

A STUDY OF PROBLEMS OF WOMEN TEACHERS IN SCHOOL OF AMRITSAR CITY

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ABSTRACT

The purpose of this paper is to study the nature of problems faced by women teachers in Govt. and private school to compare the variations and intensity of problems faced by women teachers. The purpose of study is to discuss and discovered the difference between the problems faced by Govt. women teachers and private women teachers in different problem areas like financial problems, administration problems, personal, social status, teacher education, working conditions and work load, evaluation problem areas.

INTRODUCTION

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family, rather than in a formal setting such as a school or college. Some other professions may involve a significant amount of teaching (e.g. youth worker, pastor).

A teacher plays his role towards society in two ways:

- a) Inside the school by preparing students for effective citizen
- b) Outside the school by assuming the role of a social worker and an agent of social change

In other words, too much is being expected from teachers and too less consideration is given to their problems. They are facing multifaceted problems and stresses due to increasing demand and expectations from the society. Social status, salaries and general service condition of women teachers are far from satisfactory. There are various kinds of problems which women teachers are frequently facing such as mentioned below:

1. Financial problems:

Financial problems consist of 3 aspects 1.1 pay scale; 1.2 job security; 1.3 incentives. Women teachers particularly in private schools are being exploited by the administration due to vast educated unemployment. They are getting meagre salaries for heavy worker

2. Administrative problems:

As far as administrative problems are concerned, women teachers find that their, transfers are made without adequate grounds in rural areas. Sometimes it creates problems for women teachers to avail the promotion opportunity because promotion is mostly associated with transfer to rural areas.

3. Personal problems:

For women teachers, it becomes very difficult when they get appointment for away from their homes. Physical health of women teachers sometimes deteriorate due to work load. For unmarried women teachers, it becomes very difficult to manage her job if she gets married out of station.

Social status problem area:

At present the social status, the salaries and general service conditions of teachers are far from satisfactory. The women teacher's socio-economic status is very low. Efforts should be made to change the attitude of public from negative to positive towards this profession, particularly for private schools women teachers.

Teacher education problem area:

Modern era is a era of explosion of knowledge and rapid change in educational technology. To cope up with the changing demands, it is required to make professional growth continuous by such procedures as study, research, travel, conferences, seminars and attendance at professional meetings. To make in-service teacher education and those concern with school education should work with co-operation. Coordination among State Department of Education, Boards of Secondary Education and University should be established so that new trends may be incorporated in curricular, syllabus and the external examination.

Working conditions and workload problem area

Inclusion of working conditions and workload problem area in the tool is justified as the environment in which women teachers have to work must be free from partiality, favouritism, biasness etc. there should be no grouping at administrative level. Work should be systematically allocated among all teachers. No one should be over burdened and no one should enjoy the privilege of escaping from doing her duties.

Evaluation problem area:

Evaluation problems are included in the problem area of study, to know, to what extent teachers are influenced and their teaching performance is effected due to present examination system. At which level problem is more severe. Is there any difference with regard to Govt. and Private schools.

Justification of research problems:

A teacher occupies an important and unique place and is the heart and soul of every educational institution. We are all aware of the importance of job satisfaction, if a woman teacher is satisfied with her job, she enjoys inner happiness, her mental health is intact, works diligently, more production and better quality is ensured.

Investigations have shown that when a person is satisfied with her job, the results are better. In schools, most teachers are women teachers.

A woman teacher has to perform dual role. Thus she is subjected to plurality of role expectations which are mutually incompatible. As a teacher, a working woman has to fulfil some expectations which are normative in mode, some others represent belief, preferences or other modes of thought. Some expectations may be widely shared but a few others may reflect divergent opinion and generate role conflict for women teachers. If she find no joy in her work how can she be expected to infuse a sense of happiness in the child she teaches? If she is dissatisfied and insecure, how can she provide satisfaction to the students whom she guides. A lamp can never light another lamp unless it continues to burn its own flame.

This piece of research is a bumble attempt to find out the nature and extent of problems among the women teachers working in government and private schools in Amritsar city.

Statement of the Problem:

A study of problems of women teachers in schools of Amritsar City.

Hypotheses:

1. There exists significant difference in the problems perceived by women teachers of government and private schools in financial area.
2. There exists significant difference in the problems perceived by women teachers of government and private schools in administrative area.
3. There exists significant difference in the problems perceived by women teachers of government and private schools in personal problem area.
4. There exists significant difference in the problems perceived by women teachers of government and private schools in social status problem area.
5. There exists significant difference in the problems perceived by women teachers of government and private schools in teacher education programme problems area.
6. There exists significant difference in the problems perceived by women teachers of government and private schools in working conditions and work load related problems area.
7. There exists significant difference in the problems perceived by women teachers of government and private schools in evaluation problems area.

Delimitation of the study:

The investigation is confined to women teachers of Amritsar city only. Further the study is confined to government and private schools only.

METHOD AND PROCEDURE:

Normative survey approach is selected as method of research because it is in accordance with the requirements of the problem. “Questionnaire” has been selected as a tool of the study.

List of tools used in present investigations:

1. Women teachers problems questionnaire
2. Statistical techniques

Scoring and statistical techniques:

Out of 300 collected answer sheet only 256 were completely filled, so only data of 256 women teachers was used to get mean, S.D. σ , CR on the basis of ‘t’ test.



Table 1: showing mean, mean % and standard deviation of scores of two categories of women teachers, Govt. schools (N_{tr}s=119) or Pvt. Schools and Teachers (N_{tr}s=137) in seven major problem areas as obtained on “Women Teachers” problem questionnaire (WTPQ)

Area Schools	Max score =24 Fiancial Pr.A		Max Score=12 Administrative Pr. A		Max Score=14 Personal Pr.A		Max score=6 Social status Pr.A		Max score=13 Teachers Education programme Pr.A		Max Score=14 working conditions and work load Pr.A		Max Score=7 evaluation Pr.A	
	Mean%	S.D	Mean%	S.D	Mean%	SD	Mean%	SD	Mean%	SD	Mean%	SD	Mean%	SD
Govt.	16.31 67.95	3.48	4.49 70.75	2.14	11.26 80.43	1.37	4.04 67.33	1.27	9.63 74.06	2.58	9.76 69.71	1.48	5.34 76.28	0.83
Private	18.20 75.83	3.15	10.14 84.5	1.58	11.44 81.71	2.60	4.56 76.0	0.98	9.81 75.46	2.83	10.08 72.0	2.56	4.89 69.85	1.30
CR	**2.92		**4.85		0.72		**3.71		0.52		1.25		**3.38	

* Significant at 0.05 level

** Significant at 0.01 level

Interpretation of Table:

Table 1 shows mean, mean % and standard deviation of scores of two categories of teachers in seven major problem areas as obtained on 'Women Teacher's Problems Questionnaire (WTPQ).

Two categories of teachers are:

- i) Those working in Govt. Schools ($N_{trs}=119$)
- ii) Those working in Pvt. Schools ($N_{trs}=137$)

To make the seven problem areas easily comparable to each other, all the mean scores were theoretically calculated to have been obtained out of maximum score of 100 in each area. For example, maximum possible score in financial area is 24 and Govt. school women teacher's mean score is 16.31 out of maximum 24 but when calculated it is 67.95 out of 100. This score is referred to as mean %.

In view of the objective of the study, the mean, mean%, SD were calculated from the raw score. After this 't' value were calculated and tested at 0.05 and 0.01 level of significance.

1. ***In financial problem area hypothesis I is fully accepted as there exists significant difference in the problem area as CR is 2.92. Govt. women teachers face (67.95%) problems in this area whereas private women teachers face 75.83%.***
2. In administrative problem area, hypothesis II is fully accepted as there exists significant difference at 0.01 level as CR is 4.85. Govt. women teachers are facing 70.75% problems in this area whereas private women teachers are facing 84.5%.
3. Hypothesis III is rejected as there does not exist significant difference in personal problems of Govt. women teachers (80.43%) and private women teachers (81.7%) CR is 0.72.
4. Hypothesis IV is fully accepted at 0.01 level as there exists significant difference in the social status problem area of Govt. women teachers are facing 67% problems whereas private women teachers are facing 76%.
5. Hypothesis V is rejected as there does not exist significant difference in the problems of Govt. women teachers 74% and private women teachers 75%.
6. In working conditions and work load problem area hypothesis VI is rejected. As CR is 1.25, there does not exist significant difference in this problem area for Govt. women teachers (69%) and private women teachers 0.72%.
7. In evaluation problem area, hypothesis VII is fully accepted as there exists significant difference in the problem area of Govt. women teachers and private women teachers as CR is 3.38.

In Govt. schools women teachers category, highest mean % is 80.43 in personal problem area followed by 76.28 in evaluation problem area. Lowest mean % is 67.33 of social status problem area. In private schools women teachers category, highest mean % is 84.5 in administrative problem area followed by 81.71% in personal problem area. Lowest mean % is 69.85 in evaluation problem area.

Comparing Govt. school women teacher's problems with those of private school women teachers, differences in some problem areas are highly significant (even at 0.01 level as seen from double star on CR).

Private school women teachers have higher feeling of problems in 6 out of 7 problem areas as compared to Govt. school women teachers. Only in case of evaluation problem area, position is reverse.

CONCLUSIONS

1. All women teachers face problems to a great extent in all seven major problem areas irrespective of kind of school (all mean percentages are in range of 66 to 88).
2. Private school women teachers face more problems as compared to government school women teachers in six major problem areas, in four area difference being significant as indicated by (*-0.05 level; **-0.01 level) such as **Financial, **Administrative, Personal, **Social status, Teacher education programme, and working conditions and work load problem area. Private school women teacher face less problems in **evaluation problem area as compared to government school women teachers.
3. Out of seven major problem areas, private school women teachers face highest degree of problems in administrative problem area while for government school women teachers highest degree of problems exist in personal problem area. Private school women teachers face lowest degree of problems in evaluation problem area. Government school women teachers face lowest degree of problems in social status problem area.
4. It is found that government school women teachers are more reluctant/evasive in filling the response sheet as compared to private school women teachers. As indicated from the number of complete response sheets returned and incomplete response sheets returned from Government/Private schools women teachers.

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