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### RESEARCH ARTICLE

#### STATUS OF SUMI WOMEN TEACHERS IN ZUNHEBOTO DISTRICT, NAGALAND: ISSUES AND CHALLENGES

Y. Inaholi Kiba<sup>1</sup> and Sunny Joseph<sup>2</sup>

1. Research Scholar, Department of Education, St. Joseph University, Dimapur, Nagaland.
2. Professor, Department of Education, St. Joseph University, Dimapur, Nagaland.

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#### Abstract

The objective of this paper is to study the nature of problems faced by Sumi women teachers working in government and private educational institutions. The purpose is to identify and discuss the problems faced by women teachers in different problem areas like financial, salary, household responsibilities etc. Some of the key findings of the study are that women teachers are hampered by household responsibilities, lack of awareness about pursuing higher education and issue of salary.

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#### Introduction:-

Teaching is a great profession, but it is also a difficult and demanding one. The job of teachers has drastically transformed throughout time in the modern era, with the introduction of new teaching approaches and the way digital and smart learning have made inroads into the area of education. A teacher today has the difficult challenge of keeping up with the most recent inventions and advancements in the fields of medicine, education, science, art, and so on. Upgrading their skills and expertise on a regular basis is thus essential, and it is a top priority nowadays (Tadas, 2019). A teacher is also an educator. They have the potential to have a significant impact on the pupils, but this comes with a lot of obstacles. Some of the key problems and challenges are discussed below.

#### Professional status of teaching

Teaching is not one of India's most popular careers (Hossain, 2018) thus the key task is to elevate the status of teaching as a viable career option. This originates from the common misconception that anyone can become a teacher because it only requires a small amount of training.

#### Social status problem

Teachers social status, pay, and overall working conditions are currently far from ideal. The socioeconomic position of female teachers is extremely poor. Efforts should be made to convert the public's negative perception of this profession to a good one, particularly for female instructors in private schools.

#### Working conditions

To deliver high quality education, schools must attract, develop, and retain effective teachers. The ability of a school to do so is influenced by its working conditions. Schools that can provide a safe, pleasant, and supportive working environment for their teachers, as well as suitable compensation, are more likely to recruit and retain good teachers and motivate them to perform their best (U.S. Department of Education Office of Educational Research and Improvement, 1996)

**Corresponding Author:- Y. Inaholi Kiba**

Address:- Research Scholar, Department of Education, St. Joseph University, Dimapur, Nagaland.

### Work-life balance

In its broadest sense work-life balance can be termed as an individual's level of satisfaction, involvement or compatibility among the multiple roles in life (Punia and Kamboj, 2013). Teachers have many competing tasks such as work, children, housework etc which places enormous stress on them. Work-life balance refers to the creation and maintenance of supportive and healthy work environments that allow teachers to strike a balance between work and personal obligations, hence increasing employee loyalty and productivity. Maintaining a work-life balance is vital not only for their personal health and relationships, but it can also help them perform better at work (Muthulakshmi, 2018).

One of Nagaland's most important tribes is the Sumi Naga. Sumi tribes have their own traditions and practises that set them apart from other Naga tribes. The patriarchal family system in Sumi tribe defines the succession pattern based on patrilineal philosophy. The Sumi Naga inhabit Zunheboto district, which is located in the heart of Nagaland. According to the 2011 census, the population of Zunheboto district is 1,40,757 people, with 71,217 men and 69,540 women. The district of Zunheboto has a literate population of 1,02,881, with 53,504 men and 49,377 women. According to the 2011 census, the district's literacy rate is 85.26 per cent, with 87.85 per cent of men and 82.62 percent of women (Nagaland Statistical Handbook 2020).

### Objective of the study:-

The issues that employed women face differ depending on the type of their jobs, the industry in which they work, and their family situation (Nath, 2008). Female teachers make up a sizable section of the teaching community, making it one of the most popular service areas for women in the state. The objective of the study is to examine the personal, familial and professional problems faced by the women teachers in Zunheboto district, Nagaland

### Methodology:-

This section highlights a review of the research design:

#### Sources of Data Collection:

Data was gathered using both quantitative and qualitative methods. Both questionnaire administration and personal interviews yielded primary data. Data gathered through the delivery of questionnaires was supplemented with data gathered through key informant interviews. Secondary data was compiled through a thorough literature review and a variety of sources, including books, journals, reports, and newspapers.

#### Sample Design

For the present study, Sumi women teaching in 9 higher secondary schools, 2 theological colleges, 1 professional institution, 1 general college, 14 departments of Nagaland University Lumami campus were randomly selected. Altogether, 400 set of questionnaires covering both rural and urban areas were administered. Out of 400 teachers, only 392 responses were received.

#### Data Analysis:

Quantitative data from survey was analysed using simple method of calculation. Qualitative data from in-depth interviews was transcribed, translated and analysed.

### Result and Discussion:-

Much research has been done to explore the problems faced by women teachers. Some of the barriers include household responsibilities, lack of finance and lack of awareness. This section highlights some of the key findings of the study.

**Table 1:-** Marital status.

	Frequency	Percentage
Married	99	74.74
Single	293	25.55

Source: Field work, 2021

Table 1 shows that 74.74 per cent of the teacher respondents were single and 25.25 per cent of the teacher respondents were married.

**Table 2:-** Number of respondents from different institutions.

	Frequency	Percentage
Higher secondary	217	55.35
General college	14	3.57
Theology college	23	5.86
Professional institute	7	1.78
University	131	33.41

Source: Field work, 2021

Table 2 shows the number of respondents from different institutions where the samples of teachers were collected. 55.35 per cent from Higher Secondary level, 3.57 per cent from General college, 5.86 per cent from theology colleges, 1.78 per cent from professional institute and 33.41 per cent from University.

**Table 3:-** Problem faced by women for pursuing for higher studies.

	Frequency	Percentage
Lack of finance	94	23.97
Pressure for marriage	37	9.43
Lack of awareness	133	33.92
Household responsibilities	111	28.31
Others	17	4.33

Source: Field work, 2021

The problems faced by women in pursuing higher studies reveals that majority of women i.e. 33.92 per cent lacks awareness, 28.31 per cent was due to household responsibilities, 23.97 per cent for lack of finance, 9.43 per cent for marriage pressure and others 4.33 per cent as shown in table 3

**Table 4:-** Dual role of being a mother and a teacher as a challenge.

	Frequency	Percentage
yes	241	61.47
no	151	38.52

Source: Field work, 2021

Table 4 show that 61.47 per cent agrees that it is a big challenge as women playing dual role in becoming a teacher. It is often argued that domestic chores should be parallel affair, yet most of the responsibilities are left on women's shoulder. She needs to play the role of mother, wife, sister, educator and a teacher which indeed is a herculean task. However 38.52 per cent disagrees and it could be due to their nature of work or the home environment where maximum support is available.

**Table 5:-** Whether household responsibility a stumbling block for excelling.

	Frequency	Percentage
yes	212	54.08
no	180	45.91

Source: Field work, 2021

Table 5 reveals that majority of teachers i.e. 54.08 per cent agrees that household responsibilities are a stumbling block for women teachers to excel in their profession while 45.91 per cent does not concur with the statement.

**Table 6:-** Problem in salary hike due to lack of higher qualification.

	Frequency	Percentage
yes	324	82.65
no	68	17.34

Source: Field work, 2021

Table 6 reveals that 82.65 per cent of teachers face the problem of hike in salary due to non completion of higher qualification. 17.34 per cent do not face any problem which may be due to possessing requisite qualification or due to nature of appointment.

**Conclusion:-**

This paper was set out to examine the issues and challenges faced by Sumi women teachers in Zunheboto district, Nagaland. It also attempted to bring out the factors influencing women's education and also identify hindrances. After completing our research we can say, there are problems faced by women teachers. There are certain desired actions which needed to be taken to eliminate these problems. The first thing that must be done is that the women who are interested in pursuing higher studies must be encouraged by the family and society as a whole. Married women face greater problems than unmarried women; therefore the husbands and family should be supportive towards them. All requisite help like financial assistance and moral support must be extended. Salaries should be raised, and female teachers should be offered incentives and bonuses to encourage them to work hard.

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