STATEMENT OF THE PROBLEM

A striking phenomenon of the contemporary Indian scene is the visibility of women teachers. They form a major segment of educated middle class women stepping out in increasingly larger numbers into the world of work in these societies.

Despite various legislations, rights and equal educational opportunities and facilities provided to women from time to time by the Government, still it is clear that they are deprived of certain advantages.

Employed women are subjected to role conflict in the family which may be resolved only by introducing some changes both in the family and in her work place.

The role of an educated earning women in the Indian family is changing fast but their status is not changing at the same rate.

Therefore, in the present study an attempt will be made to examine the social status and working conditions and problems and perspectives of women teachers and also to assess their status equal to their changing role. We confine our analysis to Anantapur town, an economically backward area, where the teachers are constantly increasing due to drought and famine and are invariably engaged in teaching
profession. This town is a district head quarter with number of Government offices and also is a centre for higher education. People are constantly migrating to the area due to their educational necessities and consequent result is the need for more teachers.

OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives in view:

1. To probe into the employment (working) conditions of women teachers in Anantapur town.
2. To examine the socio-economic status of women teachers.
3. To identify and to find out problems and perspectives of women teachers.
4. To assess the status of women as a teacher in the present society.
5. To trace whether the women teacher has job-satisfaction or not?
6. To find out the reasons for taking up the job.

We also suggest some remedial measures to improve the status of working women teachers, which might attract the attention of policy makers, administrators, different service organisations to probe into the situation and implement few
measures to create new avenues for the betterment of women teachers.

RESEARCH SETTING

The present study is confined to Anantapur town which is the district head-quarters of Anantapur district. Anantapur district is placed in the region known as Rayalaseema, the erstwhile ceded district in Andhra Pradesh. This Rayalaseema region as a whole and Anantapur district is known for chronic drought proneness and economic backwardness. Anantapur district comprises as many as eleven towns, of which Anantapur is the largest and major town.

The mainstay in the district is agriculture and allied activities as the district is not industrialised. Most parts of the district are well connected by rail and road communications. The Anantapur district has a rich tradition of education right from the times of Jainism. The literacy percentage in the district is 59 percentage (around 60 percentage).

Anantapur district occupies 7th rank in literacy amongst the districts of Andhra Pradesh. The literacy rate in Anantapur town is 59.71 per cent. Being the district head-quarters and location of several educational institutions, Anantapur town tops in the proposition of literates. In Anantapur itself we find Sri Krishnadevaraya University,
Engineering College of JNT University, Sri Sathya Sai Women's College, Government College, Government Women's College, Junior College and good number of primary and secondary schools which provide good educational facilities. This town tops in number of educational institutions, literacy and renders healthy environment for better education.

SAMPLE FRAME AND SIZE

All the women teachers working in various schools situated in Anantapur town constitute the sample frame and size. Since the number of women teachers is limited to 170 only all the women teachers were considered as respondents.

For collection of primary data from all the women teachers the researcher with the help of the District Educational Officer, the various schools situated in different localities administrated by different authorities were identified and a list is prepared. In every school the Head Master/Head Mistress is contacted and the list of women teachers working in the each school has been obtained and in turn established rapport with the help of Head Master/Head Mistress and the friends of the teachers. The researcher had to visit the respondents repeatedly to obtain the information. The respondents being teachers were very busy both in school and in their houses inspite of which they were cooperative in responding to the questionnaire.
TOOLS OF ENQUIRY

Scientific social investigations recognize the use of methods. Methods are an integral part of every research investigation. Thus the methods employed ought to justify the ends. The research design in particular for collection of data included tools like scheduled questionnaire and personal interviews besides this observation. In this descriptive and explorative study respondents were teachers by profession. It was felt necessary to obtain quantitative as well as qualitative data from the respondents. As such a scheduled questionnaire with mostly multiple choice questions and structured questions was prepared. Personal interviews were also conducted which helped to elicit qualitative data particularly regarding problems and working conditions.

PILOT STUDY

To test the adequacy of the schedule, a pilot study was undertaken. The suggestions given by the respondents were taken into consideration while finalising the questionnaire.

DATA COLLECTION

The primary data was collected with the help of questionnaire consisting of both multiple choice and structured questions mostly. These were framed keeping in mind the specific data proposed to be obtained. These type of questions were framed to facilitate the teachers who could not spare much time. The questionnaire was drafted in
English as the teachers were well educated. The respondents were assured that their responses would be utilized for research and will be kept confidential.

The questions were formulated to include the undermentioned parameters.

a. Socio-economic background viz. age, caste, religion, education, marital status, mother tongue, occupation, income particulars, about marriage, family planning etc.

b. Questions relevant to social status.

c. Questions relating to social problems.

d. Questions regarding employment, working conditions and other perspectives.

TABULATION AND ANALYSIS

Since the number of respondents were small it was possible for the tabulation of the data to be done manually. The data was not subjected to any elaborate statistical analysis but was computed to the level of percentage and averages and Chi-square ($\chi^2$).

LIMITATIONS OF THE STUDY

The findings of this study is based on the information furnished by the respondents which may have its own limitations. The objectivity of the researcher is naturally
circumscribed by the extent of the respondents readiness to give truthful information. There is possibility of hiding certain facts on the part of the respondents, cannot be completely ruled out although every possible effort has made to elicit authentic information.

The technique for the collection of data was by questionnaire and the respondents have furnished the necessary information in response to the questionnaire. Therefore the generalizations and the findings of the study are limited to this technique of data collection only.

DURATION OF THE STUDY

The data collection was commenced during February 1992 and it was finished by March 20th, 1992 by which all the schools were closed for summer vacation.

DIFFICULTIES ENCOUNTERED

The researcher was highly disappointed in the initial stages of the study when the authorities of private and missionary schools denied permission to the researcher to gain access into the school.

Some teachers could not return the filled-in questionnaire as per the researcher's stipulated time and hence the investigator has to visit the respondents number of times whether at school or at home for getting back the filled-in questionnaires.
NATURE AND ORGANISATION OF PRESENT STUDY

This dissertation has been divided into seven chapters.

Chapter I presents the comprehensive coverage of women and education, women and employment and the rise of women teachers, women in teaching profession.

Chapter II focuses on Review of Literature.

Chapter III deals with methodology wherein a statement of the problem, objectives of the study, research setting, sample frame and size, tools of enquiry, pilot study, data collection, tabulation and analysis, limitations of the study, duration of the study and difficulties encountered are covered.

Chapter IV is devoted to describe the socio-economic profile of women teachers.

Chapter V furnished about the employment and working conditions of women teachers.

Chapter VI examines the problems and perspectives of women teachers.

Chapter VII highlights the summary and conclusions with suggestions. A selected bibliography is also provided at the end.