A STUDY OF CHALLENGES AND OPPORTUNITIES TO TEACHERS IN COLLEGES

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ABSTRACT
The present study aims to address the challenges and opportunities to the teachers working in the colleges of Chennai city. The researcher has adopted a survey method to gather the responses from the college teachers. The statistical tools are applied through SPSS software Version 23.0 and tools are applied to get meaningful findings to the research objectives of the study. The results of the hypothesis testing indicates that there is significant difference between the perceptions of teachers regarding the Opportunities in their profession based on their demographic variables and the researchers concluded that Issues of varied nature do exist in the teaching profession and challenges for the teachers besides wonderful opportunities for career growth and development.
Keywords: Teachers, Colleges, NEP, Challenges and Opportunities

Introduction

Teaching has always been considered as a noble profession. Dr. A.P.J. Abdul Kalam, the past President of the Indian Republic, had this profession very close to his heart. After relinquishing his office as President of India, Dr. A.P.J. Abdul Kalam was teaching in a number of Universities, particularly Anna University, Chennai. Though a noble profession from time immemorial this profession has undergone numerous changes during the last 25 years. The profession also has plenty of Challenges for the teachers unlike the past when they had students, shaping whose future rested solely in their hands. The profession also provides plenty of opportunities for the teachers who are really committed to this profession. It will be noteworthy to know that many teachers have risen to top positions in the Indian Government and have played important and significant roles in shaping the destiny of the nation.

Need for the study

As said in the previous section, the challenges and opportunities provided by this teaching profession have always inspired many people and the writer of this article is no exception to it. A clear understanding of the niceties of this profession will provide many indecisive people to take a formal and emphatic decision on taking to teaching. The writer of this article has felt that a formal study about the challenges and opportunities of the teaching profession will provide a direction to the undecided people and help them to formally opt for the teaching profession. This is the reason for undertaking the study.

Scope of the study

The scope of the study encompasses the different issues arising in this teaching profession, the approach of the present day teachers besides how best they make use of the opportunities available to them in this profession.

Objectives of the Study

The following objectives have been framed for the study

1. To ascertain the contribution of demographic variables of the teachers in Colleges for the study
2. To examine the impact of various challenges faced by teachers in colleges in Chennai.
3. To evaluate the opportunities available to the teachers in colleges in Chennai
4. To understand the issues arising for the teachers in colleges and the solutions available for the same.

Review of Literature

Azzi and Huck (2020) stated that all stakeholders, institutions, teachers, publishers and parents have joined hands together to create digital resources like textbooks and learning materials, so that they could be delivered through virtual classrooms. Slowly and steadily virtual classrooms are becoming the order of the day. It is also a challenge for the teachers to deliver through virtual classrooms.

Pudasaini (2020) identified that four categories of special needs learners revolve around parental literacy levels, typical living situations, physical/mental abilities and learning needs. This requires a comprehensive framework to address each type of student. The framework should definitely address a special need of the above learners.

Holton and Baldwin (2013) identified a number of actions as central to increasing the likelihood of TOL occurring. The first was early detection of potential obstacles to reaching TOL and making sure that these obstacles were then addressed. They placed a strong emphasis on identifying real-world possibilities for participants to use what they had learned, as well as on the need for participants to be well prepared and possess the personal capacity to seize these opportunities when they presented themselves. The authors concluded that participants are more inclined to try to make a change if they are convinced of the value of what they are learning and think that putting up the effort will result in positive change. All of these suggestions make logical sense when considering how to facilitate TOL and TPSR.

Sywelem (2012) proved that everyone has their own learning style along with their cultural influences; the ones who are taught using their own learning style and taking into consideration cultural aspects of individuals will perform better academically. Precisely if students are taught using their own learning style, they will perform better.

Banning (2005) stated that there are various teaching styles; notable approaches are didactic, facilitative and Socratic and the experimental method The didactic is the traditional method mainly involves lecturing and is very much teacher-centered where learning is involved mainly through note taking and listening to teachers .
Walkin (2000) Traditional methods of teaching continue to use the lecture as a means of teaching and an economical one where one academic can disperse knowledge to a large audience. However, didactic can mean full responsibility of teaching on academics as it is strongly teacher centered; the teacher is the knowledge expert, all the learning objects and knowledge flows from the teacher.

Brozik (2006) explored in their empirical study teachers must understand and recognize individual learning styles of the many hundreds of students (how they learn and how they perceive) in the context of online education. It is important to convey and share the information with students. For the hundreds of students who usually are not seen by academics in the e-learning environment, at present, the technology practice does not help such a scenario.

There are plenty of such reviews. The writers of this article have appended above only a few. Further reviews made by the writers speak sufficiently about the opportunities available to teachers and the challenges faced by them while teaching. This observation of the writer has created an imperative to make a study on the challenges and opportunities in teaching.

Research Methodology
Population: The population for this study consists of the teachers working in colleges in Chennai city.
Sample size: 198 college teachers constitute the sample for this study
Sampling method: Non-probability sampling
Sampling technique: Convenience sampling
Type of data: Primary data
Instrument used: Questionnaire

Sl. No.	Type of Questions	No. Of Questions
1	Name	1
2	Multiple choice	8
3	Likert's scaling type	2
4	Open ended	1
	Total	12

Table 1 Constitution of the questionnaire

Data cleaning and coding: The information collected through the instrument "Questionnaire" was thoroughly checked for inconsistency and omissions. The resulting questionnaire information were converted into appropriate codes and fed into Ms-Excel spread sheet.

Data analysis: The following statistical tools / tests have been used in the data analysis

1. Percentage analysis
2. Descriptive statistics
3. ANOVA (one-way)

4. EFA (Exploratory Factor Analysis)

	Frequency	Percentage
Post Graduate	19	9.6
M.Phil.	74	37.4
Ph.D.	105	53.0
Total	198	100.0

Table 2 Education wise breakup of respondents
(Source: Primary data)

It can be observed from the above table that 19 respondents (9.6% of the total sample size of 198) are educated up to Post Graduation, 74 respondents (37.4% of the total sample size) are educated up to M.Phil., level and 105 respondents (53% of the total sample size) are educated up to Ph.D. It can therefore be understood that majority of the respondents are Ph.Ds. while a very few are Post Graduates.

	Frequency	Percentage
Assistant Professor	130	65.7
Associate Professor	56	28.3
Professor	12	6.1
Total	198	100.0

Table 3 Designation wise break up of respondents
(Source: Primary data)

It can be observed from the above that 130 respondents (65.7% of the total sample size of 198) are Assistant Professors, 56 respondents (28.3% of the total sample size) are Associate Professors while 12 respondents (6.1% of the total sample size) are Professors. It can therefore be concluded that Assistant Professors are more in number in the chosen sample.

	Frequency	Percentage
Up to 5 years	82	41.4
5 to 10 years	44	22.2
More than 10 years	72	36.4
Total	198	100.0

Table 4 Experience wise break up respondents
(Source: Primary data)

It can be seen from the above table that 82 respondents (41.4% of the total sample size of 198) are having up to 5 years of experience, 44 respondents (22.2% of the total sample size) are having between 5 to 10 years of experience and 72 (36.4% of total sample size) are having more than 10 years of experience. It can therefore be concluded that majority of the respondents are having up to 5 years of experience only.

Opportunities to learn	Frequency	Percentage
Yes	109	55.1
No	14	7.1
To some extent	75	37.9
Total	198	100.0

Table 5 Full of opportunities to learn
(Source: Primary data)

It can be seen from the above table that 109 respondents (55.1% of the total sample size of 198) say that they have full opportunities to learn in their academic profession, 14 respondents (7.1% of the total sample size) say that they do not have full opportunities to learn in their academic profession while 75 respondents (37.9% of the total sample size) say that they have opportunities to learn only to some extent in their academic profession.

	Frequency	Percentage
Yes	77	38.9
No	48	24.2
To some extent	73	36.9
Total	198	100.0

Table 6 Table showing extent of challenges from colleagues, Students and Management
(Source: Primary data)

It can be observed from the above table that 77 teachers (38.9% of the total sample size of 198) say their profession is full of challenges from their colleagues, students and management, 48 teachers (24.2% of the total

sample) say their profession is not full of challenges from colleagues, students and management while 73 (36.9% of the total sample) say that their profession is full of challenges from their colleagues, students and Management to some extent. It can therefore be concluded that majority of the teachers feel that their profession is full of challenges.

	Frequency	Percentage
Yes I have felt	82	41.4
No, I have not felt	63	31.8
Rarely, I have felt	53	26.8
Total	198	100.0

Table 7 Table showing perceptions of teachers about the extent of challenges in This academic industry
(Source: Primary data)

It can be seen from the above table that 82 teachers (41.4% of the sample size of 198) say that they have felt full challenges in this industry, 63 teachers (31.8% of the total sample) say that they have not felt challenges in this industry while 53 teachers (26.8% of the total sample) say that rarely they had occasions to feel that they had challenges in this industry.

	Frequency	Percentage
Yes I have felt	98	49.5
No, I have not felt	49	24.7
Rarely, I have felt	51	25.8
Total	198	100.0

Table 8 Table showing whether teachers have a big and great role in the Academic industry
(Source: Primary data)

It can be inferred from the above table that 98 teachers (49.5% of the total sample size of 198) feel they have big and greater role in the academic industry, 49 teachers feel (24.7% of the total sample) feel they do not have big and greater role in this academic industry while 51 teachers (25.8% of the total sample) feel rarely they have felt big and greater role in the academic industry.

	Frequency	Percentage
Yes, definitely	141	71.2
No, not at all	57	28.8
Total	198	100.0

Table 9 Table showing opinion of teachers about the sacredness of teaching Profession
(Source: Primary data)

It can be seen from the above table that 141 teachers (71.2% of the sample size of 198) opine that teaching profession is definitely a sacred one, 57 teachers (28.8% of the total sample) opine that teaching profession is not a sacred one. It can therefore be concluded that a vast majority of the teachers consider teaching profession is a sacred one.

Descriptive statistics for the Eleven items (sub-variables) under Challenges in the teaching profession
The following table list eleven items under the major variable **Challenges in the teaching profession.** Besides, the table also gives the descriptive statistics (Mean, Standard deviation and Standard Error Mean) for all the eleven items. The descriptive statistics have been calculated from the opinions of 198 teachers for each of the eleven items under the major variable.

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Managing difficult students	198	3.84	.074	1.044
Ensuring neutral approach between boys and girls	198	3.85	.072	1.016
Producing standard results in examinations	198	4.01	.077	1.083
Longer duration of teaching everyday leading to strain/ fatigue	198	3.53	.088	1.233

Not able to maintain work / Life balance	198	3.51	.088	1.233
Occasional misunderstanding with superiors in department	198	3.54	.091	1.281
Insufficient salary income	198	3.31	.096	1.345
Unable to avail leave during sudden difficulties	198	3.63	.084	1.184
Communication difficulties with other state / nation students	198	3.82	.087	1.219
Ensuring regular attendance of students	198	3.89	.080	1.128
Non-Cooperation from parents / guardians	198	3.48	.089	1.253

Table 10 Table showing Challenges in the teaching profession Descriptive Statistics
(Source: Computed data)

It can be observed from the above table that the teachers "Agree" for the variables "Producing standard results for the examination (Mean 4.01)", "Ensuring regular attendance of students (Mean 3.89)", "Ensuring neutral approach between boys and girls (Mean 3.85)", "Managing difficult students (Mean 3.84)", and "Communication difficulties with other state / nation students (Mean 3.82)".

It can further be observed from the above table that the teachers also "Agree" for the variables "Longer duration of teaching everyday leading to strain / fatigue (Mean 3.53)", "Not able to main work / life balance (Mean 3.51)", "Occasional misunderstanding with superiors in department (Mean 3.54)", "Unable to avail leave during sudden difficulties (Mean 3.63)" and "Non-cooperation from parents / guardians (Mean 3.48)".

It can also be seen from the above table that the teachers remain neutral on the variable "Insufficient salary income (Mean 3.31)".

Descriptive statistics for the Ten items (sub-variables) under Opportunities in the teaching profession
The following table list ten items under the major variable **Opportunities in the teaching profession.** Besides, the table also gives the descriptive statistics (Mean, Standard deviation and Standard Error Mean) for the ten items. The descriptive statistics have been calculated from the opinions of 198 teachers for each of the ten items under the major variable.

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Continuous improvement of knowledge is possible	198	4.10	.058	.822
Identification of genuinely interested students for further developing them in education is possible	198	4.20	.060	.847
Shaping the dreams of students in to achievable levels	198	4.07	.068	.962
Shaping the character and conduct of students	198	4.04	.075	1.056
Shaping ourselves as a role-model to students	198	3.93	.072	1.088
Learning to maintain good relationship with colleagues / superiors in the department	198	3.93	.068	.959
Establishing contacts with industry personnel	198	3.80	.077	1.088
Contributing to print media by writing useful articles	198	3.82	.079	1.112
Learning to cope up with changes in teaching environment (online teaching)	198	3.92	.075	1.058
Helps to improve family by utilizing knowledge for children	198	3.94	.071	.998

Table 11 Opportunities in the teaching profession
(Source: Computed data)

It can be seen from the above table that the teachers "Agree" for the variables "Identification of genuinely interested students for further developing them in education is possible (Mean 4.20)", "Continuous improvement of knowledge is possible (Mean 4.10)", "Shaping the dreams of students to achievable levels (Mean 4.07)" and "Shaping the character and conduct of students (4.04)".

It can further be seen from the above table that the Teachers "Agree" for the variables "Helps to improve family by utilizing knowledge for children (Mean 3.94)", "Shaping ourselves as a role-model to students (Mean 3.93)", "Learning to maintain good relationship with colleagues / superiors in the department (Mean 3.93)", "Learning to cope up with changes in teaching environment (online teaching) (Mean 3.92)", "Contributing to Print media by writing useful articles (Mean 3.82)" and "Establishing contacts with industry personnel (Mean 3.80)".

Education vs. Challenges

Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Educational status of Teachers and the Challenges in the teaching profession

Null hypothesis (Ho): There is no significant difference between Educational status of the Teachers and the Challenges in the teaching profession

Items or sub-variables		Sum of squares	Df	Mean Square	F	Sig.
Managing difficult students	Between Groups Within Groups Total	.784 214.044 214.828	2 195 197	.392 1.098	.357	.700
Ensuring neutral approach between boys and girls	Between Groups Within Groups Total	1.187 202.268 203.455	2 195 197	.593 1.037	.572	.565
Producing standard results in examinations	Between Groups Within Groups Total	.219 230.776 230.995	2 195 197	.109 1.183	.093	.912
Longer duration of teaching everyday leading to strain/ fatigue	Between Groups Within Groups Total	.271 299.047 299.318	2 195 197	.136 1.534	.088	.915
Not able to maintain work / Life balance	Between Groups Within Groups Total	1.365 298.115 299.480	2 195 197	.682 1.529	.446	.641
Occasional misunderstanding with superiors in department	Between Groups Within Groups Total	3.495 319.681 323.177	2 195 197	1.748 1.639	1.066	.346
Insufficient salary income	Between Groups Within Groups Total	42.415 314.171 356.586	2 195 197	21.208 1.611	13.163	**.000**
Unable to avail leave during sudden difficulties	Between Groups Within Groups Total	2.915 273.428 276.343	2 195 197	1.458 1.402	1.039	.356
Communication difficulties with other state / nation students	Between Groups Within Groups Total	1.254 291.559 292.813	2 195 197	.627 1.495	.419	.658
Ensuring regular attendance of students	Between Groups Within Groups Total	2.568 248.205 250.773	2 195 197	1.284 1.273	1.009	.367
Non-Cooperation from parents / guardians	Between Groups Within Groups Total	10.642 298.812 309.455	2 195 197	5.321 1.532	3.473	**.033**

Table 12 Table showing Educational status of Teachers and the Challenges in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of items 7 and 11, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 7 and 11. In the case of items 7 and 11, the null hypothesis is rejected i.e. there is significant difference between the Educational status of teachers and the Challenges in the teaching profession.

Designation vs. Challenges

Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Designation of Teachers and the Challenges in the teaching profession.

Null hypothesis (Ho): There is no significant difference between Designations of the Teachers And the Challenges in the teaching profession

Items or sub-variables		Sum of squares	Df	Mean Square	F	Sig.
Managing difficult students	Between Groups	1.498	2	.749	.685	.506

	Within Groups Total	213.330 214.828	195 197	1.094		
Ensuring neutral approach between boys and girls	Between Groups Within Groups Total	3.611 199.843 203.455	2 195 197	1.806 1.025	1.762	.174
Producing standard results in examinations	Between Groups Within Groups Total	1.093 229.902 230.995	2 195 197	.547 1.179	.464	.630
Longer duration of teaching everyday leading to strain/ fatigue	Between Groups Within Groups Total	1.052 298.266 299.318	2 195 197	.526 1.530	.344	.709
Not able to maintain work / Life balance	Between Groups Within Groups Total	.921 298.559 299.480	2 195 197	.461 1.531	.301	.741
Occasional misunderstanding with superiors in department	Between Groups Within Groups Total	.383 322.794 323.177	2 195 197	.192 1.655	.116	.891
Insufficient salary income	Between Groups Within Groups Total	27.714 328.872 356.586	2 195 197	13.857 1.687	8.216	**.000**
Unable to avail leave during sudden difficulties	Between Groups Within Groups Total	7.516 268.828 276.343	2 195 197	3.758 1.379	2.726	.068
Communication difficulties with other state / nation students	Between Groups Within Groups Total	8.984 283.830 292.813	2 195 197	4.492 1.456	3.086	**.048**
Ensuring regular attendance of students	Between Groups Within Groups Total	10.625 240.148 250.773	2 195 197	5.312 1.232	4.314	**.015**
Non-Cooperation from parents / guardians	Between Groups Within Groups Total	14.115 295.340 309.455	2 195 197	7.057 1.515	4.660	**.011**

Table 13 Table showing Designation of Teachers and the Challenges in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of items 7, 9, 10 and 11, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 7, 9, 10 and 11. In the case of items 7, 9, 10 and 11, the null hypothesis is rejected i.e. there is significant difference between the Designation of teachers and the Challenges in the teaching profession.

Experience in Teaching vs. Challenges
Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Experience of Teachers and the Challenges in the teaching profession

Null hypothesis (Ho): There is no significant difference between Experiences of the Teachers And the Challenges in the teaching profession

Items or sub-variables		Sum of squares	Df	Mean Square	F	Sig.
Managing difficult students	Between Groups Within Groups Total	6.686 208.142 214.828	2 195 197	3.343 1.067	3.343	.046
Ensuring neutral approach between boys and girls	Between Groups Within Groups Total	5.373 198.081 203.455	2 195 197	2.687 1.016	2.645	.074
Producing standard results in examinations	Between Groups Within Groups Total	9.700 221.295 230.995	2 195 197	4.850 1.135	4.274	.015
Longer duration of teaching everyday leading	Between Groups	5.873	2	2.937	1.951	.145

to strain/ fatigue	Within Groups Total	29.445 299.318	195 197	1.505		
Not able to maintain work / Life balance	Between Groups Within Groups Total	7.126 292.354 299.480	2 195 197	3.563 1.499	2.376	.096
Occasional misunderstanding with superiors in department	Between Groups Within Groups Total	5.069 318.108 323.177	2 195 197	2.534 1.631	1.554	.214
Insufficient salary income	Between Groups Within Groups Total	18.571 338.015 356.586	2 195 197	9.285 1.733	5.537	.005
Unable to avail leave during sudden difficulties	Between Groups Within Groups Total	16.329 260.014 276.343	2 195 197	8.165 1.333	6.123	.003
Communication difficulties with other state / nation students	Between Groups Within Groups Total	17.573 275.240 292.813	2 195 197	8.786 1.411	6.225	.002
Ensuring regular attendance of students	Between Groups Within Groups Total	16.498 234.275 250.773	2 195 197	8.249 1.201	6.866	.001
Non-Cooperation from parents / guardians	Between Groups Within Groups Total	20.876 288.578 309.455	2 195 197	10.438 1.480	7.053	.001

Table 14 Table showing Experience of Teachers and the Challenges in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of items 1, 3, 7, 8, 9, 10 and 11, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 1, 3, 7, 8, 9, 10 and 11. In the case of items 1, 3, 7, 8, 9, 10 and 11, the null hypothesis is rejected i.e. there is significant difference between the Experience of teachers and the Challenges in the teaching profession.

Education vs. Opportunities
Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Education of Teachers and the Opportunities in the teaching profession

Null hypothesis (Ho): There is no significant difference between Education of the Teachers and The Opportunities in the teaching profession

Items or sub-variables		Sum of squares	df	Mean Square	F	Sig.
Continuous improvement of knowledge is possible	Between Groups Within Groups Total	.212 132.965 133.177	2 195 197	.106 .682	.155	.856
Identification of genuinely interested students for further developing them in education is possible	Between Groups Within Groups Total	.471 140.847 141.318	2 195 197	.236 .722	.326	.722
Shaping the dreams of students in to achievable levels	Between Groups Within Groups Total	1.327 180.819 182.146	2 195 197	.664 .927	.716	.490
Shaping the character and conduct of students	Between Groups Within Groups Total	.003 219.673 219.677	2 195 197	.002 1.127	.002	.998
Shaping ourselves as a role-model to students	Between Groups Within Groups Total	.025 200.122 200.146	2 195 197	.012 1.026	.012	.988
Learning to maintain good relationship with colleagues / superiors in the department	Between Groups Within Groups	2.333 178.677	2 195	1.166 .916	1.273	.282

	Total	181.010	197			
Establishing contacts with industry personnel	Between Groups Within Groups Total	3.979 229.339 233.318	2 195 197	1.989 1.176	1.692	.187
Contributing to print media by writing useful articles	Between Groups Within Groups Total	4.290 239.165 243.455	2 195 197	2.145 1.226	1.749	.177
Learning to cope up with changes in teaching environment (online teaching)	Between Groups Within Groups Total	4.429 216.278 220.707	2 195 197	2.214 1.109	1.996	.139
Helps to improve family by utilizing knowledge for children	Between Groups Within Groups Total	6.897 189.492 196.389	2 195 197	3.448 .972	3.549	.031

Table 15 Table showing Education of Teachers and the Opportunities in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of item 10, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 10. In the case of item 10, the null hypothesis is rejected i.e. there is significant difference between the Education of teachers and the Opportunities in the teaching profession.

Designation vs. Opportunities
Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Designation of Teachers and the Opportunities in the teaching profession

Null hypothesis (Ho): There is no significant difference between Designations of the Teachers And the Opportunities in the teaching profession

Items or sub-variables		Sum of squares	df	Mean Square	F	Sig.
Continuous improvement of knowledge is possible	Between Groups Within Groups Total	1.813 131.364 133.177	2 195 197	.907 .674	1.346	.263
Identification of genuinely interested students for further developing them in education is possible	Between Groups Within Groups Total	3.037 138.281	2 195 197	1.519 .709	2.142	.120
Shaping the dreams of students in to achievable levels	Between Groups Within Groups Total	11.640 170.507 182.146	2 195 197	5.820 .874	6.656	.002
Shaping the character and conduct of students	Between Groups Within Groups Total	13.729 205.947 219.677	2 195 197	6.885 1.056	6.500	.002
Shaping ourselves as a role-model to students	Between Groups Within Groups Total	7.222 192.924 200.146	2 195 197	3.611 .989	3.650	.028
Learning to maintain good relationship with colleagues / superiors in the department	Between Groups Within Groups Total	2.887 178.123 181.010	2 195 197	1.443 .913	1.580	.209
Establishing contacts with industry personnel	Between Groups Within Groups Total	4.006 229.312 233.318	2 195 197	2.003 1.176	1.703	.185
Contributing to print media by writing useful articles	Between Groups Within Groups Total	5.508 237.947 243.455	2 195 197	2.754 1.220	2.257	.107
Learning to cope up with changes in teaching environment (online teaching)	Between Groups Within Groups Total	12.870 207.838 220.707	2 195 197	6.435 1.066	6.037	.003

Helps to improve family by utilizing knowledge for children	Between Groups Within Groups Total	13.544 182.845 196.389	2 195 197	6.772 .938	7.222	.001

Table 16 Table showing Designation of Teachers and the Opportunities in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of items 3, 4, 5, 9 and 10, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 3, 4, 5, 9 and 10. In the case of items 3, 4, 5, 9 and 10, the null hypothesis is rejected i.e. there is significant difference between the Designation of teachers and the Opportunities in the teaching profession.

Experience in Teaching vs. Opportunities
Analysis of Variance (ANOVA-ONE WAY) is applied to test the significant difference between Experience of Teachers and the Opportunities in the teaching profession
Null hypothesis (Ho): There is no significant difference between Experiences of the Teachers And the Opportunities in the teaching profession

Items or sub-variables		Sum of squares	df	Mean Square	F	Sig.
Continuous improvement of knowledge is possible	Between Groups Within Groups Total	.187 132.990 133.177	2 195 197	.093 .682	.137	.872
Identification of genuinely interested students for further developing them in education is possible	Between Groups Within Groups Total	1.537 139.781 141.318	2 195 197	.769 .717	1.072	.344
Shaping the dreams of students in to achievable levels	Between Groups Within Groups Total	10.206 171.941 182.146	2 195 197	5.103 .882	5.787	.004
Shaping the character and conduct of students	Between Groups Within Groups Total	16.315 203.362 219.677	2 195 197	8.157 1.043	7.822	.001
Shaping ourselves as a role-model to students	Between Groups Within Groups Total	3.377 196.769 200.146	2 195 197	1.689 1.009	1.673	.190
Learning to maintain good relationship with colleagues / superiors in the department	Between Groups Within Groups Total	2.535 178.475 181.010	2 195 197	1.267 .915	1.385	.253
Establishing contacts with industry personnel	Between Groups Within Groups Total	1.931 231.387 233.318	2 195 197	.965 1.187	.814	.445
Contributing to print media by writing useful articles	Between Groups Within Groups Total	.669 242.786 243.455	2 195 197	.335 1.245	.269	.765
Learning to cope up with changes in teaching environment (online teaching)	Between Groups Within Groups Total	2.501 218.206 220.707	2 195 197	1.250 1.119	1.117	.329
Helps to improve family by utilizing knowledge for children	Between Groups Within Groups Total	2.942 193.447 196.389	2 195 197	1.471 .992	1.483	.230

Table 17 Table showing Experience of Teachers and the Opportunities in the teaching profession Analysis of variance table
(Source: Computed data)

It can be seen from the above ANOVA table that in respect of all the items (sub-variables) except in the case of items 3 and 4, the p-value is greater than 0.05. Therefore, the null hypothesis is accepted for all the items except 3 and 4. In the case of items 3 and 4, the null hypothesis is rejected i.e. there is significant difference between the Experience of teachers and the Opportunities in the teaching profession.

Exploratory Factor Analysis

The following 11 items belong to the major variable "Challenges" available to the teachers. In order to reduce the number of items (11) into lesser items (constructs), EFA is applied.

Managing difficult students
Ensuring neutral approach between boys and girls
Producing standard results in examinations
Longer duration of teaching everyday leading to strain/ fatigue
Not able to maintain work / Life balance
Occasional misunderstanding with superiors in department
Insufficient salary income
Unable to avail leave during sudden difficulties
Communication difficulties with other state / nation students
Ensuring regular attendance of students
Non-Cooperation from parents / guardians

Table 18 Challenges to the Teachers in their profession

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.865
Bartlett's Test of Sphericity	Approx. Chi-square	1114.142
	df	55
	Sig.	.000

Table 19 KMO and Bartlett's Test
(Source: Computed data)

It can be seen from the above table that the KMO value of sampling adequacy is .865 and Bartlett's test of sphericity is 1114.142 with degrees of freedom 55 and significance level .000. This implies that the numbers of samples taken (198) are adequate to run an EFA.

	Initial	Extraction
Managing difficult students	1.000	.688
Ensuring neutral approach between boys and girls	1.000	.728
Producing standard results in examinations	1.000	.743
Longer duration of teaching everyday leading to strain/ fatigue	1.000	.708
Not able to maintain work / Life balance	1.000	.636
Occasional misunderstanding with superiors in department	1.000	.595
Insufficient salary income	1.000	.768
Unable to avail leave during sudden difficulties	1.000	.758
Communication difficulties with other state / nation students	1.000	.736
Ensuring regular attendance of students	1.000	.708
Non-Cooperation from parents / guardians	1.000	.626

Table 20 Communalities
(Source: Computed data)

From the above table it can be seen that the communality values are 0.595 (Minimum) and 0.768 (Maximum). This means that all the 10 items will get loaded in some factor or other.

The following table gives the initial Eigen values, extractions sum of squared loadings together with rotation sums of square loading for the 11 Challenges (items).

Component	Initial Eigenvalues			Extraction sums of squared Loadings			Rotation sums of Squared		
	Total	% of Variance	Cumulative %	Total	Total	% of Variance	Cumulative %	% of Variance	Cumulative %
1	5.386	48.966	48.966	5.386	48.966	48.966	3.229	29.354	29.354
2	1.301	11.823	60.790	1.301	11.823	11.823	3.077	27.971	57.325
3	1.007	9.151	69.941	1.007	9.151	9.151	1.388	12.616	69.941
4	.744	6.765	76.705						
5	.535	4.863	81.568						
6	.501	4.556	86.125						
7	.441	4.011	90.136						

8	.350	3.185	93.320						
9	.303	2.753	96.073						
10	.226	2.053	98.126						
11	.206	1.874	100.000						

Table 21 Analysis of variance table
(Source: Computed data)

It can be observed from the above table that the 11 items taken up for EFA get reduced to 3 major factors. The percentage of variance is 29.354, 27.971 and 12.616 individually for the 3 factors. The total variance covered by the 3 factors is 69.941. This is a marvelous figure.

The following table gives the component matrix for the three factors.

	Component		
	1	2	3
Managing difficult students	.669	-.487	.060
Ensuring neutral approach between boys and girls	.723	-.453	-.003
Producing standard results in examinations	.753	-.385	-.168
Longer duration of teaching everyday leading to strain/ fatigue	.767	-.279	.206
Not able to maintain work / Life balance	.770	-.066	.196
Occasional misunderstanding with superiors in department	.706	.266	.157
Insufficient salary income	.365	.277	.747
Unable to avail leave during sudden difficulties	.774	.398	.028
Communication difficulties with other state / nation students	.686	.435	-.277
Ensuring regular attendance of students	.702	.101	-.452
Non-Cooperation from parents / guardians	.687	.351	-.172

Table 22 Component Matrix
(Source: Computed data)

The following table gives the rotated component matrix for the 11 Challenges (items) and the three factors.

	Component		
	1	2	3
Managing difficult students	.815	.124	.091
Ensuring neutral approach between boys and girls	.825	.208	.061
Producing standard results in examinations	.791	.338	-.059
Longer duration of teaching everyday leading to strain/ fatigue	.737	.255	.316
Not able to maintain work / Life balance	.584	.392	.376
Occasional misunderstanding with superiors in department	.298	.570	.426
Insufficient salary income	.077	.100	.867
Unable to avail leave during sudden difficulties	.244	.750	.369
Communication difficulties with other state / nation students	.146	.842	.080
Ensuring regular attendance of students	.393	.722	-.179
Non-Cooperation from parents / guardians	.211	.747	.149

Table 23 Rotated Component Matrix
(Source: Computed data)

The following table gives the component transformation matrix.

Component	1	2	3
1	.587	.669	.284
2	-.726	.613	.313
3	.036	-.421	.908

Table 24 Component Transformation Matrix
(Source: Computed data)

Items	**Values**
Managing difficult students	.815
Ensuring neutral approach between boys and girls	.825
Producing standard results in examinations	.791
Longer duration of teaching everyday leading to strain/ fatigue	.737
Not able to maintain work / Life balance	.584

Table 25 component transformation matrix
(Source: Computed data)

The first factors accommodate five items as above. Considering the nature of the five items, the first factor is named as "Challenges in profession caused by students' factor"

Items	Values
Occasional misunderstanding with superiors in department	.570
Unable to avail leave during sudden difficulties	.750
Communication difficulties with other state / nation students	.842
Ensuring regular attendance of students	.722
Non-Cooperation from parents / guardians	.747

Table 26 component transformation matrix
(Source: Computed data)

The second factor accommodate five items as above, considering the nature of the five items, the second factor is named as "Challenges in profession caused by other issues in the institution" factor.

Items	Values
Insufficient salary income	.867

Table 27 component transformation matrix
(Source: Computed data)

The third factor accommodates one item as above. Considering the nature of the item, the third factor is named as "Challenges in profession caused by finances" factor.

Exploratory Factor Analysis

The following 10 items belong to the major variable "Opportunities" available to the teachers. In order to reduce the number of items (10) into lesser items (constructs), EFA is applied.

Continuous improvement of knowledge is possible
Identification of genuinely interested students for further developing them in education is possible
Shaping the dreams of students in to achievable levels
Shaping the character and conduct of students
Shaping ourselves as a role-model to students
Learning to maintain good relationship with colleagues / superiors in the department
Establishing contacts with industry personnel
Contributing to print media by writing useful articles
Learning to cope up with changes in teaching environment (online teaching)
Helps to improve family by utilizing knowledge for children

Table 28 Opportunities
(Source: Computed data)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.833
Bartlett's Test of Sphericity	Approx. Chi-square	1315.699
	df	45
	Sig.	.000

Table 29 KMO and Bartlett's Test
(Source: Computed data)

It can be seen from the above table that the KMO value of sampling adequacy is .833 and Bartlett's test of sphericity is 1315.699 with degrees of freedom 45 and significance level .000. This implies that the numbers of samples taken (198) are adequate to run an EFA.

	Initial	Extraction
Continuous improvement of knowledge is possible	1.000	.748
Identification of genuinely interested students for further developing them in education is possible	1.000	.799
Shaping the dreams of students in to achievable levels	1.000	.685

Shaping the character and conduct of students	1.000	.639
Shaping ourselves as a role-model to students	1.000	.731
Learning to maintain good relationship with colleagues / superiors in the department	1.000	.760
Establishing contacts with industry personnel	1.000	.702
Contributing to print media by writing useful articles	1.000	.699
Learning to cope up with changes in teaching environment (online teaching)	1.000	.932
Helps to improve family by utilizing knowledge for children	1.000	.940

Table 30 Communalities
(Source: Computed data)

From the above table it can be seen that the communality values are 0.639 (Minimum) and 0.940 (Maximum). This means that all the 10 items will get loaded in some factor or other.

The following table gives the initial Eigen values, extractions sum of squared loadings together with rotation sums of square loading for the 10 impacts (items).

Component	Initial Eigen values			Extraction sums of squared Loadings			Rotation sums of Squared		
	Total	% of Variance	Cumulative %	Total	Total	% of Variance	Cumulative %	% of Variance	Cumulative %
1	5.252	52.516	52.516	5.252	52.516	52.516	3.071	30.707	30.707
2	1.350	13.503	66.019	1.350	13.503	66.019	2.341	23.407	54.114
3	1.035	10.355	76.374	1.035	10.355	76.374	2.226	22.260	76.374
4	.653	6.525	82.899						
5	.473	4.726	87.624						
6	.375	3.751	91.375						
7	.302	3.024	94.399						
8	.277	2.766	97.165						
9	.211	2.108	99.273						
10	.073	.727	100.000						

Table 31 Total Variance Explained
(Source: Computed data)

It can be observed from the above table that the 10 items taken up for EFA get reduced to 3 major factors. The percentage of variance is 52.516, 13.503 and 10.355 individually for the 3 factors. The total variance covered by the 3 factors is 76.374. This is a marvelous figure.

The following table gives the component matrix for the three factors.

	Component		
	1	2	3
Continuous improvement of knowledge is possible	.632	.417	.418
Identification of genuinely interested students for further developing them in education is possible	.644	.474	.401
Shaping the dreams of students in to achievable levels	.737	.377	.019
Shaping the character and conduct of students	.737	.212	-.226
Shaping ourselves as a role-model to students	.826	.145	-.166
Learning to maintain good relationship with colleagues / superiors in the department	.764	-.035	-.417
Establishing contacts with industry personnel	.726	-.078	-.412
Contributing to print media by writing useful articles	.751	-.334	-.154
Learning to cope up with changes in teaching environment (online teaching)	.695	-.558	.370
Helps to improve family by utilizing knowledge for children	.714	-.560	.341

Table 32 Component Matrix
(Source: Computed data)

The following table gives the rotated component matrix for the 10 impacts (items) and the three factors.

	Component		
	1	2	3
Continuous improvement of knowledge is possible	.148	.831	.189
Identification of genuinely interested students for further developing them in education is possible	.169	.866	.145
Shaping the dreams of students in to achievable levels	.507	.649	.090
Shaping the character and conduct of students	.679	.410	.102
Shaping ourselves as a role-model to students	.696	.443	.222
Learning to maintain good relationship with colleagues / superiors in the department	.830	.158	.213
Establishing contacts with industry personnel	.799	.112	.228
Contributing to print media by writing useful articles	.625	.091	.548
Learning to cope up with changes in teaching environment (online teaching)	.205	.188	.925
Helps to improve family by utilizing knowledge for children	.239	.182	.922

Table 33 Rotated Component Matrix
(Source: Computed data)

The following table gives the component transformation matrix.

Component	1	2	3
1	.695	.526	.491
2	.021	.667	-.745
3	-.719	.528	.452

Table 34 Component Transformation Matrix
(Source: Computed data)

Items	**Values**
Shaping the character and conduct of students	.679
Shaping ourselves as a role-model to students	.696
Learning to maintain good relationship with colleagues / superiors in the department	.830
Establishing contacts with industry personnel	.799

Table 35 Component Transformation Matrix
(Source: Computed data)

The first factor accommodates four items as above. Considering the nature of the four items, the first factor is named as "Opportunities in profession for developing self / students" factor.

Items	**Values**
Continuous improvement of knowledge is possible	.831
Identification of genuinely interested students for further developing them in education is possible	.866
Shaping the dreams of students in to achievable levels	.649
Contributing to print media by writing useful articles	.625

Table 36 Component Transformation Matrix
(Source: Computed data)

The second factor accommodates four items as above. Considering the nature of the four items, the second factor is named as "Opportunities in profession for continuous development of self / students" factor.

Items	**Values**
Learning to cope up with changes in teaching environment (online teaching)	.925
Helps to improve family by utilizing knowledge for children	.922

Table 37 Component Transformation Matrix
(Source: Computed data)

The third factor accommodates two items as above. Considering the nature of the two items, the third factor is named as "Opportunities in profession for overall development" factor.

Findings of the study

1. Out of 198 teacher respondents 105 are educated up to Ph.D., 74 are educated up to M.Phil. And 19 are educated up to Post Graduation.
2. Out of 198 teacher respondents 130 are Assistant Professors, 56 are Associate Professors and 12 are Professors.
3. Out of 198 teacher respondents 82 are having up to 5 years' experience, 44 are having between 5 & 10 years of experience while 72 are having more than 10 year experience.
4. Out of 198 teacher respondents 109 say that they have full opportunities to learn in their academic profession, 14 say that they do not have full opportunities to learn in their academic profession while 75 say that they have opportunities to learn only to some extent in their academic profession.
5. Out of 198 teacher respondents 77 teachers say their profession is full of challenges from their colleagues, students and management, 48 teachers say their profession is not full of challenges from colleagues, students and management while 73 say that their profession is full of challenges from their colleagues, students and Management to some extent.
6. Out of 198 teacher respondents 82 teachers say that they have felt full challenges in this industry, 63 teachers say that they have not felt challenges in this industry while 53 teachers say that rarely they had occasions to feel that they had challenges in this industry.
7. Out of 198 teacher respondents 98 teachers feel they have big and greater role in the academic industry, 49 teachers feel they do not have big and greater role in this academic industry while 51 teachers feel rarely they have felt big and greater role in the academic industry.
8. Out of 198 teacher respondents 141 teachers opine that teaching profession is definitely a sacred one, 57 teachers opine that teaching profession is not a sacred one.
9. It can be observed from the data analysis that the teachers "Agree" for the variables "Producing standard results for the examination (Mean 4.01)", "Ensuring regular attendance of students (Mean 3.89)", "Ensuring neutral approach between boys and girls (Mean 3.85)", "Managing difficult students (Mean 3.84)", and "Communication difficulties with other state / nation students (Mean 3.82)". It can further be observed from the data analysis that the teachers also "Agree" for the variables "Longer duration of teaching everyday leading to strain / fatigue (Mean 3.53)", "Not able to main work / life balance (Mean 3.51)", "Occasional misunderstanding with superiors in department (Mean 3.54)", "Unable to avail leave during sudden difficulties (Mean 3.63)" and "Non-cooperation from parents / guardians (Mean 3.48)". It can also be seen from the data analysis that the teachers remain neutral on the variable "Insufficient salary income (Mean 3.31)".
10. It can be seen from the data analysis that the teachers "Agree" for the variables "Identification of genuinely interested students for further developing them in education is possible (Mean 4.20)", "Continuous improvement of knowledge is possible (Mean 4.10)", "Shaping the dreams of students to achievable levels (Mean 4.07)" and "Shaping the character and conduct of students (4.04)". It can further be seen from the data analysis that the Teachers "Agree" for the variables "Helps to improve family by utilizing knowledge for children (Mean 3.94)", "Shaping ourselves as a role-model to students (Mean 3.93)", "Learning to maintain good relationship with colleagues / superiors in the department (Mean 3.93)", "Learning to cope up with changes in teaching environment (online teaching) (Mean 3.92)", "Contributing to Print media by writing useful articles (Mean 3.82)" and "Establishing contacts with industry personnel (Mean 3.80)".
11. There is significant difference between the perceptions of teachers regarding the Challenges in the profession based on their Educational status.
12. There is significant difference between the perceptions of teachers regarding the Challenges in the profession based on their Designations.
13. There is significant difference between the perceptions of teachers regarding the Challenges in their profession based on their Experience.
14. There is significant difference between the perceptions of teachers regarding the Opportunities in their profession based on their Education.
15. There is significant difference between the perceptions of teachers regarding the Opportunities in their profession based on their Designation.
16. There is significant difference between the perceptions of teachers regarding the Opportunities in their profession based on their Experience.
17. The eleven Challenges get reduced to 3 factors namely "Challenges in profession caused by students", "Challenges in profession caused by other issues in the institution", "Challenges in profession caused by finances".
18. The ten Opportunities get reduced to 3 factors namely "Opportunities in profession for developing self / students", "Opportunities in profession for continuous development of self / students" and "Opportunities in profession for overall development".

Limitations of the study

The following limitation exists for the study presently undertaken:

1. The sample size is 119 teachers in the City of Chennai. The actual strength of teaching community will be much higher. Therefore a better sample may yield very good results compared to the present one. This is a limitation.
2. The variables are very limited, being a study of simple nature. More variables may through better light to the study.
3. There may be hidden challenges in the teaching profession which must be identified and highlighted.
4. There may be hidden opportunities in the teaching profession which must be identified and highlighted.

Scope for further Research

1. Scholars can attempt to study the issues in teaching profession in a different manner, school teachers, college professors, etc.
2. Comparative study between the same issues affecting school teachers and college professors may also be undertaken by scholars.

Conclusion

Teaching is a sacred profession. Stalwarts in different professions like defense, banking, government (State and Central), etc. have at the beginning come from teaching profession. Dr. A.P.J. Abdul Kalam, (Peoples President) has always considered teaching as a profession dearer to his heart. It is not a secret that he was staying and teaching at Anna University, Chennai after relinquishing his office as President of India.

Issues of varied nature do exist in the teaching profession. There are Challenges for the teachers besides wonderful opportunities also. It only requires an ardent faith, good attitude and sincere and honest application on the part of teachers if they really want to shine in this field and become a role model for their students.

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