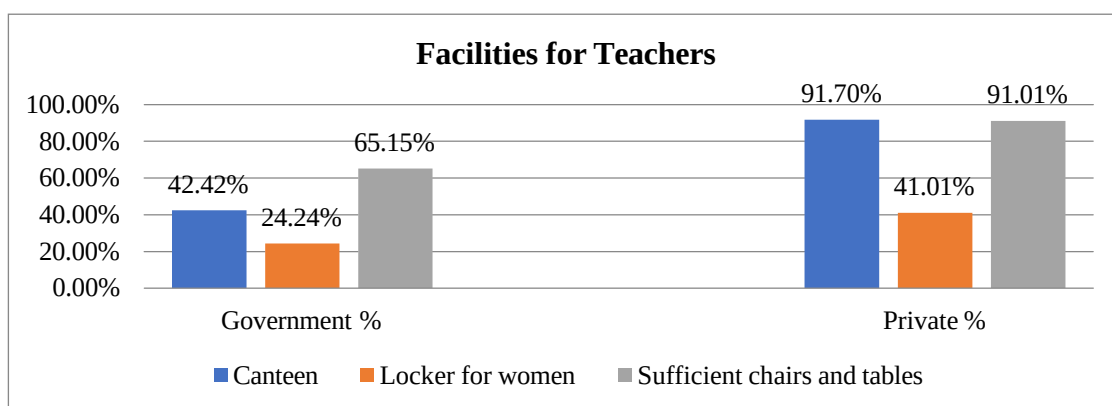


Figure No. 4.4.8. Comparison between Government and Private Colleges on facilities for teachers

From figure no.4.4.8, it is found that 42.42%% women teachers from government colleges agreed that there is canteen in their college and 28.78% women teachers disagreed. 91.70% women teachers from private colleges agreed to have a canteen and only 10.59% women teachers from private colleges disagreed. Based on the above analysis, it can be concluded that most colleges have a canteen.

From figure no.4.4.8, it is found that 24.24% women teachers from government agreed of having locker facilities in their college and 72.72% women teachers from government colleges disagreed having locker facilities . Thus, based on the above analysis, it is found that majority of the government colleges do not provide locker amenities for women teachers. 41.01% % women teachers from private colleges agreed of having locker facilities and 52.53% women teachers from private colleges

disagreed of having locker facilities. Thus, from the analysis, both government and private colleges most colleges do not provide locker facilities for women.

From figure no.4.4.8, it is found that 65.15% women teachers from government agreed of having sufficient chairs and tables in their college, 25.75% women teachers from government colleges disagreed. 91.01% women teachers from private colleges agreed and 7.60% disagreed of having sufficient chairs and tables in their college. Based on the above study, it is understood that most colleges from government and private sector has sufficient chairs and tables.

Table No. 4.4.9. Comparison between government and private on whether College needs infrastructural development

Management	Yes	%	No	%
Government	59	89.39%	3	4.54%
Private	311	71.65%	92	21.19%
Total	370	74.00%	95	19.00%

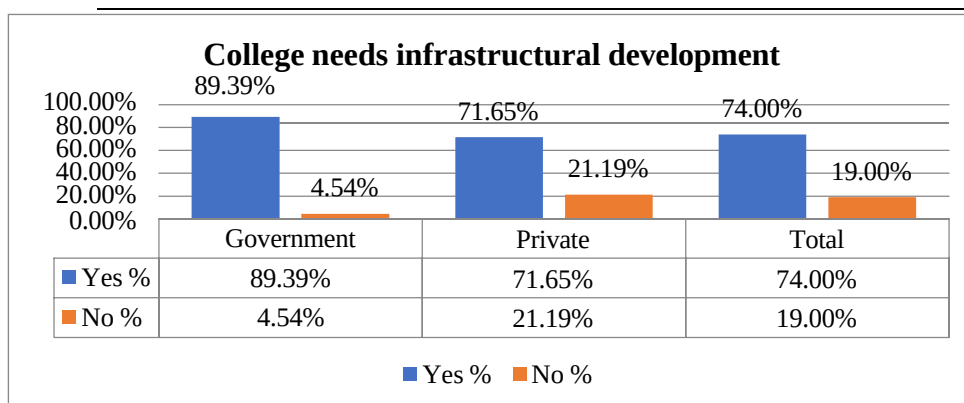


Figure No. 4.4.9. Comparison on whether College needs Infrastructural Development

Figure No. 4.4.8. Shows 89.39% women teachers from government colleges and 71.65% women teachers from private colleges revealed their college requires infrastructural development and 4.54% women teachers from government colleges and 21.19% women teachers from private colleges revealed their college does not require infrastructural development. Thus, from the above analysis, it is understood that most colleges' needs infrastructural development as 74.00% women teachers from Government College revealed the need of infrastructural development.

4.4.10. Infrastructural development is needed in the following areas as per the responses given by Women Teachers

Most women teachers responded that the college library requires significant upgrades.

Expanding classrooms equipped with ICT facilities was the need of most of the colleges was revealed by women teachers.

Separate gender based restrooms was not provided in few colleges so it was an important infrastructural need was revealed by many women teachers.

Development and modernization of the college building are necessary was revealed by most women teachers.

Adequate office space was needed was revealed by some women teachers

Departmental and conference rooms should be established was also a part of the infrastructural development needed was cited by most women teachers.

Smart classrooms are a crucial requirement as most colleges did not have smart classrooms

Locker facilities should be provided in common rooms was revealed by women teachers.

Basic healthcare amenities, including a sick room, are needed which is a must for all colleges was revealed by most women teachers.

Crèches or day-care facilities should be available for young working mothers is an important requirement

More desks and benches are required to accommodate students were also needed.

Recreational areas and adequate parking spaces need to be developed in most colleges as colleges lagged behind these requirements.

The road leading to the college should be improved.

Wider classrooms with sufficient fans and ventilations were also required in colleges.

Advanced science laboratories with modern equipment are essential was cited by colleges offering science stream.

Transition from chalkboards to whiteboards should be prioritized was an important requirement.

Implementation of proper disposal of waste was also highlighted.

Washbasins and drinking water facilities are required was cited by women teachers.

Reliable electricity and Wi-Fi services should be ensured was revealed by women teachers.

Wellness center with a gym or yoga facilities is needed to promote fitness for the health benefits of all.

Table No. 4.4.11. Opinion on whether Adequate Infrastructure will help to retain teachers, especially Women

Response	Counts	Percentage
Yes	203	40.60%
No	52	10.40%
TSE	245	49.00%
Total	500	100.00%

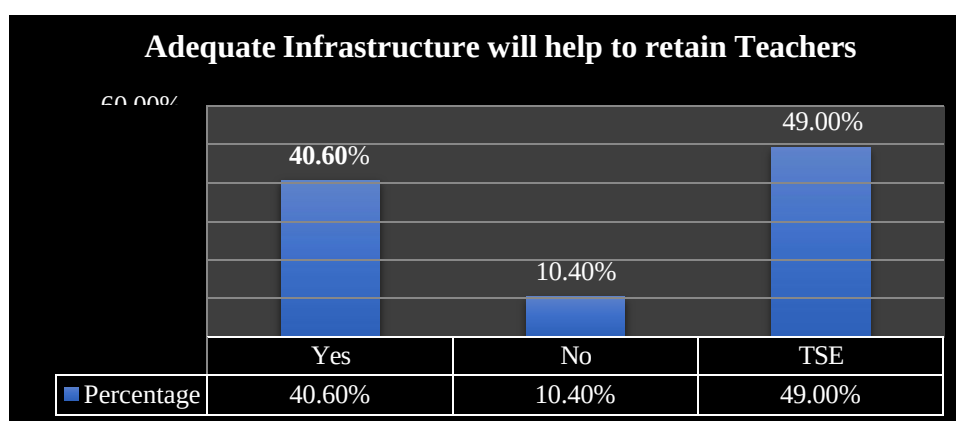


Figure No. 4.4.11. Opinion on whether Adequate Infrastructure will help to retain Teachers, especially Women

Figure No. 4.4.11. Shows 40.60% women teachers agreed to adequate infrastructural development will help to retain teachers, especially women, 10.40 % women teachers disagreed and 49.00% women teachers thought adequate infrastructural development will help to retain teachers, especially women to some extent. Based on the above analysis, it is understood that adequate infrastructural development would help to retain teachers especially women.

Table No 4.4.12.Comparison between government and private college on whether College has an Internal Complaints Committee (ICC)

Management					No		Total
	Yes	%	No	%	Response	%	
Government	28	42.42%	26	39.39%	12	18.18%	66
Private	206	47.46%	167	38.47%	61	14.05%	434
Total	234	89.88%	193	77.86%	73	32.68%	500

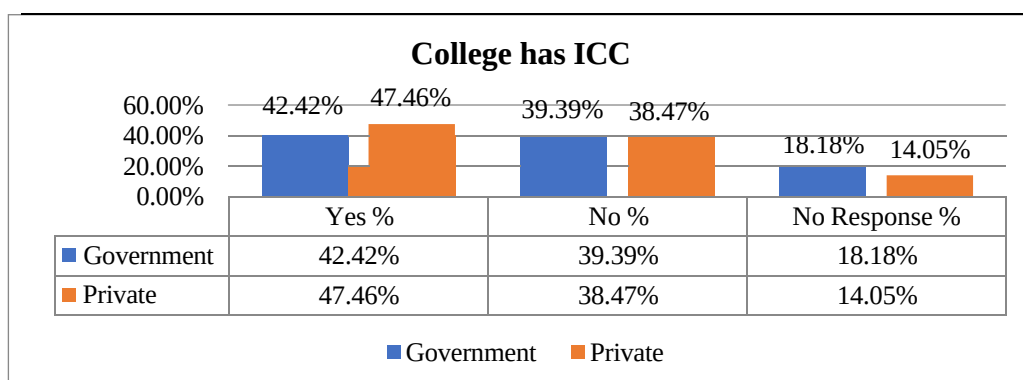


Figure No. 4.4.12.Whether College has an Internal Complaints Committee (ICC)

Figure. No.4.4.12. Shows 42.42% women teachers from government colleges and 47.46% women teachers from private colleges agreed their college has Internal Complaints Committee, (ICC) and 39.39% women teachers from government colleges and 38.47% women teachers from private colleges disagreed. 18.18% from government and 14.05% women teachers from private colleges did not respond. Thus, from the above analysis, it is understood the majority of colleges has Internal Complaints Committee (ICC).

Table No.4.4.13. Comparison on whether College has a proper appointment structure

Management					No		Total
	Yes	%	No	%	Response	%	
Government	40	60.60%	13	19.69%	13	19.69%	66
Private	321	73.96%	69	15.89%	44	10.13%	434

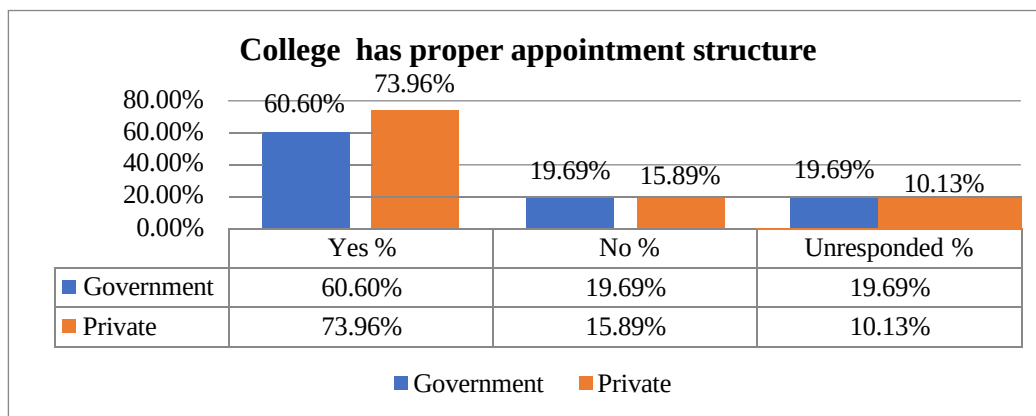


Figure No. 4.4.13. College has a proper Appointment Structure

Figure No. 4.4.13. Shows 60.60% women teachers from government colleges and 73.96% women teachers from private colleges agreed college proper appointment structure. 19.69% women teachers from government colleges and 15.89% women teachers from private colleges disagreed. 19.69% government and 10.13% women teachers did not responded. Thus the analysis indicates that most colleges' government and private have an appropriate appointment structure in place. It may be noted that government colleges has a uniform structure for all colleges whereas appoint structure in private college varies.

4.4.14. Whether College helps Women Teachers for their Professional Development

Responses from college Principals, Administrators and Deans

The following are the responses by Principals, Administrators and Deans on how college helps Teachers for their professional development

Study leave with pay is granted to all teachers for a specified period.

Flexibility is provided for teachers pursuing professional development opportunities.

Women teachers can avail unpaid study leave but, with assured job security.

Teachers are supported to attend refresher courses along with professional development programs with paid leave and travel allowances.

Faculty are encouraged and supported in publishing research papers.

The college organizes Faculty Development Programs, seminars, and workshops once every semester.

Academic achievements of teachers are regularly acknowledged and highlighted.

Teachers are empowered to address discrimination, build confidence, and focus on their areas of interest.

Assistance is provided to faculty members for publishing their work.

Salary increments and other incentives are introduced to motivate and encourage teachers.

Teachers with a minimum of five years of service are entitled for one year paid study leave, with the condition that they continue serving the institution for a specified period after completing their studies.

Table No.4.4.15. Whether there is Anti Sexual Harassment Cell: Comparison between government and private Colleges

Management	No						Total
	Yes	%	No	%	response	%	
Government	49	74.24%	10	15.15%	7	10.60%	66
Private	296	68.20%	95	21.88%	43	9.90%	434

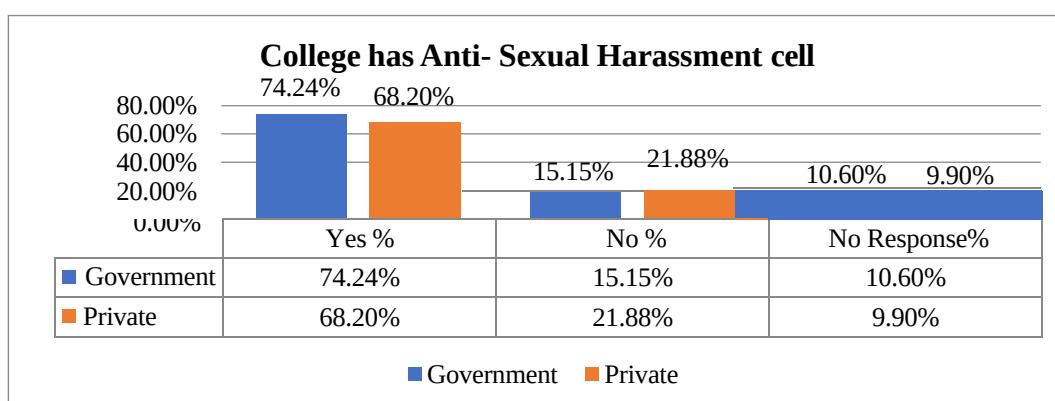


Figure No.4.4.15. Comparison on whether there is Anti-Sexual Harassment Cell in the College

Figure No.4.5.15. Shows 74.24% women teachers from government colleges and 68.20% from private colleges revealed that their college has anti-sexual harassment cells and 15.15% women teachers from government colleges and 21.88% women teachers from private colleges' disagreed. 10.60% government teachers and 9.90% private teachers did not respond. Thus, from the above analysis; it is evident that most teachers accepted that their college has an Anti-Sexual Harassment Cell.

4.4.16. College helps teachers with further studies in the following ways-

Study leave is granted to teachers intending to pursue higher education.

Study leave is often unpaid, but comes with job security.

Permanent teachers may be offered study leave with half pay.

In some cases, permanent teachers receive full pay during study leave for a specified duration, with the agreement that they will continue to serve the institution for a specified period subsequently.

Government institutions typically provide up to three years of study leave with full salary.

In summary, it is noted that institutions have different policies on study leave, with the majority of private colleges providing unpaid study leave for a limited duration.

Table No. 4.4.17. Whether college encourages teachers to publish Papers/Articles

Management	Yes	%	No	%	No response	%	Total
Government	60	90.90%	1	1.51%	5	7.57%	66
Private	372	85.71%	27	6.22%	35	8.06%	434

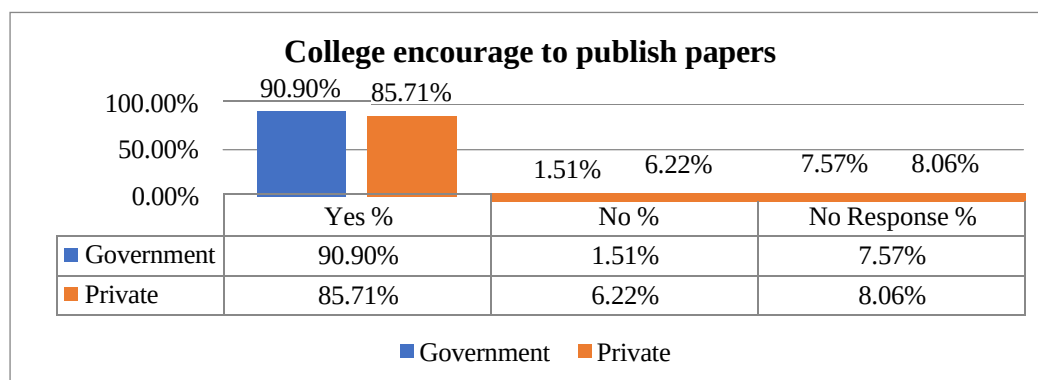


Figure No. 4.4.17. College Encourages Teachers to Publish Papers/Articles

Figure No. 4.4.17. Shows 90.90% women teachers from government colleges and 85.71% from private colleges agreed that their college encourages them to publish papers. 1.51% government teachers and 6.22% from private colleges disagreed. 7.57% government and 8.06% private teachers did not respond. Based on the above analysis, it is understood most of the college encourages teachers to publish papers.

Table No. 4.4.18. Number of Papers/Articles Published by Women Teachers in government and private colleges

No. of Articles published	Government		Private		Total	%
	Counts	%	Counts	%		
None	41	62.12%	339	78.11%	380	76.00%
1-5 Papers	19	28.78%	85	19.58%	104	20.80%
6-10 Papers	2	3.03%	8	1.84%	10	2.00%
11-20 papers	4	6.06%	2	0.46%	6	1.20%
Total	66	100%	494	100%	500	100%

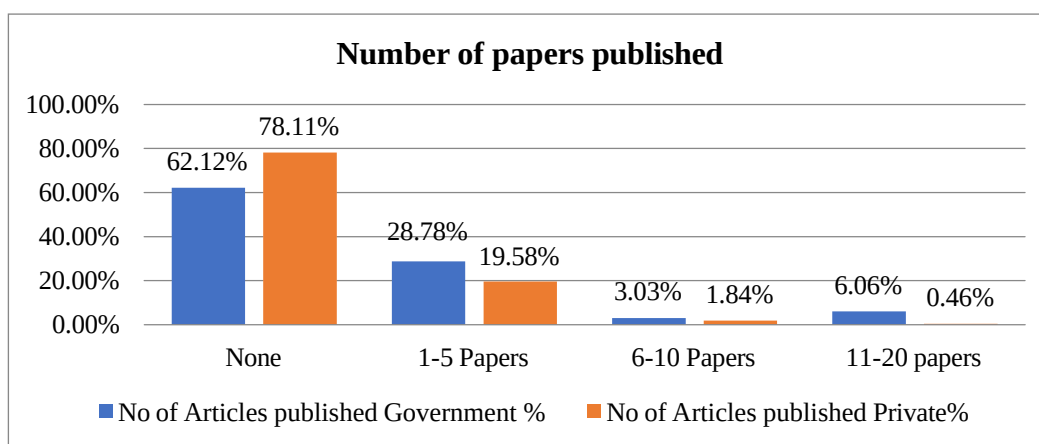


Figure No. 4.4.18. Number of Papers/Articles Published by Women Teachers in government and private colleges

Figure No. 4.4.18. Shows the number of articles published by women teachers in government and private colleges within the sample districts. The study found 62.12% teachers from government colleges and 78.11% teachers from private colleges had not published a single article/research paper. 28.78% women teachers from government colleges and 19.58% from private college had published 1-5 articles, 3.03% teachers from government colleges and 1.84 % from private college had published 6-10 articles and 6.06% teachers from government colleges and 0.46% from private college had published 11-20 articles. The overall analysis shows women teachers working in government colleges had published (37.87%) more articles than women teachers working in private colleges (21.88%) within the sample districts.

Table No. 4.4.19. Comparison on whether College encourages Teachers to take-up Research

Management	Yes		No		No response		Total
		%		%		%	
Government	62	93.93%	1	1.51%	3	4.54%	66
Private	388	89.40%	18	4.14%	28	6.45%	434

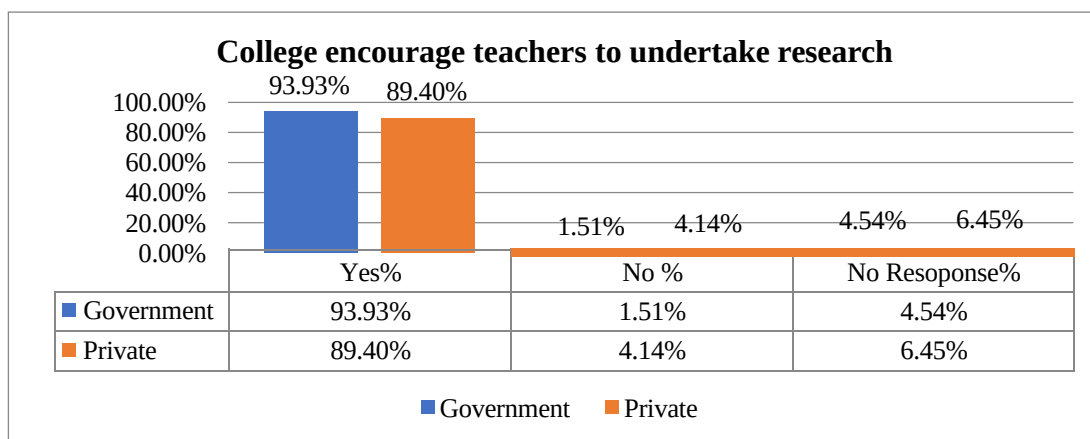


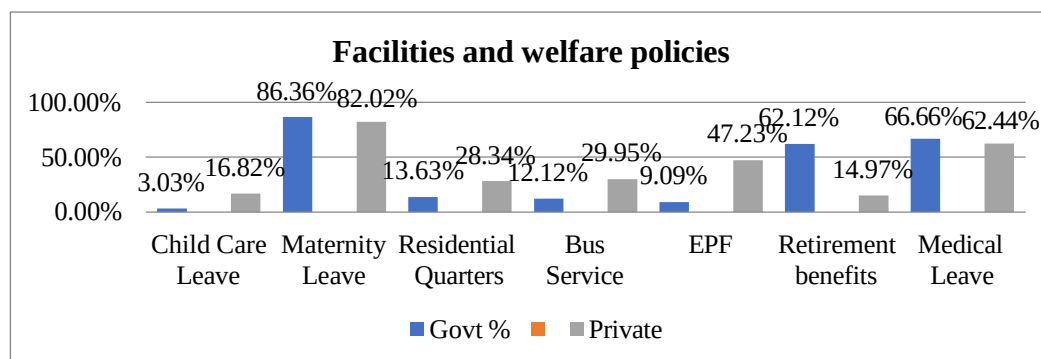
Figure No. 4.4.19. Comparison on whether college encourages Teachers to take-up Research

Figure No. 4.4.19. Shows 93.93% teachers from the government college and 89.40% teachers from private college revealed that their college encourages teachers to take up research studies, 1.51% teachers from government colleges and 4.14% teachers from private colleges disagreed. 4.54% government and 6.45% private did not respond. Thus, the overall analysis shows that majority of colleges, both in government and private sector encourages its teachers to undertake research studies which are a positive indication.

Table No.4.4.20. Comparison between government and private colleges in terms of facilities and welfare policies

No	Welfare Policies and Facilities	Government		Private	
		Yes	%	Yes	%
1	Child Care Leave	2	3.03%	73	16.82%
2	Maternity Leave	57	86.36%	356	82.02%
3	Residential Quarters	9	13.63%	123	28.34%
4	Bus Service	8	12.12%	130	29.95%

5	EPF	6	9.09%	205	47.23%
6	Retirement benefits	41	62.12%	65	14.97%
7	Medical Leave	44	66.66%	271	62.44%



No.4.4.20. Comparison between government and private colleges in terms of facilities and welfare policies

Figure No.4.4.20. Shows a comparison between government and private colleges in terms of facilities and welfare policies. The analysis shows only 3.03% women teachers from government colleges and 16.82% teachers from private colleges revealed of getting child care leave facilities, 86.36% teachers from government colleges and 82.02% private college teachers acknowledged of getting maternity leave, a mere 13.63% government teachers and 28.34% private college teachers accepted of getting residential facilities, 12.12% women teachers from government colleges and 29.95% teachers from private colleges agreed of having bus service for teachers in their college. 9.09% government teachers and 47.23% private college teachers acknowledged of having EPF (Employers Provident Fund) facilities. It may be noted that government teachers have other facilities and pension schemes such as GPF (Gratuity Provident Fund) and NPF (National Provident Fund) and not EPF. 62.12% government teachers acknowledged of having pension policies and only 14.97% private teachers acknowledged of having pension policies. 66.66% government and 62.44% private college teachers acknowledged of getting medical leaves. It may be noted that in most private colleges medical leave is unpaid leave and maternity leave in few private colleges is also unpaid leave. Based on the study, it can be concluded that most colleges from both government and private have welfare policies and facilities for teachers; meanwhile government colleges have a uniform and fixed policy for permanent and contract/ad hoc teachers where as

policies in private colleges varies from institution to institution and in some colleges policies changes as per the situation or benefits of the institution causing serious concerns for teachers welfare.

4. 5. Analysis of Data related to Objective V

4.5. To study and compare the status of employment, service conditions, and working conditions of Women College Teachers of Nagaland regarding the type of college management

Status and condition of Employment

Table No. 4.5. Nature of Appointment of the Women College Teachers

Nature of appointment	Counts	Percentage
Permanent	339	67.80%
Temporary	86	17.20%
Contract	03	0.60%
Ad hoc	48	9.60%
Others	24	4.80%
Total	500	100.00%

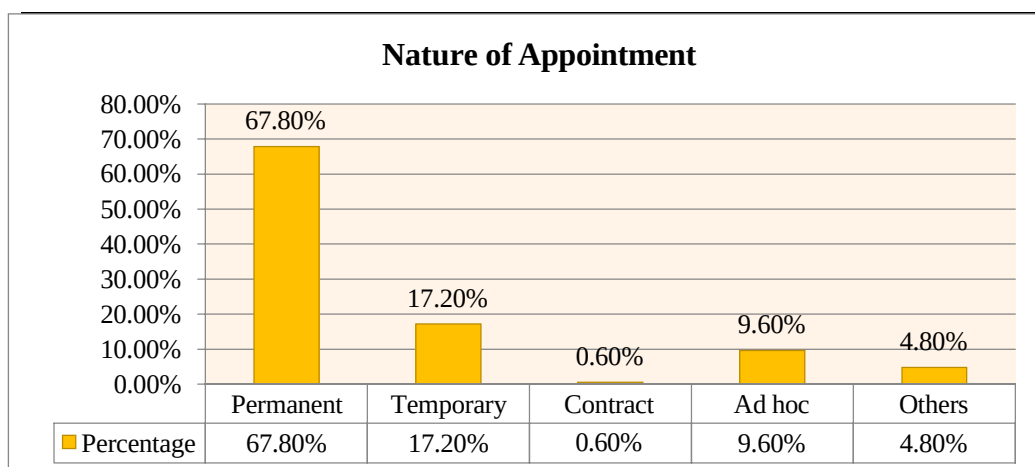


Figure No.4.5 Nature of Appointment of Women Teachers

Figure No.4.5. Shows the nature of appointment of women teachers. From the above table, it is found that 67.80% women teachers' appointments are permanent, 17.20% women teachers fall under the category of temporary appointment, 0.6% women teachers are on a contract basis, 9.60% women teachers are on an ad hoc appointment and only 4.80% of the respondents fall on other category such as substitute for teachers on study/maternity/medical leave. This shows that most of the women teachers' are permanently appointed.

Table No. 4.5.1. Comparison on whether there is difference in treatment between male and female teachers from the management/college authority

Management	Yes	%	No	%	Sometimes	%	Total
Government	4	6.06%	57	86.36%	3	4.54%	64
Private	11	2.53%	379	87.32%	31	7.14%	421
Total	15	3.00%	436	87.20%	34	6.80%	485

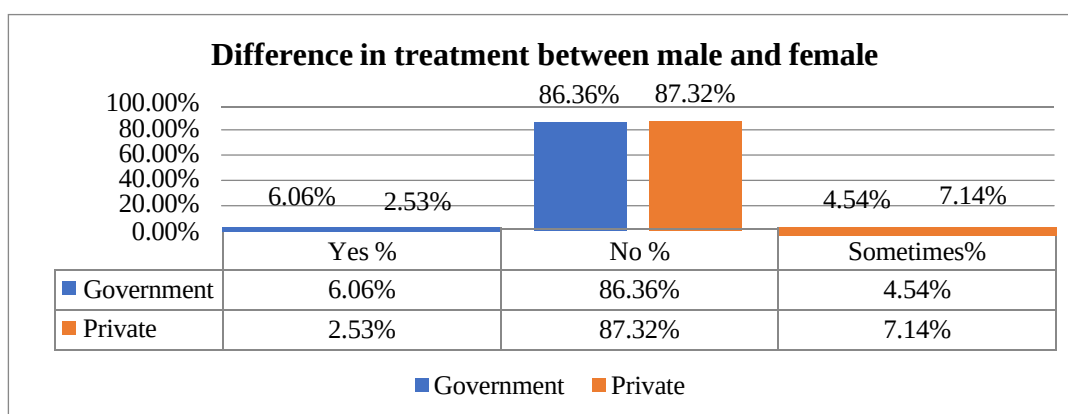


Figure No. 4.5.1. Comparison on whether there is difference in Treatment between Male and Female Teachers from the Management/College Authority

Figure.No.4.5.1. shows a mere 6.06% government women teachers and 2.53% private teachers revealed experiencing gender difference in treatment from management/authority, while a majority 86.36% government and 87.32% private teachers revealed of not experiencing any such gender differences in treatment from the management/authority and 4.54% government teachers and 7.14% private teachers expressed that they received gender differences in treatment from the management/authority sometimes. A mere 3.00% teachers did not respond. Therefore, the analysis indicates that the majority of women teachers from both government and private sectors did not face any difference in treatment based on gender from college management/authority.

Table No. 4.5.2. Comparison on whether Salary is as per UGC Norms

Management	Yes	%	No	%	Total	%
Government	44	66.66%	19	28.78%	63	95.45%
Private	148	34.10%	286	65.89%	434	100%
Total	192	38.40%	305	61.00%	497	99.40%

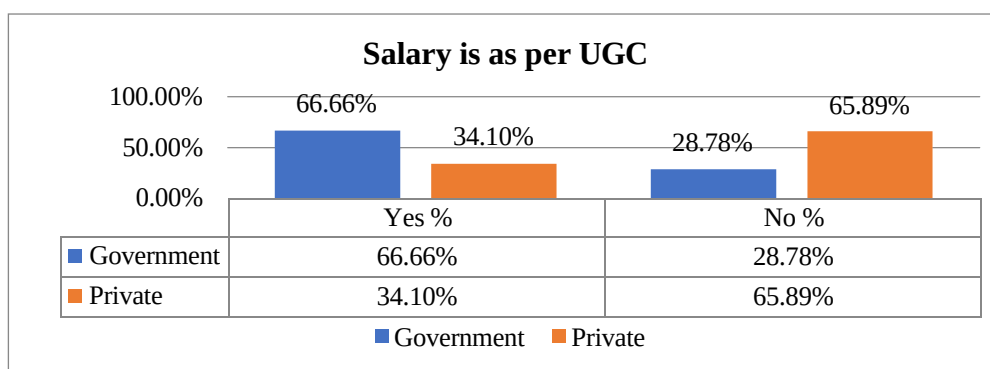
**Figure No. 4.5.2. Comparison on whether Salary is as Per UGC norms**

Figure No. 4.5.2. Shows 66.66% government teachers and 34.10% private teachers acknowledged of getting paid as per the UGC norms and 28.78% government teachers and 65.89% private teachers revealed that they are not paid as per the UGC norms. It may be noted that a few government teachers revealed that they are on contract appointment so they have a fixed pay which is not as per UGC guidelines and for contractual teachers and a few government teachers stated that there is a separate pay scale for State government employees further, 4.54% women teachers from government colleges did not respond.

4.5.3. Reasons stated by women teachers for not getting paid as per UGC norms as responded by women teachers

Private colleges in Nagaland have diverse salary structures, with many offering compensation significantly lower than the UGC scale. This is primarily because they are often church-run and self-funded institutions, which face challenges such as insufficient funds and low student enrolment. Although some colleges do have funds, they are reluctant to allocate them towards teacher salaries. Moreover, these colleges operate as ownership-run entities, resulting in lower pay, despite UGC qualifications being mandatory for teachers.

Government teachers who are on contractual appointment have a fixed pay which is not as per UGC.

Private College teachers are encouraged to boost student enrolment to potentially secure salary increments. However, bargaining skills can influence salary levels, with teachers who negotiate well receive higher pay compared to others with similar qualifications. When teachers switch to new colleges, their prior teaching experiences are not recognized, and they often have to start at an entry-level position, without the benefits associated with their previous roles. Furthermore, there are cases where colleges do not deliver the salary or benefits they were initially promised during the recruitment process.

In conclusion, the analysis reveals that teachers across various private colleges face significant salary disparities, with institutional managements citing different reasons for this. Many private colleges are unwilling to provide satisfactory reimbursement to their teaching staff, even when funds are accessible.

Table No. 4.5.4. Comparison on whether Recruitment Process is fair and unbiased

Management	Yes	%	No	%	TSE	%	Total
Government	41	62.12%	13	19.69%	12	18.18%	66
Private	313	72.11%	50	11.52%	71	16.35%	434
Total	354	70.80%	63	12.60%	83	16.60%	500

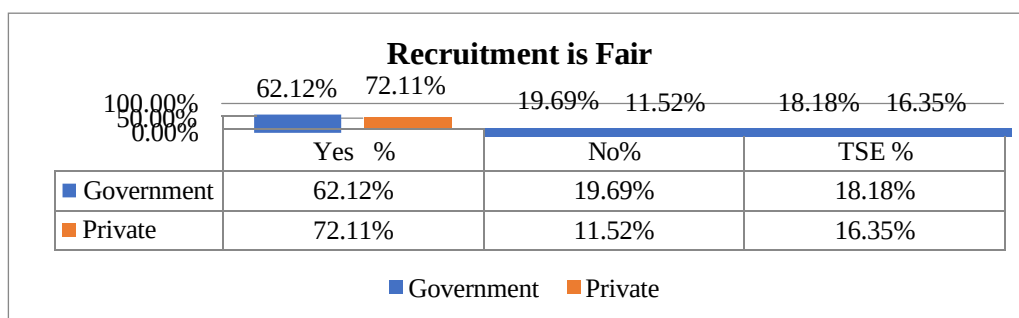


Figure No. 4.5.4. Comparison on whether Recruitment Process is fair and unbiased

Figure No. 4.5.4. Shows 62.12% government teachers and 72.11% private teachers accepted that the recruitment process is fair and impartial, 19.69% government teachers and 11.52% private women teachers disagreed and 18.18% government teachers and 16.35% private women teachers thought the recruitment is fair and

unbiased up to some extent. Therefore, the analysis indicates that the majority of women teachers from both government and private believed that the recruitment was fair and unbiased.

Table No. 4.5.5. Comparison on whether there is Policy/funding especially for Women Teachers in the college

	Yes	%	No	%	No	%	Total
Management					Response		
Government	0	0	57	86.36%	9	13.63%	66
Private	143	32.94%	291	67.05%	0	0	434
Total	143	28.60%	348	69.60%	9	1.80%	500

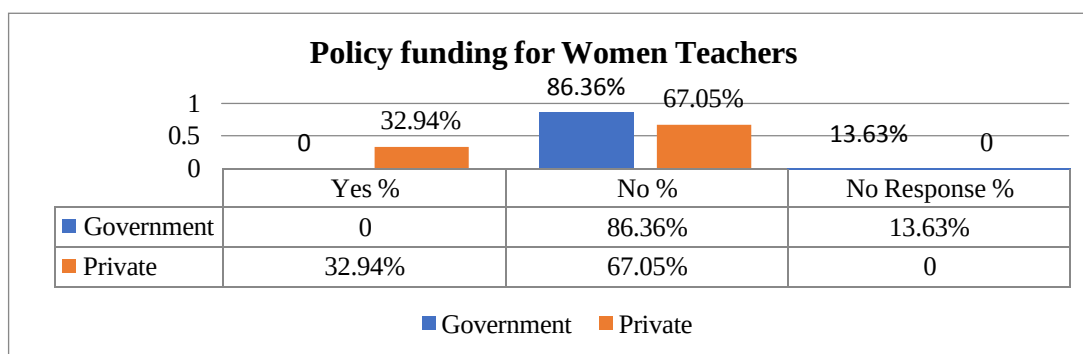


Figure No.4.5.5. Comparison on whether there is Policy/Funding especially for Women Teachers

Figure No.4.5.5. Shows 32.94% women teachers from private colleges agreed that there are policies/funds, especially for women teachers, 86.36% government women teachers and 67.05% private teachers disagreed and 13.63% women teachers from government colleges did not respond. The analysis found that the majority of the women teachers from government and private colleges disagreed with the existence of policies/funds, designated especially for women teachers in their institution.

Service Conditions

Table No. 4.5.6. Comparison on whether College organises Faculty Development Programs (FDP)

Management	Yes	%	No	%	Sometimes	%	Total
Government	37	56.06%	8	12.12%	21	31.81%	66
Private	243	55.99%	72	16.58%	119	27.41%	434
Total	280	56.00%	80	16.00%	140	28.00%	500

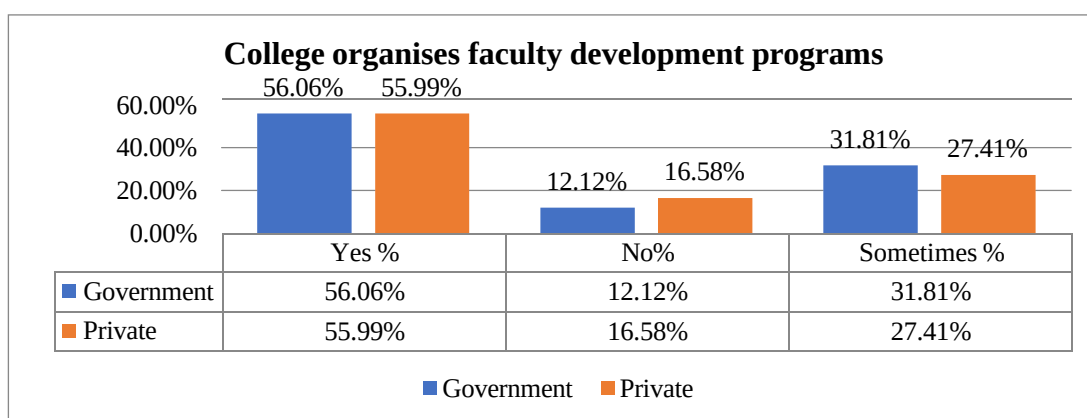


Figure No. 4.5.6. Comparison on whether college organises Faculty Development Programs (FDP)

Figure No. 4.5.6. shows that 56.06% government women teachers and 55.99% private teachers agreed that their college organises FDP (Faculty Development Programs) for teachers, 12.12% government women teachers and 16.58% private teachers disagreed and 31.81% government women teachers and 27.41% private teachers revealed their college organises faculty development programs sometimes. Thus, from analysis study, it is found that most of the respondents from both government and private colleges agreed that there is faculty development programs organised for faculties in colleges. The study also found teachers are encouraged to attend faculty development programs organized by other colleges.

Table No. 4.5.7. Comparison on whether College supports in-service Teachers to Undertake Professional Development/Course (PDC)

Management	Yes	%	No	%	Sometimes	%	Total
Government	43	65.15%	9	13.63%	14	21.21%	66
Private	218	50.23%	81	18.66%	135	31.10%	434
Total	261	52.20%	90	18.00%	149	29.80%	500

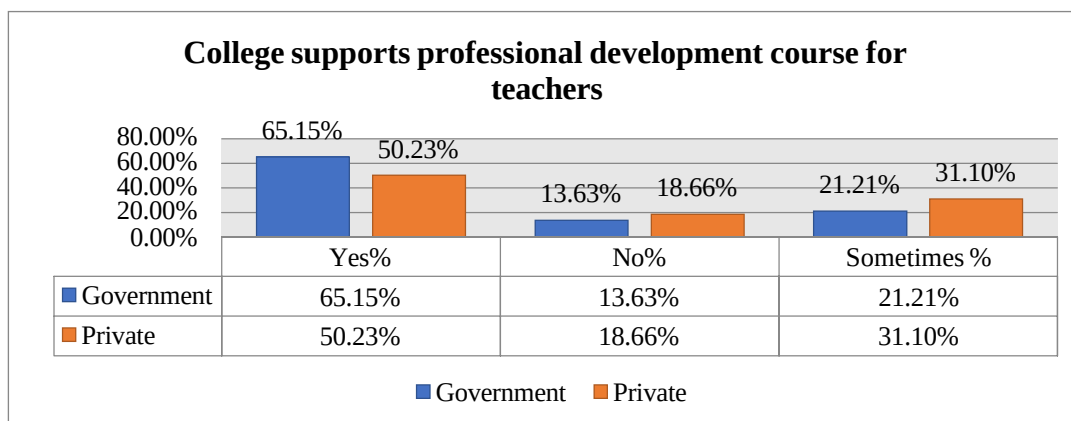


Figure No. 4.5.7. Whether College supports in-service teachers to undertake professional development course (PDC)

Figure.No.4.5.7. shows 65.15% government women teachers and 50.23% private women teachers agreed that their college supports in-service teachers to undertake professional development courses, 13.63% government women teachers and 18.66% private teachers disagreed and 21.21% government women teachers and 31.10% private teachers revealed that college supports in-service teachers to undertake professional courses sometimes. Thus, from the analysis, it is found, majority of the women teachers from both government and private colleges agreed that their college supports in-service teachers to undertake professional development courses.

Table No. 4.5.8. Comparison on whether Gender Budgeting would help in Achieving Women's Academic Goal

Management	Yes	%	No	%	TSE	%	Total
Government	4	6.06%	17	25.75%	45	68.18%	66
Private	56	12.90%	78	17.97%	300	69.12%	434
Total	60	12.00%	95	19.00%	345	69.00%	500

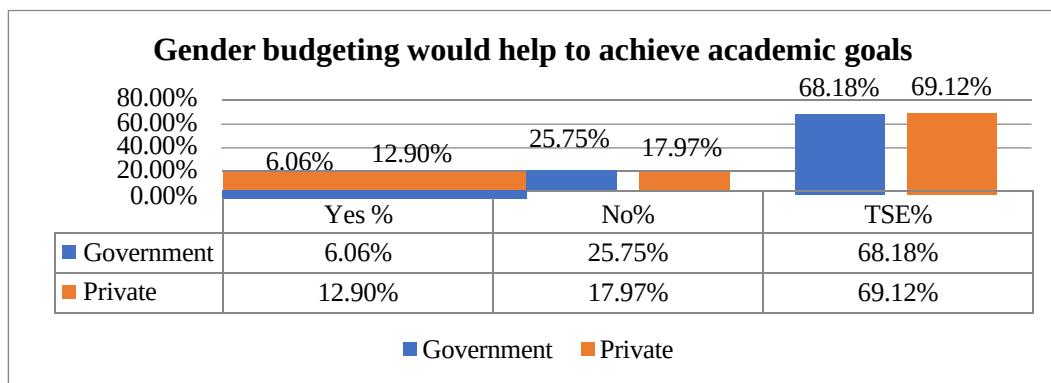


Figure No. 4.5.8. Comparison on whether Gender Budgeting would help in Achieving Women’s Academic Goals

Figure No. 4.5.8. Shows 6.06% government women teachers and 12.90% private women teachers revealed gender budgeting would benefit women teachers academically, 25.75% government teachers and 17.97% private women teachers disagreed and 68.18% government and 69.12% private teachers revealed that gender budgeting would help women academically to some extent. Therefore, the present analysis reveals that most women teachers from both government and private colleges thought gender budgeting would offer some academic benefits for women.

4.5.9. Reasons how gender budgeting would help women teachers as responded by women teachers as responded by women teachers

Gender budgeting can provide financial support to women teachers, enabling them to advance their academic qualifications.

It can also boost their confidence, improve self-esteem, and enhance their contributions to the institution.

Additionally, gender budgeting can help women teachers address their unique needs and priorities, as well as overcome barriers and challenges they face.

It can assist women in meeting certain essential needs within the institution.

4.5.10. Best Practices College follows to promote Gender Equity as per the response given by Women Teachers

The following are the best practices followed in the colleges as per Women Teachers: The college conducts seminars and workshops focused on gender sensitization and gender equity as part of its best practices to promote gender balance. Separate clubs for women are established, and various programs are organized to highlight job

opportunities for women. The college encourages participation from all genders in activities based on their interests and preferences. Equal treatment and opportunities for both genders are ensured in education and other activities. Decisions are made collectively and without bias.

Women, including both teachers and students, are given leadership roles, and an equal platform is provided for all genders. The college maintains a policy of equal pay for equal work. The Head of the Department position is assigned for a two-year term, regardless of gender, and promotions and salary increments are based on capability rather than gender. Female teachers are motivated to take on administrative roles and responsibilities. Both girls and boys are given equal opportunities for participation in college elections, training activities, etc. with an equal number of seats available for each gender. Female students are encouraged to engage in women empowerment programs, and specific cells are in place to address women's grievances. Appointments are made based on qualifications, not gender, and childcare or day-care facilities are provided.

The study indicates that most colleges implement seminars and other programs, such as workshops, to foster gender neutrality. Most women teachers noted both genders are treated equally and, as such, there are no specialized programs for women since equality is emphasized for all.

Working Conditions

Table No. 4.5.11. Comparison on whether feels like resigning due to lack of Personal Time

Management	Yes	%	No	%	Sometimes	%	Total
Government	2	3.03%	51	77.27%	13	19.69%	66
Private	32	7.37%	201	46.31%	201	46.31%	434
Total	34	6.80%	252	50.40%	214	42.80%	500

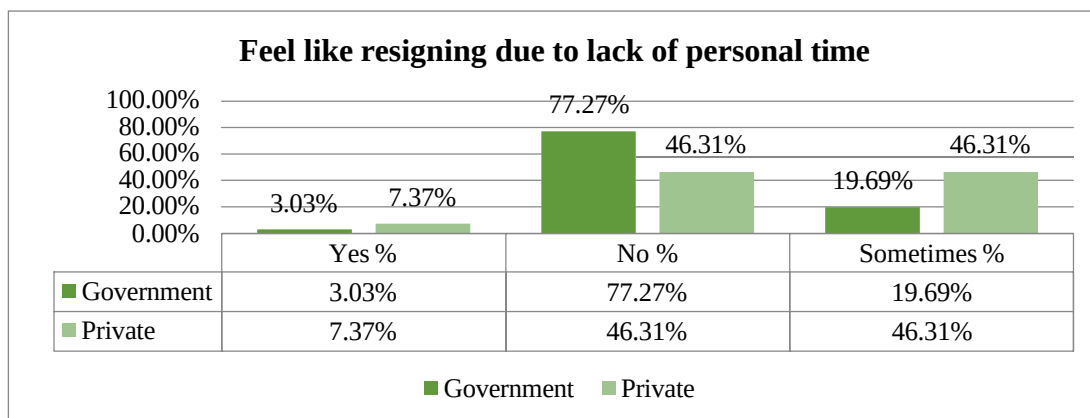


Figure No. 4.511. Comparison on whether feels like resigning due to lack of Personal time

Figure No. 4.5.11. Shows 3.03% government and 7.37% private women teachers revealed that they felt like quitting due to lack of personal time. 77.27% government and 46.31% private women teachers revealed they did not feel like resigning and 19.69% government and 46.31% private women teachers revealed they occasionally felt like resigning. Therefore, the analysis indicates that the majority of the women teachers from both government and private do not consider resigning from their present profession and they were contented.

Table No. 4.5.12. Comparison on whether work isolates from Family and Friends

Management	Yes	%	No	%	Sometimes	%	Total
Government	3	4.54%	35	53.03%	28	42.42%	66
Private	27	6.22%	189	43.54%	218	50.23%	434
Total	30	6.00%	224	44.80%	246	49.20%	500

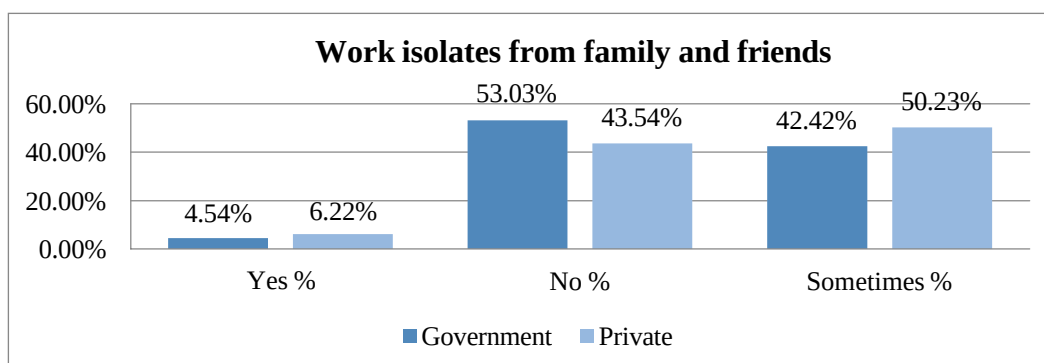


Figure No. 4.5.12. Comparison on work isolates from Family and Friends

Figure No. 4.5.12. Shows 4.54% government and 6.22% private women teachers agreed work isolated them from family and friends, 53.03% government and 43.54%

private women teachers disagreed and 42.42% government and 50.23% private women teachers expressed that work isolated them from family and friends sometimes. Thus, from the analysis, it is understood that most of the women teachers from government and private college believed work caused isolation from family and friends sometimes.

Table No. 4.5.13. Comparison on whether Work-life balance of teachers influence Job Satisfaction

Management	Yes	%	No	%	TSE	%	Total
Government	46	69.69%	1	1.51%	19	28.78%	66
Private	299	68.89%	17	3.91%	118	27.18%	434
Total	345	69.00%	18	3.60%	137	27.40%	500

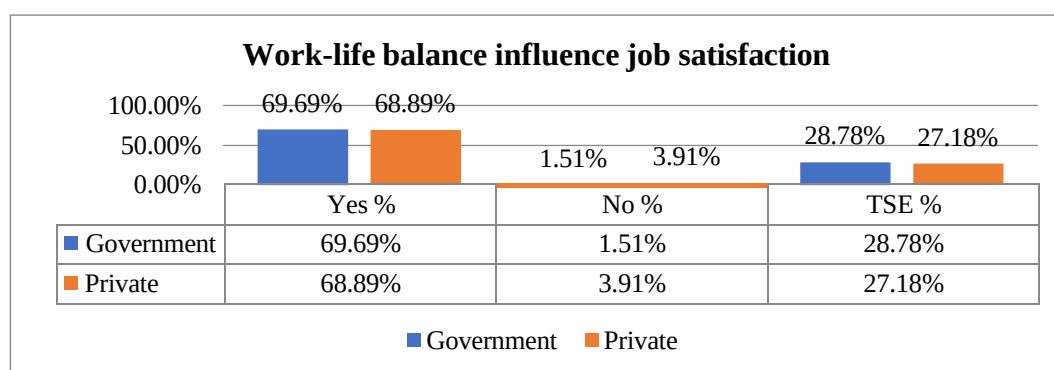


Figure No.4.5.13. Comparison on whether Work-life Balance of Teachers influences Job Satisfaction

Figure No.4.5.13. Shows 69.69% government and 68.89% private women teachers agreed that a teacher's work-life balance considerably impacts their job satisfaction. In the meantime, 1.51% government and 3.91% private women teachers alleged that work-life balance does not influence job satisfaction and 28.78% government and 27.18% private teachers felt it impacts job satisfaction to some extent. Therefore, the analysis indicates that most of the women teachers believe work-life balance plays a significant role in influencing job satisfaction of women.

Table No. 4.5.14. Comparison on whether teaching Profession is best for Women

Management	Yes	%	No	%	Neutral	%	Total
Government	22	33.33%	24	33.66%	20	30.30%	66
Private	173	39.86%	179	41.24%	82	18.89%	434
Total	195	39.00%	203	40.60%	102	20.40%	500

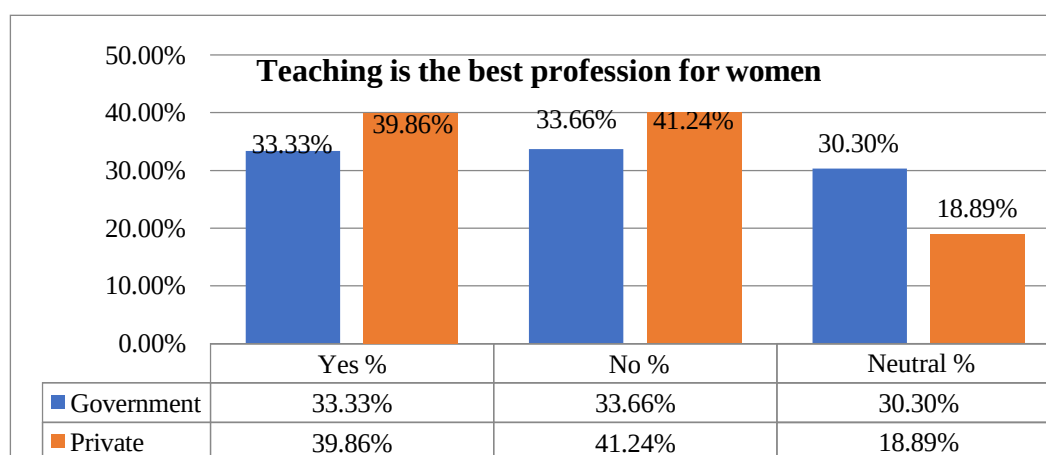
**Figure No. 4.5.14. Comparison on whether Teaching is the best Profession for Women**

Figure No. 4.5.14. It is found that 33.33% government and 39.86% private women teachers agreed that teaching is the best profession for women, 33.66% government and 41.24% private women teacher's disagreed and 30.30% government and 18.89% private women teachers were neutral. Thus, from the above analysis, it is found that most women teachers thought teaching was not the best profession for women.

4.5.15. Teaching is the best profession for women because of the following reasons according to Women Teachers

Women believe that teaching aligns naturally with qualities like patience, tenderness, love, care, and creativity, often considering women as born educators, making teaching an ideal profession for them.

Teaching offers time flexibility, including summer, winter, and semester breaks, allowing women to balance personal development and family responsibilities effectively.

Women are seen as understanding children's psychology better, as they inherently possess qualities suited for nurturing and guiding young minds.

Teaching provides an opportunity for women to gain and share knowledge while making meaningful contributions to society.

The empathetic nature of women makes them well-suited for teaching roles.

Teaching is a respected profession that not only promotes learning and knowledge sharing but also provides financial stability for women.

Ultimately, any profession is ideal as long as it brings enjoyment and job satisfaction, which remains the key determinant.

4.5.16. Teaching is not the best profession because of the following reasons as per Women Teachers

Not all women find teaching to be an enjoyable profession. Teaching is influenced by personal aptitude and interest rather than gender. Women can excel in a variety of other careers as well. The profession can be highly stressful and time-consuming, with responsibilities that extend beyond classroom hours and require significant preparation. This can be particularly challenging for married women. In private colleges, the requirement for teachers to stand for long periods can be especially difficult for women over 40, who may experience physical health issues such as back and knee pain.

The implementation of NEP 2020 has also increased the workload for teachers, and in private colleges, this policy is often enforced without corresponding salary adjustments, which can make teaching less attractive for women. The study found that opinions were nearly split on whether teaching is the most suitable profession for women. The conclusion is that any profession can be fulfilling as long as it brings personal satisfaction, with job satisfaction being the most crucial factor.

4.6. Analysis of Data related to Objective VI

4.6. To identify the type of management problems faced by women college teachers in Nagaland regarding psycho-social, emotional, professional, academic, co-curricular and health, issues related to domestic, and gender biases and job satisfaction.

Table No. 4.6. Types of Problems Faced /facing by Women Teachers in different areas such as professional, academic, co-curricular, infrastructure, health issues, domestic issues, management, psycho social and emotional issues etc.

SI. No.	Problems faced in daily life	Agree	%	Disagree	%
1.	Too much workload	124	24.80%	376	75.20%
2.	Leave-application related issue	68	13.60%	432	86.40%
3.	Lack of professional development opportunities	109	21.80%	391	78.20%
4.	Transportation issue	137	27.40%	363	72.60%
5.	Problems related to staff room	117	23.40%	383	76.60%
6.	Recreational facilities-related issues	128	25.60%	372	74.40%
7.	Problems related to electricity	90	18.00%	410	82.00%
8.	Problems related to water supply	56	11.20%	444	88.80%
9.	Problems related to the washroom	124	24.80%	376	75.20%
10.	Health issues	76	15.20%	424	84.80%
11.	Domestic problems	37	7.40%	463	92.60%
12.	Problems related to gender issues	08	1.60%	492	98.40%
13.	Low societal recognition and respect	36	7.20%	464	92.80%
14.	Limited involvement in decision-making	73	14.60%	427	85.40%
15.	Negative public perception	32	6.40%	468	93.60%
16.	Student discipline	116	23.20%	384	76.80%
17.	Relationship with management	31	6.20%	469	93.80%
18.	Relationship with co-workers	19	3.80%	481	96.20%

19.	Difficulty in transacting the curriculum/course	26	5.20%	474	94.80%
20.	Climatic conditions	143	28.60%	357	71.40%
21.	Difficulty in using ICT/Technology	65	13.00%	435	87.00%

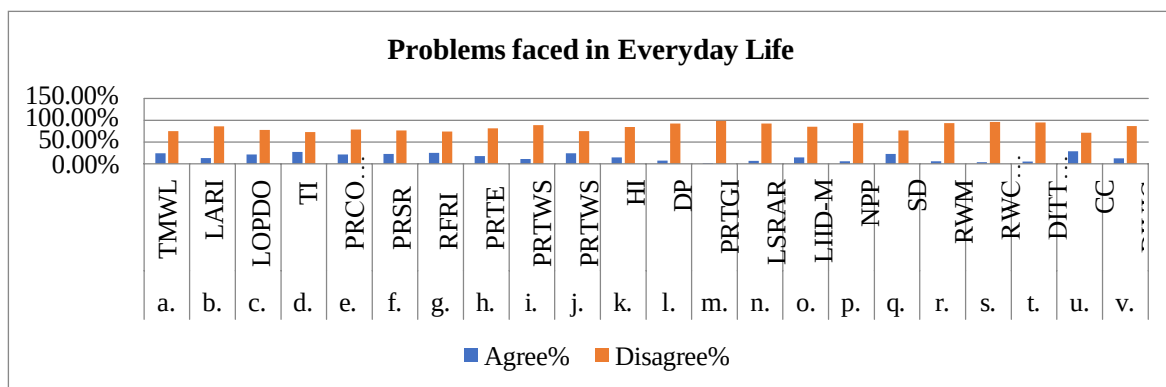


Figure No.4.6. Types of Problems Faced /facing by women teachers in daily life

TMWL= Too much workload, LARI= Leave-application related issue, LOPDO= Lack of professional development opportunities, TI= Transportation issue, PRSR= Problems related to staff room, RFRI= Recreational facilities-related issues, PRTE= Problems related to electricity, PRTWS= Problems related to water supply, PRTWR= Problems related to the washroom, HI= Health issues, DP= Domestic problems, PRTGI= Problems related to gender issues, LSRAR= Low societal recognition and respect, LIID-M= Limited involvement in decision-making, NPP= Negative public perception, SD= Student discipline, RWM= Relationship with management, RWCO-W= Relationship with co-workers, DITTC/C= Difficulty in transacting the curriculum/course, CC= Climatic conditions, DIUICT/T= Difficulty in using ICT/Technology.

Figure.No.4.6. Shows that 24.80% women teacher accepted of facing too much workload in their college whereas 75.20% women teachers disagreed with over work in the college. Thus, from the above analysis, it is evident that most of the women teachers were not over burdened with workload.

Figure.No.4.6. Shows that 13.60% women teachers agreed facing leave issues, 86.40% women did not face leave issues. Thus, the above analysis, it is found that most of the women teachers did not face issues related to sanctioning leave.

Figure.No.4.6. Shows that 21.80% women teacher faced issues related to lack of professional development in their college and 78.20% women teachers did not face issues related to professional development. Thus, the above study found the majority of the women teachers agreed of not facing barriers related to professional development in their colleges.

Figure.No.4.6. Shows that 27.40% of women teachers faced problems related to transportation and 72.60% women teachers did not face issues related to transportation. Thus, the above study indicates that most of the women teachers did not face issues related to transportation.

Figure.No.4.6. Shows that 23.40% women teachers agreed to face issues connected to the staff room and 76.60% women teachers did not face issues with the staff room. Thus, from the above analysis, it is evident that most of the women teachers did not face staff room related issues.

Figure.No.4.6. Shows that 25.60% women teachers agreed to face issues related to recreational facilities and 74.40% women teachers revelled they did not face issues related to recreational facilities. Thus, from the above study, it is understood the majority of the women teachers did not face issues related to recreational activities.

Figure.No.4.6. Shows that 18.00% women teachers agreed to face issues related to electricity and 82.00% women teachers expressed they did not face any issue related to electricity shortage in the college. Thus, from the above analysis, it is understood that most of the teachers did not face issues related to electricity supply in the college.

Figure.No.4.6. Shows that 11.20% women teacher faced issues related to water supply and 88.80% did not face water supply shortage in their college. Thus, from the above analysis, it is evident that most of the women teachers did not face any water supply problems in their college.

Figure.No.4.6.Shows that 24.80% women teacher faced issues related to washrooms and 75.20% women teachers did not face problems related to washrooms. Thus, from the above analysis, it is found that most women thought they did not face issues related to washrooms.

Figure.No.4.6. Shows that 15.20% women teacher faced health issues and 84.80% did not face health issues. Thus, from the above analysis, it is evident that most of the women teachers were healthy.

Figure.No.4.6. Shows that 7.40 % women teachers agreed to have faced domestic problems and 92.60% women teachers did not face any domestic problems. Thus, from the above study, it is found the majority of women teachers did not face any domestic problems.

Figure.No.4.6. Shows that only 1.60% women teachers faced gender related problems and 90.40% did not face gender issues in the college. Thus, from the above analysis, it is evident that the majority of the women teachers did not face issues related to gender in the college which proves there is no gender discrimination in work place which is a positive sign.

Figure.No.4.6. Shows that only 7.20% of the women teachers agreed to face problems related to low societal recognition and respect and 92.80% did not face any problem related to low societal recognition and respect. Thus, from the above analysis, it is seen that the majority of the women teachers did not encounter issues related to societal recognition and respect.

Figure.No.4.6. Shows that only 14.60% women teachers agreed to face problems related to limited participation in decision-making process and 85.40% women teachers disagreed facing issues related to involvement in decision-making. Thus, from the above analysis, it is evident that majority of the women teachers did not encounter discrimination in decision-making.

Figure.No.4.6. Shows that 6.40% women teacher agreed that they faced negative public perception and 93.60% did not face negative public perception. Thus, from

the above study, it is understood that the majority of the women teachers did not encounter problems related to public perception.

Figure.No.4.6. Shows those 23.20% women teachers faced problems with students' indiscipline and 76.80% of the women teachers thought that they did not face issues related to students' indiscipline. Thus, from the above analysis, it is found that the majority of the women teachers did not face issues related to student's indiscipline.

Figure.No.4.6. Shows that 6.20% women teachers agreed to face relationship issues with their management and 93.80% did not face any stressful relationship issues with the management. Thus, the above analysis, it is evident that most of the women did not encounter stressful relationship with the management.

Figure.No.4.6. Shows that 3.80% of the women teachers agreed to face issues related to their relationship with their co-workers and 96.20% of the women teachers disagreed to face relationship issues with their co-workers. Thus, from the above analysis, it is evident that the majority of the women teachers did not encounter stressful relationship issues with their co-workers.

Figure.No.4.6. Shows that 5.20 % women teachers agreed to face issues in transacting the curriculum/course and 94.80% of the women teachers disagreed to have faced difficulty in transacting the curriculum. Thus, from the above analysis, it is understood that most of the women teachers thought that they did not encounter difficulty in transacting the curriculum/course.

Figure.No.4.6. Shows that 28.60% % women teachers agreed to face issues related to climatic conditions and 71.40% women teachers disagreed to have faced issues related to adverse climatic conditions. Thus, from the above analysis, it is evident that most of the women teachers did not face issues related to adverse climatic conditions.

Figure.No.4.6. Shows that 13.00%% % of the women teachers agreed to face issues in using ICT/technology and 87.00% of the women teachers disagreed to have faced issues in using ICT/technology. Thus, from the above study, it is evident that most

women teachers did not face difficulties in using ICT/Technology. It is evident from the study that women teachers are digital literate.

Table.No.4.6.1. Whether there is problems related to co-curricular activities

Response	Counts	Percentage %
Yes	107	21.40%
No	393	78.60%
Total	500	100%

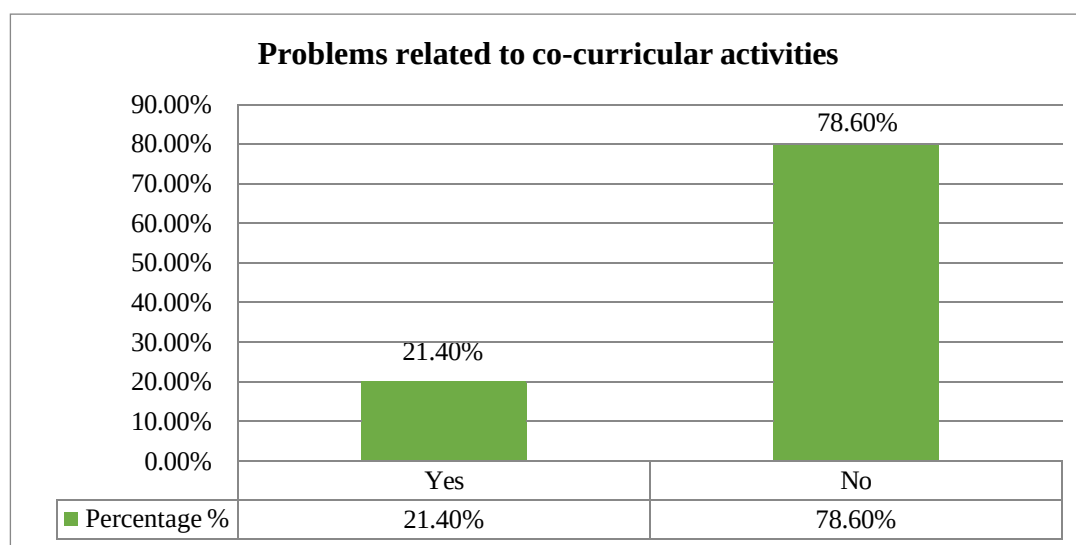


Figure.No.4.6.1. Whether there is problems related to co-curricular activities

Figure.No.4.6.1. Shows 21.40% women teachers agreed of facing issues connected to co-curricular activities, while 78.60% women teachers revealed they did not. Therefore, the study indicates that the majority of women teachers did not encounter issues related to co-curricular activities

Table No. 4.6.2. Whether Teacher's Job Satisfaction is Important for College

Job Satisfaction is Important	Counts	Percentage
Yes	471	94.20%
No	22	4.40%
TSE	07	1.40%
Total	500	100.00%

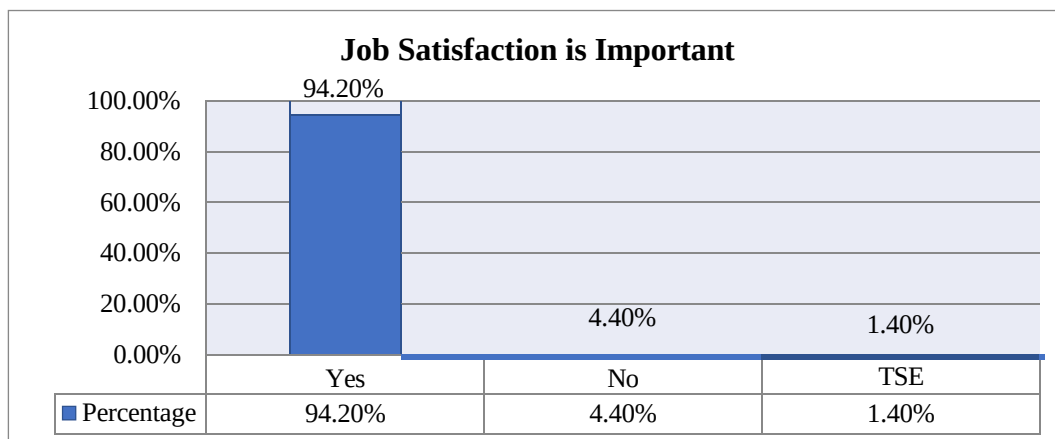


Figure No. 4.6.2 Teacher's Job Satisfaction is Important for College

Figure.No.4.6.2 Shows that 94.20% women teacher agreed teachers' job satisfaction is important for the college, 4.40% women teachers revelled that teachers' job satisfaction is not important for college and, 1.40% women teachers thought teachers job satisfaction is important for the college to some extent. Thus, from the above analysis, it is found that most women teachers thought, teachers' job satisfaction is important for the college.

Table No. 4.6.3. Whether Non-Performing Teachers are penalised

Non-Performing Teachers are Penalised	Counts	Percentage
Yes	22	4.40%
No	288	57.60%
Sometimes	190	38.00%
Total	500	100.00%

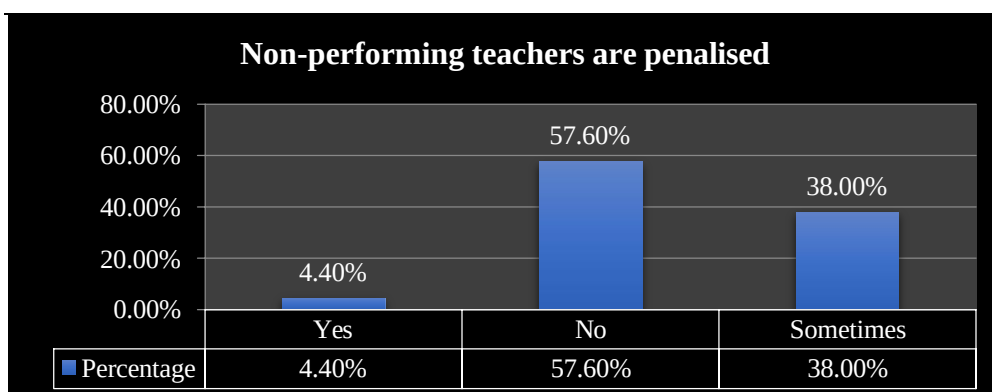


Figure No. 4.6.3. Whether Non-Performing Teachers are Penalised

Figure No. 4.6.3. Shows that 4.40% women teachers agreed that non-performing teachers are punished, 57.60% women teachers disagreed and 38.00% women

teachers thought that non-performing teachers are penalised sometimes. Thus, from the above analysis, it is found that most of the women teachers thought non-performing teachers were not penalised.

4.6.4. Action taken against the non-Performing Teachers (defaulters) as per the responses of Women Teachers

The following are the responses given by Women Teachers

Teachers are called for an explanation and asked to perform better in the coming days.

The college Principal contacts them personally, discusses their problems gives suggestions and advices them to perform well.

The salary of those teachers whose performance is not up to expected level is deducted sometimes.

Their increment is stopped if they do not perform satisfactorily even after asked to perform better.

In some cases, they may be asked to even resign after a specific period if they fail to put into practice the suggestions. Thus, it is found that the college or the institution gives enough space/scope for the teachers to improve their performance and do well.

Table No. 4.6.5. Whether there is pressure of Syllabus Completion on Time

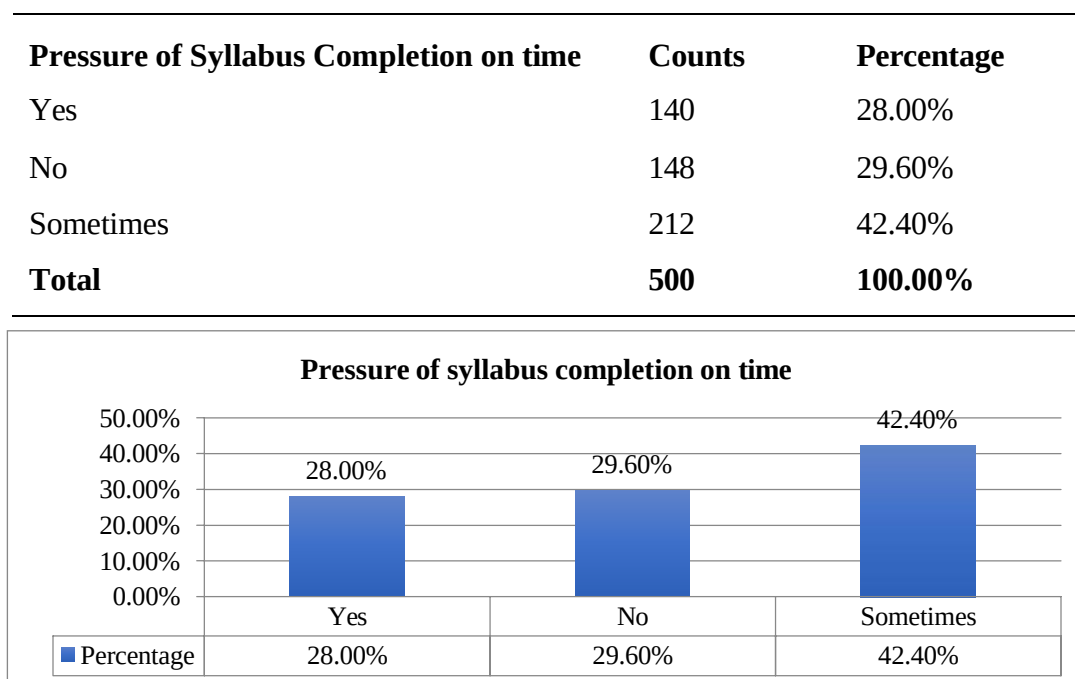


Figure No. 4.6.5. Whether there is pressure of Syllabus Completion on Time

Figure No. 4.6.5.shows 28.00% women teachers accepted they felt the stress of completing the syllabus on time, 29.60% reveled that they do not face the pressure of syllabus completion and 42.40% reveled that they felt this pressure sometimes. Therefore, the study indicates that the majority of women teachers believed they experienced pressure of syllabus completion on time.

Table No. 4.6.6.Whether there is problems in balancing home and work

Problems in Balancing Home and Work	Counts	Percentage
Yes	66	13.20%
No	189	37.80%
TSE	245	49.00%
Total	500	100.00%

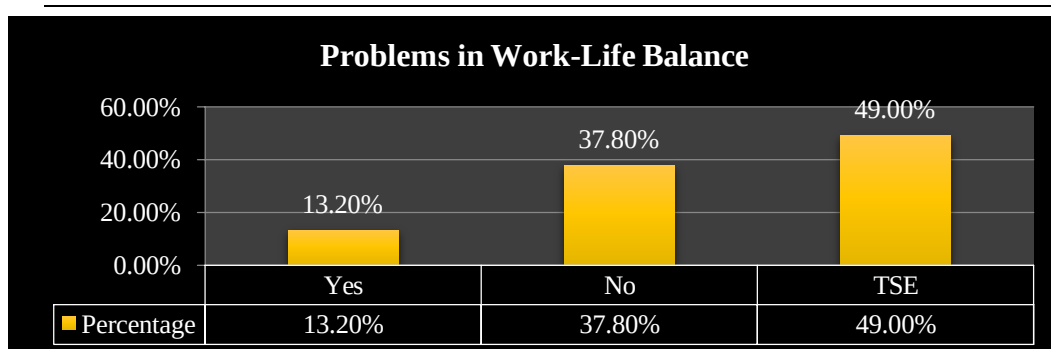


Figure No. 4.6.6.Whether there is Problems in Work-Life Balance

Figure No. 4.6.6. Shows 13.20% women teachers reveled they found difficulties in balancing home and work, 37.80% thought there was no difficulty in balancing home and work and 49.00% women teachers reveled that they found difficulty to some extent in managing both. Thus, from the above analysis, it is understood that most of the women teachers found difficulties in balancing home and work up to some extent.

Table No. 4.6.7.Whether Students' attitude differ towards Male and Female Teachers

Difference in Students	Counts	Percentage
Yes	48	9.60%
No	421	84.20%
Sometimes	31	6.20%
Total	500	100.00%

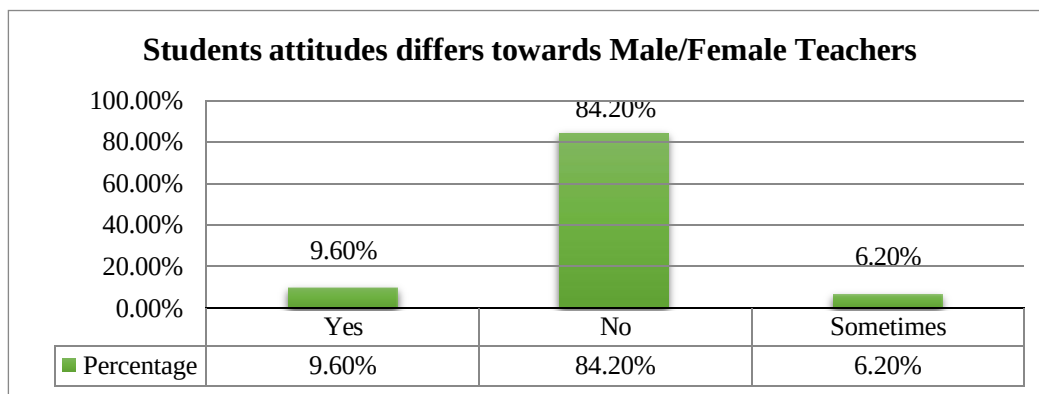


Figure No.4.6.7. Whether students' attitude differ towards Male/ Female Teachers

Figure.No.4.6.7.shows that 9.60% women teachers revealed students' attitude differs towards male and female teachers, 84.20% women teachers reveled that students' attitudes does not differ towards male/female teachers and 6.20% women teachers expressed students attitude differs towards male/female teachers sometimes. Thus, the above analysis, it is found that most of the women teachers thought students' attitudes towards male/female teachers did not differ much.

4.6.8. Reasons how students' Attitudes differ towards Male/Female Teachers as per the response of Women Teachers

The reasons given by Women Teachers on how students' attitude differs towards male and female teachers are:

Students tend to feel more at ease and open with their teachers; female students are often more comfortable sharing issues with female teachers. In contrast, students generally exhibit greater obedience toward male teachers. While it cannot be universally applied, some boys may display a stubborn attitude toward female teachers or peers of the same gender; this behaviour is usually specific to individual students and not necessarily tied to gender. Moreover, some students may become more playful or boastful with female teachers and at times, exhibit stubbornness. Students often take male teachers more seriously than female teachers. Overall, a student's attitude toward teachers can vary based on the teacher's approach rather than their gender.

The analysis indicates that students may be more playful and friendly with female teachers, while interactions with male teachers may not reflect the same level of

friendliness. However, students' attitudes towards teachers are more influenced by the teacher's methods and behavior than by gender.

Table No. 4.6.9. Whether male colleagues and Supervisors support Women in Promoting Gender Equity in the College

Male Colleagues support Gender Equality	Counts	Percentage
Yes	361	72.20%
No	10	2.00%
TSE	129	25.80%
Total	500	100.00%

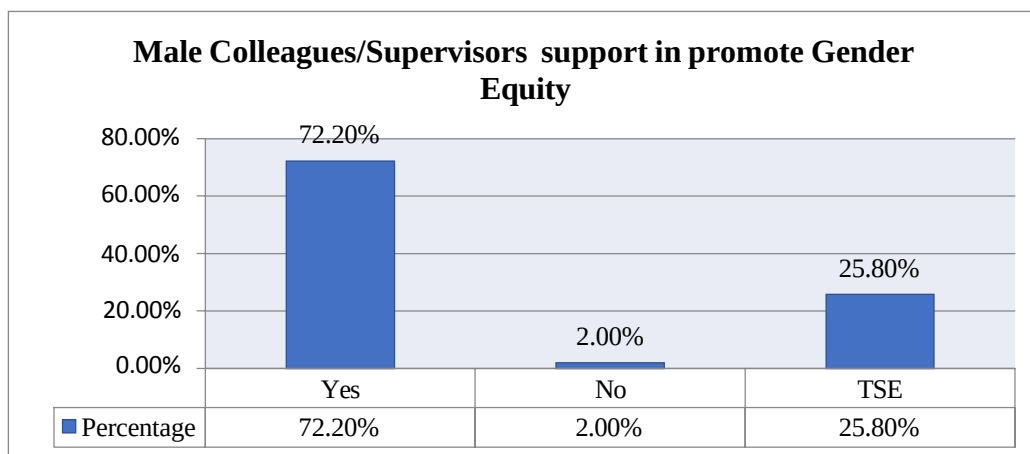


Figure No.4.6.9. Whether male Colleagues and Supervisors Support Women in Promoting Gender Equity in the College

Figure.No.4.6.9.Shows that 72.20% women teachers reveled male colleagues and supervisors supported women in promoting gender equity in their college, 2.00% female teachers disagreed and 25.80% women teachers thought male colleagues supported female in promoting gender equity in the college to some extent. Thus, from the above study, it is evident that most of the women teachers approved male colleagues and supervisors supported women in promoting gender equity.

Table No. 4.6.10. Whether NEP 2020 will be Successful in bringing Gender Equity in Recruiting Teachers

NEP 2020 will Success in bringing Gender Equity	Counts	Percentage
Yes	89	17.80%
No	38	7.60%
TSE	373	74.60%
Total	500	100.00%

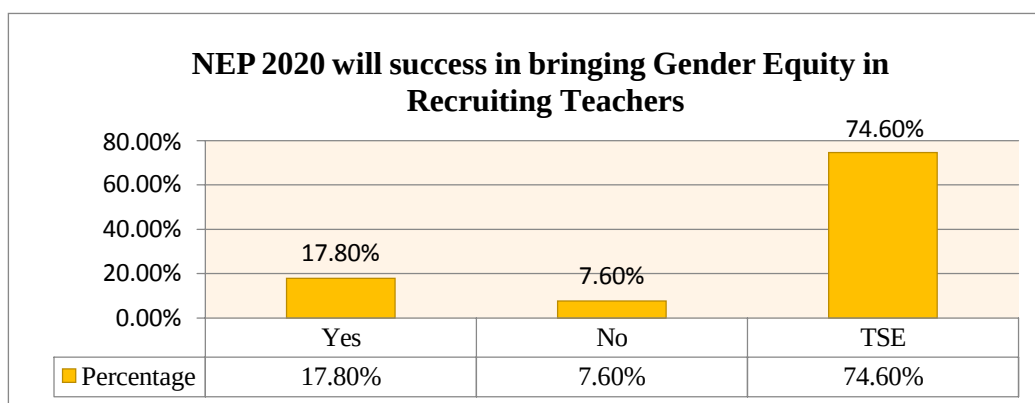


Figure No. 4.6.10. Whether NEP 2020 will be Successful in bringing Gender Equity in Recruiting Teachers

Figure No. 4.6.10. shows that 17.80% women teachers agreed to NEP 2020 will be successful in bringing gender equity in teacher recruitment, 7.60% women disagreed and 74.60% teachers thought NEP 2020 will be successful in bringing gender equity in recruiting teachers to some extent. Thus, from the above analysis, it is understood that most women teachers believed that NEP 2020 would successfully bring gender equity in recruiting teachers to some extent.

4.6.11. Reasons given by Women Teachers as to how/why NEP 2020 would be able to bring Gender Equity in Recruiting Teachers

Continuous monitoring by the administration or higher authorities on progress and functioning can help achieve a certain level of gender equity in recruitment.

Teamwork and regular tracking of the implementation and progress of the policies can further support this goal.

It is still too early to determine whether NEP 2020 will successfully promote gender equity in teacher recruitment.

4.6.12. The response given by Principals, Deans and Administrators on how College helps Women Teachers to balance their Personal and Professional Lives

Women teachers with infants are granted some flexibility within reasonable boundaries.

College timetable is adjusted to accommodate the needs of young mothers.

Teachers are granted complete access to opportunities for professional growth.

Teachers who approach college authorities with concerns are considered and assisted based on the specific situation.

For professional development, teachers are granted six months of study leave and are allowed to rejoin the institution upon completing their studies.

Modifications to the dress code are occasionally made to maintain respectability.

Teachers with genuine personal issues may be granted a semester break. If the break exceeds one month, they are permitted to rejoin after the semester ends.

The study reveals that most women teachers do not raise personal concerns due to the manageable five-hour workday. However, when issues are brought forward, the college provides support tailored to the situation, ensuring flexibility and consideration.

4.6.13. The Response given by the Principals, Deans, and Administrators on how the College helps Women Teachers deal with Psycho-Social Problems

Although no such cases have arisen so far, a counselor is available to address them if needed.

The grievance redressal cell is responsible for handling such matters.

A female counselor is available to assist everyone, regardless of gender.

Every Thursday, both students and teachers, irrespective of gender, can meet with the counselor to discuss their concerns.

4.6.14. The response given by the Principals, Deans and Administrators on some of the best practices the college follows to address Physical Health Challenges faced by Women Teachers

Transition from chalkboards to whiteboards to minimize health hazards.

Teachers are provided with medical/health insurance and a paid special leave of up to ten days.

Special leave exceeding ten days is available without salary.

Resource persons are invited to conduct seminars and orientations on gender-specific health issues.

The college has a fund system that can be utilized for medical needs and reimbursed later.

An elevator is available to support teachers with health concerns.

A sick room and ambulance service are available for emergencies.

Teachers can utilize earned leave as needed.

Zumba and gym facilities are offered to teachers free of charge.

Life insurance coverage is available for teachers.

Thus, it is understood that the college prioritizes the health and well-being of its teachers by transitioning from chalkboards to whiteboards to reduce health risks. It offers comprehensive medical and life insurance, along with paid special leave of up to ten days, with unpaid leave available beyond that period. Additional support includes a sick room with 24/7 ambulance service, an elevator for teachers with health issues, and access to free Zumba and gym facilities. Seminars and orientations by resource persons address gender-specific health concerns, while college funds are available for health-related needs, to be reimbursed later. Teachers also benefit from earned leave options.

The college's focus on health initiatives and supportive measures creates a conducive environment for teachers' physical and mental well-being, promoting a balanced professional and personal life.

4. 7. Analysis of data related to Objective VII

4.7. To suggest measures for improving the working conditions of women College Teachers of Nagaland

This segment contains the initiatives taken by the colleges to improve the working conditions of women teachers.

The later part of the segment contains the suggestive measures by the different categories of respondents to improve the working conditions of women college teachers of Nagaland.

4.7.1 Job Security

Table No. 4.7.1 Whether there is Job Security in the current Job

Job security	Counts	Percentage
Yes	131	26.20%
No	148	29.60%
TSE	221	44.20%
Total	500	100.00%

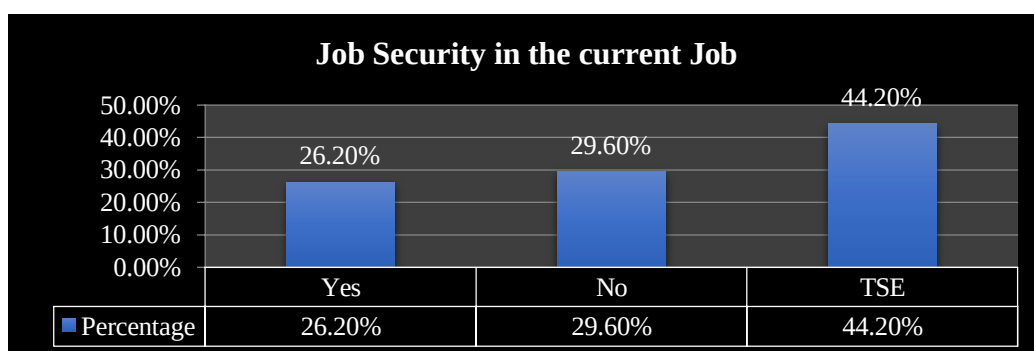


Figure No. 4.7.1. Whether there is Job Security in the current Job

Figure.No.4.7.1. Shows that 26.20% women teacher agreed of having job security in their current job, 29.60% disagreed and 44.20% thought they had job security to some extent. Thus, from the above analysis, it is found most of the women teachers agreed they had job security.

4.7.2. Initiatives and suggestions by the College /Management for improving the working conditions of Women college Teachers of Nagaland

Responses from College Principals

Women teachers who are mothers may be entitled flexible working hours through class adjustments, teachers residing far from the institution are provided with accommodation.

A women's grievance redressal mechanism in place, adhering to university directives, to address and resolve issues related to women.

The college ensures a safe and secure working environment for women.

Maternity benefits provided, including paid maternity leave for the first two children.(Government Colleges)

Special accommodations made for nursing mothers, such as adjusted schedules and access to a crèche facility.

Extensions of medical or post-maternity leave made available, with unpaid leave options if needed.

Staff welfare facilities provided to all teachers, regardless of gender.

Women teachers lead programs focused on gender equity and prevention of sexual harassment.

Women encouraged to engage in research activities and professional development opportunities without restrictions.

Separate restrooms provided for women, accompanied by a sanitary pad vending machine.

Baby-sitting provisions offered based on specific requirements.

Non-teaching Saturdays generally kept disturbance-free for women, particularly mothers.

Rest facilities for women employees.

The HR department may organize seminars and programs on gender sensitization.

The institution prioritizes employing women in teaching roles.

Both genders treated with fairness, respect, and equal consideration.

Equal opportunities and initiatives provided to all.

4.7.3. Responses from Administrators and Deans

Paid maternity leave be provided.

Flexible working hours offered.

A dedicated sexual harassment cell to address complaints.

Women are entitled to two additional leave days, which are not available to men.

Sanitary napkins provided to both female students and teachers.

Both genders treated equally.

Equal facilities provided to everyone, with the exception of maternity leave.

4.7.4. College helps women teachers for their Professional Development

Responses from college Principals, Administrators and Deans

Study leave with pay is granted to all teachers for a specified period.

Flexibility is provided for teachers pursuing professional development opportunities.

Women teachers can avail unpaid study leave but, with assured job security.

Teachers are supported to attend refresher courses along with professional development programs with paid leave and travel allowances.

Faculty are encouraged and supported in publishing research papers.

The college organizes Faculty Development Programs, seminars, and workshops once every semester.

Academic achievements of teachers are regularly acknowledged and highlighted.

Teachers are empowered to address discrimination, build confidence, and focus on their areas of interest.

Assistance is provided to faculty members for publishing their work.

Salary increments and other incentives are introduced to motivate and encourage teachers.

Teachers with a minimum of five years of service are entitled for one year paid study leave, with the condition that they continue serving the institution for a specified period after completing their studies.

4.7.5. Whether college provides the following facilities for mothers (Leave, feeding rooms, crèche, and flexibility in working hours)

Responses from the college Principals, Administrators and Deans

Maternity leave with salary is offered for varying durations, including one month, 35 days, 1.5 months, two months, three months, or six months.(varies from college to college)

Unpaid maternity leave is available for an extended period as needed.

Feeding rooms and crèche facilities are currently available in two colleges one in Dimapur and one college in Kohima.

Teachers are permitted to bring their children to work, though none have opted to do so.

Flexibility is granted only in emergencies.

Mothers are permitted early departures during the first three months following maternity leave.

4.7.6. Whether the college provides the following Infrastructural Facilities for Women Teachers Responses from the college Principals, Administrators and Deans

A separate common room is provided.

Dedicated washrooms are available.

Sanitary pad dispensers and disposal machines are installed.

Elevators are accessible to everyone, offering particular convenience for pregnant women.(only one college)

A small pantry is available for shared use.

An infirmary equipped with basic medicines is available for emergencies.

Individual chambers are allocated for each teacher.

4.7.7. Best Practices the college follows for improving the working conditions of women teachers

Responses from the college Principals, Administrators and Deans

College covers expenses for professional development initiatives.

Responsibilities within the college are distributed without any gender discrimination.

The college extends support to teachers during times of need.

Women teachers are encouraged to wear their traditional attire during college functions to celebrate their identity.

Flexibility is provided to nursing mothers to accommodate their needs.

Provisions are available for extended leave post-delivery.

Women teachers are actively encouraged to engage in research, participate in faculty development programs, attend refresher courses, and publish academic papers.

Women are offered greater opportunities to assume leadership roles.

Table No. 4.7.8. Type of Maternity Leave Granted

Type of Maternity Leave	Counts	Percentage
Paid	373	74.60%
Unpaid	127	25.40%
Total	500	100.00%

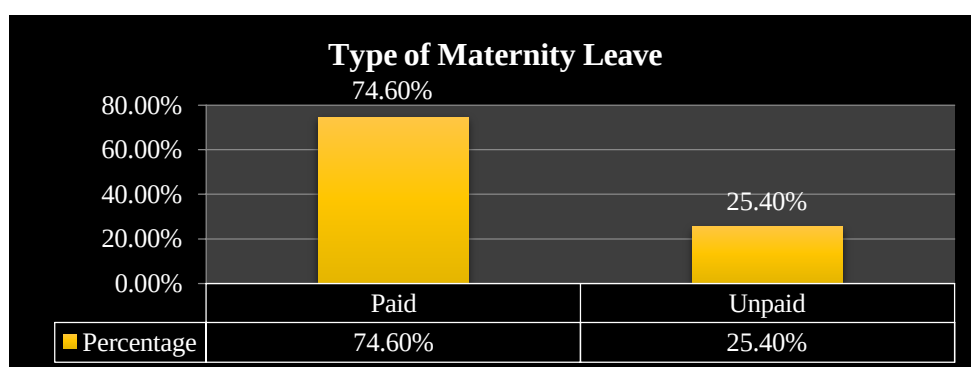


Figure No.4.7.8. Type of Maternity Leave

Figure No.4.7.8. Shows that 74.60% women teachers agreed that there is a provision for paid maternity leave in their college and 25.40% women teachers disagreed. Thus, from the above analysis, it is understood that most of the colleges have the provision of paid maternity leave.

4.7.9. The duration in Months /Days of Maternity leave Granted as Revealed by Women Teachers

Permanent faculty members in government colleges are entitled to six months paid maternity leave for up to two children. Contractual or ad hoc teachers in government colleges receive three months paid maternity leave. Few private colleges, provide three months paid maternity leave for permanent staffs. Some private colleges offer two months paid maternity leave, while others provide 45 days paid leave. Additionally, there are also colleges that offer 35 days paid maternity leave, and few colleges do not provide any paid maternity leave, offering only leave without pay as maternity leave.

Table No 4.7.10. Whether there is Leave reimbursements for Unused Leave

Leave reimbursements for Unused Leaves	Counts	Percentage
Yes	237	47.40%
No	263	52.60%
Total	500	100.00%

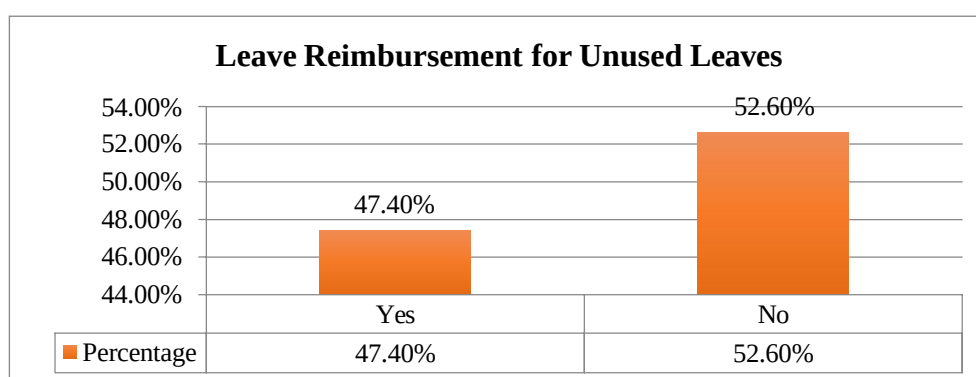


Figure No. 4.7.10. Whether there is Leave reimbursements for Unused Leave

Figure No.4.5.10. Shows that 47.40% women teachers agreed that there is leave reimbursement for unused leave and 52.60% disagreed. Thus, from the above analysis, it is understood that there are no leave reimbursements for unused leave in most colleges.

4.7.11. Suggestions given by women teachers for improving the working conditions and status of Women College Teachers in Nagaland

Increase women's representation in leadership positions within colleges.

Provide opportunities for women to enhance their professional skills.

Foster a supportive and inclusive work environment.

The Department of Higher Education can establish a uniform pay scale, maternity leave policies, and other benefits for private colleges.

Ensure mandatory day-care facilities in colleges with proper amenities and flexible policies to support young mothers, enabling them to balance work and family responsibilities.

Encourage women to hold administrative positions and pursue higher education.

Create more platforms for women to participate in decision-making and hold positions on college governing bodies.

To address the lack of respect for the teaching profession, appoint female representatives or mentors who advocate for their peers, collaborate with college management, and work towards effective solutions.

Provide professional workplaces and opportunities for development tailored to women teachers.

Allocate time for physical and mental health relaxation for staff.

Ensure sufficient and uniform maternity leave, with added flexibility to prevent career interruptions for young mothers.

Offer transportation and residential facilities to support women teachers.

Implement gender budgeting and monitoring to address systemic challenges.

Establish separate restrooms and common rooms for women in colleges.

Increase women's representation in administrative positions by reserving specific posts for them.

Encourage equal participation of women in higher administrative roles to break through existing professional barriers.

Standardize salaries, leave policies, and promotions across all private colleges under Nagaland University to eliminate discrimination.

Raise awareness among women about their rights and opportunities to counter discrimination.

Develop more women's colleges with comprehensive facilities, including extracurricular and ability enhancement programs, to empower women.

Conduct faculty development programs, training sessions, and workshops to uplift women educators in newer colleges.

Ensure satisfactory salaries and provide paid study leaves in private institutions to encourage professional growth.

Facilitate pre-service and in-service training programs for skill enhancement.

Create administrative opportunities for women and organize mentorship programs for their professional development.

Promote a cultural shift towards equality based on abilities, skills, and potential rather than traditional gender norms.

The study highlights the necessity for significant changes in numerous areas to improve the status of women teachers. Key measures include standardizing maternity leave, fostering inclusive work environments, implementing mentoring programs, establishing daycare facilities, organizing workshops, and addressing salary and promotion disparities. With these reforms, the status of women teachers can be significantly elevated, fostering their contributions to education and society.

4. 8. Analysis of data related to Objective VIII

4.8. To suggest measures for resolving the various problems of Women College Teachers of Nagaland

Table No: 4.8.1 Suggested measures for resolving the problems faced by women college teachers as per Principals, Administrators and Deans' responses

Sl. No	Problems faced	Suggested measures for resolving the problems faced by women college teachers: Principals Response	Suggested measures for resolving the problems faced by women college teachers: Administrators/Deans
1	Limited administrative	Encourage women to take up more administrative roles and provide	Encourage women to step out of their comfort zone

	roles	more opportunities	
2	Lagging behind in academic and professional development and lack of opportunities for professional development	Provide motivation and leave facilities Provide loan facilities for educational and professional development and to enable further studies/research etc Paid study leave to support women in advancing their careers. Promotions should be merit-based, focusing on capabilities rather than gender. In private colleges, salaries and career advancements should be improved, elevating teachers.	Seek growth opportunities. Implement a clear promotion structure in private colleges, enabling progression from Assistant Professor to Associate Professor and Professor Roles.
3	Lack of maternity leave and related benefits (child care, facilities for crèche etc).	Maternity leave with full pay should be extended to 3 months in all colleges. Colleges should provide nursing rooms for mothers. Mothers should be allowed to bring their infants to work in emergencies. Separate infant care rooms would significantly assist women teachers, particularly mothers. Maternity leave policies should be enhanced, and unpaid leave replaced with paid leave where applicable. Greater flexibility should be offered to working mothers. Free sanitary napkins should be	Grant additional leave to women teachers to support their unique needs. Provide extended deadlines for women teachers to complete official tasks. Establish nursing rooms in colleges to support mothers. Introduce daycare facilities, particularly for infants, to assist working mothers. Allow flexibility in work arrangements for women teachers, particularly

		provided for all women staff.	pregnant women and mothers, for a specified period. Standardize maternity leave in private colleges, extending it to six months with full pay. Permit women to rejoin their roles seamlessly after the conclusion of their maternity leave.
4	Gender based discrimination and inequality, harassment	Elimination of gender discrimination. Women should be encouraged to pursue higher education and leadership roles. Verbal sexual harassment, even subtle, must be addressed firmly. Collaboration with National Commission for Women will be able to enhance gender equality initiatives. Women need to be educated, empowered, and bold enough to challenge stereotypes and patriarchal norms in administration. A shift in mindset is necessary, as many women, particularly teachers, tend to remain in their comfort zones, avoiding responsibilities or opportunities for growth. Changing this outlook is	Women should be encouraged to take risks, come out of comfort zones and take up leadership roles.

		the key to enhancing their status.	
5	Lack of encouragement and lack of recognition of women teachers' contributions	Recognizing outstanding women faculty through awards can encourage and acknowledge their contributions. Letters of appreciation and recognition for hard work can serve as motivation. Women's achievements should be prioritized and rewarded with increments. Women should be supported to take on new challenges and administrative responsibilities.	Recognize outstanding women faculty with awards. Offer appreciation letters to teachers as acknowledgment of their service.
6	Exclusion from decision making	Women's inclusion in decision-making and college management is crucial, and their ideas and opinions should be valued.	Give chance to women to participate in crucial decisions and value their opinions.
7	Further studies and research related problems-	Women's inclusion in decision-making and college management is crucial, and their ideas and opinions should be valued	Encourage female teachers to pursue advanced education and qualifications. Promote research and paper publication among women faculty.
8	Relationships at workplace	Male colleagues should be educated to respect women through soft-skills training.	Educate male to respect their counterparts in college.
9	Lack of women's voice	Women should be encouraged to voice their concerns and their input should be taken seriously.	Motivate women to embrace risks and challenges in their professional lives.

10	Policy related issues on leave, pay etc	Uniform policies on salaries, maternity leave, promotions, and benefits should be implemented across private colleges, with oversight by the Department of Higher Education. Policies should be transparent, and promotions should consider qualifications, experience, research, and publications. Reserved seats for women in administrative roles would ensure better representation.	Standardize leave policies across private colleges, ensuring uniformity and inclusion of salary. Address the issue of low salaries in private institutions, ensuring fair pay for all teachers. Ensure that every college provides health insurance for all teachers, regardless of gender.
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5.0. Introduction

The investigator conducted an inclusive assessment and elucidation of the data, yielding main outcome that line up with the study's objectives. This chapter outlines the findings, drawn from questionnaires and interviews conducted during the research process. It also includes discussions and conclusions based on the results, alongside educational implications, recommendations for improvement, and suggestions for future research in the field. The findings are systematically organized according to the study's objectives and data sources and are presented in a clear and structured format. Based on the analysis and interpretation of data, the outcome of the study will be presented as per the study objectives.

1. Findings relating to the ratio of existing male to female teachers based on the type of management.
2. Findings relating to the intake of male and female teachers in government and private colleges.
3. Findings relating to bring out and compare the profile of Women College teachers of Nagaland in terms of their age, marital status, educational qualification, teaching experience, and management positions held.
4. Findings relating to study and compare the present status of government and private women college teachers of Nagaland in terms of the infrastructure, facilities, and welfare provided and policies related to them.
5. Findings relating to study and compare the status of employment, service conditions, working conditions of Women College Teachers of Nagaland with regard to the type of college management.
6. Findings related to identify the type of management problems faced by Women College Teachers of Nagaland in terms of psycho-social and emotional issues, professional and academic, co-curricular, stress, physical and health issues related to domestic issues gender biases, and job satisfaction.
7. Findings related to suggest measures for improving the working conditions of women college teachers of Nagaland.
8. Findings related to suggest measures for resolving the various problems of Women College Teachers of Nagaland.

5.1. Findings of the Study

The investigator has drawn the findings from the questionnaires and interview schedule, aligning them with the objectives in the following paragraphs.

5.1.1. The following are the findings related to Objective No 1

The findings on whether there is a greater number of male teachers reveals that 82.20% women teachers were of the opinion that there was a greater number of female teachers. Therefore, the findings suggest that women comprise the majority of the teaching employees in colleges and women outnumber their male counterparts.

At the state level, data gathered from the Directorate of Higher Education, Nagaland Kohima (2021-2022) and faculty list of private colleges showed that in government undergraduate UG and B. Ed colleges, 36.23% of teachers are male and 63.76% are female. In private UG and B. Ed colleges, the gender distribution was 47.91% male and 52.08% female. The overall ratio of male to female in government UG and B. Ed colleges as per the table is 1:1(1:1.28)

The total number of male teachers within the four sample districts is 400 and females is 801 out of 1201. Therefore, the ratio of male to female teachers in within the four sample districts is 1:2.

Women's involvement in institution's decision making reflects 73.40% women teachers agreed that their college management involves women in decision-making, therefore, it can be concluded that the majority of women teachers agreed that they participate in the decision-making processes of management.

Whether teaching advertisements attract more male /female shows majority of the respondents 53.40% agreed that more females are attracted. Thus, findings reveal that more females apply for teaching than male candidates.

5.1.2. Personal factors causing underrepresentation of women in managerial/administrative positions are

Based on the findings, several personal factors have been recognized as causative to the underrepresentation of women teachers in managerial positions in higher education. A noteworthy proportion of women teacher, 46.80% pointed to family

responsibilities as a key barrier. Additionally, 42.00% of respondents highlighted difficulties in maintaining a work-life balance, while 41.00% recognized the responsibilities of motherhood as a restrictive factor. Care giving duties were also cited by 38.40% of the participants as a confront to assuming leadership roles. Interestingly, the majority of women teachers did not view factors such as low self-esteem, indecisiveness, lack of ambition, or inadequate family support as major contributors to their underrepresentation. Similarly, the absence of access to information and the lack of female role models were also considered to have negligible influence on their leadership participation in higher education institutions.

5.1.3. Socio-cultural Factors causing underrepresentation of women in managerial/administrative positions are

From the findings based on socio-cultural factors causing underrepresentation of women in managerial positions, the study finds factors such as gender biases, male-dominated society, cultural norms, limited access to education and training, non-recognition to women's potential and no priority to work-life balance are to some extent responsible for causing underrepresentation of women in managerial positions.

5.1.4. Institutional Factors causing underrepresentation of women in managerial/administrative positions are

The findings linked to institutional factors contributing to the underrepresentation of women in managerial positions indicate that a majority of respondents disagreed with these factors as causes. Specifically, 52.40% disagreed that work ethics were a factor, 42.80% disagreed with organizational barriers, 39.60% disagreed with career switch/change, 42.60% disagreed with lack of upward mobility, another 42.60% disagreed with lack of opportunities, and 57.20% disagreed with lack of managerial skills. Therefore, the study suggests that these institutional factors are not perceived as primary reasons for the underrepresentation of women in managerial roles in higher education.

5.1.5. Other Factors causing underrepresentation of women in Higher education and especially in administrative roles

The findings linked to other factors contributing to the underrepresentation of women in higher education indicate that majority of women teachers disagreed with these factors such as, 41.60% disagreed that maturity and age were a factor, 50.40% disagreed lack of experience was a cause, 55.20% disagreed to lack of adaptability and commitment was a factor, and 49.40% believed that lack of time management was to some extent responsible for causing underrepresentation. Thus, the study indicates that these factors cannot be perceived as a primary cause of underrepresentation of women in managerial positions.

The findings on whether women disagree taking up administrative roles reveals majority of women teachers, 55.20% disagreed with this view, Therefore, the analysis indicates that the majority of women teachers are open to and willing to take up administrative positions in higher education.

5.1.6. Findings on reasons given by the Principals for the Lesser Number of Women in Administrative Positions

Principals shared a number of insights into the underrepresentation of women in administrative positions within higher education institutions. They observed that although many women teachers have the potential to outshine in leadership roles, a visible lack of interest in pursuing such positions often holds them back. Additionally, a lingering belief persists that women are not as effective in administrative roles, which further discourages them from stepping forward.

Time constraints were a common impediment, with principals noting that the challenging nature of administrative duties often clashes with the personal and familial responsibilities many women shoulder. Societal norms and expectations, particularly those related to family roles, were also highlighted as key barriers that hinder women from aspiring to administrative leadership.

Principals pointed out that women are more feasible to engage in academic responsibilities, they often prioritize teaching and research over managerial tasks due to the flexibility of these roles which help in balancing work and family life. Furthermore, the frequent travel and extra commitments obligatory in administrative

positions create added challenges, making such roles less accessible or appealing to women.

Another significant concern raised was that woman's leadership abilities are often underestimated, which leads to the preference for men in administrative positions. This bias, combined with a lack of encouragement and institutional support for women to pursue leadership roles, restricts their existence in administrative roles. Principals also emphasized the absence of female role models in leadership as a key deterrent. Without role models to follow, many women do not envision themselves in such roles. Additionally, the lack of structured career guidance and mentorship for women's professional development was recognized as a causative factor for their underrepresentation in managerial roles in higher education.

5.1.7. Opinion of Principals on women in leadership roles

The following are the changes observed in women in pursuing managerial roles according to college principals

Over the past years, more women are stepping into administrative roles was cited by principals on women in administrative positions in the present day. The presence of women in leadership positions within administration is steadily increasing was also an opinion cited by the college principals.

Principals stated that through their hard work and dedication, women are surpassing men in various areas in the present day.

The landscape has changed significantly, with many women now actively participating in administrative roles was the opinion of few on the changes being observed in women holding administrative positions.

In the past, women were often less motivated to pursue such positions was revealed by few, but today, numerous academic institutions are led by women who are effectively managing administrative responsibilities was also the opinion of Principals on the changes observed in women in administration.

Women's performance in administration often surpasses that of their male counterparts was also highlighted by Principals

There is now a more balanced representation of men and women in administrative roles was also highlighted by principals.

The Deans and Administrators shared their opinions that men tend to exhibit greater passion when it comes to competitive drive was one of the reasons why fewer women can be seen in administration was highlighted by Deans and Administrators Societal norms often impose restrictions on women restricting them to upgrade in academic positions was also a cause.

Family responsibilities play a significant role in shaping women's career choices often compelling them not to choose administrative positions due to time factors. Women typically prioritize their families above their professional ambitions due to familial responsibilities was highlighted by some of the Administrators and Deans. Women often lack encouragement to pursue administrative roles is a factor causing underrepresentation was also revealed.

5.1.8. Administrators and Deans were of the opinion that changes are being observed in women's role in administration

In today's context, gender disparities and inequalities are minimal was revealed by administrators and Deans as a change seen in women holding administrative positions.

A growing number of women are taking up administrative roles is being observed as a change in the academic scenario was also highlighted

Women are excelling in the academic field compared to earlier times was the opinion on the changes observed by stakeholders.

Women are achieving remarkable success, and there are high expectations placed on women was revealed by some stakeholders on the changes in the academic scenario of holding administrative positions.

In Nagaland, the education system heavily relies on the assistance of women which is a change in itself was cited by few.

Society and people's attitudes have undergone significant positive changes leading many women to academic positions was the opinion of many.

5.2. The following are the findings related to Objective No II

The existing, intake and status of male and female teachers as per the type of college management within the four sample districts. The data reveals that there are 400 male teachers and 801 female teachers with a total of 1201 teachers. Therefore, the data reveals that women teachers are double than male teachers.

Based on the latest data by All India Survey of Higher Education (AISHE) 2021-2022, 56.96% of the total tertiary of 2,370 teachers or Professors was women and 43.03% were males. Thus, out of 2,370 teachers, 1350 were females and 1020 were males. This data shows that women constituted a larger proportion of the teaching staff, at 56.96%, compared to men. The numbers suggest a consistent increase in female participation in higher education faculty over the years.

Findings on the intake of Principals reveals, 66.66% Principals in government and 71.85% Principals in private colleges are male and 33.33% Principals in government and 28.12% Principals in private college are female. Therefore the data shows overall majority of Principals are male 71.05%.

Findings on the status and intake of college Vice-Principals reveal that 72.72% vice-principals in government and 68.20% in private colleges are female. Overall findings show there are more female vice-principals (68.80%).

Findings on the status and intake of college Administrator's reveals that 57.57% government and 72.58% private college administrators are male and overall 70.60% administrators are male.

Findings on the status and intake of college Dean's reveal that there is 9.09% male and 9.09% female dean in government colleges and 38.01% male dean in

government and 31.10% in private colleges. Overall data shows majority of deans are male (34.20%)

A finding on the status and intake of Departmental head shows that 75.75% female in government and 70.73% in private college departmental heads are female. Overall data shows majority of Ho D's are female (71.40%) as because majority of women teachers are female.

Findings on whether male teachers are preferred over female teachers shows majority of women teachers disagreed (42.60%) to male teachers are preferred over female teachers. Based on the findings, it is concluded that the majority of respondents disagreed with the idea that male teachers are favoured over female teachers.

Findings based on the primary factors that influenced women to take up teaching were personal fulfilment, 59.40% agreed, 86.80% women teachers acknowledged that passion for education and learning was a primary factor that influenced them to take up teaching as a profession, while, 78.60% women teachers acknowledged personal growth in educational fields was a primary factor that influenced them to take up teaching as a profession, 68.20% women teacher acknowledged intellectual stimulation as a primary factor, 70.20% women teachers cited earn and learn was a factor that influenced them to teach and 72.40% women teachers acknowledged that teaching fosters lifelong learning. Women teachers also acknowledged factors such as prestige, work-life balance, influence of mentorship, job security and stability, summer and winter breaks, flexibility, can spend time with family and friends, closing gender gap and prepare for other competitive exams have no influence in choosing teaching as a profession.

Findings on whether Women prefer Teaching than any other Job shows that majority (39.40%) women teachers were neutral. Thus, the findings, highlights most women thought teaching was a more viable profession.

Findings on the distribution of regular and B. Ed colleges from the secondary sources shows there are 13(govt) general colleges and 2 B. Ed (govt) colleges with a

total of 15 government colleges and 44 general private) and 7 B. Ed (private) colleges with a total of 51 private colleges with a total of 66 UG and B. Ed colleges. Findings on comparison between government and private women teachers holding administrative positions shows 83.33% (55) from government colleges were not holding any administrative positions and 87.32% (379) from the private colleges revealed of not holding administrative positions Therefore findings suggests majority of women teachers were not holding any administrative positions.

5.3. The following are the findings related to Objective No III

Findings based on the age of female teachers in diverse age groups in government and private college's shows majority of women teachers fall in the age group of 31-40 in both types of management with 31(46.96%) women teachers from government and 197(45.39%) from private colleges.

Findings based on whether age influences the career and goals of women teachers' shows majority of women teachers (52.60%) revealed that age of women teachers has some influence on their career goals and objectives. Therefore, it can be concluded, age has some influence on the career goals and objectives of women teachers.

Findings on the marital Status of the Women Teachers in government and private colleges shows 41 (62.12%) from government colleges were married and only 128 (29.49%) from private colleges were married and 24(36.36%) from government and 292(67.28%) from private colleges were unmarried. Overall figure shows majority of women teachers 316 (63.20%) were unmarried. Thus, the finding reveals that most of the women working in the colleges are single.

Findings on whether married women face more challenges shows, majority of women teachers (56.40%) agreed married women teachers face more challenges than unmarried women, thus, from the findings, it is understood majority of the women teachers were of the opinion that married women teachers come across more problems than unmarried teachers.

Findings on whether the objectives and motivations of women change when they get married, shows majority (56.00%) of women teachers revealed the goals and motivations of women change to some extent as they transit from single to married. Thus, from the findings, it is understood that the objectives and motivations of women teachers change to a certain extent after marriage.

5.3.1. The reasons given by women teachers on objectives and motivations change as women shift from being single to married as follows

After marriage, women teachers often become more resilient, responsible, and patient, which enhances their nurturing qualities as educators.

While priorities shift for women after marriage, especially upon becoming mothers, they remain dedicated to their teaching roles and show stability by staying with the same institution.

The initial years of marriage can be challenging for women teachers due to societal expectations, balancing family and professional commitments, and time constraints, which can impact their level of motivation.

Findings based on the educational qualifications of women teachers in government and private college's shows majority of women teachers 42 (63.63%) from government and 284 (65.43%) from private colleges had a masters degree in arts M.A. Overall 65 (13.00%) women teachers had a P.hD degree, out of which 11(16.66%) from government and 54(12.44%) from private colleges had a doctorate degree. Findings shows majority of women teachers from government colleges has a doctorate degree.

Findings on the exams qualified by government and private women teachers shows 31(46.96%) from government colleges and 256 (58.98%) from private colleges had qualified UGC- NET examination with a majority of 287(57.40%) UGC-NET qualified from both government and private colleges. Findings reveals that majority of UGC-NET qualified teachers were from private colleges.

Findings based on opinion on educational attainment of women teachers shows that, 82.40% women teachers believed educational attainment broadens knowledge and skills, 76.00% women teachers revealed educational attainment opens opportunities for professional growth, 48.40% women teachers thought educational attainment brings job satisfaction and engagement on women teachers, 60.00% women teachers thought educational attainment equips teachers to handle classroom challenges, 72.00% women teachers revealed educational attainment increases the confidence in teachers, 42.20% women teachers thought educational attainment brings job security, 44.60% women teachers agreed educational attainment opens up better career prospects, 49.40% teachers revealed educational attainment helps to develop leadership roles in women. Thus, from the above analysis, it is found that most women teachers thought educational attainment in female teachers helps in broadening of knowledge and skills with career development and progression.

Findings on teaching experience of women teachers in government and private colleges' shows majority 17(25.75%) women teachers from government colleges had 6-10 years of experience and majority 207(47.69%) from private colleges had 1-5 years of teaching experience. Overall counts show majority, 223 (44.60%) had 1-5 years teaching experience. Thus, findings indicate that majority of teachers had 1-5 years teaching experience.

Findings on the impact of teaching experience shows, 31.60 % women teachers agreed teaching experience influences the initial placement of teachers, 71.40% women teachers agreed teaching experience influence in career advancement and seniority benefits of teachers, 54.80 % women teachers agreed teaching experience adds salary and other benefits to teachers, 35.60% women teachers thought teaching experience helps to hold administrative positions , 56.00% women teachers thought teaching experience opens up the opportunities for mentorship. Thus, from the above analysis, it can be concluded teaching experience influences in career advancement and seniority of the teachers in various ways.

Findings on the various factors that effects women's career /profession shows, 44.60% of women teachers revealed stress is a major factor that affects a woman's career/profession, 13.40 % of women teachers revealed stress does not affect

women's career or profession and 42.00% of Women teachers revealed that stress can have some impact on a woman's career. Therefore, the analysis exposed that stress can affect a woman's career or profession.

56.00% of the women teacher's revealed health issues can affect a woman's career/profession, 7.40% % women teachers revealed health issues cannot affect a woman's career or profession and 36.60% women teachers revealed health issues can influence a woman's career to some extent. Thus, from the above analysis, it is found that most women teachers thought health issues can affect women's career/profession.

27.40% women teachers revealed societal issues are factors affect women's careers, 30.00% women teachers revealed societal issues do not have any impact women's careers, 42.60% exposed societal issues have some influence on a woman's career. Therefore, the analysis shows the majority of women teachers agreed societal issues are not a significant factor affecting a woman's career or profession.

15.80% women teachers revealed male dominance can be a factor that affects woman's career/profession, 45.20% % women teachers thought male dominance cannot affect a woman's career or profession and 39.00% women teachers responded male dominance can affect a woman's career to some extent. Thus, from the above analysis, it is found that the majority of the women teachers thought male dominance is not a factor that affects a woman's career/profession.

10.60 % women teachers agreed prejudice is a factor that affects a woman's career or profession, 49.00% women teacher's thought prejudice is not a factor that affects women's career/profession and 40.40% women teachers thought prejudice affects women's career to some extent. Thus, from the above analysis, it is found, that the majority of women teachers disagreed with prejudice as a factor that affects women's career/profession.

30.00 % women teachers agreed work-life balance is a factor that affects a woman's career /profession, 14.20% women teachers disagreed. 55.80% women teachers thought work-life balance affects women's career to some extent. Thus, from the

above analysis, it is found, that majority of women teachers thought work-life balance affects women's career/profession up to some extent.

21.20% women teachers agreed socio-cultural factors affect woman's career or profession, 28.20% of the women teachers revealed socio-cultural factors do not affect women's career/profession and 50.60% of women teacher's revealed, socio-cultural factors affect women's career to some extent. Thus, from the above analysis, it is found, that the majority of women teachers thought socio-cultural factors affect women's careers/professions up to some extent. 49.20 % women teachers agreed responsibilities of motherhood affect a woman's career /profession, 8.80% women teachers disagreed 42.00% women teachers thought responsibilities of motherhood affects women's career to some extent. Thus, from the above analysis, it is found, that the majority of women teachers thought the responsibilities of motherhood affect women's careers/professions.

15.80% of women teachers agreed lack of educational opportunities affects women's careers/professions, 46.20 % women teachers disagreed and 38.00 %women teachers revealed, lack of educational opportunities affect women's careers/professions to some extent. Thus, from the analysis, it is found that the majority of women teachers believed lack of educational opportunities was not a significant factor affecting women's career/profession.

35.40 % women teachers' revealed familial responsibility is a factor that affects women's careers/professions, 11.00 % women teachers disagreed, 53.60 % women teachers revelled familial responsibilities of women affects the career /profession of women to some extent. Thus, from the above analysis, it is understood that the majority of women teachers thought familial responsibilities was to some extent responsible for affecting women's career/profession.

24.40% of women teachers agreed that lack of flexibility in the organization was a factor affecting the career/profession of women, 28.80% disagreed and 47.40% women teachers thought lack of flexibility in the organization can affect the career/profession of women to some extent. Thus, from the analysis, it is found the

majority of women teachers thought lack of flexibility in the organization affected women's careers/professions to some extent.

18.20% women teachers agreed that unsupportive work culture in the organization affects women's career /profession, 41.80% disagreed and 40.40% of women teachers thought unsupportive work culture in the organization affects women's career or profession to some extent. Thus, from the above analysis, it is found that the majority of women teachers thought unsupportive work culture in the organization affects women's careers to a certain extent.

14.80% women teachers agreed that unequal distribution of opportunities affects women's in their careers/professions, 44.80% disagreed and 40.40% women teachers' revealed unequal distribution of educational opportunities affects women's career/professions to a certain extent. Thus, from the above analysis, it is found majority of women teachers disagreed on unequal distribution of educational opportunities greatly affects the career/profession of women.

5.3.2. Findings on how age of Women Teachers influences their Career and Goals as per Women Teachers are as follows-

As women age, increasing family responsibilities often lead to career stagnation and limited mobility. Care giving duties result in shifting priorities, frequently at the expense of career advancement. Married women often find it challenging to pursue higher education, whereas younger, unmarried women have greater opportunities to enhance their qualifications.

Professionally, gaining experience allows women to engage actively in academic activities, enhancing their teaching skills, expanding their knowledge through exposure, and facilitating better decision-making. With age, women teachers tend to establish greater stability within their institutions.

Many institutions prefer hiring unmarried women teachers, as they typically lack familial obligations and can devote themselves fully to their professional responsibilities.

Findings on whether women teacher hold administrative positions shows 13.20% of women reported of holding administrative/managerial positions, while 86.80% reported of not holding any administrative/managerial positions. Thus, as per the women's report majority of women did not hold any administrative or managerial roles despite women out numbering males in teaching.

Whether women are good in administration shows that, 87.40% agreed women are good administrators, Based on the findings of the study, it is understood that women are considered efficient administrators, as the majority of women teachers viewed women as good administrators.

Findings on whether there is sanctioned post for women to hold administration in government and private colleges shows, majority 41(62.12%) from government colleges revealed that there is no sanctioned post for women to hold administrative positions and 250 (57.60%) from private colleges revealed there is no sanctioned post for women to hold administration. Overall 291(58.20%) women teachers revealed that there is no sanctioned post for women to hold administration. Therefore, from the above findings, it is understood that there is no sanctioned post for women to hold administration in most of the colleges.

5.4. The following are the findings related to Objective No. IV

Findings on the women participants working in various colleges under the different management types. The study found 66(13.20%) women teachers are working in government colleges within the four selected districts of Nagaland and 434(86.80%) women teachers are working in private colleges affiliated to Nagaland University. Findings indicate the existence of a greater number of private colleges in the four sample districts in Nagaland.

Findings on whether government colleges have a developed infrastructure majority 258 (51.60%) women teachers disagreed. Thus, from the findings, it can be assumed that government colleges do not have developed infrastructure as per the women respondents.

Findings on whether women teachers are satisfied with their salary shows majority 47(71.21%) government women teachers were satisfied with the salary they received according to the time they committed and majority of private teachers 226 (52.07%) women teachers were dissatisfied with the salary they received. Overall findings indicates that most women teachers 237(47.40%) were discontented with the salary and time they dedicated.

Findings on whether teaching helps in personal growth shows 380 (76.00%) women teachers agreed teaching helps in personal growth, Thus, from the findings, it is understood that most women teachers agreed teaching helps in their personal growth. Findings on whether day-care facilities for children will help working mothers' shows 36 (54.54%) women teachers from government colleges agreed and 243 (55.99%) women teachers from private colleges agreed that day-care facilities would help working mothers. Thus, findings show that majority 279 (55.80%) women teachers agreed that day care facilities would help working mothers.

5.4.1. Findings on the types of facilities provided by the colleges for teachers

56.60% women teachers agreed that there is adequate office space in their college, 44.80% agreed of having modern classroom facilities, 66.20% women teachers accepted of having library and research resources whereas, only 39.40% agreed of having IT infrastructure in their colleges, 71.60% women teachers agreed of having WI-FI in their colleges, 72.80% agreed of having gender based toilets, 67.80% women teacher agreed of having conference rooms, 23.00% agreed of having health and wellness facilities, 68.20% agreed of having parking facilities, 54.80% agreed that they are entitled study leave, 31.40% acknowledged of having job security, 31.00% acknowledged of having academic freedom, 44.60% agreed they go for tours and excursions while a mere 19.20% acknowledged of getting up gradations or promotions, 54.00% agreed that there is proper leave policies, a mere 9.80% agreed that there is adequate funds in college, 50.80% accepted that there is research opportunities, 25.60% women teachers agreed that they have medical facilities for teachers in their colleges.

Findings on whether there is gender budgeting is done in colleges shows majority 56(84.84%) women teachers from government colleges agreed that gender budgeting

is done in their college and 385(88.70%) from private college agreed that there is gender budgeting in their college. Based on the above findings, it can be concluded that most colleges do not implement gender budgeting as revealed by 441(88.2%) women teachers.

Findings on the facilities provided by government and private college shows 28(42.42%) government and 398 (91.70%) agreed that college has canteen, majority of women teachers 48 (72.72%) from government and 228 (52.53%) from private colleges revealed that there is no locker facilities for teachers in their college and majority 43(65.15%) from government and 395(91.01%) from private college acknowledged of having sufficient chairs and tables. Overall findings reveal majority of colleges has canteen and sufficient chairs and tables, but most colleges do not have locker facilities for women to keep their personal belongings.

Findings on whether college needs infrastructural development shows majority of women teachers 59 (89.39%) from government colleges and majority from private college 311(71.65%) revealed that college needs infrastructural development. Findings show overall 370 (74.00%) agreed the need of infrastructural development in their college. Thus, it understood that most of the colleges needed infrastructural development.

5.4.2. Infrastructural development is required in the following areas, as per Women Teachers

Most women teachers expressed the urgent need to improve and upgrade the college library facilities. Expansion of classrooms with integrated ICT (Information and Communication Technology) facilities was seen as a major prerequisite across many colleges. Some colleges lacked gender based restrooms for male and female staff, highlighting the need for gender-sensitive sanitation facilities. The need to develop and modernize college buildings was extensively emphasized by women teachers. Adequate office space for faculty and administrative work was pointed out by some respondents as an urgent requirement. The establishment of dedicated departmental rooms and conference halls was considered an imperative infrastructural requirement. A significant number of colleges lacked smart classrooms, making their

introduction a critical demand was stated by most women teachers. Women teachers recommended the provision of lockers in common rooms for personal storage.

The availability of first-aid rooms or sick bays was viewed as essential in all colleges. There is a growing need for day-care centres to support young working mothers was stated by most women teachers. Additional desks and benches are necessary to accommodate the increasing number of students. Most colleges were found to be deficient in recreational zones and sufficient parking spaces was also highlighted by women teachers. Improvement of the access roads leading to college campuses was considered essential was stated by few teachers. Wider classrooms with adequate ventilation and fans were requested to improve the learning environment was recommended by women teachers. Colleges offering science programs emphasized the need for advanced laboratories equipped with modern tools and technology. Transitioning from traditional chalkboards to whiteboards was seen as a priority for enhancing teaching quality in some colleges. The implementation of proper waste disposal systems was also highlighted. Functional washbasins and access to safe drinking water were identified as critical requirements. Ensuring uninterrupted electricity supply and reliable Wi-Fi services was a common demand. The establishment of wellness centres with gym or yoga facilities was proposed to promote health and fitness among staff and students.

Findings on whether adequate infrastructural development will help to retain teachers, especially women shows that 203 (40.60%) women teachers agreed to adequate infrastructural development will help to retain teachers, and 245 (49.00%) women teachers thought adequate infrastructural development will help to retain teachers, especially women to some extent. Based on the above analysis, it is understood that adequate infrastructural development would help to retain women teachers to some extent.

Findings on whether college has internal complaints committee shows 28(42.42%) government women teachers agreed college has Internal Complaints Committee, (ICC) and 206 (47.46%) private women teachers agreed. Thus, from the above analysis, it is understood the majority of colleges 234(46.80%) has an Internal Complaints Committee (ICC)

5.4.3. Findings on whether College helps Women Teachers for their Professional Development

Responses from college Principals, Administrators and Deans

The following are the responses by Principals, Administrators and Deans on how college helps Teachers for their professional development

Study leave with pay is granted to all teachers for a specified period.

Flexibility is provided for teachers pursuing professional development opportunities.

Women teachers can avail unpaid study leave but, with assured job security.

Teachers are supported to attend refresher courses along with professional development programs with paid leave and travel allowances.

Faculty are encouraged and supported in publishing research papers.

The college organizes Faculty Development Programs, seminars, and workshops once every semester.

Academic achievements of teachers are regularly acknowledged and highlighted.

Teachers are empowered to address discrimination, build confidence, and focus on their areas of interest.

Assistance is provided to faculty members for publishing their work.

Salary increments and other incentives are introduced to motivate and encourage teachers.

Teachers with a minimum of five years of service are entitled for one year paid study leave, with the condition that they continue serving the institution for a specified period after completing their studies.

Findings on whether college has anti-sexual harassment cells shows 49 (74.24%) government women teachers accepted that their college has anti-sexual harassment cells and 296 (68.20%) women teachers from private college agreed of having Anti-Sexual Harassment Cell in their college. Thus, from the findings, it is evident that most college has an Anti-Sexual Harassment Cell.

5.4.4. Findings on how college helps teachers with further studies are

Study leave is granted to teachers intending to pursue higher education. Study leave is often unpaid but comes with job security. Permanent teachers may be offered study leave with half pay.

In some cases, permanent teachers receive full pay during study leave for a specified duration, with the agreement that they will continue to serve the institution for a specified period subsequently. Government institutions typically provide up to three years of study leave with full salary.

In summary, it is noted that institutions have different policies on study leave, with the majority of private colleges providing unpaid study leave for a limited duration. Findings on whether college encourages teachers to publish papers shows majority of government 60 (90.90%) women teachers agreed that their college encourages them to publish papers and 372 (85.71%) women teachers from private teachers revealed that their college encourages publishing papers. Based on the findings, it is understood most of the college encourages teachers to publish papers, but sadly, very few teachers were found to have published articles.

Findings on the number of articles published shows 41(62.12%) from government college and 339 (78.11%) from private college had not published a single article. Overall, 380 (76.00%) women teachers did not publish a single paper/article. Thus, from the findings, it is understood that most of the women teachers did not publish a single paper/article.

Findings on colleges encourages teachers to take up research shows that 62 (93.93%) women teachers from government college agreed that their college encourages them to take up research and 388(89.40%) women teachers from private college revealed they are encouraged to take up research. Thus, from the findings, it is understood that most colleges encouraged their teachers to undertake research studies.

5.4.5. Findings on comparison between government and private colleges in terms of facilities and welfare policies

Only 3.03% government and 16.82% private women teachers agreed of getting child care leave. Thus, it can be understood that there is no child care leave in most college.86.36% from government and 82.02% private colleges agreed of getting maternity leave. Thus, most colleges provide maternity leave to mothers. It may be noted that few private college provides maternity leave but teachers are not paid during leave and maternity leave is not uniform in private colleges.13.63%

government and 28.34% private teachers acknowledged of having residential quarter facilities. Thus, it is understood that majority of colleges do have residential quarters for teachers. Only 12.12% government and 29.95% private teachers agreed to have bus facilities for teachers. Thus, it is understood that majority of colleges do have bus service for teachers. 9.09% government and 47.23% private colleges acknowledged of having EPF facilities. It may be noted that government teachers have other facilities such as GPF/NPF. Thus findings shows that most colleges do not have EPF (Employers Provident Fund) for teachers. 62.12% government teachers agreed of having retirement benefits and only 14.97% private women teachers agreed of having retirement benefits. Thus, findings reveals majority of private college teachers do not get retirement benefits. 66.66% government and 62.44% private teachers acknowledged of getting medical leave. Thus findings reveal most teachers get medical leave. It may be noted that in most of the private colleges, medical leave is unpaid leave.

5.5. The following are the findings related to Objective No. V

Findings on the status of employment shows, 67.80% women teachers' appointments were permanent, 17.20% women teachers were under the category of temporary appointment, 0.6% women teachers were on contract basis, 9.60% women teachers are on an ad hoc appointment and only 4.80% of the respondents were on other category such as substitute for teachers on study/maternity/medical leave. This shows that most of the women teachers' are permanently appointed.

Findings on whether there is difference in treatment between male and female teachers shows 57(86.36%) women teachers from government and 379(87.32%) private women teachers revealed that there is no difference in treatment between male/female teachers. Overall findings show 436 (87.20%) revealed that there is no difference in treatment. Thus, it can be concluded there was no difference in treatment between male and female teachers from the college authority in both types of management.

Findings on whether salary is as per UGC norms shows 44(66.66%) government women teachers revealed that they are paid as per UGC scale and majority of private teachers 286 (65.89%) revealed of not paid as per UGC scale. Overall findings show

305 (61.00%) revealed of not paid as per UGC. Findings reveal teachers are not compensated as per UGC standards and majority of teachers are from private colleges. It may be noted that government teachers on contract appointment get a fixed pay.

5.5.1. Findings on reasons stated by women teachers for not getting paid as per UGC norms are

Private colleges in Nagaland have diverse salary structures, with many offering compensation significantly lower than the UGC scale. This is primarily because they are often church-run and self-funded institutions, which face challenges such as insufficient funds and low student enrolment. Although some colleges do have funds, they are reluctant to allocate them towards teacher salaries. Moreover, these colleges operate as ownership-run entities, resulting in lower pay, despite UGC qualifications being mandatory for teachers.

Government teachers on contractual appointment are not paid as per UGC scale, but have a fixed pay.

Teachers are encouraged to boost student enrolment to potentially secure salary increments. However, bargaining skills can influence salary levels, with teachers who negotiate well receiving higher pay compared to others with similar qualifications. When teachers switch to new colleges, their prior teaching experiences are not recognized, and they often have to start at an entry-level position, without the benefits associated with their previous roles. Furthermore, there are cases where colleges do not deliver the salary or benefits they were initially promised during the recruitment process.

In conclusion, the findings reveal that teachers across various private colleges face significant salary disparities, with institutional managements citing different reasons for this. Many private colleges are unwilling to provide satisfactory reimbursement to their teaching staff, even when funds are accessible.

Findings on whether recruitment process is fair and unbiased shows 41(62.12%) government women teachers and 313 (72.11%) private women teachers

acknowledged to recruitment as fair and unbiased. Overall findings reveal that majority of women teachers believed recruitment is fair and bias.

Whether there is Policy/Funding for women teachers reveals majority 57 (86.36%) government and 291(67.05%) private women teachers revealed that there is no policy/funds especially for women teachers. Overall findings reveal 348(69.60%) women teachers revealed of not having any such policies for women teachers.

Whether college organises faculty development programs (FDP) shows 37 (56.06%) government and 243(55.99%) private women teachers accepted that college organizes FDP. Overall findings reveal 280(56.00%) women teachers agreed their college organizes FDP. Thus, it is understood that college organizes FDP.

Whether college supports Professional Development Course (PDC) for in -service teachers reveal that 43(65.15%) government and 218(50.23%) private college teachers acknowledged their college supports in-service teachers to undertake PDC. Overall findings reveal 261(52.20%) acknowledged college supports in-service teachers for professional development course.

Findings reveal majority 45(68.18%) government and 300(69.12%) private women teachers acknowledged that gender budgeting would help women in achieving academic goal to some extent. Overall findings shows 345(69.00%)acknowledged gender budgeting would help women to achieve academic goals to a certain extent.

5.5.2. Findings on how gender budgeting would help women teachers as responded by women teachers

Gender budgeting can provide financial support to women teachers, enabling them to advance their academic qualifications.

It can also boost their confidence, improve self-esteem, and enhance their contributions to the institution.

Additionally, gender budgeting can help women teachers address their unique needs and priorities, as well as overcome barriers and challenges they face.

It can assist women in meeting certain essential needs within the institution.

5.5.3. Findings on best practices college follow to promote Gender Equity as per the response given by Women Teachers

The following are the best practices followed in the colleges as per Women Teachers: The college conducts seminars and workshops focused on gender sensitization and gender equity as part of its best practices to promote gender balance. Separate clubs for women are established, and various programs are organized to highlight job opportunities for women. The college encourages participation from all genders in activities based on their interests and preferences. Equal treatment and opportunities for both genders are ensured in education and other activities. Decisions are made collectively and without bias.

Women, including both teachers and students, are given leadership roles, and an equal platform is provided for all genders. The college maintains a policy of equal pay for equal work. The Head of the Department (Ho D) position is assigned for a two-year term, regardless of gender, and promotions and salary increments are based on capability rather than gender. Female teachers are motivated to take on administrative roles and responsibilities. Both girls and boys are given equal opportunities for participation in college elections, training activities, etc., with an equal number of seats available for each gender. Female students are encouraged to engage in women empowerment programs, and specific cells are in place to address women's grievances. Appointments are made based on qualifications, not gender, and childcare or day-care facilities are provided.

The study indicates that most colleges implement seminars and other programs, such as workshops, to foster gender neutrality. Most women teachers noted both genders are treated equally and, as such, there are no specialized programs for women since equality is emphasized for all.

Findings on whether feels like resigning shows 51(77.27%) government and 201(46.31%) private women teachers revealed that they do not feel like resigning due to lack of personal time. Overall findings show 252(50.40%) women teachers acknowledged that they do not feel like quitting. Therefore, the analysis indicates that the majority of the women teachers do not consider resigning from their present profession and they were contented.

Finding on whether work isolate women teachers shows, 28(42.42%) government women teachers 218(50.23%) private teachers revealed that work isolates them from family and friends sometimes. Overall analysis shows 246(49.20%) women teachers revealed that work does isolate them sometimes. Therefore, findings reveal that most of the women teachers thought work isolated them from family and friends sometimes.

Findings on whether work-life balance of teacher impacts job satisfaction shows 46(69.69%) government and 299(68.89%) private college respondents agreed that a teacher's work-life balance considerably impacts their job satisfaction. Overall findings indicate 345(69.00%) acknowledged teacher's work-life balance impacts their job satisfaction. Therefore, the analysis indicates that most of the women teachers believe work-life balance plays a significant role in influencing job satisfaction of women.

Findings on whether teaching is the best profession shows, majority of women teachers 24 (33.66%) government and 179 (41.24%) private women teachers disagreed to teaching as the best profession for women. Overall analysis shows 203(40.60%) women teachers disagreed to teaching as the best profession for women. Thus, from the above analysis, it is found that most women teachers thought that teaching was not the best profession for women.

5.5.4. Findings on teaching is the best profession for women because of the following reasons according to Women Teachers

Women believe that teaching aligns naturally with qualities like patience, tenderness, love, care, and creativity, often considering women as born educators, making teaching an ideal profession for them.

Teaching offers time flexibility, including summer, winter, and semester breaks, allowing women to balance personal development and family responsibilities effectively.

Women are seen as understanding children's psychology better, as they inherently possess qualities suited for nurturing and guiding young minds.

Teaching provides an opportunity for women to gain and share knowledge while making meaningful contributions to society.

The empathetic nature of women makes them well-suited for teaching roles.

Teaching is a respected profession that not only promotes learning and knowledge sharing but also provides financial stability for women.

Ultimately, any profession is ideal as long as it brings enjoyment and job satisfaction, which remains the key determinant.

5.5.5. Findings on Teaching is not the best profession because of the following reasons as per Women Teachers

Not all women find teaching to be an enjoyable profession. Teaching is influenced by personal aptitude and interest rather than gender. Women can excel in a variety of other careers as well. The profession can be highly stressful and time-consuming, with responsibilities that extend beyond classroom hours and require significant preparation. This can be particularly challenging for married women. In private colleges, the requirement for teachers to stand for long periods can be especially difficult for women over 40, who may experience physical health issues such as back and knee pain.

The implementation of NEP 2020 has also increased the workload for teachers, and in private colleges, this policy is often enforced without corresponding salary adjustments, which can make teaching less attractive for women. The study found that opinions were nearly split on whether teaching is the most suitable profession for women. The conclusion is that any profession can be fulfilling as long as it brings personal satisfaction, with job satisfaction being the most crucial factor.

5.6. Following are the findings related to Objective VI

5.6.1. Findings on the types of problems faced /facing by women teachers in different areas

Shows most of the women teachers accepted that they did not face any problems related to the following

The majority of women teachers revealed that they did not encounter problems related to excessive workload, leave, professional development opportunities,

transportation, staffroom facilities, recreational provisions, electricity, washrooms, water supply, health and domestic responsibilities, gender-related concerns, societal recognition and respect, involvement in decision-making, management practices, co-worker relationships, use of ICT, or curriculum transaction. Therefore, it can be incidental that most teachers believed they had not faced challenges in any of these areas.

Findings on Whether there is problems related to co-curricular activities shows that 21.40% women teachers agreed of facing issues connected to co-curricular activities, while 78.60% women teachers revealed they did not. Therefore, the study indicates that the majority of women teachers did not encounter issues related to co-curricular activities

Findings on whether teacher's job satisfaction is important for college shows that majority 471(94.20%) women teachers agreed teachers' job satisfaction is important for the college, Thus, from the findings, it is understood that most women teachers considered, teachers' job satisfaction important for the college.

Findings on whether non-performing teachers are penalized shows majority 288(57.60%) women teachers disagreed. Thus, from the findings, it is understood that most of the women teachers thought non-performing teachers were not penalised.

5.6.2. Findings on action taken against the Non-Performing Teachers (defaulters) as per the responses of Women Teachers

The following are the responses given by Women Teachers

The college Principal contacts the teachers personally, discusses their problems gives suggestions and advices them to perform well. If they still do not perform well, they are called for an explanation and asked to perform better in the following days. If they still do not perform, their salary is deducted sometimes as a punishment, followed by a stop in increment, if they do not perform satisfactorily even after asked to perform better.

In some cases, they may be asked to even resign after a specific period if they fail to put into practice the suggestions. Thus, it is found that the college or the institution gives enough space/scope for the teachers to improve their performance and do well. Findings on whether there is pressure of syllabus completion on time shows majority 212 (42.40%) revealed that they do felt this pressure sometimes. Therefore, the findings indicate that the majority of women teachers believed they experienced pressure of syllabus completion on time.

Findings on work-life balance in women teachers' shows, majority 245 (49.00%) women teachers revealed that they found difficulty to some extent in managing both. Thus, from the findings, it is understood that most women teachers found difficulties in balancing home and work to some extent.

Findings on whether students' attitude differs towards male/female teachers shows majority 421(84.20%) women teachers revealed that students' attitudes did not differ towards male/female teachers. Thus, findings show, that most of the women teachers thought students' attitudes towards male/female teachers did not differ much.

5.6.3. Findings on the reasons how students' attitudes differ towards Male/Female Teachers as per the response of Women Teachers

The reasons given by Women Teachers on how students' attitude differs towards male and female teachers are cited as Students tend to feel more at ease and open with their teachers; female students are often more comfortable sharing issues with female teachers. In contrast, students generally exhibit greater obedience toward male teachers. While it cannot be universally applied, some boys may display a stubborn attitude toward female teachers or peers of the same gender; this behaviour is usually specific to individual students and not necessarily tied to gender. Moreover, some students may become more playful or boastful with female teachers and at times, exhibit stubbornness. Students often take male teachers more seriously than female teachers. Overall, a student's attitude toward teachers can vary based on the teacher's approach rather than their gender.

The analysis indicates that students may be more playful and friendly with female teachers, while interactions with male teachers may not reflect the same level of

friendliness. However, students' attitudes towards teachers are more influenced by the teacher's methods and behaviour than by gender.

Findings on whether male colleagues and supervisors supported women teachers in promoting gender equality shows majority, 361 (72.20%) women teachers revelled male colleagues and supervisors supported women in promoting gender equity in their college. Thus, from the findings, it is evident that most women teachers approved male colleagues and supervisors supported women in promoting gender equity.

Findings on whether NEP 2020 will succeed in bringing gender equity in teacher's recruitment shows majority, 373 (74.60%) women teachers disagreed. Thus, from the findings, it is understood that most women teachers believed that NEP 2020 would successfully bring gender equity in recruiting teachers to some extent.

5.6.4. Findings on reasons given by Women Teachers as to how/why NEP 2020 would be able to bring Gender Equity in Recruiting Teachers

Continuous monitoring by the administration or higher authorities on progress and functioning can help achieve a certain level of gender equity in recruitment.

Teamwork and regular tracking of the implementation and progress of the policies can further support this goal.

It is still too early to determine whether NEP 2020 will successfully promote gender equity in teacher recruitment.

5.6.5. Findings on the response given by Principals, Deans and Administrators on how College helps Women Teachers to balance their Personal and Professional Lives

Women teachers with infants are granted some flexibility within reasonable boundaries.

College timetable is adjusted to accommodate the needs of young mothers.

Teachers are granted complete access to opportunities for professional growth.

Teachers who approach college authorities with concerns are considered and assisted based on the specifics of their situation.

For professional development, teachers are granted six months of study leave and are allowed to rejoin the institution upon completing their studies.

Modifications to the dress code are occasionally made to maintain respectability.

Teachers with genuine personal issues may be granted a semester break. If the break exceeds one month, they are permitted to rejoin after the semester ends.

The study reveals that most women teachers do not raise personal concerns due to the manageable five-hour workday. However, when issues are brought forward, the college provides support tailored to the situation, ensuring flexibility and consideration.

5.6.6. Findings on the Response given by the Principals, Deans, and Administrators on how the College helps Women Teachers deal with Psycho-Social Problems

Although no such cases have arisen so far, a counselor is available to address them if needed.

The grievance redressal cell is responsible for handling such matters.

A female counselor is available to assist everyone, regardless of gender.

Every Thursday, students and teachers, irrespective of gender, is given the opportunity to meet the counselor to discuss their concerns.

5.6.7. Findings on the response given by the Principals, Deans and Administrators on some of the best practices the college follows to address Physical Health Challenges faced by Women Teachers

In an effort to minimize health hazards associated with traditional teaching methods, colleges have transitioned from chalkboards to whiteboards, creating a safer and more comfortable teaching environment. Teachers are supported through comprehensive health measures which include medical and health insurance coverage. Teachers are entitled to a special paid medical leave of up to ten days annually. If necessary, additional medical leave can be availed beyond this limit, though it is without pay.

To further promote the well-being of faculty members, colleges frequently invite resource persons to conduct seminars and orientation programs focusing on gender-specific health issues. There is also a dedicated medical fund system in place,

allowing teachers to access financial assistance for medical needs with the option of later reimbursement.

Infrastructure to support the health and mobility of staff includes an elevator for those with physical ailments and a designated sick room for immediate care. An ambulance service is also available to handle emergencies efficiently. Additionally, teachers may make use of earned leave as needed, offering flexibility in times of personal or health-related concerns.

To encourage physical fitness and mental well-being, the colleges provide Zumba sessions and gym facilities at no cost to teachers. Life insurance coverage is also extended to faculty members, offering an added layer of financial security.

Thus, it is understood that the college prioritizes the health and well-being of its teachers by transitioning from chalkboards to whiteboards to reduce health risks. It offers comprehensive medical and life insurance, along with paid special leave of up to ten days, with unpaid leave available beyond that period. Additional support includes a sick room with 24/7 ambulance service, an elevator for teachers with health issues, and access to free Zumba and gym facilities. Seminars and orientations by resource persons address gender-specific health concerns, while college funds are available for health-related needs, to be reimbursed later. Teachers also benefit from earned leave options.

The college's focus on health initiatives and supportive measures creates a conducive environment for teachers' physical and mental well-being, promoting a balanced professional and personal life.

5.7. The following are the findings related to Objective No. VII

Findings on whether there is job security in the colleges, shows majority 221(44.20%) women teachers thought they had job security to some extent. Thus, from the above analysis, it is found most of the women teachers agreed they had job security to certain extent.

5.7.1. Findings on the initiatives taken by the College /Management for the welfare of Women Teachers as responded by College Principals

Women teachers who are mothers are entitled flexible working hours through class adjustments, teachers residing far from the institution are provided with accommodation.

A women's grievance redressal mechanism is in place, adhering to university directives, to address and resolve issues related to women.

The college ensures a safe and secure working environment for women.

Maternity benefits are provided, including paid maternity leave for the first two children.

Special accommodations are made for nursing mothers, such as adjusted schedules and access to a crèche facility.

Extensions of medical or post-maternity leave are available, with unpaid leave options if needed.

Staff welfare facilities are provided to all teachers, regardless of gender.

Women teachers lead programs focused on gender equity and prevention of sexual harassment.

Women are encouraged to engage in research activities and professional development opportunities without restrictions.

Separate restrooms are provided for women, accompanied by a sanitary pad vending machine.

Babysitting provisions are offered based on specific requirements.

Non-teaching Saturdays are generally kept disturbance-free for women, particularly mothers.

Rest facilities are entitled for women employees.

The HR department organizes seminars and programs on gender sensitization.

The institution prioritizes employing women in teaching roles.

Not exclusively focused on women.

Both genders are treated with fairness, respect, and equal consideration.

Equal opportunities and initiatives are provided to all.

5.7.2. Findings based on responses from Administrators and Deans on the initiatives taken by the college stakeholders for the welfare of women teachers

Paid maternity leave is provided to women with flexible working hours post maternity.

A dedicated sexual harassment cell addresses complaints.

Women are entitled to two additional leave days, which is not applicable to men.

Sanitary napkins are provided to female students and teachers.

Both genders are treated equally and uniform facilities are provided to everyone, with the exception of maternity leave.

5.7.3 Findings on whether college helps women teachers for their Professional Development as per the college Principals, Administrators and Deans

Study leave with pay is granted to all teachers for a specified period.

Flexibility is provided for teachers pursuing professional development opportunities.

Teachers can avail unpaid study leave but, with assured job security.

Teachers are supported to attend refresher courses along with professional development programs with paid leave and travel allowances.

Faculties are encouraged and supported in publishing research papers.

The college organizes Faculty Development Programs, seminars, and workshops once every semester.

Academic achievements of teachers are regularly acknowledged and highlighted.

Teachers are empowered to address discrimination, build confidence, and focus on their areas of interest.

Assistance is provided to faculty members for publishing their work.

Salary increments and other incentives are introduced to motivate and encourage teachers.

Teachers with a minimum of five years of service are entitled for one year paid study leave, with the condition that they continue serving the institution for a specified period after completing their studies.

5.7.4 Findings on whether college provides the following facilities for mothers (Leave, feeding rooms, crèche, and flexibility in working hours)

Responses from the college Principals, Administrators and Deans

Maternity leave with salary is provided for varying durations which ranges from one month, 35 days, 1.5 months, two months, three months, to six months which depends on the college. There is also a provision for extended unpaid maternity leave which is granted as per individual needs.

Nursing rooms and crèche facilities are currently available in only two colleges: one in Dimapur and another in Kohima.

Although teachers are allowed to bring their children to work, none have chosen to do so far. Workplace flexibility is granted only during emergencies. Additionally, mothers are allowed to leave early during the first three months after returning from maternity leave was also cited.

5.7.5. Findings on whether the college provides the following Infrastructural Facilities for Women Teachers as per the responses from the college Principals, Administrators and Deans

A separate common room is provided.

Dedicated washrooms are available.

Sanitary pad dispensers and disposal machines are installed.

Elevators are accessible to everyone, offering particular convenience for pregnant women. (Only one college)

A small pantry is available for shared use.

An infirmary equipped with basic medicines is available for emergencies.

Individual chambers are allocated for each teacher.

5.7.6. Findings on the best practices the college follows for the welfare of women teachers as per the college Principals, Administrators and Deans

College covers expenses for professional development initiatives.

Responsibilities within the college are distributed without any gender discrimination.

The college extends support to teachers during times of need.

Women teachers are encouraged to wear their traditional attire during college functions to celebrate their identity.

Flexibility is provided to nursing mothers to accommodate their needs.

Provisions are available for extended leave post-delivery.

Women teachers are actively encouraged to engage in research, participate in faculty development programs, attend refresher courses, and publish academic papers.

Women are offered greater opportunities to assume leadership roles.

Findings on whether women teachers have provision for maternity leave shows that 82.60% women teachers agreed that they have the provision of maternity leave and only 17.40% women teachers disagreed on having the provision of maternity leave. Thus, from the above analysis, it is understood that the majority of the colleges have the provision of maternity leave.

5.7.7. Findings on the duration in Months /Days of Maternity leave Granted as Revealed by Women Teachers

Permanent faculty members in government colleges are entitled to six months paid maternity leave for up to two children. Contractual or ad hoc teachers in government colleges receive three months paid maternity leave. In private colleges, only a few colleges provide three months paid maternity leave for permanent staffs. Some private colleges offer two months paid maternity leave, while others provide 45 days paid leave. Additionally, there are also colleges that offer 35 days paid maternity leave, and few colleges do not provide any paid maternity leave, offering only leave without pay as maternity leave.

Findings on whether maternity leave is paid /unpaid shows majority 373(74.60%) women teachers agreed that there is a provision for paid maternity leave in their college and 25.40% women teachers disagreed. Thus, from the findings, it is understood that most of the colleges have the provision of paid maternity leave.

Findings on whether there is a provision of reimbursement of unused leave shows majority, 263(52.60%) disagreed. Thus, from the findings, it is understood that there are no leave reimbursements for unused leave in most colleges.

5.7.8 Findings on the suggestions given by women teachers for enhancing the status of Women College Teachers in Nagaland

The study underscores the urgent need for substantial reforms to enhance the status of women teachers. Key recommendations include:

Increase women's representation in leadership positions within colleges.

Provide opportunities for women to enhance their professional skills.

Foster a supportive and inclusive work environment.

The Department of Higher Education can establish a uniform pay scale, maternity leave policies, and other benefits for private colleges.

Ensure mandatory day-care facilities in colleges with proper amenities and flexible policies to support young mothers, enabling them to balance work and family responsibilities.

Encourage women to hold administrative positions and pursue higher education.

Create more platforms for women to participate in decision-making and hold positions on college governing bodies.

To address the lack of respect for the teaching profession, appoint female representatives or mentors who advocate for their peers, collaborate with college management, and work towards effective solutions.

Provide professional workplaces and opportunities for development tailored to women teachers.

Allocate time for physical and mental health relaxation for staff.

Ensure sufficient and uniform maternity leave, with added flexibility to prevent career interruptions for young mothers.

Offer transportation and residential facilities to support women teachers.

Implement gender budgeting and monitoring to address systemic challenges.

Establish separate restrooms and common rooms for women in colleges.

Increase women's representation in administrative positions by reserving specific posts for them.

Encourage equal participation of women in higher administrative roles to break through existing professional barriers.

Standardize salaries, leave policies, and promotions across all private colleges under Nagaland University to eliminate discrimination.

Raise awareness among women about their rights and opportunities to counter discrimination.

Develop more women's colleges with comprehensive facilities, including extracurricular and ability enhancement programs, to empower women.

Conduct faculty development programs, training sessions, and workshops to uplift women educators in newer colleges.

Ensure satisfactory salaries and provide paid study leaves in private institutions to encourage professional growth.

Facilitate pre-service and in-service training programs for skill enhancement.

Create administrative opportunities for women and organize mentorship programs for their professional development.

Promote a cultural shift towards equality based on abilities, skills, and potential rather than traditional gender norms.

The study highlights the necessity for significant changes in numerous areas to improve the status of women teachers. Key measures include standardizing maternity leave, fostering inclusive work environments, implementing mentoring programs, establishing daycare facilities, organizing workshops, and addressing salary and promotion disparities. With these reforms, the status of women teachers can be significantly elevated, fostering their contributions to education and society.

5.8. The following are the findings related to Objective No. VIII

5.8.1. Findings on the suggested measures for resolving the problems faced by women college teachers as per Principals, Administrators and Deans responses

Measures suggested by Principals

Encourage women to take up more administrative roles and provide more opportunities.

Provide motivation and leave facilities

Provide loan facilities for educational and professional development and to enable further studies/research etc

Paid study leave to support women in advancing their careers.

Promotions should be merit-based, focusing on capabilities rather than gender.

In private colleges, salaries and career advancements should be improved, elevating teachers.

Maternity leave with full pay should be extended to 3 months in all private colleges.

Colleges should provide nursing rooms for mothers. Mothers should be allowed to bring their infants to work in emergencies.

Separate infant care rooms would significantly assist women teachers, particularly mothers.

Maternity leave policies should be enhanced, and unpaid leave replaced with paid leave where applicable.

Greater flexibility should be offered to working mothers.

Free sanitary napkins should be provided for all women staff.

Women should be encouraged to pursue higher education and leadership roles.

Verbal sexual harassment, even subtle, must be addressed firmly.

Collaboration with National Commission for Women will be able to enhance gender equality initiatives.

Women need to be educated, empowered, and bold enough to challenge stereotypes and patriarchal norms in administration.

A shift in mindset is necessary, as many women, particularly teachers, tend to remain in their comfort zones, avoiding responsibilities or opportunities for growth. Changing this outlook is the key to enhancing their status.

Recognizing outstanding women faculty through awards can encourage and acknowledge their contributions.

Letters of appreciation and recognition for hard work can serve as motivation.

Women's achievements should be prioritized and rewarded with increments.

Women should be supported to take on new challenges and administrative responsibilities.

Women's inclusion in decision-making and college management is crucial, and their ideas and opinions should be valued. Male colleagues should be educated to respect women through soft-skills training. Women should be encouraged to voice their concerns and their input should be taken seriously. Uniform policies on salaries, maternity leave, promotions, and benefits should be implemented across private colleges, with oversight by the Department of Higher Education.

Policies should be transparent, and promotions should consider qualifications, experience, research, and publications. There must be few reserved seats for women in administrative roles would ensure better representation.

Administrators/Deans

Encourage women to step out of their comfort zone

Seek growth opportunities.

Implement a clear promotion structure in private colleges, enabling progression from Assistant Professor to Associate Professor and Professor Roles.

Grant additional leave to women teachers to support their unique needs.

Provide extended deadlines for women teachers to complete official tasks.

Establish nursing rooms in colleges to support mothers.

Introduce daycare facilities, particularly for infants, to assist working mothers.

Allow flexibility in work arrangements for women teachers, particularly pregnant women and mothers, for a specified period.

Standardize maternity leave in private colleges, extending it to six months with full pay.

Permit women to rejoin their roles seamlessly after the conclusion of their maternity leave.

Recognize outstanding women faculty with awards.

Offer appreciation letters to teachers as acknowledgment of their service.

Encourage female teachers to pursue advanced education and qualifications.

Promote research and paper publication among women faculty.

Motivate women to embrace risks and challenges in their professional lives.

Standardize leave policies across private colleges, ensuring uniformity and inclusion of salary.

Address the issue of low salaries in private institutions, ensuring fair pay for all teachers.

Ensure that every college provides health insurance for all teachers, regardless of gender.

5.2. Major Findings and Discussions

5.2.1. Major Findings and Discussions based on objective 1.

1. To find out the ratio of existing male to female teachers based on the type of college Management

The findings on whether there is a greater number of male teachers reveals that 82.20% women teachers were of the opinion that there was a greater number of female teachers. Therefore, the findings suggest that women comprise the majority of the teaching employees in colleges and women outnumber their male counterparts.

Similarly in the study, conducted by, Gandhi & Sen (2021) "Missing women in Indian University leadership: Barriers and Facilitators" Women outnumber men in teaching positions, but in the higher education sector, most women remain confined to middle-ranking roles due to various reasons. This drift suggests not only an increasing presence of women in teaching career but also points to a possible push in gender roles within the educational workspace. Furthermore, the study highlights the active involvement of women in institutional governance which proves women are not just present in the organization but are actively occupied in decision-making processes across various institutions. This level of engagement underscores the developing leadership roles that women are assuming, reflecting a broader progress toward gender inclusivity in educational institutions.

At the state level, data gathered from the Directorate of Higher Education, Nagaland Kohima (2021-2022) and faculty list of private colleges showed that in government undergraduate UG and B. Ed colleges, 36.23% of teachers were male and 63.76% were female. In private UG and B. Ed colleges, the gender distribution was 47.91% male and 52.08% female. The ratio of male to female in government UG and B. Ed (2021-2022) is 1:1.28. The study also found that women teachers are well represented in colleges, and 73.40% of them agreed that women are actively involved in the decision-making process. This participation is largely attributed to the fact that women constitute the majority in many colleges. This proves in both types of management, women outnumbered men in teaching profession.

The study further finds personal factors such as work-life balance and family responsibilities pose challenges for married women causing underrepresentation of women in managerial positions agreed by 46.80% and 42.00% women teachers respectively.

Study conducted by Bakshi (2013) in his study, Problems faced by Married Women Teachers having Multiple Roles. Working women often find themselves juggling with dual ambitions: being the ideal wife and an intelligent mother while excelling in their professional careers. This demanding dual role can drain their energy, leading to health issues such as stress, anxiety, depression, headaches, and frustration. The study echoes factors such as organizational barriers; socio-cultural factors such as

gender biases, cultural norms, non-recognition of women's potential etc. do not have much influence on the underrepresentation of women in managerial positions as socio-cultural factors are not very predominant in the educational institutions in Nagaland. The study revealed women do not disagree to take up administrative positions but circumstances such as dual responsibilities, infrastructure and societal norms compel women not to take up administrative positions.

Whether management involves women teachers in decision making reflects 73.40% women teachers agreed that their college management involves women in decision-making, therefore, it can be concluded that the majority of women teachers agreed that they participate in the decision-making processes of management.

The findings on whether women disagree taking up administrative roles reveals majority of women teachers, 55.20% disagreed with this view. Therefore, the analysis indicates that the majority of women teachers are open to and willing to take up administrative positions in higher education but, there are various personal and structural barriers restricting women and causing underrepresentation of women in managerial roles despite the fact that women are good administrators and are willing to take up administrative roles.

5.2.2. Major Findings and Discussions based on objective II

2. To find the intake of male and female teachers in government and private colleges

The study found in both government and private colleges there is much gender gap between the percentages of male/female teachers within the four sample districts. Woman outnumbered their male counterparts in teaching positions in both types of management, which is a positive indication presenting women's progress in academia. The findings of the study expose some fascinating gender dynamics within educational institutions. This drift suggests an increasing presence of women in teaching career but also points to a possible push in gender roles within the educational workspace.

The study highlights that there are 400 male teachers and 801 female teachers within the four sample colleges. Therefore, the overall male female ratio is 1:2 within the sample colleges. Thus, it is understood that the majority of college teachers are

female in both government and private colleges within the sample districts. Likewise in the study conducted by Kalwant (2010) “Asian Women in Higher Education: Shared Communities” explored the experiences of Asian women in academia. The study exposed there was an increase of women in higher education, which reflect a significant shift in societal attitudes.

Based on the latest data by All India Survey of Higher Education (AISHE) 2021-2022, 56.96% of the total tertiary of 2,370 teachers or Professors was women and 43.03% were males. Thus, out of 2,370 teachers, 1350 were females and 1020 were males. This data shows that women constituted a larger proportion of the teaching staff, at 56.96%, compared to men. The numbers suggest a consistent increase in female participation in higher education faculty over the years.

These figures point to an encouraging tendency in gender equality within Nagaland's higher education sector, with women engrossing on a more important role in the teaching profession. The report also highlighted that there is higher proportion of females at all level of higher education employment except professor and equivalent positions in Nagaland. At the professor level, there are 106 males (65.03%) and 57 females (34.96%) out of 163. On the other hand this trend reverses at the Associate Professor /Reader level with 95 females (56.21%) and 74 males (43.78%) out of 169 and at Assistant Professor/Lecturer level with 1198 females and 840 males. Thus, it is understood that there are more females in the positions of assistant professor but this trend is reversed at the professor level with male outnumbering female.

Within the 38 colleges which formed the sample of the study there were 27 male (71.05%) and 11 female (28.94%) principals. Hence, the data reveals that the majority of principals were male. The study highlights that most of the administrative positions such as Principal 68.40%, Dean, 34.20% and Administrators, 70.60% is lead by men with an exception of 68.80% women holding the positions of Vice-Principal. However, women are well-represented in certain administrative roles. For instance, majority of Vice Principals and, departmental heads were women, reflecting the high proportion of female teachers. On the other hand, men dominated roles such as college Principals, Administrators and Deans, indicates a preference for men in higher administrative positions. While explicit

gender discrimination was not reported, there appears to be an underlying bias favouring men in leadership roles.

The study highlighted notable gender imbalances in administrative positions. Despite the majority of college teachers being women, most of college Principals were men. This disparity is attributed to traditional gender roles, where women often face challenges balancing household responsibilities and administrative duties. In the study conducted by Sil & Lenka (2025) found the underrepresentation of women in leadership in academia is due to social organizational and individual barriers and women are mostly underestimated by support mechanisms.

Overall, the findings highlight the need to address structural and cultural barriers that limit women's representation in senior administrative positions within colleges. Furthermore, the study highlights the active involvement of women in institutional governance which proves women are not just present in the organization, but are actively occupied in decision-making processes across various institutions. This level of engagement underscores the developing leadership roles that women are assuming, reflecting a broader progress toward gender inclusivity in educational institutions. Fascinatingly, the drift appears to start from the very point of entry into the profession. About 53.40% of female teachers indicated that teaching job advertisements are likely to attract more female applicants. This suggests that teaching continues to be viewed as an encouraging career choice for women, possibly due to perceptions of steadiness, compatibility with family responsibilities, or societal expectations.

Data from the secondary source shows that there are 13 general and 2 B.Ed (15)government colleges in Nagaland and 44 general and 7 B.Ed colleges (51) private colleges with a total of 66 colleges.

The study highlights that 83.33% government and 87.32% private women teachers were not holding any administrative positions. Likewise in the study conducted by Sil & Lenka (2025) "Transitioning from Subjectivity to objectivity: empowering women in academic leadership". The study found women face various barriers such as societal, organizational and individual barriers that are often underestimated by

support mechanisms like mentorship and family friendly policies which target individuals rather than the systematic issues. The study suggests that such issues fail to bring long – term change and proposes the integration of AI and machine learning in leadership selection processes to reduce subjective biases alongside innovative approaches like gamification. The study also suggests the institutions and policy makers to develop inclusive and bias-free environment for women in academic leadership.

5.2.3. Major Findings and Discussions based on objective III

3. To bring out and compare the profile of Women College teachers of Nagaland in terms of age, marital status, educational qualification, teaching experience, and management positions held

The study found majority of Women College teachers fall within the age group of 31-40 years, where 46.96% women teachers were from government colleges and 45.39% women teachers were from private colleges within the sample districts. While comparing the marital status of women teachers, 62.12% women teachers from government colleges were married and only 29.49% women teachers were married from private colleges, thus the majority of married women teachers belonged to government colleges. However, it may also be noted that the overall majority of women teachers were unmarried (63.20%).

Likewise, Bakshi (2013) in his study shows the problems faced by married working women which highlights plentiful married women favour to stay single. The study conducted by Singh & Sharma (2020) “Work-life Balance of Married And Unmarried University Teachers of Punjab State” showed, unmarried teachers working in universities maintained a good work-life balance as compared to married ones because married teachers had triple the responsibilities of maintaining their own families, their in-laws and maternal. The study exposed, married women had more commitment towards their families and their personal lives but, there is no difference in their workload, treatment, policies, pay and other benefits. The study highlights that unmarried women can do better on the professional front as they can spend extra working hours. Thus, many women prefer to remain unmarried.

While comparing the educational qualifications of women teachers 63.63% women teachers from government colleges were holding master's degree in arts and 65.84% women teachers from private colleges are holding the same degree as majority of colleges offered arts subjects. 16.66% government and 12.44% private teachers were holding a doctorate degree. This may be because government colleges have proper leave policies and teachers get paid during their studies. However most private colleges do not have a defined leave policy and teachers do not get financial support during study leave.

It may be noted that very few colleges offer science, commerce, social work, and management degrees, thus there are a marginal women holding M.Com, MBA, MSW and M. Sc degrees. The study also found there are lesser women teachers teaching science, commerce and management. Likewise, Buschor, Berweger et al.(2013) in their study, majoring in STEM found students intending to pursue careers in STEM fields exhibited strong persistence. Compared to peers entering social sciences or humanities, it is unspoken that most of the Naga girls/women prefer to study arts subjects. This highlights that women in Nagaland need to be oriented about (STEM) Science, technology, engineering and mathematics, its prospects and future benefits. It is understood that there is a fear psychosis present among the students of Nagaland about mathematics and science which can be overcome by proper guidance and orientation at the grassroots level.

The study found 46.96% women teachers from government colleges and 58.98 % women teachers from private colleges had cleared UGC-NET examination.

An analysis of the data reveals dissimilar patterns in the teaching experience of women college teachers across government and private institutions. Among the respondents from government colleges, the major proportion 25.75% reported having teaching experience between 6 to 10 years. In contrast, a significant majority of women teachers in private colleges (47.69%) had comparatively less experience, with their teaching tenure ranging from 1 to 5 years. This distinction suggests a possible trend of longer retention or more stable employment among women teachers in government institutions, whereas private colleges experience higher turnover and attract newer aspirants to the profession.

Analysis of data reveals women are good administrators as a major proportion of women respondents 87.40% reported women are good in administration.

An analysis revealed that a significant proportion of women teachers, 62.12% from government colleges and 57.60% from private colleges reported the deficiency of sanctioned posts designated for women in administrative roles. This lack of structural prerequisite echoes the findings of Sperandio and Kagada (2010), who, in their study Women Teachers' Aspirations for School Leadership in Uganda, observed that although many female teachers expressed a strong desire to take on leadership positions, their ambitions were often hindered by a lack of institutional support.

5.2.4. Major Findings and Discussions based on objective IV

4. To study and compare the present status of government and private women college teachers of Nagaland in terms of the infrastructure, facilities, and welfare provided and policies related to them

The findings reveal 66 (13.20%) women teachers (participants) were from government colleges and 434(86.80%) women teachers were from private colleges. This highlights the existence of a larger number of private colleges in the four chosen sample districts.

One of the major findings is that government colleges do not have good infrastructure was reported by 51.60 % women teachers.

The study indicates that in many colleges across the four districts surveyed, teachers' salaries do not align with their workload and qualifications. The findings show that 71.21% of government college teachers reported satisfaction with their salaries as government colleges have uniform salary and benefits as per government rule, while 52.07% women teachers in private colleges expressed dissatisfaction feeling that their pay does not reflect the time and effort they invest. As stated in the National Policy on Education (1968), "Teachers play a pivotal role in national development, with a nation's success relying on their qualifications and professional competencies." Teachers deserve respect, recognition, and compensation that match their credentials and responsibilities. Therefore, it is essential for institutions to

prioritize the welfare of educators and ensure fair remuneration, as this is key to fostering quality teaching and supporting the nation's growth.

A significant 76.00% of women teachers accepted that teaching contributes to personal growth by fostering essential life skills, particularly those that enhance self-confidence within and outside their professional roles.

Additionally, 54.54% of government women teachers and 55.99% of women teachers overall emphasized the urgent need for day-care facilities for children, noting that such support systems would greatly benefit working mothers. Traditional gender roles and societal expectations in Nagaland continue to shape women's careers. While there is progress in education and advocacy, many women still face limitations imposed by these traditional roles.

Despite advancements, household responsibilities remain predominantly gender-based. In the nuclear family structure common in Nagaland, these duties fall disproportionately on women, leading to significant challenges in managing both work and home. As Dubey et.al.(2014), conducted a similar study, "Factors affecting carrier aspirations among married women", which exposed that mothers with infants encounter more problems than those women without children. It is apparent that the careers of women teachers is subjected by various factors, with one of the primary challenges being the dual responsibilities of family and profession after marriage, largely due to traditional gender roles.

McIntosh et al. (2012) in the study, "Motherhood and its impact on career progression" found motherhood poses challenges to women's career advancement such as career breaks caused by dependent children and demanding work hours. Women's career growth is often hindered by the responsibilities associated with school-age children, who rely greatly on their mothers, leading to interruptions in their professional journeys.

With regard to the facilities provided to women teachers, the study revealed notable differences between government and private colleges. A significant proportion of women teachers reported the presence of a canteen in their institutions 42.42% from

government colleges and a much higher 91.70% from private colleges acknowledged the availability of this facility. In contrast, when it came to locker facilities for storing personal belongings, a substantial 72.72% of respondents from government colleges and 52.53% from private colleges indicated the absence of such provisions. However, a majority of women teachers expressed satisfaction with the availability of basic furniture, as 65.15% of those from government colleges and an even greater 91.01% from private colleges reported having access to sufficient chairs and tables within their institutions.

With regard to the infrastructural development, a significant 89.39% government and 71.65% women teachers expressed the need of infrastructural development in their college. Women teachers highlighted that colleges needed infrastructural development especially in library and the need to establish day-care centres/crèches for children was an important requirement highlighted in infrastructural development.

5.2.4.1. Infrastructural development is needed in the following areas as per the responses given by Women Teachers

The college library requires significant upgrades were the response given by most women teachers.

Expanding classrooms equipped with ICT facilities was the need of most of the colleges was revealed by women teachers.

Separate gender based restrooms was not provided in few colleges so it was an important infrastructural need was revealed by many women teachers.

Development and modernization of the college building are necessary was revealed by most women teachers.

Adequate office space was needed was revealed by some women teachers

Departmental and conference rooms should be established was also a part of the infrastructural development needed was cited by most women teachers.

Smart classrooms are a crucial requirement as most colleges did not have smart classrooms

Locker facilities should be provided in common rooms was revealed by women teachers.

Basic healthcare amenities, including a sick room, are needed which is a must for all colleges was revealed by most women teachers.

Crèches or daycare facilities should be available for young working mothers is an important requirement.

More desks and benches are required to accommodate students were also needed.

Recreational areas and adequate parking spaces need to be developed in most colleges as colleges lagged behind these requirements.

The road leading to the college should be improved.

Wider classrooms with sufficient fans and ventilations were also required in colleges.

Advanced science laboratories with modern equipment are essential was cited by colleges offering science stream.

Transition from chalkboards to whiteboards should be prioritized was an important requirement.

Implementation of proper disposal of waste was also highlighted.

Washbasins and drinking water facilities are required was cited by women teachers.

Reliable electricity and Wi-Fi services should be ensured was revealed by women teachers.

Wellness center with a gym or yoga facilities is needed to promote fitness for the health benefits of all.

With regard to the appointment structure, a significant 60.60% government and 73.96% women teachers acknowledged the presence of proper appointment structure in their college which is a positive indication but it may be noted that there were few private colleges without a proper appointment structure and the structure changed as per the benefits of the college.

A significant 90.90% government women teachers and 85.71% private women teachers agreed that their college encourages publishing research articles. However, it is concerning that 62.12% government and 78.11% private teachers not having published a single article, despite being in academia where publications are essential. Additionally, only 28.78% government and 19.58% private women teachers working in colleges have published between 1 to 5 articles. This is a serious issue, especially since Nagaland University requires research scholars to publish at least two articles preferably in UGC- CARE listed journals. The lack of publications among academicians in colleges affiliated with Nagaland University raises significant concerns. Notably, 93.93% government and 89.40% private college women teachers

agreed that their colleges encourage them to pursue research. However 16.66% government and 12.44% private college women teachers hold a doctorate degree with overall only a mere 13.00% holding a doctorate degree or are actively engaged in research which is a concern for teachers in academia. This could be attributed to the lack of adequate financial support, such as salaries or incentives, during their studies. Since research involves financial requirements at every stage, mere encouragement without financial assistance makes it challenging for teachers to complete their studies.

5.2.5. Major Findings and Discussions based on objective V

5. To study and compare the status of employment, service conditions, and working conditions of women college teachers of Nagaland regarding the type of college management

One of the key findings is 86.36% government women teachers and 87.32% private college teachers alleged there is no gender discrimination in treatment from the college management /authority.

One of the key finding is a significant majority, 66.66% government teachers agreed of getting paid as per UGC scale and a mere 34.10% private college teachers stated of getting paid as per UGC norms. However significant majority 65.89% private college teachers stated of getting paid far than satisfaction. Some mentioned being paid as little as 15,000 INR in certain colleges, highlighting the challenging and inadequate financial conditions faced by teachers. Financial independence is a key factor in teacher's job satisfaction, as a lack of financial stability may force teachers to take on part-time jobs, reducing their commitment to teaching. Furthermore, if a teacher is underpaid despite their extensive knowledge and expertise, it could have a profoundly negative impact on students. Salary satisfaction is crucial for the development of colleges. The study reveals that in many colleges across the four districts examined, teachers' salaries are far from satisfactory considering their workload and qualifications. The study also emphasizes that while most colleges have a clear salary structure; it is worth noting that each private college follows its own pay scale, resulting in a lack of uniformity. However, the basic qualifications for employment in colleges are in line with UGC norms, which raise concerns. It is crucial for colleges affiliated with Nagaland University to establish a standardized pay scale.

Another key finding is 56.06 % women teachers from government and 55.99% private teachers agreed that college organizes faculty development programs for teachers which is a positive sign and is a significant factor for the academic development of teachers. Likewise in the study conducted by, Light et al.(2009) on “Assessing the Impact of a Year-Long faculty Development Program on Faculty Approaches to Teaching,” found that there is a constructive association between Faculty Development Programs (FDP) and student learning. FDP equips teachers with strategies to engage their students effectively and enhances their understanding of assessing student learning. This study also exposed that FDP has positively influenced teaching approaches among participating faculty members. It has shifted teaching methods to be more student-cantered and focused. Therefore, colleges that organize FDP demonstrate a commitment to fostering the professional growth of their faculty through these initiatives.

Whether the college supports pursuing professional courses while in service, 65.15% government and 50.23% private teachers agreed that such support is provided. This reflects a commendable initiative by the college administration to foster the academic growth of both teachers and the institution.

5.2.6. Major Findings and Discussions based on objective VI

6. To identify the type of management problems faced by women college teachers in Nagaland in terms of psycho-social and emotional issues, professional and academic, co-curricular, stress, physical and health issues related to domestic issues gender biases, and job satisfaction

The study revealed numerous important insights into the perceptions of women college teachers in Nagaland. A remarkable 94.20% of respondents strongly agreed that teacher’s job satisfaction plays a vital role in the overall achievement and functioning of educational institutions. This overwhelming agreement highlights the need for institutions to prioritize the well-being and motivation of their teaching staff. Similarly, Bashir & Gani (2020) in their study, “Testing the effects of job satisfaction on organizational commitment”, found that Job satisfaction has been acknowledged as the most crucial factor in motivating and retaining teachers in higher educational institutions in India. Higher levels of satisfaction positively

impact work-related behaviours, such as teachers' commitment to their roles in higher education.

According to the study, 49% of women teachers reported that they experienced challenges in balancing their responsibilities at home and at work to some extent. This struggle is echoed in Bakshi's (2013) research titled "Problems Faced by Married Women Teachers Having Multiple Roles." The study revealed that many working women find themselves torn between two major ambitions determined to be ideal wives and intelligent mothers at home, while also aiming to succeed professionally in their careers. This dual expectation demands considerable time and energy, often resulting in conflicting situations within the household and leading to physical and mental exhaustion. In addition to these challenges, working women frequently face difficulties related to childcare, largely due to time constraints and the unavailability of adequate childcare facilities.

Interestingly, 68.60% of the women teachers reported that they did not experience gender prejudice within their respective colleges. This suggests a generally positive institutional climate with regard to gender inclusivity. One important aspect highlighted in the study is that 72.20% of the respondents accepted welcoming support from their male colleagues and supervisors in promoting gender equity in their college which indicates a mutual and respectful work environment.

When asked about the potential impact of the National Education Policy (NEP) 2020 on gender equity, 74.60% of the respondents expressed hopefulness that the policy could bring about meaningful change to some extent. However, a segment of the participants remained cautious, expressing the view that it might be early to draw conclusions about the policy's long-term efficiency in achieving true gender equity.

5.2.7. Major Findings and Discussions based on objective VII

7. To suggest measures for improving the working conditions of women College Teachers of Nagaland

Out of the total respondents, 44.20% of women college teachers reported that they acknowledge a sense of job security in their profession to some extent. Job security holds significant importance, particularly in the teaching profession, as it provides individuals with

financial stability, emotional guarantee, and professional confidence. When teachers feel secure in their jobs, they are more likely to focus on their teaching responsibilities, invest in long-term career development, and contribute meaningfully to the academic environment. A secure job also encourages greater motivation and commitment, which ultimately benefits students and institutions alike. Ghimire, Dahal & Karki in their study, “Job Security & Faculty Commitment with Higher Educational institutions” found there is significant association between the two i.e., job security and organizational commitment are significantly associated.

5.2.7.1. Initiatives taken by the College /Management for the welfare of Women Teachers

Responses from College Principals

Colleges across the four districts have implemented a variety of initiatives to promote the welfare of women teachers by ensuring a supportive and inclusive work environment. One of the key measures adopted is the provision of flexible working hours, especially for mothers, through class schedule adjustments. Teachers who live far from the institution, accommodation facilities are made available to enhance work-life balance. In conformity with university guidelines, most college has established a Women's Grievance Redressal Mechanism to address specific issues to women. A safe and secure campus environment is maintained for women's physical and psychological well-being.

Maternity benefits are also extended to women teachers, including paid maternity leave for the first two children. Nursing mothers are supported through modified work schedules and access to crèche facilities. If required, medical or post-maternity leave extensions are granted, including options for unpaid leave in special cases.

The management facilitates gender-neutral welfare provisions such as staff welfare programs that are accessible to all, regardless of gender. However, specific efforts are made to empower women. Women teachers often take the lead in organizing and participating in programs promoting gender equity and the prevention of sexual harassment. Women are actively encouraged to pursue research and professional development, with no institutional restrictions on their participation. To cater to the basic needs of women on campus, colleges have ensured the availability of separate

restrooms equipped with sanitary pad vending machines. Non-teaching Saturdays are typically kept free from disturbances to allow women, particularly mothers, to manage their time effectively.

In addition, colleges show a clear objective in prioritizing the recruitment of women in teaching roles, though they remain committed to fair and equal treatment of all employees, regardless of gender. The college regularly organizes gender sensitization programs and seminars, promoting awareness and mutual respect among the faculty.

5.2.7.2. College helps women teachers for their Professional Development Responses from college Principals, Administrators and Deans

Colleges play an active role in supporting the professional development of women teachers through a variety of structured and empowering initiatives. Institutions commonly grant study leave with pay for a specified period, enabling teachers to pursue higher education or specialized training without financial burden. Additionally, colleges offer flexible schedules and accommodations for faculty members engaged in professional development activities, ensuring that academic growth does not conflict with work responsibilities.

Women teachers are granted unpaid study leave, with the assurance of job security upon their return. Additionally, faculty members are encouraged and supported to attend refresher courses, seminars, and professional training programs.

A strong emphasis is placed on research and publication. Colleges not only motivate faculty to publish their research but also provide necessary assistance and resources for doing so. Regular Faculty Development Programs (FDPs), workshops, and seminars are organized at least once every semester to foster academic enrichment and skill enhancement.

Institutions take pride in celebrating the academic achievements of their teachers by acknowledging and highlighting their contributions in various forums. Teachers who have completed a minimum of five years of service are often eligible for a year of paid study leave, provided they commit to serving the institution for a specified duration after the completion of their studies. Colleges also focus on empowering

women faculty by promoting confidence, addressing workplace discrimination, and supporting them in pursuing their individual academic and professional interests.

Likewise Jackson & Fransman (2018) in their study, “Flexi work, financial well-being, work–life balance and their effects on subjective experiences of productivity and job satisfaction of females in an institution of higher learning”, found that financial well-being, work-life balance and productivity are significantly related and are the predators of job-satisfaction. One very important factor is functional crèches or day care centres was found only in two colleges as per the reports given by college principals, which is a matter of concern because most women teachers revealed crèches/day care centres for children will greatly help in solving women’s problems. The twin responsibilities of professional and domestic roles are a significant challenge for working women. To sustain their academic growth, every college should establish crèche or day-care services on campus. This provision will reduce household burdens and permit women teachers to focus more on their intellectual responsibilities and career development.

5.2.8. Major Findings and Discussions based on objective VIII

8 To suggest measures for resolving the various problems of Women College Teachers of Nagaland

Suggestions from College Principals, Administrators and Deans

Ensure that every college provides health insurance for all teachers, regardless of gender. The findings of the study strongly highlight the need to actively encourage women to step beyond their comfort zones and take up managerial and leadership roles within academic institutions. To achieve this, stakeholders including government agencies, educational authorities, and college management must create more inclusive opportunities for women in decision-making positions. There is a pressing need to motivate and support women educators by providing conducive work environments, flexible policies, and institutional encouragement.

Providing substantial support, such as paid study leave, loan facilities for educational and professional development, and clear career advancement paths, can significantly contribute to women’s career progression. Promotions must be based on merit, capabilities, and achievements rather than gender, ensuring a fair and transparent system across both government and private colleges.

Private colleges, in particular, must focus on improving salaries and career advancement opportunities for women faculty. The implementation of a structured promotion pathway from Assistant Professor to Associate Professor and eventually to Professor would empower women educators to grow professionally within their institutions.

Maternity policies need urgent reform. It is recommended that maternity leave be standardized across all colleges, with full pay extended to at least three months. Colleges should also provide facilities such as nursing rooms, day care services, and infant care rooms, which would greatly support working mothers. Emergency provisions should be made to allow mothers to bring their infants to work, and extended deadlines should be granted to accommodate the unique challenges faced by women faculty.

Additionally, policies must include the provision of free sanitary napkins, health insurance, and additional leave options tailored to the needs of women educators. Flexibility in work arrangements, especially for pregnant women and new mothers, should be institutionalized.

Gender equality must be a core value in college administration. Eliminating gender biasness and addressing even subtle forms of verbal harassment should be priorities. Collaborating with national bodies such as the National Commission for Women could enhance institutional gender sensitivity and accountability. Encouraging women to pursue higher education, research, and leadership roles will further contribute to their professional empowerment.

Changing the mindset of both administrators and faculty is important. Many women tend to avoid leadership roles due to internalized stereotypes or social conditioning. Institutions must actively work to challenge and change these norms by recognizing women's efforts through awards, letters of appreciation, and performance-based increments.

Furthermore, male colleagues should be trained in gender sensitivity and soft skills to foster mutual respect and a more inclusive working environment. Encouraging

open communication, valuing women's input in decision-making processes, and motivating them to take on challenges are essential to improving the status and morale of women educators.

Finally, there is a strong need for standardization in policies related to salaries, maternity leave, promotions, and benefits across private colleges. Oversight by the Department of Higher Education can ensure uniformity and accountability. Reserved seats for women in administrative roles should be considered to enhance their representation and participation in governance.

By implementing these recommendations, institutions can foster an equitable, supportive, and empowering environment for women college teachers, enabling them to thrive both professionally and personally.

5.3. Educational Implications of the study

The findings of the present study on The Status and Problems of Women College Teachers of Nagaland offer significant insights with implications for educational policy, institutional administration, and academic development. The following implications are drawn from the study:

1. Promotion of Research Culture among Women Faculty

This study reveals that while most women college teachers hold the basic qualifications essential for their posts, a significant number do not engage in research or academic publications. In spite of institutional support for higher studies, there is dearth of academic output. To address this, the Department of Higher Education should develop and employ a standardized set of criteria for promotions, salary increments, and career development that emphasizes research and academic contributions. Such policies will foster a culture of professional development and motivate women to pursue further academic qualifications and research activities.

2. Encouragement toward STEM Education

The findings point that most women teachers and learners select arts subjects, with a lack of enthusiasm to engage in science and commerce disciplines due to a perceived difficulty. This gendered fear of STEM subject's needs to be addressed at the grassroots level through curriculum reforms, awareness programs, and the inclusion of women mentors in STEM fields. Encouraging early exposure to science and

technology in schools can help shift this perception and promote greater gender balance in subject choice.

3. Leadership Development and Administrative Inclusion

Although women are performing resourcefully in teaching roles, they are underrepresented in managerial positions such as principal and departmental leadership. This is attributed to dual tasks and, in some cases, lack of awareness or self-assurance. To overcome this, colleges and the higher education department should commence mentorship programs, leadership preparation workshops, and promote successful women as role models. These measures can prepare and inspire women to take up academic leadership roles.

4. Implementation of Women-Centric Welfare Policies

The dearth of inclusive welfare policies hampers the academic and professional development of women teachers. Institutions should design welfare schemes focused on women's academic growth, including provisions for flexible working hours, academic leave, research funding, and professional development programs. These policies can significantly contribute to creating an inclusive and supportive work environment.

5. Institutional Support for Research and Publications

The lack of engagement in research among women college teachers highlights the need for institutional mechanisms that actively carry academic writing and publication. Colleges should facilitate research development through writing workshops, research grants, collaborative research projects, and access to academic journals. Financial and academic support will facilitate more women to contribute meaningfully to educational learning.

6. Establishment of Crèche Facilities

The twin responsibilities of professional and domestic roles are a significant challenge for working women. To sustain their academic growth, every college should establish crèche or day-care services on campus. This provision will reduce household burdens and permit women teachers to focus more on their intellectual responsibilities and career development.

7. Reservation of Administrative Posts

To guarantee balanced representation in college administration, the Department of Higher Education may reserve certain leadership posts for women. This positive action can serve as a motivational aspect for women teachers to aim toward

leadership roles. Beside reservation, constant encouragement and capacity-building efforts are essential.

8. Uniform Policies across Private Colleges

There is a remarkable discrepancy in pay structures, promotion criteria, and leave policies across private colleges affiliated with Nagaland University. The Department of Higher Education can establish a uniform regulatory framework for all affiliated colleges to ensure fairness, transparency, and career stability for women educators.

9. Inclusive Governance and Policy Development

Lastly, for lasting impact, inclusive governance mechanisms must be developed. Policies should not only create opportunities for women in administrative roles but also actively build them to perform effectively in such positions. A balanced and inclusive leadership structure will contribute to overall institutional development and gender equity in higher education.

5.4. Recommendations of the study

5.4.1. Recommendations for Women Teachers

This study reveals that a noteworthy number of women teachers in colleges hold master's degrees and are UGC-NET qualified. This shows their prospective and eagerness to enhance their academic qualifications through research and scholarly pursuits. In light of these findings, several recommendations emerge to support and further the growth of women educators.

Firstly, it is necessary that women teachers continue to grow academically. They should be encouraged to engage in research, publish academic papers, and participate actively in workshops, refresher courses, and seminars. These platforms not only help build professional competence but also empower women educators to contribute meaningfully to the academic community.

Secondly, women teachers are encouraged to step outside their comfort zones and take on management roles and administrative responsibilities. Accepting such challenges is essential for individual and professional expansion and helps break conventional barriers that repeatedly limit women's partaking in institutional governance.

Thirdly, in an age where technology drives education, it is vital for women teachers to become skillful in digital tools and platforms. Being technologically equipped will let them to stay competitive and boldly work together with their male counterparts.

5.4.2. For College Principals and Stakeholders

Focus on creating an encouraging setting that nurtures academic and proficient progress. This includes organizing habitual faculty development programs, seminars, and workshops. Teachers should be encouraged and supported in pursuing research and academic writing devoid of fear of financial penalties, attendance at developmental programs must be approved without salary deductions.

Recognizing and rewarding talent is equally important. Teachers who demonstrate capability and competence should be granted increments and incentives. Additionally, private colleges should establish clear and merit-based promotion policies that provide a pathway from Assistant Professor to Associate Professor and eventually to Professor.

5.4.3. For the Policy Makers

Certain changes are essential to guarantee equity and homogeny. All private colleges affiliated with Nagaland University should follow a uniform pay structure and leave policies. Promotions should be governed by policies that give emphasis to merit and competency, accompanied by structured increments.

To further promote gender equity, it is suggested that a few seats be reserved for women in administrative roles across all colleges. Moreover, making day care and crèche facilities obligatory in every institution would give necessary support for working mothers, helping them to balance their professional and personal lives.

Finally, the unrestrained establishment of colleges, often lacking quality control should be discouraged by higher authorities. Policies need to be flexible and woman-friendly, allowing female educators plentiful openings to develop their academic and professional experience and introduce paternity leave and enhance existing leave.

5.5. Suggestions for further research

The researcher has conducted the research and has suggested few points where further study can be carried out basing on the present study.

1. Conduct study comparing the status and position of male and female college teachers.
2. Conduct research to examine the status and challenges of women teachers across different states.
3. Conduct study to compare the experiences and issues of school and college teachers.
4. Conduct research to investigate why women remain underrepresented in managerial and administrative roles despite outnumbering men in teaching.
5. Investigate to explore strategies to support women teachers' academic achievement.

5.6. Conclusion

Women teachers in Nagaland have emerged as fundamental contributors to the higher education by playing a crucial role in both the teaching-learning process and in shaping the ethical and academic fabric of society. Their rising presence in colleges signifies an optimistic drift toward gender parity in education, underscoring the advancement made in dismantling conventional barriers and growing opportunities for women in the academic world.

The findings of this research reveal that women form a noteworthy majority in teaching positions across colleges in Nagaland. Their responsibility extends far beyond the delivery of knowledge; they serve as mentors, motivators, and role models, particularly for those who aspire to break gender stereotypes. In the words of Malala Yousafzai, *“One child, one teacher, one book, one pen can change the world.”* Women educators symbolize this change by fostering comprehensive and compassionate education environments that encourage respect, equity, and empowerment.

Despite outnumbering at the assistant professor level, a stark underrepresentation of women in leadership and managerial roles persist. The data from Nagaland University, as per notification No.F.A-117/GEN-ESTT/98 dated 10th September 2024, highlights this imbalance: out of 76 Professors, only 17 are women; of 37 Associate Professors, only 11 are women; and among 118 Assistant Professors, only 47 are women. The overall faculty gender ratio stands at 156 men to 75 women, an

imbalance that underscores the continuing challenges women face in ascending the academic hierarchy.

The reasons for this disparity are comprehensive. Personal, familial, societal, and institutional barriers prolong to hinder women's academic advancement. While the university's recruitment is merit-based, emphasizing pedagogic output, research, and publications, women repeatedly come across structural and cultural obstacles that limit their partaking and development in these critical areas.

This scenario calls for urgent intervention. Academic institutions, policymakers, and educational stakeholders must pool resources to implement women-friendly policies and infrastructure that enthusiastically support the professional growth of women educators. From flexible work arrangements and research grants to mentorship programs and leadership training, a comprehensive approach is essential to unlock the full potential of women in academia.

As Hillary Clinton aptly stated, *"When women participate in the economy, everyone benefits. When women participate in politics, the results are more inclusive. When women participate in academia, the world becomes more enlightened."* Encouraging and enabling women to presume managerial roles will not only bridge the gender gap in educational institutions but will also develop the academic and ethical aspect of society.

In conclusion, gender equity in education is not a distant ideal but a necessary condition for societal progress. Women teachers in Nagaland are not only educators; they are pioneers, leaders, and change-makers. Their empowerment will translate into stronger institutions, better student outcomes, and a more just and progressive society. As we look to the future, it is imperative to ensure that every woman educator has the tools, opportunities, and support she needs to rise, lead, and inspire.

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APPENDIX-I

Interview Schedule for Principals, Administrators and Deans

Name of the interviewee:

Designation:

Name of the Institution:.....

1. Is there any initiative taken by college/management for the welfare of women teachers? If yes, kindly elaborate. If no, than why?
2. Does your college help women teachers in their professional development? If yes, kindly elaborate how?
3. Does your college provide the following facilities for women teachers who are mothers? (Maternity leaves, Feeding rooms, Crèche, Flexibility in working hours) If yes, kindly explain?
4. How does the college help women teachers balance their personal and professional life?
5. What infrastructural facilities does the college have especially for the welfare of women? Kindly elaborate
6. Do you agree that there is lesser number of women in administrative positions? If yes, what may be the reason according to you?
7. What are some of the best practices that your college follows for the welfare of women teachers? Kindly explain
8. Does college help women teachers deal with psycho-social problems? If yes, how?
9. What are some of the best practices that your college follows to address physical health challenges faced by women teachers?
10. Do you think the status of women teachers must be enhanced? If yes, kindly suggest some measures?

APPENDIX-II

Questionnaire for Women Teachers

Instruction: Sir/Madam, may I request you to kindly spare your valuable time to review the following questionnaire and supply the necessary information by ticking (✓) the appropriate responses in the given boxes. There are 77 items with some open-ended questions. Please respond to all the questions without any hesitation. Your response shall be kept confidential and the information provided shall be used for research purposes only.

Section A: Personal and Institutional Information

1. **Name of the respondent:** Ms / Mrs / Dr. _____

2. **Name of the College/Institution:**

3. **Location of the institution (Tick):**

☐ Urban ☐ Rural

4. **District where your college is located:**

5. **Courses taught (Tick the relevant option):**

☐ B.A ☐ B. Sc ☐ B.Com ☐ BSW
☐ BBA ☐ M.A ☐ M. Sc ☐ M.Com
☐ B. Ed ☐ M. Ed

6. **Social Category (Tick):**

☐ ST ☐ SC ☐ Gen ☐ OBC ☐ Others.....

1. To find out the ratio of existing male to female teachers and the type of college Management.

1. In your college, there are a greater number of:

- ☐ Male Teachers
☐ Female Teachers
☐ Equal number of male and female teachers

2. Does your institution's management involve women teachers in decision-making?

☐ Yes

☐ No

☐ Sometimes

3. Are there significant differences in the number of male and female teachers applying for teaching positions?

☐ Yes

☐ No

☐ Sometimes

If yes, who applies more?

☐ Male

☐ Female

4. It is found that there is an underrepresentation of women in higher education in the positions of managerial posts. Kindly choose the best options given for the reason of the under-representation of women in the education sector according to you.

(Yes/No/TSE (To Some Extent) Kindly Tick the right options

Sl. No.	Personal Factors	YES	NO	TSE
a	Family Responsibility			
b	Work-life balance			
c	Low self-esteem			
d	Indecisive about holding posts			
e	Lack of aspirations/ambitions			
f	Responsibilities of motherhood			
g	Care giving responsibilities			
h	Lack of family support			
i	Lack of access to information			
j	Lack of role models			
	Socio-cultural factors			
k	Gender biases			

l	Male-dominated society			
m	Cultural norms around authority/power			
n	Limited access to education and training			
o	Non-recognition of women's potentials			
p	No priority to work-life balance			
	Institutional factors			
q	Work ethics			
r	Organisational barriers			
s	Career switch/change			
t	Lack of upward mobility			
u	Lack of opportunities			
v	Lack of managerial skills			
	Other factors			
w	Maturity and age			
x	Lack of experience			
y	Lack of time and engagement			
z	Lack of adaptability & commitment			

5. Women disagree with taking up administrative positions:

☐ Yes

☐ No

☐ TSE

6. Are there significant differences in the number of male and female teachers applying for teaching positions?

☐ Yes

☐ No

☐ Sometimes

If yes, who applies more?

☐ Male

☐ Female

1. What is the current number of females and males in different levels of management positions in your college? (Please tick as applicable)

2. Existing male/female teachers as per college management

3. Indicate your agreement or disagreement with the following statements
your opinion on male and female Teachers

Sl. No	Questions	SA	A	N	D	SD
1.	Male teachers are preferred as compared to female teachers in your institution					
2.	There are a higher proportion of married women working as teachers in your institution?					
3.	Women prefer teaching than any other profession					

4. What is the primary factor that influenced you to take up teaching?

(Please tick as applicable)

Sl. No	Factors	Tick
a	Prestige	
b	Personal fulfilment	
c	Passion for education and teaching	
d	Work-life balance	
e	Influence of mentorship	
f	Job security and stability	
g	Personal growth in the educational field	
h	Intellectual stimulation	
i	Summer and winter break	
j	Earn and learn	
k	Can help the family financially	
l	Role modelling	
m	Flexibility of the teaching profession	
n	Can spend enough time with family	
o	Closing the gender gap	
p	Side by side prepare for competitive exams	
q	Lifelong learning	

5. Are you currently holding any administrative/managerial positions?

☐ Yes

☐ N

3. To bring out and compare the profile of Women College teachers of Nagaland in terms of age, marital status, educational qualification, teaching experience, and management positions held

1. Your Age (Please tick as applicable)

Sl. No	Age	Tick
a	21-30	
b	31-40	
c	41-50	
d	51 and above	

2. Does age influence career goals and objectives?

☐ Yes ☐ No ☐ TSE

If yes, how? _____

3. 10. Marital Status (Tick)

a. Married

b. Unmarried

c. Others

d. Kindly specify.....

4. Do married women face more teaching challenges than unmarried ones?

☐ Yes ☐ No ☐ TSE

5. Does the teacher's objective and motivations change as they transit from being single to being married?

☐ Yes ☐ No ☐ TSE

If yes, explain in what way.....

6. Your Qualification

(Please tick as applicable)

a	M.A	
b	M. Sc	
c	M.Com	
d	MSW	
e	MBA	
f	M. Phil.	
g	Ph.D.	
h	Others	

i. Kindly mention your area of research.....

7. Have you qualified the following exam? (Tick the relevant option)

Sl. No	Exams	Tick
a	UGC- NET	
b	JRF	
c	SLET	
d	CSIR-NET	
e	Others	

f. Kindly Specify

8. What is the extent of impact of the educational attainment on female teachers in your perception?

Sl. No.	Options	Tick
a	Broader knowledge and skills	
b	Opportunities for professional growth	
c	Job satisfaction and engagement	
d	Equipped to handle classroom challenges	
e	Increased confidence	
f	Job security	
g	Better career prospects	
h	Professional growth	
i	Promotions	
j	Access leadership role	

k) Any other please mention

.....

9. Teaching experience in Years

10. How does teaching experience influence the position of the teacher?

(Tick as applicable)

Sl. No.	Options	Tick
a	Initial placement	
b	Career advancement/Seniority	
c	Salary and benefits	
d	Administrative positions	
e	Opportunities for mentorship	

f) Any others please specify

.....

.....

11. In your opinion, women's careers/professions may be affected due to
(Please tick the right options Yes/Y/NO/N/TSE (To Some Extent))

Sl. No	Options	Yes	No	TSE
a	Stress			
b	Health issues			
c	Societal issues			
d	Male dominance			
e	Prejudice			
f	Work-life balance issues			
g	Socio-cultural factors			
h	Responsibilities of motherhood			
i	Lack of educational opportunities			
j	Familial responsibility			
k	Lack of flexibility in organisation			
l	Unsupportive work culture			
m	Unequal distribution of educational opportunities			

12. Are you currently holding any administrative /managerial positions in your college?

☐ Yes ☐ No

13. Do you think women are good administrators?

☐ Yes ☐ No ☐ TSE

14. Is there any sanctioned post for women to hold administrative positions in your institution?

☐ Yes ☐ No ☐ Not Sure

4. To study and compare the present status of government and private women college teachers of Nagaland in terms of the infrastructure, facilities, and welfare provided and policies related to them

1. Type of Management (Tick)

a. Government

b. Private

2. Do you agree that government colleges are developed infrastructure?

☐ Yes ☐ No ☐ TSE

3. Do you think your salary is satisfactory according to the time you commit to your work?

☐ Yes ☐ No ☐ TSE

4. Does teaching help you in personal growth?

☐ Yes ☐ No ☐ TSE

5. Do you think day-care facilities for children can help to solve working mothers' problems?

☐ Yes ☐ No ☐ TSE

6. What are the facilities you get in your college?

(Kindly put a tick mark for the facilities you have in your college)

Sl. No	Options	Tick
a	Adequate office space	
b	Modern classroom facilities	
c	Library and research resources	
d	IT infrastructure	
e	Wi-Fi	
f	Separate toilets	
g	Conference room	
h	Childcare facilities	
i	Health and wellness facilities	
j	Parking facilities	
k	Residential quarter's	
l	Medical leave	
m	EPF	
n	Study leave	
o	Job security	

p	Retirement benefits	
q	Academic freedom	
r	Tours and Excursion	
s	Promotions	
t	Leave Policies	
u	Adequate funds	
v	Research opportunities	
w	Growth Prospects	
x	Bus Services	
y	Medical allowances	

z. Any other please mention

.....

7. Does your college implement gender budgeting?

☐ Yes

☐ No

If yes, mention the activities and programs under gender budgeting.

.....

8. Does your college provide the following facilities?

Q. No	Facilities	Yes	No
10	Canteen		
11	Locker facility for female teachers		
12	Sufficient chairs and tables		
13	Bus service for teachers		

9. Do you feel your institution needs infrastructural development?

☐ Yes

☐ No

If yes, in which area?

.....

10. Do you think adequate infrastructural facilities will help to retain teachers, especially women?

☐ Yes

☐ No

☐ TSE

(Kindly Tick the appropriate answers)

Q. No.	Questions	Yes	No
11.	Does your college have an Internal Complaints Committee? (ICC)		
12.	Does your college have a proper appointment structure?		
13.	Does your college have a Ant Sexual Harassment Cell		
14.	Does your college encourage teachers to publish papers		
15.	Does your college encourage teachers to undertake research?		

16. How many articles have you published so far?.....

5. To study and compare the status of employment, service conditions, and working conditions of Women College Teachers of Nagaland regarding the type of college management

1. Nature of appointment (Tick):

☐ Permanent ☐ Temporary ☐ Ad hoc ☐ Contract

e. Any other, specify: _____

2. Is there a difference in the treatment between male and female teachers from the management/authority in your college?

☐ Yes ☐ No ☐ Sometimes

3. Is your salary as per UGC norms?

☐ Yes ☐ No

If 'No' then kindly specify the reasons

.....

4. Is the recruitment process fair and unbiased for teachers in your college?

☐ Yes ☐ No ☐ TSE

5. Is there any policy/funding especially for the progress of women teachers in your college?

☐ Yes ☐ No ☐ NOT SURE

6. Does your college organize faculty development programs for teachers?

☐ Yes ☐ No ☐ Sometimes

7. Does your college support you to undertake any professional development course while you are in service?

☐ Yes ☐ No ☐ Sometimes

8. Can gender budgeting help in achieving the goals of women academically?

☐ Yes ☐ No ☐ TSE

9. Do you ever feel like resigning from your present job because you do not get enough time for yourself?

☐ Yes ☐ No ☐ Sometimes

10. Does your work isolate you from your family and friends?

☐ Yes ☐ No ☐ Sometimes

11. Does the work-life balance of teacher's impact their job satisfaction?

☐ Yes ☐ No ☐ TSE

12. In your opinion teaching profession is best for women.

☐ Yes ☐ No

If 'Yes', why? Kindly support your answer

.....
.....

If 'No' why? Kindly support your answer

.....
.....

6. To identify the type of management problems faced by women college teachers in Nagaland regarding psycho-social, emotional, professional, academic co-curricular and health, issues related to domestic, and gender biases and job satisfaction.

1. Types of problems you face / facing in daily life.

(Put a tick mark for the option you agree with)

Sl. No.	Problems	Tick
a	Too much workload	
b	Leave related issue	
c	Lack of professional development opportunities	
d	Transportation issue	
e	Problems related to Co-curricular activities	
f	Problems related to staff room	
g	Recreational facilities-related issues	
h	Problems related to electricity	
i	Problems related to water supply	
j	Problems related to washroom	
k	Health issues	
l	Domestic problems	
m	Problems related to gender issues	
n	Low societal recognition and respect	
o	Limited involvement in decision-making	
p	Negative public perception	
q	Student discipline	
r	Relationship with management	
s	Relationship with co-workers	
t	Difficulty in transacting the curriculum/course	
u	Climatic conditions	
v	Difficulty in using ICT/Technology	

w. Any other problems not mentioned above. Kindly mention

.....

2. Do you face problems relating to co-curricular activities in your college?

☐ Yes ☐ No

3. Do you agree that teachers' job satisfaction is important for development of college?

☐ Yes ☐ No ☐ TSE

4. Are non-performing teachers penalized?

☐ Yes ☐ No ☐ SOMETIMES

If 'Yes,' what action is taken against such defaulters?

.....

5. Do you have the pressure of syllabus completion on time?

☐ Yes ☐ No ☐ SOMETIMES

6. Do you face problems in balancing home and work?

☐ Yes ☐ No

☐ Yes ☐ No ☐ Sometimes ☐ Always

7. Does the student's attitude differ towards male and female teachers?

☐ Yes ☐ No ☐ SOMETIMES

If yes how?

.....

.....

8. Do male colleagues and supervisors support women teachers in promoting gender equity in your college?

☐ Yes ☐ No ☐ TSE

9. Do you think NEP 2020 will be successful in bringing gender equality in recruiting teachers? If yes, kindly support your answer.

☐ Yes ☐ No ☐ TSE

10. Have you ever faced biases relating to your gender?

☐ Yes ☐ No ☐ SOMETIMES ☐ ALWAYS

7. To suggest measures for improving the working conditions of women College Teachers of Nagaland

1. Do you have job security in your current job?

☐ Yes ☐ No ☐ TSE

2. Is there any provision for maternity leave or any other special leave for women teachers?

☐ Yes ☐ No

If 'Yes' kindly specify the number of months

3. Type of maternity leave granted

☐ Paid ☐ UN paid

4. Do you get leave reimbursements for unused leave?

☐ Yes

☐ No

5. What best practices does your college follow to promote gender equity?

.....
.....

8. To suggest measures for resolving the various problems of Women College Teachers of Nagaland

1. Give some suggestions for enhancing the Status of women College Teachers in Nagaland

APPENDIX-III

List of Publications

1. (Durga Malakar & Prof. Lungsang Zeliang) published research article entitled “**Exploring Gender Equity and Empowerment in Education in the Context of Nagaland**” in *Sodh Kosh - A UGC Care Listed Journal, Volume-5, Issue-1, January 2024, ISSN: 2582-7442*.
2. (Durga Malakar & Prof. Lungsang Zeliang) published research article entitled “**A Step towards Sustainable Development: Multidisciplinary Approach in Curriculum**” in *The Academic - International Journal of Multidisciplinary Research, Volume-2, Issue-10, October 2024, ISSN: 2583-973X* (Online).
3. (Durga Malakar & Prof. Lungsang Zeliang) published research article entitled “**Unveiling the Complexities and Challenges Faced by Women in Administrative Positions in Nagaland University and Affiliated Colleges under Nagaland University**” in *Nagaland University Journal of Management (NUJOM), Volume-1, Issue-1, February 2025, ISSN 3049-2823*.
4. (Durga Malakar & Prof. Lungsang Zeliang) published research article entitled “**Promoting Inclusivity in Educational Settings: Advancing Gender Equity in Education in Nagaland**” in *International Journal of All Subject Research (IJASR), Volume-4, Issue 2, March 2025, ISSN: 2583-7206,P-ISSN*.

List of Paper Presentation

1. (Durga Malakar) presented a paper on “**Teacher Education and Development in the Context of NEP 2020**” in the National Seminar on *Social Transformation in India 2.0 and Nep-2020* held from 21st to 22nd April 2022, organised by Department of Teachers Education, School of Humanities and Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797004.
2. (Durga Malakar) presented a paper on “**Reform in Teacher Education Past & Present in the Context of Women Teachers**” in the ICSSR Sponsored National Seminar on *Recent Trends and Future Perspectives of Teacher Education in 2027* organized by the Department of Pedagogy of Science, Salt Christian College of Teacher Education, Dimapur, Nagaland on 4th & 5th August, 2022.

3. (Durga Malakar) presented a paper on **“Social Movements of Nagaland, Role of Naga Mother’s Association”** in the National Seminar on the theme *Religious Pluralism and Contemporary India with special reference to Tribal Religious of North-East India* jointly organized by MGM College, Dimapur, Nagaland, North East Institute of Social Science & Research (NEISSR), Dimapur, Nagaland & Mahamatma Gandhi Centre for Conflict Resolution and Peace Studies, Lady Keane College, Shillong, Meghalaya on 12th December 2022.
4. (Durga Malakar) presented a paper on **“Sustainable Development and Multi- Disciplinary Curriculum”** in the ICSSR Sponsored two days National Seminar on *Teacher Education for Sustainable Development: A Road map for 21st Century* organized by Unity College of Teacher Education, Dimapur, Nagaland on 23rd & 24th March, 2023.
5. (Durga Malakar) presented a paper on **“Fostering Gender Equity and Inclusivity in Educational Environments” in the two days International Seminar on Equity and Inclusivity in School Education with Reference to NEP 2020**, organized by Bosco College of Teacher Education, in collaboration with Salesian College of Higher Education Dimapur, Nagaland, Sponsored by ICSSR New Delhi on 26th & 27th April 2024.
6. (Durga Malakar) presented a paper **“Exploring Gender Equity and Empowerment in Education in the Context of Nagaland” in one day International Seminar (Blended) on Diversity, Psycho-Social aspects and Empowerment: Gender Perspective through an Interdisciplinary Lens**, organized by Department of Education, West Bengal State University, Kolkata, India in collaboration with IQAC, West Bengal State University & Department of Education, Rabindra Bharati University, Kolkata, West Bengal, India on 13th September 2024.

Chapters in edited books

1. Teacher Education and Development in the Context of NEP 2020 in the book, *“Social Transformation in India 2.0 and NEP 2020”* Edited by Dr. Rashmi & Dr. Neha Rawat, Manglam Publication, Delhi | ISBN: 978-93-91193-67-6 | pp. 114–126
2. Reform in Teacher Education Past and Present in the Context of Women Teachers in the book, *“Professionalization of Teacher Education. Recent trends & Future perspectives”*, Edited by Dr.k. Jagadeesh– Shanlax Publications, Madurai | ISBN: 978-93-94899-85-8 | pp. 79–86.