

Transformation Competency Faced By Women Teacher In Private School In Coimbatore

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Abstract- As education undergoes continuous transformation, the role of teachers becomes increasingly multifaceted. Women educators in private schools find themselves at the nexus of this change, requiring not only traditional pedagogical skills but also the ability to adapt to innovative teaching methodologies and evolving educational paradigms. Transformation competency is the ability to adapt to changing situations and environments and to initiate and manage change effectively. It is a vital skill for teachers in the 21st century, as they face various challenges and opportunities in the education sector. One of the groups that may experience transformation competency differently is women teachers in private schools. It is useful for the better understanding of the satisfaction level of Swiggy Delivery and to know the most preferred Swiggy Delivery by the respondent

Keywords- Women educators, Problems, Competency, Transformations.

I. INTRODUCTION

The role of women in education has evolved significantly over the years, and as private schools continue to grow in prominence, understanding the transformational competency of women teachers becomes crucial. This study delves into the unique experiences of women educators in private schools, shedding light on the challenges they face and the opportunities that shape their professional journey. Private schools often pride themselves on innovative teaching methodologies and a dynamic educational environment. However, the transformational competency of women teachers within this context has received limited attention. This study seeks to bridge this gap by examining the intricate interplay of factors influencing the professional development and adaptability of women teachers in private school settings. When it comes to women teachers in private schools, the concept of transformation competency is a significant aspect to explore. These teachers often encounter unique challenges and opportunities in adapting to the changing educational landscape.

STATEMENT OF THE PROBLEM

When it comes to women teachers in private schools, the concept of transformation competency is a significant aspect to explore. These teachers often encounter unique challenges and opportunities in adapting to the changing educational landscape. Let's dive deeper into the experiences and skills that empower these women educators to navigate and thrive in this dynamic environment. Gender Stereotypes: Explore how gender stereotypes can impact the transformational competencies of women teachers and to discuss the challenges they may face in breaking traditional gender roles and expectations, and how it affects their ability to adapt and thrive in a changing educational landscape.

OBJECTIVES

- To study the correlation between the challenges faced by female teachers.
- To analyze the impact on job satisfaction of women teachers.
- To find out factors contributing to work -Life struggles among women teachers in private school.
- To identify strategies and interventions to improve work.
- To analyze and promote the existing support system at work.

SCOPE

Understanding transformation competency of women teachers. Identifying challenges faced by women teachers in private schools. Exploring strategies for developing transformation competency. Examining the impact of transformation competency on teaching and learning. Assessing the role of organizational support for women teachers

LIMITATION OF THE STUDY

By examining the transformational competency of women teachers in private schools, this research seeks to contribute to the ongoing discourse on gender equity in education and empower educators to embrace transformative teaching practices in an evolving educational landscape. The

impact that is faced by women teachers in work -life balance that gives the greater challenges of how they are achieving the professional responsibility

II. REVIEW OF LITERATURE

1. E vazquez (2023): The aim of this research was to know how widespread the activities were, and to what extent they were being implemented, in relation to data protection and digital sustainability in Primary Education schools. This study also analyzed whether teachers' age, gender and years of experience in the profession influenced the development of this type of practices among students.
2. EB Demissie (2022): This study focused on technology integration in classroom activities, where data were collected from teachers, principals, and pedagogical center coordinators from secondary schools. Findings indicated a high rating for content, pedagogical, and pedagogical-content knowledge domains. Besides, all six knowledge domains, including technology, content, pedagogy, and their interactions, had a positive and significant relationship with the Technology-Pedagogical-Content Knowledge (TPACK) application.

III. METHODOLOGY USED IN THIS STUDY

Research Design: This Research was aimed at analyzing the transformation competency faced by women teacher.

Sample Size: The sample size is 156 respondents.

Data Collection: Data are facts may be derived from several source. Data is of two types Primary and Secondary.

Primary data

The primary data for the presents study is collects through questionnaire method. A well-structured and closed ended questionnaire used.

Secondary data

Secondary data relating to this study Brand Preference of Women Cosmetics were obtained from relevant studies from newspaper, books, journals and internet sources.

TABLE: SIMPLE PERCENTAGE ANALYSIS

Factors	Options	No. of Respondents	Percentage
Age	18	6	4%
	18-21	37	24%
	21-25	88	56%
	25 above	25	16%
Monthly Income	10000	29	18%
	10000-15000	93	60%
	15000-25000	34	22%
School Of Respondents	Private		84%
	Government	21	13%
	CBSE	2	1%
	Taking tuition	1	1%
	Other	1	1%
Familiar with the concept	Very Familiar	76	49%
	Somewhat Familiar	74	47%
	Not Familiar at all	6	4%
Challenges Faced	Yes	90	58%
	No	50	32%
	May be	16	10%

Source: Primary Data

INTERPRETATION

The above table shows that 4 % of the respondents were between the age of 25-30, 61.9% of the respondents were between the age of 31-40, 23 and 8 % of the respondents were above 40 years ,18% of respondents are earning 10000,60% of respondents are earning between 10000-15000 and 22% of respondents are earning between 15000-25000, 84% of respondents are in private school,13% of respondents are in Government school,1% of respondents are in Cbse,1% of respondent are taking tuition ,49% of respondents are very familiar with the concept, 47% of respondents are somewhat familiar with the concept,4% of respondents are not at all familiar with the concepts,t 58% of respondents have experienced the challenges,32% of respondents have not experienced the challenges and 10% of respondents may or may not have experienced the challenges.

IV. FINDINGS

Majority of 56 percentage of respondents were 21-25 years of Age Majority of 60 percentage of respondents monthly income is 10000-15000 Majority of 84 percentage of respondents are in private School Majority of 47 percentage of

respondents are somewhat familiar with the concept. Majority of 58 percentage of respondents has faced challenges.

V. SUGGESTIONS

Certainly, addressing the transformation competency challenges faced by women teachers in private schools in Coimbatore requires a combination of supportive measures. Implement targeted professional development programs tailored to the specific needs and challenges faced by women teachers. These programs could focus on enhancing digital literacy, classroom management techniques, leadership skills, and innovative teaching methodologies. Establish mentorship programs where experienced women educators can provide guidance, support, and encouragement to newer teachers. Peer mentorship can be particularly effective in addressing professional challenges and promoting career advancement.

VI. CONCLUSIONS

Conclusion, the transformation competency faced by women teachers in private schools in Coimbatore is a multifaceted challenge that encompasses various dimensions, including professional, personal, and societal aspects. Through our exploration, several key insights have emerged. Women teachers in Coimbatore's private schools demonstrate remarkable adaptability and flexibility in navigating evolving educational landscapes, embracing new technologies, pedagogies, and administrative requirements. Despite facing systemic barriers, many women teachers exhibit strong leadership qualities and actively seek opportunities for professional growth and empowerment. Initiatives promoting mentorship, networking, and skill development are crucial in fostering their leadership potential. Achieving work-life balance remains a significant concern for women teachers, especially given the demands of teaching, administrative responsibilities, and familial obligations. Supportive policies, flexible work arrangements, and institutional recognition of their diverse roles are essential in addressing this challenge.

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