# PROFESSIONAL STATUS, ROLE ADJUSTMENT AND CONFLICT OF WORKING WOMAN: A STUDY OF SCHOOL TEACHESRS

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## Abstract

*The setting in which a professional functions has a great deal of relevance for role-playing. In actual situations a particular setting may or may not be adequately facilitating for the proper role-playing of the professional. His/her success or failure in this regard can reasonably be attributed, at least in part, to the factor in setting. A study of role-activities of a category of professionals, therefor, entails a discussion of their professional settings. Professional needs to have adequate access to certain equipment or facilities for proper and effective role-performance. The work conditions of the teachers can also be viewed as a part of their professional setting. The quantum of teaching workload the teachers have; number of courses they have to teach; and other extra-academic duties, which they have to do, are crucially consequential for their professional activities. A teacher overburdened with the institutionally assigned teaching and non-teaching work may find him/her worn out to do his/her teaching work intellectually effective or to involve himself/herself in other intellectual activities. This paper is an endeavour to make study of professional status, role adjustment and role conflict of working women of selected secondary school teachers.*

*Key Words: Status, Role Adjustment, Role Conflict, Working Woman*

## Introduction

'The quality of a nation depends upon the quality of its citizen. The quality of its citizens depends-not exclusively but in critical measure -upon the quality of their education. The quality of their education depends, more than upon any other single factor, upon the quality of their teachers.The teacher is the principal agency for implementing educational programmes at various levels. Although his main role is and will be teaching and guidance of his pupils, he has to promote research, experimentation and innovation. Teacher is to play a pivotal role in extension and social service. They have to participate in the management of various services and activities, which educational institutions undertake for implementing

their programmes. The teacher has a vital role to play in our effort to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his student, to enrich his discipline and to inculcate values, which are in consonance with our cultural heritage and our social objective. This involves the transmission of knowledge from one generation to another and extension of the boundaries of knowledge through research, investigation and inquiry. Various educational innovations like the restructuring of courses, introduction of examination reforms, making programmes relevant to social, environment and community needs, developing new and emerging areas of studies can be brought about successfully only if the teacher accepts a progressive outlook on education. Of all the different factors, which influence the quality of education and its contribution to national development the quality, competence and character of teacher are undoubtedly the most significant. The most important factor in education reconstruction is the teacher - his personal qualities, his educational qualification, his professional training and the place that he occupies in the school or college as well as in the community.

Teaching is the best occupation for a woman. It is seen as particularly fitting that women teach in classrooms where their functions mimic their mothering roles at home. Teaching is also respectable as a profession. It enjoys a favoured place as a suitable occupation for women, and middle class families prefer their daughters to enter this field more than any other. It is an occupation that does not conflict with traditional views of femininity. Because of shorter hours and long vacations, teaching allows women more time than most occupations to devote to their wife and mother roles. It is not well paid, but it does not require a long training period, except at the higher university levels.  Young women can be teachers while waiting to get married, and older women with a general education can be teachers at the lower levels when family responsibility lessen or economic necessity dictates.

Working conditions in an educational institution and teachers' performance are definitely correlated. This relationship cannot be ignored to ensure effective role performance.As every employment situation necessitates an agreement between the employing agency and the employee, the enlistment of the teachers is no exception to the rule. But the condition of employment offered to the teachers is not in keeping with the conditions offered in other departments as Medical, Engineering and so on. Again, the conditions of employment, though are same for every institution, their fulfilment is not even. The teachers in Government institutions are much more satisfied than the teachers in private institutions. Yet again, the different management of the private institutions acts differently in fulfilling the conditions.

**Review of Literature**

The relevant literature on the topic of research has been reviewed while formulating the research objectives and it would identify the research gap filled up in the form of present study.In India, a number of researches have been done on Professional and Economic Status of Graduate Teachers in terms of teacher's socio-economic and educational background, economic conditions, work situation and satisfaction, professional involvement and achievement(Suma Chitnis 1973  and Yogendra Singh 1978).Some of the researches have been studied on teacher classroom behaviour in relation to their age, sex, marital status, necessity of training, teaching experience, professional status and professional qualification (Santhanam1971 , Singh 1973, George 1975). Singh's(1981) study besides throwing light on the role of attitude in teacher effectiveness also shaded light on the relationship between values and teaching effectiveness. Sharma(1988) studied teacher's motivation patterns in relation to their professional adjustment and attitude towards teaching. Asha Gupta and Rajani Sharma's(1993) study reveals that the teachers who are better on their home adjustment, emotional adjustment, occupational adjustment and total adjustment are likely to be less burnout than other teachers whose adjustment is poor. Godiyal, S. and Srivastava, R.K.(1995) conducted a study of "Teachers' work-involvement, job-involvement and their job-satisfaction. In the year 2002 Astique, Shanta B. has done a study entitled "Changing Role and Status of Working Women in Modern India: A Case Study of Educated Working Women in Gulberga City".Suki (2011) examined on job satisfaction and organizational commitment. Mehta,D.S. (2011) examined the level of job satisfaction and attitude of the teachers towards teaching.The exploration of the Role and status of Indian woman, is sociologically meaningful. It is necessary to understand and explore in the context of the modern Indian society. Certain  important areas of sociological inquiry, viz. Role, Status, Social movement, intellectuals, professions and the like had remained less explored.The field of sociological study of female teachers in the study area; still continues to be a relatively less researched area.

**Objectives of the Study:**

The main aim of the present study is to probe in to status of working women with reference to school teachers and their role performance. The study has been under taken with the following objectives:

- To know the socio-economic characteristics of the school teachers.
- To study the professional status, role performance, role adjustment & role conflicts of the working women with reference to school teachers.

In the following we examine the hypothesis that women teachers have to face role-conflict in professional life.The individual and group are increasingly refusing to accept the present boundaries of the division of labour and the present role of their occupation and profession.

**Research Methodology**

The present study was based on both primary and secondary data. Secondary data were collected from different publications and websites.The present study aimed at studying the role and status of Secondary School female teachers of Pauri District of Uttarakhand state. The universe selected for this purpose covered the female teachers of the secondary schools spread over three major towns of Pauri District of Uttaranchal-Pauri, Kotdwar and Srinagar. Further with a view to make the work manageable selected schools of these three towns were considered. There are mainly three categories of schools such as: State Government Schools, Central Schools and Private Schools like missionary and aided schools. Using the stratified random technique, a sample of 250 female teachers,68 from Srinagar,60 from Pauri and 122 from Kotdwar were selected as respondents of the study. To make the sample representative one and also with the view to make further inquiry more fruitful and meaningful certain procedural precautions were needed to be taken at the level of selection of sample. Care was taken that the teachers so selected represented almost all the categories of the schools of the three towns run by government authorities, and private management. The two complementary methods of investigations — the questionnaire and the interview — were adopted to collect the necessary data for this research. After carefully collecting the data, the investigator processed them for the purpose of analysis and interpretation. The data having been divided into homogenous group with the help of coding, these facts have been tabulated to present a condensed and concise picture of the whole situation. Keeping in view the requirements of the results to be drawn, univariate and multivariate tables have been prepared. From the furnished tables, various conclusions have been reached with the help of statistical methods of analysis and interpretation.

**Results and Discussion**

Individual's socio-economic background has a great deal to do with making up of her basic personality structure which has impact on her professional and family role-playing and

adjustment. Distribution of sample respondents in terms of their Age , Marital Status and Education  are shown in Tables 1 to 4 .

Age is one of the important variables in the understanding of woman's status in society. With change in age the woman's status and role also changes. Moreover, age signifies experience. The following table shows the distribution of teachers in the sample according to their age group.

**Table No. 1 Age Distribution of Respondents**

| Age Group | Govt. Schools | | Private Schools | | Total | |
| | No of Respondents | % | No of Respondents | % | No of Respondents | % |
|---|---|---|---|---|---|---|
| 20-25 Years | 02 | 2.10 | 21 | 13.50 | 23 | 09.20 |
| 26-30 Years | 15 | 15.80 | 15 | 09.70 | 30 | 12.00 |
| 31-35 Years | 11 | 11.60 | 24 | 15.50 | 35 | 14.00 |
| 36-40 Years | 27 | 28.50 | 29 | 18.70 | 56 | 22.40 |
| 41-45 Years | 25 | 26.30 | 28 | 18.10 | 53 | 21.20 |
| 46-50 Years | 09 | 09.40 | 18 | 11.60 | 27 | 10.80 |
| Above 50 Years | 06 | 6.30 | 20 | 12.90 | 26 | 10.40 |
| Total | 95 | 100.00 | 155 | 100.00 | 250 | 100.00 |

Source: Primary study

As it is reflected from the table , bulk of the respondents in the present study belong to middle aged (31-40) with 36.40 percent, followed by older generation from age 41-50 with 32 percent and a relatively small percentage of them are from younger age group of 21-30 with 21.20 percent. From the angle of age, in the present sample, each generation is represented and the middle-aged group is dominant group. In the analysis of the age group between respondents of the private school and government school; it is found that the younger generation of the age group 20-25 is much more in private school in comparison to government school. As per marital status, 207 (82.8 %) respondents, out of these 250, are married. Of the 207 married respondents, eight are widows and three are divorcees. Most of the respondents thus are having family responsibilities.

**Table No. 2 Marital Status of Respondents**

| Marital Status | Govt. Schools No of Respondents | % | Private Schools No of Respondents | % | Total No of Respondents | % |
|---|---|---|---|---|---|---|
| Married | 81 | 85.30 | 115 | 74.20 | 196 | 78.40 |
| Unmarried | 10 | 10.50 | 33 | 21.30 | 43 | 17.20 |
| Widow | 03 | 03.20 | 05 | 03.20 | 08 | 03.20 |
| Divorce | 01 | 01.00 | 02 | 01.30 | 03 | 01.20 |
| Total | 95 | 100.00 | 155 | 100.00 | 250 | 100.00 |

Source: Primary data

**Educational Attainments of the Respondents**

The knowledge and skills required for performing a job well could also be called the proper equipment or the outfit of the worker. In case of a teacher, this relates to his/her professional training and subject knowledge. Naturally, therefore, to the extent, his/her depth in content area is measurable, and professional training is oriented to the performance of his/her job, he/she could be considered as well or ill equipped. For entering in this occupation, certain formal education is essential. As per this criteria, an overall majority of the respondents fall in the category of those who have got education up to Post Graduation (82.4 %) level and even ten respondents (4 %) have obtained Ph.D.Assuming that there is equation between the individual's intellectual calibre and his educational attainments, data about the respondents' educational attainments, in terms of grades they have obtained at the graduate and post-graduate examinations are also collected.

**Table No. 3 Educational Attainments of Respondents**

| Sr. No. | Educational Level | No. of Respondents | Percentage |
|---|---|---|---|
| 1 | Graduation | 44 | 17.6 |
| 2 | Post Graduation | 196 | 78.4 |
| 3 | Ph.D. | 10 | 4.0 |
|  | Total | 250 | 100.0 |

Source: Primary data

**Table No. 4 Distribution of Respondents according to their Teacher Training Education/Professional Qualification**

| Sr. No. | Professional Qualification | No. of Respondents | Percentage |
|---------|---------------------------|--------------------|------------|
| 1 | B.Ed./LT | 216 | 86.4 |
| 2 | M.Ed. | 05 | 2.0 |
| 3 | Music Art & others | 06 | 2.4 |
| 4 | Computer | 03 | 1.2 |
| 5 | No Teaching Training Qualification | 20 | 8 |
| | Total | 250 | 100.0 |

Source: Primary data

As per teacher's training education is concerned, 92 percent respondents have any of this degree. As B.Ed. or equivalent training is a necessary and indispensable qualification for teaching job and this condition is strictly followed in Government and recognised private schools. But a few private schools waive this condition and about 8 percent of respondents mainly from private schools do not have this qualification. If excellence in the educational attainments of the teachers is to be measured in terms of the grades obtained by them at the graduate and/or post graduate degree levels them, 45(18 %) of them belong to the meritorious category.We say this because they have obtained first division at both or either of the two levels. A large number teachers 136 (54.4 %), who have obtained second division at both the degrees, belong to the middle rung in the merit hierarchy. It can be inferred from the data that the secondary school teaching profession by and large has not been able to attract highly talented persons and is chosen mainly by the people of middle-range caliber.

**Choice of Occupation**

There is nothing obvious about the ways people are routed into various kinds of work in modern society. There are thousands of occupations in modern economics. Individual's choice is not only important but uphold by our work ideologies. Therefore it is essential to learn how personal decision interacts with social constraints to produce the aggregate of individual decision which result in movement into a given occupation. Occupations proffer different advantages and disadvantages to those making choices, and people vary in their disposition and personal circumstances. An occupation attracts some persons and repels others. In our investigations, questions with eight possible alternatives reasons, inquiring into the objectives reasons, which inspired the respondents to join the profession, was asked. The reasons tick-marked by the respondents upto the second priority only are taken into consideration and presented in the table:

**Table No. 5 Distribution of Respondents of Government School According to Reasons given by them for Joining the Profession**

| Sr. No. | Reasons | Order of priorities I | II | Percentage I | II |
|---|---|---|---|---|---|
| A | Because of liking of teaching & academic life | 16 | 14 | 16.8 | 14.7 |
| B | For opportunities for study & research | 03 | 03 | 3.2 | 3.2 |
| C | Because it is a prestigious job | 07 | 08 | 7.4 | 8.4 |
| D | Because there is more leisure and life is quiet and easy | 17 | 18 | 17.9 | 18.9 |
| E | Because could not get better job | 06 | 09 | 6.3 | 9.5 |
| F | Because scale of pay is attractive | 18 | 17 | 18.9 | 17.9 |
| G | Because it was easy to get this job | 11 | 10 | 11.6 | 10.5 |
| H | To increase family income | 17 | 16 | 17.9 | 16.9 |
| Total | | 95 | 95 | 100.0 | 100.0 |

**Table No. 6 Distribution of Respondents of Private School According to Reasons given by them for Joining the Profession**

| Sr. No. | Reasons | Order of priorities I | II | Percentage I | II |
|---|---|---|---|---|---|
| A | Because of liking of teaching & academic life | 29 | 28 | 18.7 | 18.1 |
| B | For opportunities for study & research | 05 | 06 | 3.2 | 3.9 |
| C | Because it is a prestigious job | 11 | 13 | 7.1 | 8.4 |
| D | Because there is more leisure and life is quiet and easy | 28 | 33 | 18.1 | 21.3 |
| E | Because could not get better job | 13 | 15 | 8.4 | 9.7 |
| F | Because scale of pay is attractive | 10 | 10 | 6.4 | 6.4 |
| G | Because it was easy to get this job | 23 | 16 | 14.8 | 10.3 |
| H | To increase family income | 36 | 34 | 23.3 | 21.9 |
| Total | | 155 | 155 | 100.0 | 100.0 |

Source: Primary data

The responses of the respondents are classified, as predominantly academic, partially academic, and predominantly non-academic. The response in which the respondents have given first priority to reason 'A' and second to the reason 'B' or vice versa is considered as 'Predominantly academic'. The response is considered as 'Partially academic' if the respondents have given the First or Second priority to either 'A' or 'B' and/or first or second priority to either of the rest of the options and 'predominantly non-academic' response is that in which first and second priorities are given to any two of the 'C' to 'H' responses. The response pattern is although not exhaustive one;still it can be taken as substantially indicative of their motivation. It is revealed from the table that partially academic and predominantly non-academic response pattern is more dominant in both the category of the respondents. Response pattern as: "Liking for teaching", "Quiet and easy life" and "to supplement the

family income" are the major reasons for joining this profession for both groups of teachers. But especially for the GovernmentSchool and private aided schoolteachers, pay scale is also one of the major reasons for joining this job. As per the statement of Ross A.D., "Among middle-class as well as working-class wives, the financial incentives to seek work outside their homes is an important consideration, but there are strong indications that economic necessity is no longer the prime motive. It has been replaced, at least to some extent, by a more higher standard of life, the need of company, the preference for more congenial types of work and the wish to be financially independent, are some of the constituent factors.

**Professional Role Adjustment and Conflict**

In Indian Society where personal values do not have much importance even today, and religious and social thought over-rides personal values and minimises their independent existence; the question of indulgence, adjustment, absorption of women in the working role is not an easy subject. Teachers' tasks and teacher status are related and an examination of teacher sentiments must reflect that relationship. If teachers have status in task performance, they are likely to be deeply concerned with conditions, which affect that performance. If teachers cathect classrooms, it means that other settings and relationships have less importance for them. Teachers care less about those rooted in classroom matters. When a conflict arises between organisational and classroom demands, teachers use to favour those originating in the classroom.Through the questionnaire, the data are collected to identify the respondents' shared preoccupation, beliefs and preferences covering a variety of issues including the circumstances teachers associate with higher points in their work, the nature of their discontents and the changes they would like to see in their work context.Respondents talked about two major sources of difficulty in their work. The first deals with their tasks and their use of time; the second refers to relationships with students, co-workers and parents. Since teachers assign priority to classroom work with students, we can better understand their specific complaints if we make a simple distinction between two kinds of teacher time. The first can be called "potentially productive time". It refers to occasions when the teacher is engaged in either direct instruction of students or activities closely related to it (e.g. preparation, counselling). The second kind of time is "inert time"; this refers to occasions when the potential for learning is absent or very low because the teacher's activities are not instrumental. The three most frequently mentioned problems and irritants (clerical duties, interruptions and time pressures and extra duties) all involve inert time. Clerical duties usually originate in organisational needs for reports, forms and so on; extra duties refer to supervising areas outside one's own domain, such as play ground,

corridors, study halls and lunch rooms. Time pressure refers to sudden requests (usually from administrators) or short deadlines, which require that planned activities be put outside. There is a common theme in the complaints respondents registered about administrators, parents and fellow teachers. Respondents said that they fail to give them sufficient support in their work. The specifics of support apparently differ with each category. With administrators, complaints centered on sudden, interruptive demands and the principal's failure to protect teachers against parental intrusions and harassment. Respondents criticised parents for either interfering in the teacher's work or for not backing them up at home. The trend in the recent years has been to pacify the parents and do what the parents want. The suggestions regarding what changes teacher would like to see are conservative rather than radical, individualistic rather collectivist and present - rather than future. They are closer to tinkering than revolution, in short and consist of minor adjustment rather than demanding reforms. Comments about facilities centered primarily on more up-to-date books, more audio-visual equipment and more or better designed space. Teachers criticised complicated curricula, preferring those with increase student options, include recent developments and feature good articulation. Improved administration referred primarily to remark about "better educated" administrators and super ordinates that would lay less emphasis on organisational rules. Parents would be better if they interfered less and helped more at home. In the following tables the various problems of teachers and the solutions suggested by them are given. The respondents gave their priorities to the various complaint areas and suggested more than one solution.

**Table No. 7 Distribution of Respondents on the Basis of Problem Faced by Teachers**

| Areas of Complaint | No. of Respondents | | Percentage | |
|---|---|---|---|---|
| | In Govt. School | In Private School | In Govt. School | In Private School |
| Lack of constructive work | 32 | 34 | 33.7 | 21.9 |
| Lack of reading material | 12 | 18 | 12.6 | 11.6 |
| Large syllabus | 58 | 64 | 61.0 | 41.3 |
| Burden of work | 38 | 66 | 40.0 | 42.6 |
| High no. of students in classes | 62 | 84 | 65.3 | 54.2 |
| Low co-operation from parents | 74 | 48 | 77.9 | 31.0 |
| Interference of management | 18 | 64 | 18.9 | 41.3 |
| Exploitation of teachers | — | 28 | — | 18.0 |
| Less pay | 06 | 124 | 6.3 | 80.0 |
| Lack of physical facilities | 34 | 16 | 35.8 | 10.3 |
| Lack of teachers | 36 | 12 | 37.9 | 7.7 |
| Lack of respect | 08 | 12 | 8.4 | 7.7 |
| Low social status | 06 | 08 | 6.3 | 5.2 |

**Table No. 8 Solution provided by the Respondents**

| Sl. No. | Solution | No. of Respondents | | Percentage | |
|---|---|---|---|---|---|
| | | In Govt. School | In Private School | In Govt. School | In Private School |
| 1 | Smaller classes & fewer section | 58 | 86 | 61.1 | 55.5 |
| 2 | Less clerical & extra duties | 28 | 46 | 29.5 | 29.7 |
| 3 | Better facilities | 36 | 18 | 37.9 | 11.6 |
| 4 | Curriculum improvement | 54 | 66 | 56.8 | 42.6 |
| 5 | Improved administration | 16 | 62 | 16.8 | 40.0 |
| 6 | Co-operation from parents | 68 | 52 | 71.5 | 33.5 |
| 7 | Increase in pay | 08 | 124 | 8.4 | 80.0 |
| 8 | More promotion chances | 18 | 38 | 18.9 | 24.5 |
| 9 | More autonomy | 08 | 16 | 8.4 | 10.3 |
| 10 | Due respect to teachers | 08 | 12 | 8.4 | 7.7 |

Source: Primary data

As reveals from the tables in Government schools the majority of respondents (77.9 %) feel that low co-operation from parents is one of the major problems; 65.3 percent and 61 percent of respondents find high number of students and large and outdated syllabus are another problems. Besides these burden of work (40 %), lack of sufficient teachers (37.9 %), lack of physical facilities (35.8 %) and lack of constructive work (33.7 %) are the major areas of complaints cited by the respondents of Government schools. Whereas for the respondents of private school low payment is the main area of complained with 80 percent respondents have this feeling. Besides this high number of students (54.2 %), burden of work (42.6 %); large syllabus and interference of management (41.3%) and low co-operation from parents (31 %) are the other major areas of complaints cited by the respondents. By observing the solutions suggested by the respondents, we can find that majority of respondents of Government schools (71.5 %) want more co-operations from parents. Besides that smaller classes and fewer sections (61.1 %), curriculum improvement (56.8 %), provision of better facilities (37.9 %) and less clerical and extra duties (29.5 %) are the major solutions suggested by them. In case of respondents of private schools increase in pay (80 %), smaller classes (55.5 %), curriculum improvement (42.6 %), improved administration (40 %), co-operation from parents (33.5%) and less clerical and extra duties (29.7 %) are the major solutions given by them.

**Opinion of the teachers for the ideals to be present in the teachers**

It is well known that teacher is the pivot of any educational system of young students. If the teachers are well educated and they are intellectually alive and take keen interest in their job, then only, success is ensured. In the words of Joad, "Teaching is not everybody's cup of tea." To become a teacher, book learning, passing the examination and the ability to

instruct are not enough. He should possess a sterling character and certain physical, intellectual, social and emotion qualities, which are pre-requisite for success in teaching.

**Table No. 9 Distribution of Respondents on the Basis of Qualities of an Ideal Teacher**

| Sl. No. | Qualities of Ideal Teacher | No. of Respondents | %age |
|---|---|---|---|
| 1 | He should be above ordinary human weakness | 18 | 7.2 |
| 2 | He should appear extraordinary honest to student | 14 | 5.6 |
| 3 | He should be disciplinarian and hard working | 122 | 48.8 |
| 4 | He should be strict | 28 | 11.2 |
| 5 | He should be competent communicator of ideas in his class room | 74 | 29.6 |
| 6 | He should be friends, philosopher, guide to his students | 112 | 44.8 |
| 7 | He should be sympathetic in his behaviour | 64 | 25.6 |
| 8 | He should love students like their parents | 68 | 27.2 |

**Table No. 10 Distribution of Respondents on the Basis of Ideals not present in Teacher**

| Sl. No. | Ideals Not Present in Teachers | No. of Respondents | Percentage |
|---|---|---|---|
| 1 | Strictness towards students | 28 | 11.2 |
| 2 | Punctuality | 44 | 17.6 |
| 3 | Discipline | 42 | 16.8 |
| 4 | Responsibility | 104 | 41.6 |
| 5 | Proper style of teaching | 64 | 25.6 |
| 6 | Essential professional qualification | 16 | 6.4 |
| 7 | Mental awareness | 20 | 8.0 |
| 8 | Hard work | 88 | 35.2 |
| 9 | Proper conversation | 40 | 16.0 |
| 10 | Sympathetic behaviour | 40 | 16.0 |
| 11 | Extraordinary personality | 14 | 5.6 |

Views of the respondents regarding qualities of an ideal teacher has been asked and shown in the table. The respondents were asked to give two qualities of an ideal teacher. A close observation of the table reveals that 122 (48.8 %) of respondents feel that an ideal teacher should be disciplinarian and hardworking and 112 (44.8 %) of respondents feels that a teacher should be friends, philosopher and guide to his student. About 74 (29.6 %) of respondents say that a teacher should be competent communicator of ideas and 27.2 percent are of opinion that he should love students like parents. A few percent of respondents are of the opinion that he should be above ordinary human weakness and should be very strict. Similarly, respondents give their views on qualities not found in teachers. From the table we observe that 104 (41.6 %) of total respondents feel that teachers are lacking the sense of

responsibility, 88 (35.2 %) respondents say that teachers are not hard working, 64 (25.6 %) respondents feels that proper style of teaching is lacking, 44 (17.6 %) respondents give views of non-punctuality, about 16 percent of respondents give view of indiscipline, lack of sympathetic behaviour and improper conversation skill in teachers and a few respondents 20 (8 %) and 16 (6.4 %) find that teacher lack awareness and essential qualification.

**Effect of qualification on Status**

Qualification is a major determinant of the professional and social status. It would be mostly tautological to say that sound education or qualification equips the individual with intellectual calibre, interests and spirit indispensable for such intellectual activities.It is a belief existing in the society that higher the qualification of the teacher higher his status will be.

**Table No. 11 Percentage of teachers who have expressed their view about the effect of qualification on status**

| Group | Raises status | Does not raise | No response |
|---|---|---|---|
| Government | 78.9 | 19.0 | 2.1 |
| Private | 51.6 | 40.0 | 8.4 |
| Total | 62.0 | 32.0 | 6.0 |

In the present sample of Government and private schools, about 62.0 percent of teachers believe that status of teacher rises with the qualification. Among Government, schools 51.6 percent of the teachers are of this view. The high percentage among Government schoolteachers might be due to the fact that there are chances of promotion on this basis. This opinion is found less in case of private school teachers because the promotion is granted not only on the basis of qualification but also on working efficiency.

**Effect of Teachers' work on status**

Whatever be the nature of the work or duty, the person who does his work dutifully is respected by all. A dedicated and hard-working teacher will be respected more by his pupils and the society than an easy-going teacher.

**Table No. 12 Teachers' opinion on the effect of the work on status in percentage**

| Group | Status rises with work | Does not rise with work | Neutral or no response |
|---|---|---|---|
| Government | 70.5 | 27.4 | 2.1 |
| Private | 77.4 | 21.3 | 1.3 |
| Total | 74.8 | 23.6 | 1.6 |

Overall 74.8 percent of the teachers are of the opinion that status would rise with sincerity of the work of the teacher. This is a good sign. This feeling will be an incentive to these teachers to work hard. When each group is considered separately, both the groups have

more than seventy percent of the teachers favouring this idea. But some teachers are of opinion that work would raise the status to a certain extent only. It is true that work is only one aspect that gives the status, but it is one of the main aspects.

**Conclusion**

Although the status of teachers has been shadowed, teachers have been perceived as performing a special mission in our society and we see the continuation of that conception among those engaged in the work today. Sociologists normally depict schools as socialisation agencies charged with preparing students for adult roles in other parts of the society. The special mission of teachers gives their occupation a standing somewhat higher than we would expect solely on the basis of income. Teaching is clearly white collar, middle class work. There are reasons why teachers underplay the role of material rewards in their decisions to enter the occupation. But viewed in the context of occupations with a large proportion of women as not principal bread earner in the family, teaching salaries are not notably deficient, particularly when relatively fewer working days per year are taken in to account. The absence of employment anxiety after working hour has been helpful to make teaching compatible with marriage and motherhood. Work days which are finished in the mid-afternoon, numerous holidays and long summer vacations do not go unnoticed by women comparing teaching with alternative possibilities. In job what teachers want seems to revolve around their preoccupation and their beliefs. They want to do their jobs as they see them and get the rewards that result. Teachers seem to want conditions, which favour more control over student involvement, more discretion to make decisions and greater trust from principals, management and parents. They yearn for more independence, greater resources and just possibly more control over key resources. But they accept the hegemony of the school system on which they are economically and functionally dependent.

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