



PROBLEMS OF FEMALE TEACHERS IN ZILLA PARISHAD (ZP) SCHOOL OF NANDED DISTRICT (MH)

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Abstract

In the world it is universally recognized that the “mother is the first school and first teacher of child” so education is continuing process from the minute we are born until die. Hence, female school teachers play a vital role in the all-round development of a child in primary schools of zillaparishad and there is facing various problems by female school teachers in government primary school. To increase the number of women teachers in primary schools, importance should be given to overcome the problems of women teachers. In the present paper is an attempt to highlight the role and status of female school teacher in primary education and problems of women teachers and measures for removing the problems of female school teacher of zillaparishad of Nanded district in rural area.

Keywords: *female school teachers, problems, role, status, primary education*



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I Introduction

In India before independent education of women was not better condition after the post independent the government of India under the chairmanship of DurgabaiDeshmukh on 19 may 1958 appointed the National committee on women’s education. The objective of the committee was to suggest special measures to bridge the gap in women’s education at primary and secondary levels and to examine the problem of wastage of girls at primary level, problems of adult women who have inadequate education and need continuing education. From 1960, all efforts were focus on provision of schooling facilities for primary education, which is the most formal method of providing basic learning. Since 1970, countries and regions have charted out education strategies towards achieving universal

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primary education (UPE). It is believed that UPE is to be achieved more primary teachers would be required in particular more women teachers would be needed.

II Review of literature

Here is explained review of literature in brief about female school teachers which are working in education field. **UNESCO(2001)** in a study, researcher approached with problems of female school teachers in rural areas and used the method of interview schedule for data information and it was taken by consultations (managers, educational administrators, teacher-training experts, researchers, teachers, parents, students, community representatives and NGO Representatives) and also used the method of focus group discussion with teachers, therefore in the research searched the problems such as poor physical facilities at schools of rural area for ladies teacher and girls like transport, ladies toilet, and drinking water facilities, the increase in share of women teachers but rural-urban gap continues, in this research concluded the large inter-state gap in share of women teacher in rural areas. Teacher education does not prepare for real challenges in rural areas and need for greater sensitization of management at all levels. The pre-primary schooling needs reassessment and comprehensive planning. **Banita Devi** (2012) Researcher has studied about the problems of female school teachers in their article he has suggested that teachers need support and nurturing for becoming a competent teacher. If they are provided proper environment and support, they will be successful in teaching learning process in primary education in rural areas and small children can adjust more effectively with female teacher. It is concluded that female teachers have fight to several level such as family, school, and society and educational etc but some problems of women teachers have in rural area like transport, residential, separate toilet in school. **Ireti FolasadeAlao** In this study researcher was used the method of multistage sampling technique and collect the interview of female school teachers. In this study revealed major finding or observations are female teachers were more effective than male teachers in the elementary schools In a study found that in the education system should be made to the counseling unit when and if necessary to female school teacher and professional skill such as communication, ethical observance, academics, leadership, discipline strategies, classroom management, and teacher-student relationship should be enhanced through workshop, seminar and refresher courses.

III Objective of study

In this study the main objectives was

- 1 To identify the female school teachers status and their role in primary education
- 2 To know the problems of female teacher faced in education institute
- 3 To highlight the measure for removing the problems of primary school teachers in rural area.

IV Research methodology

The problems of female school teachers were identified by using the tools such as observation, interview of respondents and field visit. In this study followed by the procedure of descriptive research design, it is used to study cause and affect relationship between two and more variable. The main purpose of present study is to know problems, role and status of female school teachers in rural areas because the female school teachers are more contribution and very effective role in primary education for child in rural areas.

In the present study followed both primary and secondary sources have been used for collection and analysis of information for most of the quantitative information for the country and state levels have been collected from published sources. The information has been collected from published and unpublished materials and through field of consultations. This study is mainly based on secondary data and emphasized is given to reviewing as many documents.

V Result and discussion

In the present study researcher when interaction with parent of children in rural areas, that female teachers can handle and understand children better than male teachers and it is positive effect in classroom teaching. It was observed that most of the children generally feel more comfortable with female teachers in the primary schools and children also expressed that the female teacher are more sympathetic and affectionate. Hence girl students see them as their role model. In the present study observed that female teachers are often reported to be arrived late to school and leaving early because it is link their schedule to the timings of public transport and another problem of female teacher is the issue of security therefore the young female teachers sometimes face harassment from influential persons of the villages. Women teachers are not comfortable in travelling alone.

In the common observation regarding woman teacher is that some of them do not want to live in rural areas where they are teaching. There is not very easy to find accommodation on rent in the villages due to lack of physical facilities in the village. This

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study is conducted with female school teachers which were servicing at zillaparishad primary school in rural areas of Nanded district and in the following major findings or conclusions have emerged through observation interview of female teachers, interaction with children and their parents so, the data analysis and interpretation made in different points are as follows.

- 1) The majority of women school teachers were living at urban and taluka level because lack physical infrastructure in rural area
- 2) In the present study is inferred that female school teacher were getting respect and support from family, society in the rural area compare than urban area.
- 3) It is observed that majority of co-workers or colleagues were supporting to female school teachers such as administratively, educationally, mentally, emotionally, psychologically and socially.
- 4) In the present study is found that primary schools were not drinking water facilities for boys, girl's students and teaching staff of school.
- 5) Through this study it was observed that in the primary school were not separate urinal and toilet for girls and female school teachers ,
- 6) In this study it is observed that a few primary schools were common urinal and toilet for boys, girls and male, female school teachers.

VI Suggestions

- 1) Transport facilities of rural areas should be developed
- 2) Physical infrastructure of primary school should be developed.
- 3) There should be separate urinal, toilet for female teachers and drinking water as essential for women teachers and girls students
- 4) Female teachers and girls should be given some training on self defense techniques.
- 5) Residential quarter for female and male teachers of primary schools should be constructed in village of school.

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