CHAPTER VI

A SUMMARY OF THE STUDY
A. PRELIMINARY DISCUSSION

In this present chapter a brief summary of the study will be presented which also includes the major findings of the present study. As stated in Chapter I, the objectives of the present study had been:

1. Why does the married woman join a primary school?
2. Is she satisfied with her job?
3. How far has she been able to play her dual role successfully, the role of a school teacher and the role of a wife and a mother?
4. What are the academic, social and economic problems and difficulties faced by the woman teacher in her professional career which affect her working conditions?

With these objectives in view, the present investigator tried to study the working conditions of the married woman teacher in the primary school under three dimensions, academic, social and economic. As stated earlier, the personal family life of the teacher, her marital adjustment and non-adjustment had not been included under the preview of the present study on account of the reasons stated in detail in Chapter I. This group of teachers covered under the study were contacted...
personally, through postal mail service and interviewed to get their responses and reactions towards their own status, the status of a working wife. Though the major part of the data were collected with the help of questionnaire methods, case-study method was also applied to substantiate the major findings. This group of teachers under study represented 24 clusters classified according to residence, qualifications, age, family pattern and marital status. Twenty-four cases were selected from these clusters for the case-study. Again special cases were also selected to find out the causes of the special problems of some of the teachers. The retired group of teachers were covered under the study with a special purpose in view. Their cases represented the working status of a woman in the past generation. In fact, they included the working women of the last three generations who joined teaching before World War II, during post-war period and before the Freedom Movement 1921. These three periods signified three phases of social and economic change in Indian society. The major group represented the post independence period and the Plan-periods. It had been tried out to follow the trend of the gradual development of the social change in Assamese society and more particularly the social outlook on housewives and working women. Regarding the use of case-study Travers said, "Case-studies are generally oriented towards the solution of a particular problem at the individual level rather than towards
the derivation of generalisation that have scientific validity. It has already been stated in Chapter I that the purpose of this present study was not to attempt a strict generalisation. In a study like this present one where personal likes and dislikes of the respondent are mostly involved, where the personal emotional factor cannot be separated from the total reaction of the respondent, a strict scientific generalisation cannot be aimed at. At the same time in a sociological study where personal psychological matters are the main objectives of investigation each individual case presents individual result. As such, in this present sociological study, it was tried to present the things as they were and no attempt was made to generalise any findings of the investigation. It was an exploratory study which was undertaken to examine the allegation made against a married woman teacher in the primary school for being not effective in teaching, who was in the school only with pecuniary motives and to avoid household responsibilities. Again the group of teachers studied were statistically not truely representative and the findings were not of absolute values. The present study has brought the married woman teacher of the primary school to light and tried to study her problems and difficulties so as to mitigate the speculative allegation against her. On this particular point the present investigator is successful and it is expected that the findings of the present study will stimulate further studies on this line.

To put in brief the major findings of the present investigation are as follows:

(1) This present group of teachers under study joined teaching mainly on two reasons - firstly economic reasons, secondly academic reasons.

(2) This group of teachers were satisfied with their present job because of three main reasons - firstly academic reason, secondly social reasons, thirdly economic reasons.

(3) This group of teachers had been able to play their dual role successfully.

(4) But this group of teachers had to face many problems and difficulties in performing their role of a working wife:

(i) Academic problems - Minimum facilities both physical as well as educational were not available in the school, due recognition and encouragement from authorities were not forthcoming, facilities for professional growth were limited.

(ii) Economic problems - Absence of better salary scales, selection grade for successful teachers, retirement benefit, other fringe benefits, provision for additional income, provision for part-time job for nourishing mothers.

(iii) Social problems - Social inhibition on the primary school teachers, no freedom to take part in non-teaching activities of the school, working status of widows in rural areas not accepted, the role of a housewife considered to be more important than the role of a working wife, no active participation in professional organisation of the teacher, no realisation by the organisation of the problems of a woman teacher, deprivation of the working widows by their in-laws.
B. THE MAJOR FINDINGS OF THE STUDY IN DETAILS

In this section a detail discussion on the major findings of the present study will be presented. The causes of choice of the profession, satisfaction of the job, continuance in the job, problems and difficulties faced by them in general will be presented and the variations of the same will be discussed so as to strike at probable solutions, if any, to the problems and difficulties faced by the married woman teacher according to the suitability of different conditions.

1. Why does a married woman join teaching?

There are large number of married woman teachers in the primary schools of Assam. Some of them are already married before they join teaching, some are married while in service. The widows and the divorcees join the profession after marriage - after the death of the husband or being separated from their husbands. There are rural teachers and urban teachers in the schools. In Sibsagar district, most of the urban school teachers are from rural areas. Urban married women working in a primary school are few. There is not a single urban woman working in a rural school, not even a headmistress. Whether in rural schools or in urban schools, rural women outnumber the urban women. There are married teachers in the primary school whose husbands are well placed and there are some whose husbands are unemployed. But such cases of extreme economic status are very few. Other
categories of teachers such as aged and young, qualified and underqualified are no exceptions to the primary school. In fact, the married women teachers are the admixture of various categories who may be broadly classified according to economic factors, academic factors and social factors. Taken together in a group the teachers joined the profession with the same causes at the back of their minds.

It was found that the main causes of joining profession of this group of teachers had been economic. The three main causes as found out by the present study were:

- to supplement family income - 32%
- to earn independently - 9.4%
- to earn for herself - 8%

The second causes of joining the profession were academic:

- love teaching - 44%

The third causes were social, which received very low responses (6%).

It may be seen that the difference between the economic causes and the academic causes is not very big. The teacher under study it seems, did not join teaching out of sheer economic necessity, they had academic interest as well while deciding to join the profession. Kapur (1970) also found out that educated women did not take up a job out of sheer economic necessity but also of various socio-psycho-situational reasons. Kapur found that the highest percentage of doctors took-up job out of love for the profession and also to attain an
individual status. But those who took-up jobs out of economic necessity the percentage of teachers and office-workers outnumbered the rest. Neera Desai (1957) cited one study done in India on employed women where it was found that 67% of the employed women resorted to work due to adverse circumstances, 5% chose service because they liked it and 5% chose because they desired to utilise time.

(a) Variations in the preferential causes

Economic causes were found to be the first causes for joining the profession for the district as a whole and the subdivisions taken separately.

<table>
<thead>
<tr>
<th></th>
<th>Economic</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>District as a whole</td>
<td>49.4%</td>
<td>44%</td>
</tr>
<tr>
<td>Golaghat subdivision</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>Jorhat subdivision</td>
<td>49%</td>
<td>44%</td>
</tr>
<tr>
<td>Sibsagar subdivision</td>
<td>51%</td>
<td>45%</td>
</tr>
</tbody>
</table>

But variations to these responses were noticed when calculated separately against each variable.

(1) Age group 41 - 50 years as a variable showed higher academic preference (53%) and lower economic preference (47%).

(2) Urban group as a variable showed higher academic preference (54%) and lower economic preference (48%).
(3) Non-Matriculate group as a variable showed higher academic preference (54%) and lower economic preference (46%).

(4) Total experience - 21-30 years group as a variable showed higher academic preference (54%) and lower economic preference (46%).

(5) Lower salary - 125 - 200 group as a variable showed higher academic preference (57%) and lower economic preference (42%).

(6) Total income of husband and wife - 125 - 400 group as a variable showed higher academic preference (56%) and lower economic preference (44%).

(7) Total number of children owned - 5 to 8 group as a variable showed higher academic preference (52%) and lower economic preference (48%).

(b) Variations in the choice of profession according to marital status

About 66 percent of this group of teachers were in service before they were married, and about 33 percent joined teaching after marriage. Of these 33 percent nine percent were widows and divorcees. These two variables (i) joined teaching before marriage and (ii) joined teaching after marriage had responded to the preferential causes as follows.
TABLE NO. 6'1

Preferential causes of joining the profession and marital status
(percentage scores)

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Economic causes</th>
<th>Academic causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joined before marriage</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>Joined after marriage</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

The subdivisionwise picture of the preferences were as follows:

(i) Joined teaching before marriage

<table>
<thead>
<tr>
<th></th>
<th>Economic causes</th>
<th>Academic causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golaghat</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>Jorhat</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>51</td>
<td>49</td>
</tr>
</tbody>
</table>

(ii) Joined teaching after marriage

<table>
<thead>
<tr>
<th></th>
<th>Economic causes</th>
<th>Academic causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golaghat</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Jorhat</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>47</td>
<td>53</td>
</tr>
</tbody>
</table>

The subdivisionwise distribution of the responses showed that in Sibsagar subdivision the second group of variable had higher academic preference and lower economic preference. None of the existing conditions indicates any special reasons for which Sibsagar subdivision should have such a
variation in responses. This particular aspect in respect of Sibsagar subdivision purported further investigation.

(c) Choice of profession and the in-laws

The in-laws of the teachers had their own preferential choices of the profession for the daughter-in-law. The causes were as under:

- to utilise their education - 43%
- to earn for the family - 30%
- to earn social status - 27%

CONCLUSIONS IN RESPECT OF THE FIRST OBJECTIVE OF THE PRESENT STUDY

(1) The married woman teacher joins teaching profession out of economic necessity though academic causes receives almost equal preference in selecting the job.

(2) The responses of the teachers of Golaghat and Jorhat subdivisions conformed to the responses of the district as a whole, while in Sibsagar subdivision there were slight deviations.

(3) The older age group of teachers with longer experience in teaching had higher academic preference but lower economic preference.

(4) The under qualified teachers had higher academic preference but lower economic preference.

(5) The urban group of teachers had higher academic preference but lower economic preference.
The low income group had higher academic preference but lower economic preference.

Teachers who joined teaching after marriage had equal preference for both academic and economic causes.

Widows and divorcees joined teaching mainly on economic causes.

The in-laws of the teachers had higher academic preference but lower economic preference.

The in-laws of the teachers had higher social preference than the teachers themselves had.

It may be seen from above that though economic causes received the highest priority in deciding to join teaching, academic causes received higher priority than economic causes when analysed according to certain variables. So it may safely be concluded that the married woman teacher of the primary school of Sibsagar district joined teaching not only with economic motives but the love for teaching was equally an important cause for choosing teaching.

This group of teachers did not take up the job to get away from household chores. As regards the choice of profession so far as the woman teacher is concerned, hate (1969) found that teaching is the first choice of a woman, the second being nursing and the third other technical operations.

2. Is the woman teacher satisfied with her job?

This group of married women teachers were
satisfied with their job. Seventysix percent were very much satisfied with their job, 23 percent were satisfied, their satisfaction was of second order. About nine percent of the teachers were not satisfied at the beginning but gradually they began to love teaching as time passed on. There were only five cases of dissatisfied teachers of which two cases were studied intensively. Kapur (1970) found that irrespective of whether the married women start working willingly or unwillingly, once they take up jobs or professions and continue to be in these for some years, they feel glad to be in jobs and they become so much used to the satisfaction of individual status independent income and human contact, that they find it unsatisfying to be without a job.

The three main causes of satisfaction of the job as revealed by this group of teachers were:

- they loved to teach in the school - 49%
- the job had given them a social status - 36%
- they had been able to earn - 10%

The subdivisionwise distribution of the causes were:

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>First cause</th>
<th>Second cause</th>
<th>Third cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golaghat</td>
<td>47</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>Jorhat</td>
<td>50</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>48</td>
<td>38</td>
<td>9</td>
</tr>
</tbody>
</table>

It may be seen from the above figures that the academic and social causes of the teachers of Jorhat subdivision
were higher than that of the teachers of Golaghat and Sibsagar subdivisions.

(a) Is she really satisfied?

This group of teachers were satisfied with the present job. In the same scale of pay and with their existing qualifications they did not want to go to any other jobs available for them. About 80 percent of the teachers did not want to join any other job in preference to teaching. Only four percent were willing to leave teaching to join nursing and clerical jobs. There were 16 percent teachers who could not decide between a teachership in the primary school and other jobs. They remained silent on this question. Of these entire group only one was in a clerical job before she joined teaching. None had left teaching to join other jobs, none had applied for either. All of them, except one, had continuous service. One teacher had to be away from service for sometime on account of ill health. Official records also show that none of the married women teachers has ever applied for any other job or left the school to join other jobs.

Because they loved teaching and satisfied with their job, they were willing to improve their professional competence by undergoing refresher courses, short-term in-service training courses for subject-specialisation. But they did not want to go for higher academic studies like a university degree. They knew that a university degree is just superfluous for a
primary school teacher. But they were scared of long-term training courses. It is difficult for them to be away from home for a long period of time.

(b) Variations in satisfaction of the job

Though academic causes, social causes and economic causes received first, second and third preference respectively in matters of satisfaction of the job, variations were noticed in the responses according to certain variables.

(1) Matriculate teachers showed very high social satisfaction (40%).

(2) The group with large number of children (5 to 3) showed very high social satisfaction (44%) but very low economic satisfaction (6%).

(3) Total income of husband and wife (401 to 700) group showed high social satisfaction (40%).

(4) Rural group of teachers showed high social satisfaction (41%).

CONCLUSIONS IN RESPECT OF THE SECOND OBJECTIVE OF THE PRESENT STUDY

(1) The married woman teacher in the primary school of Sibsagar district was satisfied with her job, the causes of satisfaction being

academic interest
social interest
economic interest
(2) Though the group of teachers had very little social aspiration at the back of their minds while deciding to join the profession, they found social satisfaction out of their working status.

(3) Though economic causes received highest priority in choosing the profession, the same cause received the lowest importance in matters of satisfaction of the job.

(4) Better qualified teachers had higher social satisfaction of the job.

(5) The older age group with large number of children had higher social satisfaction.

(6) Rural teachers had high social satisfaction.

(7) Higher income group had high social satisfaction.

It may be concluded that this group of teachers were satisfied with their job not because they had been able to earn a living but because of the academic element associated with the job and the social status it offered to them. This group of teachers would not go to any other jobs which would have given them scope for additional income and more authority.

This particular findings of this study conformed with the first findings of the present study. The married woman teacher in the primary school did not take to teaching only out of economic motive but out of academic and social considerations as well. Kapur's findings (1970) also confirmed this. She found that there are women who are in the job mainly out of their love for the profession. "What is still more revealing," Kapur said,
"is that after getting married they do not lose interest in their profession. They want to maintain their individual interest and status and want to pursue their job in order to satisfy their intellectual need or the need for achievement, creative work, recognition and fame."

3. Has she been able to perform her dual role successfully?

It was found that the teachers under study had been able to perform her dual-role successfully. Sixty-six percent of the teachers of who were in service before marriage said that they did not want to resign t.eir job after getting married, because of household difficulties. The working status of the married women offers her egosatisfaction and an independent living. These two are the most satisfying conditions a woman in Indian society would love to enjoy. Economic pressure of the present age gives new outlook on the status and role of a married woman. A woman comes out of the four walls of the family to earn and to have an independent status of her own. To be able to enjoy this newly acquired freedom and status, a working wife tries to adjust herself to the new situation, she tries to combine her two roles successfully. And the fact that these teachers were satisfied with their job significantly support t.eir view on their own ability to combine their two roles successfully.

Ninetyseven percent of the present group of teachers did not want to resign their job after marriage because of household difficulties. There were only two cases who wanted to resign after marriage. The causes of deciding to continue in service after marriage were:

- they did not have household difficulties - 44%
- the job gave them social status - 28%
- they had been able to earn - 26%

The subdivisionwise distribution of the causes of continuance in service were:

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>First Cause</th>
<th>Second Cause</th>
<th>Third Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golaghat</td>
<td>44</td>
<td>34</td>
<td>21</td>
</tr>
<tr>
<td>Jorhat</td>
<td>40</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>45</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>

The main problem of a woman teacher is to look after the baby when she is away in school. But these teachers did not have much difficulties on this account. There were in-laws, relations to look after the baby. Even neighbours offered help to her. And if they could afford they engaged servants to look after their children, whenever necessary.

(a) Variations in consideration to continue in service

Though the highest consideration of continuance in service after marriage were personal causes there were variations in the responses according to certain variables.
(1) Age group 41 - 50 years as a variable showed high social consideration (36%) and low personal consideration (40%).

(2) Pay group 125 - 200 as a variable showed high social consideration (34%) and low personal consideration (41%).

(3) Matriculate group as a variable showed high social consideration (33%) and low personal consideration (39%).

(4) Age group 21 - 30 as a variable showed very high personal consideration (51%) and low social consideration (24%).

(5) Total experience 2 - 10 years group as a variable showed high personal consideration (49%) and low social consideration (27%).

(6) Rural group as a variable showed very high personal consideration (52%) and low social consideration (19%).

(7) Family background service holder group showed high financial consideration (31%) and low social consideration (23%).

(8) For the teachers of Jorhat subdivision financial consideration was higher than social consideration.

CONCLUSIONS IN RESPECT OF THE THIRD OBJECTIVE OF THE PRESENT STUDY

(1) These married women teachers in the primary school of Sibsagar district were able to combine their two roles successfully.

(2) These teachers did not have much household difficulties which would distract them from performing both the duties successfully - the duties at home and at the school.
(3) The older age group of married teachers had high social consideration in deciding to continue in service.

(4) The rural married teachers had very low social consideration in deciding to continue in service.

(5) The qualified teachers had low personal consideration in deciding to continue in service.

(6) The low income group had low personal consideration in deciding to continue in service.

(7) The young married women teachers had very high personal consideration in deciding to continue in service.

(8) Different family background had different impact on the consideration of the married women teachers in deciding to continue in service. Teachers' daughters had very low economic consideration whereas service holders' daughters had very high economic consideration.

(9) In Jorhat subdivision teachers had higher economic consideration than social. This deviation may be due to the fact that the largest number of teachers in Jorhat subdivision were the daughters of service-holders who had high economic consideration (item 8).

It may be concluded that these married women teachers under study had been able to perform their dual role successfully. These teachers did not think of resigning the post due to household difficulties. Their in-laws specially the parents-in-law were accommodating. The husbands were also very much helpful,
and considerate which facilitated easy performance of her dual role. The young rural teachers were in a better position to carry on their household work more easily than their co-sisters in the older and the urban groups.

In fact, it has been found out by studies done elsewhere, that it is not impossible for a working wife to perform her dual role successfully. Hate (1969) stated that a woman who has been traditionally brought up to be submissive is likely to accept the situation as it presents itself, without murmur. Besides the outside world with its attraction and to opportunity and status is new to her. She may find it difficult to adjust herself to the new situation but she does not like to forego the opportunity the new situation offers.

4. What are the problems and difficulties of a married woman teacher which affect her working conditions?

The working conditions of the married women teachers under study had been classified into four dimensions:

- academic conditions
- family conditions
- economic conditions
- social conditions

And problems and difficulties faced by the teachers had been studied separately under each dimension.

a. Academic conditions
(1) Qualifications of the teacher

(i) There were large number of non-Matriculate teachers (64%) but very few Matriculates (29%). There were only seven percent teachers who were above Matriculation standard in the group under study.

(ii) Jorhat subdivision had the highest number of Matriculate teachers (40%) and Golaghat subdivision had the lowest (5%).

(iii) Higher scales of pay had been enjoyed by teachers with higher qualifications.

(iv) There is provision in the Board of Secondary Education to allow teachers to appear as a private candidate in the High School Leaving Certificate Examination. But the motivation in the women teachers was lacking to sit for the examination.

(v) Teachers in service who earn higher qualifications and pass the teacher training course are entitled to higher scales of pay. But teachers who entered as a non-Matriculate teacher remained as non-Matriculate all throughout their career though they went for a teacher training certificate.

(2) Teaching load of the teacher

(i) In urban areas there are schools with a teacher-pupil ratio as high as 1:60. But in rural areas the
ratio has been comparatively low sometimes as low as 1:15 or even lower than this. The prescribed teacher-pupil ratio in Assam is 1:40 for a primary school.

(ii) In the urban school the married women teachers have to tackle large classes. And the largest number of married women are in the urban schools. These sample teachers were not given specialised training on the methods of teaching large classes.

(iii) There are problem children in the classes in all the schools. But this group of teachers under study stated that they did not have any problem regarding the pupils they taught. As stated earlier, it was not that there was no problem-child in the primary school of the district of Sibsagar, but because of the ignorance of the teachers, they did not realise the problem. The primary teachers do not have the competence to find out the problem child from out of the entire group of children they teach, nor do they have the realisation that there may be problem-children in a class. The teacher in a primary school do not have specialised training on the problems and methods of teaching a problem-child.

(iv) This group of teachers had to take six periods a day starting from 10 AM till 3 PM, non-stop, with a break for half an hour at mid-day. Only two percent of the teachers who had been working in big schools enjoyed one period off during the day. In small schools the daily time-table cannot
be adjusted so as to make room for a leisure period for each teacher.

(v) In small schools, the number of teachers being small, multiple-class teaching involves. In rural schools almost all the teachers had to take more than one class at a time. Untrained teachers did not know the technique of multiple-class teaching. But generally new teachers are posted in small schools. As stated by the trained teachers, they did not have the effective practical training in multiple-class teaching.

(vi) The load of extracurricular activities did not generally fall on the married women teachers. If they were not free from household difficulties they most often got themselves excused from the extracurricular activities of the school.

(vii) The married women teachers were free from heavy professional duties. Though obligatory, not a single teacher in the sample was found to prepare a scheme of work for the year, log book for activities, scheme for home assignment and such other materials which were considered to be part and parcel of class room teaching.

(viii) The teachers under study, of course, enjoyed two favourable teaching conditions which lightened their teaching load. These were:

(a) Sympathetic and considerate headteachers
(b) Teaching the subjects they liked
These teachers did not have to change schools frequently. After they were absorbed in one school permanently, they almost remain in that school permanently.

These teachers suffered from some unfavorable conditions which increased their teaching load:

(a) Non-availability of text-books and other teaching aids.
(b) Non-availability of furniture for teachers' use.
(c) Participation in the non-teaching activities not according to their aptitude.
(d) Provision for drinking water and toilets not adequate.

Minimum physical facilities were not provided to teachers in the school such as:
- a pleasant school building
- a pleasant atmosphere around the school
- a pleasant and handy stock of school furniture

Teachers were generally posted in schools close to their place of residence.

Leave enjoyed by the teacher

(1) The married women teachers enjoyed the following types of leave in the school:
   - casual leave
   - maternity leave
   - medical leave
The total man-days lost to the school on account of leave enjoyed by the married women teachers in a year were not as alarming as speculated by the man teacher, the school authorities and by the general public.

(ii) Though some of them wanted to avail medical leave in continuation to their maternity leave, most of them did not go for longer period leave after child-birth, mainly on three reasons:

(a) No difficulty in leaving the baby at home - 44 %
(b) Wanted to earn for the family - 33 %
(c) Did not like to stay at home - 22 %

(iii) Because provision for part-time jobs for the nourishing mothers was not in existence, irregular attendance of the nourishing mothers was frequent.

(iv) Adjustment of the time-table in different periods of the year keeping in view the agricultural activities of the teachers was lacking.

2. Family conditions

(1) About 43 percent of the teachers were in a joint and 52 percent in a nucleus family. The joint family system was still in vogue in rural as well as in urban areas in the district of Sibsagar.

(2) A large number of these teachers were from cultivators' families (35%). About 10 percent were teachers'
daughters and about 14 percent were daughters of low paid
service holders.

(3) The young group of teachers had better chance
to marry whereas the older group had to wait long to get married.

(4) The working wife in a joint family generally had an accommodating husband.

(5) The in-laws of the working wife in a joint family had been equally accommodating, at least the in-laws were not disturbing and indifferent elements.

(6) The household chores of a joint family had been equally shared by the women members.

(7) Child-care was not a very big problem for the working wife in a joint family.

(8) In a nucleus family almost all the teachers stayed with their husbands.

(9) Household chores of the nucleus family were shared with the husbands. The husbands were helpful in most cases.

(10) This group of teachers enjoyed good health which facilitated better handling of household chores.

(11) The gap between two children born to some of these teachers was small (average 1½ years) which caused difficulties to them.

(12) Most of the in-laws of the working mothers were sympathetic to them. The in-laws wanted that the education
of their daughters-in-law may be utilised in a respectable manner. They also wanted that the educated daughters-in-law may earn for the family. They encouraged the working daughters-in-law to go for paid jobs out-of-home.

(13) There were frictions on money matters in some of the families though such cases were few in number. On the privilege of the wife to spend her own money, there were disagreements between the husband and the wife and between the in-laws and the daughter-in-law.

(14) Before marriage, a large number of these teachers (64%) had experience of heavy pressure of work. But after marriage such experience of heavy pressure of work was on less number of teachers (50%).

(15) As stated by the supervisors and the head-teachers, the married women teachers were not free from the traditional outlook on a house wife.

(16) Almost all the teachers were married to the families in the same subdivision to which they belonged.

(17) Almost all the teachers were younger than their husbands. There were only five teachers who married a husband of their own age, these were the cases of marriages arranged by the girls themselves. Other marriages were arranged by the parents.

3. Economic conditions

(1) Almost all the teachers were from lower middle class families with agriculture as the main vocation.
Almost all the teachers were married to lower middle class families with primary school teaching and other low paid services as the main vocations.

About five percent of the teachers had unemployed husbands, the highest number of them were in Sibsagar subdivision.

Comparatively these teachers were in a better financial condition than their parents in terms of money income.

These teachers had less number of children than their parents.

A large number of these teacher (55%) earned more than their husbands and about 30 percent earned less than their husbands.

In addition to their paid job, these teachers had no other sources of income except that they helped the agricultural activities of their families, those who have cultivable land.

For the women who had to take part in the agricultural activities of the families regular attendance in the school during the periods of plantation and harvesting was a problem.

Though the main causes for joining the profession were economic, their economic satisfaction of the job was low.
4. Social conditions

(1) This group of married women teachers while deciding to join the profession thought very little about the social status associated with a primary school teachership.

(2) In the days past a primary school teachership was considered to be derogatory for a woman, more particularly for a widow. This social outlook has not changed much in the present age. Urban married women of the socially privileged sections were few in the present group of teachers.

(3) Even the husbands of the young working wife were not free from the prejudice against the working status of a woman. There were quite a few instances of such husbands in this group of teachers. Though some husbands did not accept the working status of the wives, they would very much appreciate the additional income the wives earned.

(4) Working status of widows in rural areas is not accepted. Therefore working widows in rural schools were not found in this group of teachers.

(5) As a teacher in the primary school the married woman did not enjoy better social status than the men teacher.

(6) The role of a working wife is subservient to the role of a housewife even in recent years.

(7) Though the supervisors admitted that a woman makes a better teacher even then they did not have special preference for women teachers while choosing persons for appointment in schools.
There were very few women headteachers in the primary schools in the district of Sibsagar. The women teachers of the district had little participation in the professional organisations for the primary school teacher. No effort had so far been made to improve the present working conditions of the women teachers by the teachers' organisations of the primary school.

Though the teachers did not have much social consideration while deciding to join the profession, yet they had social satisfaction because of their working status, and on this consideration they decided to continue in service.

The in-laws while allowing the daughter-in-law to continue in service did not think much about the social status associated with a primary school teachership for a woman.

Non-teaching activities of the school were generally avoided by the woman teacher because of social inhibitions.

CONCLUSIONS IN RESPECT OF THE FOURTH OBJECTIVE OF THE PRESENT STUDY

There were large number of non-Matriculate women teachers in the primary school of the district. Though there were provisions to sit for High School Leaving Certificate Examination as a private candidate for the teacher, very few primary school teachers availed of this facility open to them.
Non-Matriculate teachers who pass High School Leaving Certificate Examination are entitled to higher scales of pay. Those who pass teacher training examination are also entitled to higher scales of pay. But motivation in the women teachers was lacking. They went for teacher training which was almost compulsory but they did not go for higher academic qualifications. Not a single woman teacher attended a night college for higher studies. They knew that a University degree is not necessary for a primary school teacher. But a degree would have given them avenues for better employment possibilities. The women teachers once they join a primary school stick to it.

(2) The teaching load of the teachers had been heavy in certain aspects. But their participation in the non-teaching activities had been shy.

(3) As regards teaching conditions the teachers had comparatively considerate headteachers, though some of the headteachers lack academic competence. The teachers were able to teach their favourite subjects in the class. But necessary instructional materials were not provided in the school sufficiently.

(4) Physical conditions of the school and the necessary physical facilities needed in a primary school were not satisfactory.

(5) Total working days lost to a school on account of women teachers' availing leave was not alarming as usually alleged by general public and the school authorities.
(6) Most of the teachers were from low income group of families and married to the same level of families, though economically the teachers were a little better off than their parents.

(7) Whether stayed in a joint family or in a nucleus family the married women teachers did not have much difficulties in household chores.

(8) Because of the economic gain a working girl in a low income group of family had easier chance to marry.

(9) Social mobility among these teachers was limited.

(10) The traditional outlook of society on the housewife still persists.

(11) Sources of additional money income for these low paid teachers were practically absent.

(12) Little adjustment in the daily time-table of the school was wanted by these teachers who took part in the agricultural activities of their family.

(13) From out of their job these teachers had little economic satisfaction. But they had higher social and academic satisfaction.

(14) Social status of a primary school teacher though considered to be low, these women teachers enjoyed social satisfaction from out of their job.

(15) Even in recent years widow teachers had no social status in rural areas. And the working widows, in most cases, lost their claims to husbands' property. The widows though
given much assistance by the laws of the land, they are not
in a position to reap the benefit out of it. Vijay Lakshmi
Pandit (1963) said, "But we are too familiar with situations
where the spirit of law can be frustrated by the social
prejudice and mental reservations of large section of the
community." 1

(16) The existing professional organisation for
the primary school teacher has not taken any step to ameliorate
the working conditions of the woman teachers.

(17) Leadership training for woman teacher in the
primary school is lacking. "Our need is for good teachers", said
Eva I. Shipstone (1971), "we need women who are competent,
willing, hardworking and with a consuming sense of responsibility
for the work they have under taken to do." 2 But awareness of
their profession seemed to be absent in this group of teachers.
They had been working in the school without any higher aspiration
and hope.

(18) Large number of rural women teachers were in
the urban schools. Rapid urbanisation will attract rural women
to economic activities of the nation. But the pace of urbani-
sation has been slow in the district of Sibsagar as compared to
other advanced districts of India. As such the flow of rural

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1. Pandit, Vijaya Lakshmi., Foreword to Women in New Asia,

2. Shipstone, Eva.I., Consolidation of Achievement in Four
   Important Professions, in The Educated
   Women in Indian Society To-day. Ed by
   Y W C A of India, Tata Macgrow Hill Co.,
women to urban economy has been comparatively low in the
district.

(19) It was found that this group of teachers
did not join teaching to escape household works or to enjoy
leisure.

This is in brief, the findings of the present
study. In a separate chapter discussions on the findings by
way of suggestion will be made. In this present chapter
efforts have been made the substantiate the findings of the
present study with the findings of other similar studies done
else where, where ever possible. But this type of study on
the working conditions of the primary school teacher, nay of
the school teacher in general have not yet been done any where
in India. As such there are not much supporting views on the
lines as taken up by this study. In a sense the findings of the
present study are in most cases new in the field of research in
educational sociology.

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