Study of Problems Perceived by Female Teachers of Senior Secondary Schools

Dr. (Mrs.) Jeevan Jyoti
Assistant professor
S.V.M.S. College of Education Batala

Received: 10 May  Revised: 18 May  Accepted: 26 May

Abstract

The main aim of the present paper was to study problems perceived by female teachers of senior secondary schools. For this 225 teachers of secondary schools were taken as sample. The study was descriptive in nature. Data was collected by using Women Teacher Problem Inventory (WTPI) by Dr. Sarala Pandey and Rakhi Deb (2002). The results indicated that there exists significant difference between problems perceived by government and private school teachers.

Keywords: Female school teachers, Problems, Govt. Secondary schools, Private Secondary schools.

Introduction

The entire educational process includes many factors, which separately or collectively determine the quality of education, of course, it is very difficult to point out which of these factors are responsible for the success, of educational programs. The teacher plays an essential role in the teaching and learning process upon whose proficiency and competence the quality of education depends. In our society the teacher gets the great respect. He plays the role as a friend, a reformer and a guide.

A good teacher must have an effective and well-adjusted personality. In brief it can be said that an incomplete and maladjusted teacher spoils the school atmosphere. The teacher’s on socio-emotional adjusted is an essential aspect for preparing the students in their personal adjustment problems. It is very important to discover favorable condition for adjustment and to avoid maladjustment. In modern times, the problems of education have increased with the development of education. Professional attitude of teacher and their adjustment in various fields are directly associated with the problems faced by them at home and at work place. Teacher’s plays most significant role in society.

Kothari Commission (1964-66) stated that of all different factors which influence the quality of education and contribution the national development, the quality, competence and character of teachers are undoubtedly the most significant.
In a complex society, life is full of tensions and problems. At each and every sphere of life human being is facing multifaceted problems. There are various kinds of problems which female teachers are frequently facing such as mentioned below:

- Financial problems
- Administrative problems
- Personal problems
- Social status problems
- Teacher education program problems
- Working conditions and work load related problems
- Evaluation problems

**Financial Problems:** Female Teachers particularly in private schools are being exploited by the administration due to vast educated unemployed. They are getting meager salaries for heavy workload. They are not paid according to their workload. Financial problems sometimes may cause frustration. The lack of old age security keeps the teacher worried. Some states have introduced Triple Benefit Scheme in which there is a provision for pension, provident fund and insurance, but the provision is quite unsatisfactory.

**Administrative Problems:** From various studies, it has been revealed that adjustment of teachers was related to their sex and not with the level of their schools. Males adjusted better than females. As for administrative problems are concerned, female 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 area. Due to pressure at administrator it becomes difficult for female teachers to work smoothly. In the end we can say female teachers have to face many difficulties to survive, if they are not blind followers of administrative.

**Personal Problems:** This is one of the important area where female teachers are finding many problems. For women teachers, it becomes very difficult when they get appointment for away from their homes. There is a problem of adjustment at home for women teachers. They face lack of encouragement from their family and society. It is also seen that there is more professional jealousy amongst female teachers. Physical health of women teachers sometimes deteriorate due to workload. Female teacher feel mental stress due to overwork.

**Social Status Problems:** The ranking of the profession in modern society tends always to involve comparison of status and of economic returns. Economic working conditions are one of the important issues of teacher’s problems. But the prestige position of any profession cannot be defined wholly in terms of economic factors. The question of social status of teachers is difficult to define precisely. Stanley (1965) has described nine barriers to the professionalization of teaching, among them is relatively low status accorded to teachers as contrasted with lawyers, engineers, doctors, or businessmen. On the contrary, Stanley says, “teachers are typically regarded at best, as
inexperienced young persons, or as impractical idealists, ill equipped to deal with the substantial realities of world affairs.”

**Teacher Education Program Problems:** There is no doubt that our teachers urgently need an orientation in new and dynamic methods of teaching. The required revolution in teaching can be affected through a firm foundation for professional growth among those who wish to take up teaching as a profession.

**Working Conditions and Working Condition Problems:** The main problem of workload and working for women teachers is that workload is not at parity in Pvt. and Govt. schools. Situation becomes more cumbersome when women teachers are given the classes of teachers who are on leave, for some unmarried women teachers it becomes challenging to teach boys in school during initial years of their services.

**Evaluation problems:** One of the major problems which is being faced by women teachers at present is educational evaluation system in school. According to Radha Krishnan Commission (1948-49), “If examinations are necessary, a through reform of these is still are necessary.”

**Need of the study:** A teacher occupies an important and unique place and has to perform dual role. Her dual role leads to various problems, stress of activities at home and school causes irritation, boredom, tiredness, frustration, anxiety at the work place also. Individual and organization cannot remain in a continuous state of tension. Logically so the first priority is to that some effort should be made for understanding and studying problems perceived by the female teachers so that later remedial measures can be worked out. The investigator made initial efforts in this case.

**Objective:** To know the nature of problems faced by female teachers in different types of schools (i.e. Govt. and Private).

**Hypothesis:** There exists a significant difference in the problems perceived by female teachers belonging to Govt. and Private schools.

**Design:** To study the problems perceived by female school teachers a descriptive survey design was used.

**Sample:** In this study a sample of 150 women teachers from secondary school of Amritsar city was randomly drawn.
Tool used:- Women Teacher Problem Inventory (WTPI) by Dr. Sarala Pandey and Rakhi Deb (2002) was used.

Description of tool: Women Teacher Problem Inventory (WTPI) was developed by Dr. Sarala Pandey and Rakhi Deb (2002). The Women Teachers problem Inventory is an attempt for assessing the problems that female teachers face both at work place and at home. The WTPI covers the following five areas:

- Administration related problems
- Co-worker related problems
- Curriculum related problems
- Personal problems
- Institutional problems

WTPI consisted of 49 items. Reliability of this test is 0.79. Three methods (face, cross and intrinsic validity) are employed to test the validity. The value of intrinsic validity is .88 which shows that the validity of the test is satisfactory.

Results:

Taking hypothesis ‘There exists a significant difference in the problems perceived by female teachers belonging to Govt. and Private schools.’

The verification involved raw scores obtained from the female teachers with regard to their perception about the problems was tabulated the mean, standard deviation, difference between means, standard error of difference between means and were calculated. Then to test whether the difference between means is significant or not t-test was applied on the obtained mean scores of the female teachers of Govt. and Private schools. Mean, S.D. and ‘t’ value was computed and reported for Govt. and Private schools.

Table 1: Depicting the values of mean (M) standard deviation (σ), differences between means (D), standard error of difference between means (σDm), Degree of freedom (df) and t-value of scores for problems perceived by female teachers of Govt. and Private schools is as under:-
<table>
<thead>
<tr>
<th>Type of the school</th>
<th>Mean (M)</th>
<th>Standard deviation (σ)</th>
<th>Differences between means (D), Standard error of difference between means (σDm)</th>
<th>Degree of freedom (df)</th>
<th>t-value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers N= 75</td>
<td>23.17</td>
<td>3.17</td>
<td>0.06</td>
<td>0.93</td>
<td>74</td>
<td>0.06</td>
</tr>
<tr>
<td>Private School Teachers N= 75</td>
<td>23.11</td>
<td>7.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is clear from table (1) that mean value of scores of female Govt. school teachers is near about the same as mean value scores of female private school teachers for the variable of problems. But to find out whether this difference between the means is significant or not, ‘t’-value was calculated which comes out to be 0.06. After calculating the (df) when we compared obtained ‘t’ with tabulated value the calculated value was found to be insignificant at both levels (i.e. 0.05 and 0.01 level).

It is clear from the above given table that when the two groups of female teachers were compared for the problems perceived in their profession the two groups do not emerge as very difficult. There is a slight difference of just .06 between the mean scores of the two groups of teachers i.e. these coming from govt. schools and these from private schools. Both these groups of teachers though have different types of schools with their facility and infrastructure yet they perceive their problems in the same way i.e. the extent is the same. The quantity is the same. The slight and negligible difference in favour of Govt. school teachers is statistically insignificant. So we can say that govt. school teachers and private school teachers have no difference in perceiving the problems related with their profession despite the different types of schools they come from. They encounter problems in their respective set ups even if to an outsider if this set up seems different.

There exists a significant difference in the problems perceived by female teachers belonging to Govt. and Private schools is rejected leading to conclusion that there exists no significant difference in the problems perceived by female teachers belonging to Govt. and private schools.
Graphical representation of difference in scores on the variable problems perceived by female teachers belonging to Govt. and Private schools.

Table 2: Showing the types of problems perceived by female teachers in Govt. and private schools.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Types of Problems</th>
<th>%age of Problems in Govt. Schools</th>
<th>%age of Problems in Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Administrative</td>
<td>43.15%</td>
<td>45.93%</td>
</tr>
<tr>
<td>2.</td>
<td>Co-worker related</td>
<td>50.22%</td>
<td>51.40%</td>
</tr>
<tr>
<td>3.</td>
<td>Curriculum related</td>
<td>49.48%</td>
<td>45.48%</td>
</tr>
<tr>
<td>4.</td>
<td>Personal</td>
<td>38.83%</td>
<td>49.50%</td>
</tr>
<tr>
<td>5.</td>
<td>Institution</td>
<td>50.18%</td>
<td>42.30%</td>
</tr>
</tbody>
</table>

While looking at table (2) it is clear that % age of institutional problems (i.e. 50.18%) and % age of co-workers related problems (i.e. 50.22%) is maximum in govt. schools. The % age of personal problems (i.e. 38.83%) is low in govt. schools. Administrative problems are (43.15%) and curriculum related problems are (49.48%) in govt. schools. % age of co-worker related problems (i.e. 51.40%) is high in private schools and institutional problems (i.e. 42.30%) are very low in private schools. Administrative problems are (45.93%), curriculum related problems are (45.48%) and personal problems are (49.50%) in private schools.

Graph 1. Showing the difference in the %age of problems perceived by female teachers of Govt. and Private schools:
The graphical representation for the % age of problems perceived by the female teachers of Govt. schools and female teachers of Private schools is given in graph. On o-x axis types of problems of female teachers were given and o-y axis %age of problems perceived by female teachers were given as shown in the graph.

**Discussion of the results:**
Hypotheses 'There exists a significant difference in the problems perceived by female teachers belonging to Govt. and Private schools.' was rejected even at 0.05 level of confidence leading to the conclusion that there exists no significant difference in the problems perceived by female teachers belonging to Govt. and Private schools. This finding is well supported by the studies earlier conducted by Bhatia (1989) and Mohapatra (1991).

**Conclusion:** The teacher is the architect of our future. No society can afford to neglect the teacher. Teachers are the most expensive element within the school system and should be utilized as effectively as possible. They are the doers and activists. In other words, too much is being expected from teachers and too less consideration is given to their problems. Social status, the salaries and the general service conditions of female school teachers are far from satisfactory.

**References:**