CHAPTER 7

SUMMARY, CONCLUSIONS AND SUGGESTIONS
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The present study is confined to Anantapur town covering all women teachers numbering 170 working in different schools managed by different authorities. Information about the age of the teachers was also gathered to determine its influence on their choice of the teaching career. Majority of the young persons have entered the teaching profession, who have enthusiasm in teaching. We also find women teachers of different castes and majority of the teachers represent open category. This shows that in the present society caste is no bar to them becoming a teacher. Women teachers belong to various religions, most of them are Hindus and now we can observe that teaching profession is open to all religions which has paved way for upward social mobility. The data comprises of both married, unmarried and widowed women teachers. Majority of the teachers educational qualification is degree and post-graduate to some extent. Only one fourth (1/4) of teachers have the B.Ed. training. This shows that teachers have been recruited without the training in some private schools and for some of the primary classes. This training is not compulsory. Majority of the respondents were married between the age of 20-25 years. This shows that they are positively correlated with the Modernity. As arranged marriage is an approved form of marriage, majority of them had the same type of marriage
eventhough we find love marriages and inter-caste marriages to some extent. The women teachers also prefer arranged marriage as the best form of marriage. Majority of the respondents were positive regarding inter-caste marriage which will march towards a casteless society. As Dowry is one of the social evils of society, 90 per cent of them were unfavourable towards it. Widow remarriage is encouraged by majority of the respondents so that they will be free from isolation and frustration. Majority of them have adopted family planning, the norms of the small healthy family which is an asset to society. We find most of the teachers are natives of this Anantapur town. 80 per cent of the wives migrated to town due to their husbands job. The fathers of women teachers are Degree holders and some are educated upto High School. Most of the mothers are illiterates. Majority of the fathers job is teaching, followed by cultivation and business. About 46 per cent of the respondents husbands are degree holders and their occupation being business followed by teaching and professionals are very less. According to the present society trend we find nuclear family dominates here. Women teachers reveal that they have more liberaty in making decisions regarding childrens education, childrens marriages and exercising franchise in elections. The women teachers always consult some one in their family in taking decisions. Women teachers decisions are not taken as final
and are not obeyed implicitly in these families. Teaching job being a respectable job for women, they receive cooperation from almost all relatives, friends, neighbours and colleagues. Almost all the teachers belong to middle and lower middle class families. We also notice that very few teachers have property. The budget of women teachers is sufficient and at times balanced. Regarding the income, they spend much on clothing and do savings to some extent. Some amount is spent for health, visiting and education. Majority of women teachers have not more than 5 years of experience in teaching and some upto 10 years. It is unhappy to note that more than 60 per cent of the teachers jobs are temporary, eventhough they teach all the subjects in the school. We can observe from the data that work load is heavy inspite of low salaries. They receive a good amount of cooperation with the management, headmaster, correspondent regarding the sanction of causal leaves. It is contended to note that teachers have been provided minimum facilities like staff room. But some of the teachers are denied of this facility also. Women teachers are satisfied, as there is a link between their qualifications and the subjects they teach. They treat the syllabus as appropriate and few treat that some changes are to be made. Inspite of longer periods teachers are satisfied with their work load. A small number of teachers say that they are overloaded. Women teachers are depressed
regarding their salaries as they are insufficient to them. Few of them expressed that their salaries has to be enhanced. They have satisfactory class strength and in some schools there is over strength where teacher cannot concentrate on each and every student. Teaching material is sufficient to them to make their teaching more practical and majority of them have job satisfaction. Many of them preferred this job for interest in teaching followed by financial help to supplement the family. As teaching profession is a prestigious job for women, they receive cooperation from their parents and husbands to full extent, and whereas from children and in-laws a bit low in percentage. Almost 99 per cent of women teachers agree that women employment is an asset to society and 97 per cent agree it as a great contribution to national income and employed women have a better place in society where women employment is positively correlated with the modern society. Many of the respondents are having school going children and very few send them to tutorials. Few children are the dropouts due to repeated failure in their educational career. It is proud to note that women teachers have preferred equal education to both sons and daughters and wish to provide professional or higher education to both. Many of them want to educate their children in towns. Majority of the teachers wish their children to become professionals and next preference is given
to teaching. It is appreciable that none of the teachers preferred their children's marriage below 18 and 21 years. 86.52 per cent of teachers consult their husbands in decision making while almost 95 per cent of them agree that their husbands cooperate with them in all matters. Majority of the teachers have modern gadgets and when compared to this they have less servants. Most of the teachers resolve conflicts by reasoning. More than 50 per cent of teachers say that women should do job and more than 44 per cent stress that those who have economic necessity should do job. Nearly 80 per cent of women teachers agree that women's employment does not always bring about an egalitarian distribution of powers within the family. Lastly we conclude that majority of the teachers are subjected to role-conflict that is home-role and job-role.

SUGGESTIONS

In many high schools women teachers are recruited without B.Ed. training. This should be avoided as soon as possible. Training facilitates better skills of teaching and in making the students better understanding. Training helps the teachers to understand the way of teaching, the way of presenting the lesson as it also helps to know the students mentality. By recruiting the trained teachers the students are able to attain sound education. At times teachers should make the students to be aware of the social evils. They should try to explain the importance and
the use of education. Women teachers should be left free to take their own decisions at least in some matters. Experienced teachers should be recruited. Most of the teachers' jobs are temporary and with the feeling of insecurity they do not concentrate with enthusiasm in teaching. Higher authorities should take interest in making their jobs permanent according to their seniority. Work load is heavy for women teachers who are working in private schools in spite of low salaries. There is no uniformity of work load. Work load should be uniformly distributed according to their subject and syllabus. If work load is heavy it leads to monotony. The management should cooperate with the women teachers. There is no uniformity of casual leave. Temporary and part-time teachers have less casual leaves. It also continues in some private and missionary schools. Senior and permanent teachers have more casual leaves. Even some senior and permanent teachers of private and missionary schools have less number of casual leaves when compared to Government school women teachers. So the casual leave should be streamlined. In some schools teaching material is insufficient which leads to ineffective teaching. Husbands should cooperate with their wives with full interest and encouragement. It gives moral support to their career. In-laws and children should also encourage the women teachers to take up job. One should agree that employment is an asset to society and a great contribution to national
income. Women teachers should be provided creches for their children, so that the women teachers may have an opportunity to look after them in leisure time. This facility saves them from anxiety about their children. It gives them timely tonic to teach effectively. Women teachers' children should be provided with scholarship facilities because some of the primary school women teachers are unable to provide higher education due to meagre salaries. Women teachers should provide equal education to their sons and daughters. Being women they should realize the necessity of education to women.

Salaries of the teachers should be enhanced according to their efficiency in teaching and seniority. In the majority of the private and missionary schools, women teachers are receiving cash. This shows that they are not paid the salary they are worth of. They are not receiving the exact amount as per their designations. In Government schools they receive cheque. This cash system should be avoided and cheque system should be introduced in all schools so that they receive the exact salary. Women employment should bring about an egalitarian distribution of powers within the family and women should not be treated as secondary bread winners, but as equal to men. The most important thing is to note that women should not be subjected to role-conflict. Role-conflict leads to psychological disorders. This should be
prevented by providing them the cooperation from their parents, husbands, children, in-laws and by their school authorities and management.