

Research on the Challenges and Breakthroughs of Female Teachers' Career Choice and Early Career Development in Today's Society

Jiaying Xu

College of Literature and Arts, Southwest University of Science and Technology, Mianyang, Sichuan, China

amy1652258905@gmail.com

Abstract. The issue of women's employment in the workplace has received widespread attention in today's society, and people's demand for workplace fairness is also increasing quickly. However, there are still many shortcomings and inequalities in the employment of female teachers. This article analyzes a series of problems faced by female teachers in the early stages of career selection and development in today's society, and explores in detail the relevant phenomena that lead to these problems and proposes solutions. This article will talk about that female teachers still face the influence of rigid thinking concepts such as "gender discrimination" and "family education" in their career choices and early career development, and this influence will have a huge impact on their academic choices and future development. Based on this, this article proposes the following suggestions: it should increase funding for social education and related legal popularization, and promote female teachers to have more choices in today's society while breaking traditional gender discrimination and thinking.

Keywords: Female teachers, career choice and development, gender discrimination, fixed thinking.

1. Introduction

With the continuous improvement of socio-economic and cultural construction, people's awareness of gender equality in society is gradually increasing. There are gradually many topics in society that advocate for women in the workplace, but the unequal treatment of women in the workplace still exists. Among them, as one of the important industries in China, the "education industry" has always been a popular field for women to engage in employment.

According to statistics, the proportion of female students in most normal universities in China is over 50% [1]. Therefore, in-depth exploration of the challenges faced by female teachers in the early stages of career selection and development, as well as how to overcome them, has become a necessary topic of discussion at present.

Studying the difficulties faced by female teachers in their career choices and early stages of employment, can more vividly and specifically reveal the various inequalities that exist in society, thereby promoting the education industry to pay more attention to gender issues and promoting the emergence of more equitable personnel and promotion mechanisms. Create a better working environment for women and unleash their potential. At the same time, due to the special nature of the education industry towards student groups, changes in the education industry may also subtly influence students' attitudes, thereby further promoting social equality. Therefore, the study of this issue has certain practical significance.

2. Status and Limitations

2.1. Limitations of Discipline

Based on the current social situation, female teachers still face many different problems in contemporary society. Firstly, female teachers often face limitations when choosing the subject they want to pursue. Most female teachers pursue careers in humanities such as Chinese, English, and art

that are more emotional. This leads to the "solidification" of women's career development direction when choosing career development. If female teachers want to engage in logical science careers, they will receive more scrutiny and testing compared to male teachers. Many female teachers also tend to think that teaching humanities is a more "relaxed" profession than science [2]. Often, female teachers subconsciously reject more difficult directions and choose simpler and easier jobs.

2.2. Limitations of Duties

Similarly, female teachers are often required to hold positions such as "homeroom teacher" in managing classes, while some more complex tasks that require strong computational and logical skills are often assigned to male teachers. In society's perception, female teachers seem more attentive, gentle, and adept at observing students' emotions and managing classes than male teachers. However, managing classes and conducting home-school communication requires a lot of time, energy, and mental effort, which often leaves female teachers feeling exhausted. In the eyes of most people, even as a homeroom teacher, female teachers seem to be more relaxed than male teachers - even if they integrate into the workplace, female teachers seem to care more about their appearance and appearance than male teachers, and their concern for external image invisibly makes many people feel that they still have a lot of "spare time".

2.3. Limitations of Personality

Similarly, perhaps because female teachers are more likely to be required to engage in "home school communication", they are more likely to receive "dissatisfaction" from their parents compared to male teachers in their career - female teachers are often more likely to become "vents" or targets of criticism in home school conflicts. The fabrication and malice towards female teachers are rampant in society. The contradiction between home and school is already an inevitable and most acute issue in education related work. If not handled properly, it can greatly damage the career development and personal reputation of teachers. When dealing with this contradiction, seemingly gentler female teachers seem to be more easily targeted on some small issues, so the pressure faced by female teachers from home and school is often enormous [3].

2.4. Limitations of Gender Role

Female teachers not only face various pressures in their work but also have more burdens than men in balancing their personal and professional lives. This is reflected in the fact that female teachers often need to take care of household affairs while working. Family elders prefer to let girls take care of their lives at home, which leads to female teachers spending more time balancing the different pressures brought by family and career. In families with both children, parents are often more willing to let their daughters handle the trivialities of their daily lives, while sons are given more expectations to work harder. Compared to families with two children, women in only child families face greater pressure, especially in today's world where many young people choose to get married early. In the workplace and between families, women, as "daughters" and "daughters-in-law," have to put in more effort and attention than men. In addition to the pressure inherent in work and life, there is also "invisible discrimination" in the teaching industry for career promotion. When electing leaders, more people are willing to choose men because they seem more rational, decisive, and leadership. Female teachers, on the other hand, are often excluded first due to labels such as "emotional", and some female teachers may not have more spare energy to pursue career advancement due to the pressure they carry.

3. Reasons Analysis

3.1. Stereotypes of the Difference in Strength Between Men and Women

There are many reasons why female teachers face significant resistance and pressure in their career choices and early career development. The most important of these is the subtle influence from ancient times to the present: "stereotypes". Firstly, in the stereotype of traditional theory, there is a hidden "gender discrimination" in people's minds - for example, men are more decisive and rational, while women are synonymous with gentleness and sensibility [4]. It seems that men are naturally better suited for the workplace than women, and more suitable for engaging in some difficult tasks such as working with dogs. Although there have been many "strong women" and "elite women" in society nowadays, these women are often only a minority compared to successful men. Due to the invisible influence of gender discrimination, both female teachers as individuals and the general public may still develop "fixed thinking" when choosing career paths based on gender. Even a woman who desires success and recognition will inevitably be limited by these stereotypes when facing important choices or huge challenges, leading to the loss of further opportunities.

3.2. The Stereotypical Requirement of the Social Environment

Secondly, the expectations and positioning of women in the social environment are also a manifestation of stereotypes: the mainstream ideology in the social environment is still the family concept of "men leading the outside, women leading the inside", and people generally believe that women should be more inclined towards the family than men because they are more "attentive"; With the continuous changes and development of society, this mainstream has changed, but it has also invisibly put forward higher requirements for female teachers: female teachers should balance both career and family [5]. Especially now, most people believe that teaching is a relatively "easy" profession, which has led to the gradual prevalence of the idea that women should "take care of both the family and make money".

3.3. The Impact of Stereotypes in Family Education on Women

Similarly, stereotypes in family education have had a huge impact on the career development of female teachers: the most important influence in family education is the stereotypical thinking of parents. When accepting life advice, people are often more willing to follow their parents' guidance first - and many parents, due to their own significant gender and career biases, are also more likely to influence their children's career choices. Of course, the emergence of this stereotype is partly due to the residual influence of ancient theories. Feudal ideas such as "men plow and women weave" and "men are superior to women" in ancient China, even if abolished, still have a subtle influence on the thinking of modern and contemporary people; meanwhile, due to the influence of societal demands on women, parents' thinking is often more easily assimilated into social thinking than their children who are engaged in education in school [6]. In addition to being influenced by their parents' thoughts, the family environment provided by their parents and the words and actions revealed in their daily lives can also subtly influence their evaluation of their plans, as well as their future employment direction and standards.

4. Negative Impact

4.1. The Solidification of Curriculum Selection for Male and Female Teachers

With the continuous progress of society and the constant liberation and development of ideas, this implicit stereotype often imposes significant limitations on the career development of female teachers. Many female teachers choose to comply with the needs of society and force themselves to honestly engage in the most ordinary education industry, choosing traditional humanities industries such as "Chinese" and "English" that are considered more suitable for female teachers, thereby reducing the

possibility of self-development and breakthroughs. The unequal number of male and female teachers in terms of employment will also make educated students unconsciously classify themselves according to gender. It is a very obvious fact in high schools that the number of girls in liberal arts classes far exceeds that of boys. This vicious cycle may ultimately lead to significant solidification in the course choices of male and female teachers.

4.2. Influence the Personal Development of Female Teachers

At the same time, due to the influence of social stereotypes, female teachers seem to be more willing than male teachers to accept becoming a "homeroom teacher" and take on the responsibility of establishing connections with schools. After adapting to this lifestyle, many female teachers often lose the possibility of continuing to develop. While running for leadership positions, female teachers are also more willing to recommend male teachers to take on the role rather than participating in the election themselves. Meanwhile, female teachers who also serve as homeroom teachers tend to spend more time paying attention to their students than male teachers who also serve as homeroom teachers. The innate "motherhood" of women can make them unconsciously devote more time and experience to the class, thereby delaying their improvement and development.

4.3. Easy to Trigger Family and Social Conflicts, Affecting Teaching Quality

Similarly, female teachers are more likely to have conflicts with their families due to their different choices: if a female teacher does not follow her parents' ideas to choose suitable subjects, the family often thinks that she is "asking for trouble". When female teachers are unable to balance family and career due to their work reasons, parents often blame them for striving for such high positions and why they cannot follow the popular idea of becoming an "idle ordinary teacher". In this situation, family conflicts are easily exacerbated, and social and family disapproval often stimulates female teachers to start self-doubt. The heavy burden of work and family pressure can make female teachers constantly self-doubt, increasing their psychological burden. This can make it difficult for female teachers to achieve an appropriate balance between life and work, thereby affecting their mental state and quality of life. And this irritable state of mind can also make female teachers feel exhausted when engaged in home-school communication tasks, which can also affect their teaching quality and communication attitude

5. Solution

5.1. Breaking down Disciplinary Barriers

In the face of the above-mentioned issues, society should use more methods to find "breakthroughs" for female teachers in their career choices and early stages of work. Firstly, it is precise because of the special nature of the education industry that it should strengthen the promotion of female teachers having more possibilities, and from a young age, it should make everyone believe that 'women have more possibilities than men'. In the education industry, more female teachers should also be recruited to higher leadership positions and teach science subjects - only by breaking this educational imbalance from an early age can more children realize that women can be competent in any subject or position. This subtle influence can drive students not to fix their development path due to gender boundaries, and to try more choices and possibilities.

5.2. Female Teachers Should Be Treated Fairly

In the workplace, women teachers should be given more public encouragement and recognition: a perfect financial report and excellent communication between home and school are also worthy of praise. At the same time, this praise should be given to female teachers for their excellent work abilities, rather than being deliberately smeared by some malicious people, and placed in other aspects such as the support of family members or the support of seniors [7]. The efforts made by female

teachers should be known, recognized, and praised by people just like male teachers. To achieve this and promote the professional competitiveness of women's classrooms, the reward and punishment system in the workplace should also be more detailed and fair, to encourage female teachers to constantly strive and breakthrough themselves.

5.3. Improve Relevant Laws

In response to the various hidden "inequalities" that exist in today's society, the country should strengthen the implementation of relevant laws and policies. Only a complete and detailed law can "deter" various inequalities and promote the emergence of workplace fairness. In society, people should also encourage all women to constantly break through themselves, grow, try the unknown, and venture into various fields. This is not a demand for women to have both, but a hope that all women can find their path and continue to grow. Only under such a good social atmosphere can women have more courage and strength to try the unknown, thus achieving the image and sublimation of their self-worth.

6. Conclusion

To reduce the barriers that female teachers may encounter in their career choices and early stages of employment, this study starts with the current social situation faced by female teachers in the workplace, analyzes and explains in detail the reasons that cause this social situation and elaborates on the specific negative impacts that this situation will have on female teachers. Subsequently, appropriate solutions were provided. Female teachers often limit their teaching subjects in their career choices due to the influence of societal stereotypes; And it can also affect one's promotion and future development direction in the early stages of employment due to fixed thinking. Female teachers are prone to greater pressure under this social mindset, and only through the joint efforts of the country and society can people promote the further development of female teachers in the future.

References

- [1] Line H. How do college students view male and female teachers: Evidence and experiments from the social laboratory. *Journal of Heilongjiang Finance and Economics*, 1994, (01): 102-105.
- [2] Wang J. An exploration of the gender identification of the teaching profession: On the imbalance of the proportion of male and female students in normal colleges. *Higher Education Research*, 2015, 36 (06): 65-72.
- [3] Guo J. *Gender socialization and career development of teachers from the perspective of gender*. Yunnan Normal University, 2013.
- [4] Chen B. Discussion on the identity of female teachers from the perspective of gender. *Educational Theory & Practice*, 2017, 37 (26): 38-40.
- [5] Zack E, Lang J T, Dirks D. It must be great being a female pedophile!: The nature of public perceptions about female teacher sex offenders. *Crime, Media, Culture*, 2018, 14 (1): 61-79.
- [6] Mackelprang E, Becker J V. Beauty and the eye of the beholder: Gender and attractiveness affect judgments in teacher sex offense cases. *Sexual Abuse*, 2017, 29 (4): 375-395.
- [7] Ten Bensel T, Gibbs B, Burkey C R. Female sex offenders: Is there a difference between solo and co-offenders? *Journal of Interpersonal Violence*, 2019, 34 (19): 4061-4084.