CHAPTER 2

REVIEW OF LITERATURE
Teaching is a classical human activity but the newest among professions. Teaching is a high status occupation for women in South Asian societies and the most popular profession for women in all countries. Teaching draws relatively high status, high ability women. Women teachers come from more affluent families than their male counterparts. The role of teachers is to propagate the growing need of the hour for living together in peace, harmony and mutual friendship and abjuring communal rivalries which lead to mutual hatred and destruction. They should teach the student the practical advantages of peaceful co-existence or tolerance which are conducive to progress and happiness of all.

Prof. N.G. Ranga (Yojana, August 15, 1988) feels that, "Teachers must come forward in the fight against murderous anti-social elements which try to create atmosphere of communal hatred and disruption and society.

There is a need for women teachers to mould the minds of the rising generation of school children in the direction of humanism and love of life and spiritual atmosphere. Let women teachers stress the need of human being to live for and love humanity as such and to develop discipline, ways of life, conducive to progress and happiness of all through the conscious efforts of all."
Roy (1975) finds that females take to primary school teachers job more often than males.

Sukhwal (1976) reveals that married female secondary school teachers took to their profession more for personal, social, economic reasons than for academic and professional reasons.

Chandra (1977) finds that teachers perceived their jobs as offering more independence and opportunities for social service than other professions.

Arun P. Bali (Indian Dissertation Abstracts, Jan. - March, 1986, Vol. XV, No. 1) finds out the teachers felt that they had very little freedom to organise their academic work affording to their ideals, interests and requirements. Majority of teachers seemed to be dissatisfied with their working conditions and professional environment. They found their salaries insufficient and fringe benefits and promotional avenues generally non-existent. The failure of the University to provide facilities to teachers so that they can fulfil the high expectations that society as of them has produced substantial number of teachers who are professionally frustrated to their institutional meetings.

Women teachers interests leaned more towards teaching than towards research.

Few women teachers than men teachers in all disciplines devoted time for research. It was found that a large
proportion of women teachers in all disciplines had research output far below that of their men colleagues.

"There is general agreement that the primary school teachers should be more concerned to act as a sort of substitute mother than a secondary school teacher" (Gibson, 1970-71: 23) as primary and nursery teaching are seen to require many of the same skills and involve confrontation of similar problems to those found in the rearing of children.

Within teaching, maternalistic and pastoral roles are most often played by women teachers, paternalistic and authoritarian roles by men teachers replicating the authority relationships between sexes in the capitalist society, observes Deem (1978).

The stereotype of mothers as role model for the teachers of the young and fathers as the model for teacher of older children at times make further career development of women teacher difficult (Richardson, 1973).

Froebel's decision to train women rather than men to work with young children led to the opening of the new post-elementary education and teacher training centres for women which acted as a counterveiling influence to the androcentric educational theories of Rousseau which had decidedly given a setback to women's education (Rousseau saw Sophie's education as strictly relative to that of Emile (Arher, 1964).

Intermittent career patterns, greater attrition rates, low occupational aspirations and low commitment are seen as the
cause of low professionalisation of women teachers and the teaching profession as a whole (Hoyle, 1969: 87; Stinnett, 1965: 38).

Women teachers are seen as conservators of past, seldom leaders of change (Baenard, 1964).

The National Policy on Education, 1986; commits the entire educational system to work for women's equality through expansion of mass education facilities, curricular diversification, removal of sexist bias from curriculum and educational programmes and by suitable sensitization of all educational personnel and people in general. Each primary school is to have at least one woman teacher and preference is to be given to women instructors for the massive national programmes of adult education and non-formal education for out of school children. Besides this, the policy recommends higher participation of women in educational managements at all levels.

Taking the country as a whole, where one third of the teachers are female, only 8 percentage of the educational administrators are women and those too largely as heads of separate female institutions (Nayar).

Promilla Kapur, 1970, stated in her sample that, where mixing taboo was broken by women on account of their work place demands, more problems of marital adjustments occurred compared to women teachers.
Adaval (1968), points out that women teachers appear to have taken teaching as a profession because it affords opportunities they otherwise cannot easily get. Teaching is intensely human. A teacher is concerned with living beings, with children full of diverse emotions, tastes and abilities.

Usha Nayar's (1988) book on "women teachers of South Asia continuities, discontinuities and change" dealt with the topics like the rise of women teacher, social mobility of women teacher, occupational role commitment, role conflict of women teachers, changing roles and status of women teachers.

The data of Indian teachers presented by Gore et al (1970) shows that a substantial majority of teachers belonged either to poor or average families and the percentage belonging to socially and economically well off families was small and majority of teachers were upward mobile occupationally.

N.P. Pillai and R. Nair (1965) report the findings of their survey of the living conditions of 349 graduate teachers in Kerala, the State having the highest literacy rate. Their study reveals that the teachers 'Socio-economic background' is an important aspect in the context of teacher efficiency and improving standards in education.

S.K. Das Gupta (1967) has studied the personality adjustment of 482 teachers of private schools in Uttar Pradesh and has found that most of the teachers are trying
to adjust to their environment and teachers coming from urban background are more adjusted than rural teachers. India has a larger teacher power today and these few studies cannot claim to be representative ones, yet their worth lies in that they marked a beginning in hitherto undiscovered field. While the above studies deal with teachers in general, but in the recent years stress has been laid increasingly on women teachers. The disheartening situation in terms of very low levels of literacy in the 'third world' has warranted such a stress.

It is a matter of great satisfaction and happiness that after the achievement of independence, very rapid expansion, unprecedented in the history of the country, is taking place in field of education. Number of schools are being established every year and pupils from all sections of the public are flocking there in large number. All this is a good sign for the democratic traditions which we are trying to build up in our country and the success of which depends on the enlightened masses. But in spite of all this expansion, a strange paradox is observed, the condition of the builder of the nation, in other words, the teacher who is said to be a torch-bearer, a key person upon whom depends the future of the child, the school, the community, the nation, and ultimately of mankind is horribly miserable. The socio-economic conditions of teachers has a great bearing on teacher's mind.
The entry of educated women into relatively higher levels of occupational structure is a phenomenon that merits attention as an important area in mobility studies. Anyhow, the educated employed women do acquire an independent social status on account of their occupational roles whether they be married or single and can no more be ignored in the study of social stratification in changed social contexts.

The emergence of women teachers suggests a redefinition of roles of women. Coincidentally, their roles as teachers have also been seen as assisting, nurturing roles more appropriate to women and which are also sufficiently low in status and authority for women.

Women teachers form 26 percentage of the first level, 23 percentage of the second level and 18 percentage of the higher education teachers in India. Shortage of women teachers is still seen as a major hindrance in the spread of women's education on account of the conservative outlook of certain sections of population, especially in rural areas of North India. As various studies show, girls tend to drop out of middle and secondary schools on account of the non-availability of women teachers. There is acute shortage of women science and mathematics teachers in schools. 

In India, in educationally advanced States like Punjab and Andhra Pradesh have fixed a minimum quota of 30 to 40 percentage for women in educational administration. Taking the country as a whole, where one third of the teachers are
female, only 8 percentage of the educational administrators are women.

Women form only 12.4 percentage of the workers in the organised sector. Within the public sector, women form about 20 percentage of the professional and technical workers and less than 3 percentage of the administrative, executive and managerial workers. And, bulk of the professional, technical women workers are school teachers, nurses, midwives, lady health visitors and health technicians etc.

Of all women teachers, in India, 71 percentage are employed at the primary stage, 21 percentage at the secondary level and only 8 percentage in higher education. Even now, more women are seen in top leadership roles in legislatures, academić, administrative services and even other professions in India as compared to the west.