

Issues and Concerns of working Mothers at Government Schools

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Abstract

Mother is a very important element at home due to her diverse role of maintaining the home along with the fulfilment of the requirements of its members. A role of a working mother is still complex as it is characterised by the absence of freedom and presence of dual role. In the globalised world, with in the increase of competition in the job market the requisites of a working mother are neglected as it can always be replaced by the competent unmarried woman or a man. The reason for women's work is not just the economic freedom but also for individual status, fulfilment of psychosocial needs Kapur (1974). The paper highlights the various issues and concerns of 100 working mothers employed in 20 government Schools at Mangalore City which are selected using Multi Stage Sampling method. Paper also suggests the various measures that can be implemented by the school authorities in improving the working conditions of the working mothers.

Keywords: Working Mother, School teacher, Mother, Dual role

1. Introduction

Mother is a very important element at home due to her diverse role of maintaining the home along with the fulfilment of the requirements of its members. A role of a working mother is still complex as it is characterised by the absence of freedom and presence of dual role. With the mass spread of education and empowerment women now are the part of workforce which not only contributes towards the productivity but also towards the economy. In the globalised world, with the increase of competition in the job market the requisites of a working mother are neglected as it can always be replaced by the competent unmarried woman or a man

The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. Teachers are an essential element of educational opportunity, and attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction. The teacher is a worker whose job satisfaction study is inevitable due to his enormous role in Nation building, so as to make him comfortable and stay on the job. The study of teacher's job satisfaction and job performance in teaching and learning has become imperative to administrators, academicians, school heads and government so as to motivate teachers to be productive or perform effectively. In addition to having an important impact on student achievement, teachers may also play a crucial role in educational attainment. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997).

Job satisfaction varies and researchers, for example Peretomode (1991) and Whawo (1993), have suggested that the

higher the prestige of the job, the greater the job satisfaction. Job satisfaction is very important for a person's motivation and contribution to production. Job satisfaction may diminish irregular attendance at work, replacement of workers within a cycle or even the rate of accidents Kan (1973).

2. Methodology

The research is descriptive in nature as it explains the various dimensions of work of a teacher and the elements that assist in attaining job satisfaction. Researcher followed a multi stage sampling method where 20 government schools were selected using simple random sampling from the list obtained online and then convenience sampling method was used to select 5 respondents each from the selected 20 government schools. Interview and questionnaire method was used for collecting data from the respondents.

3. Objectives

- To study the factors motivating employees at work
- To Understand the perception of respondents with regard to welfare measures provided by the organization
- To identify the elements increasing the job satisfaction of employees
- To suggest measures for the improvement of job satisfaction

4. Results and Discussion

Being teacher is entering into a noble profession. How one feels as a teacher entirely depends on how one entered the said profession. Selection of a profession if done by choice has its own advantages and selection of a profession if done by chance has various dimensions attached to it. In the study 68% of the teachers took up the profession by choice which shows their pre planning in entering to this career path. Pride in one's job is achieved only when he/she enjoys every bit of it. It can be the job profile, job status or the job itself. It is the inner feeling of a profession an employee feels within which in turn reflects in

his activities at work. In the study conducted 100% of the respondents felt a sense of pride in being a teacher. Teaching profession is next to the 'best' profession and this is clarified by the 100% replies received by the respondents. Obstacles to good job are often found in all the spheres of one's life, personal or professional. Hindrances are the blocking stones which try to degrade human resources who otherwise can be utilised for the betterment of any organisation or any objectives. In the survey above 88% of the respondents replied that their efforts to do good job are never blocked by the supervisors. But 10% of the respondents felt that they are always stopped when they want to do a good job. A person might get stopped for various reasons. It can be valid or invalid depending on the situations. Analysing each situation and then

branding it accordingly is required. an efficient and systematic mechanism is very well required in any organisation/institution which can cater to such grievances of the employees. 50% of the primary school teachers who were interviewed by the researcher felt that their good work is never appreciated and 40% of them felt that it is sometimes appreciated. It is the duty of a manager to always appreciate the good work and give feedback on the not so good work done by the employees in the organisation. The failure in doing so will result in work stress, job dissatisfaction, low morale and motivation. Appreciation can be given in many ways such as monetary or non-monetary. Organisation must find out the method which is most suitable for its employees as well its ability to pay and then decide on the benefits.

Table 1: Demographic Profile

Variables	Options	Percentage
Age	25-30 years	36%
	30 years and above	64%
Educational Qualification	SSLC/TCH	15%
	PUC/TCH	70%
	Degree/TCH	15%
Marital Status	Single	17%
	Married	83%
	Widow/Widower	0%
Income	15000-20000 Rs	46%
	20000-25000	25%
	25000-30000	29%
Years of Experience	5-10 years	24%
	10-15 years	40%
	15 years and above	26%
Mode of Transport	Own Vehicle	35%
	By one Bus	60%
	By 2 buses	5%
Time for Commuting	30 minutes or less	70%
	More than 30 minutes	30%

School teachers especially primary school teachers today are overburdened with regular paper works at school. It is mainly due to the unavailability of full time back office staff. On an average 84% of the respondents spend 2-4 hours a week on doing paper work which in turn says that their productive task of preparing and presenting a topic in the class is replaced by mere paperwork most of the time. Every human personnel are born with talents. Some individuals develop skills and traits which can be utilised by the organisation for its efficiency and for its development. 67% of the respondents felt that they always get opportunity at school to utilise their skills and talents, 28% of them felt they sometimes get the opportunity

and a minimum of 5% of the respondents felt they do not get opportunity at all. Updating one's self with the present scenario is the need of the hour at every job. Additional support at the institution is very well required for the teachers so that they equip themselves with the necessary skills and techniques. 52% of the teachers said that institution provides them with additional training and education for their overall development, 40% of it provides it sometimes only and 8% of the institutions always provide such programmes for their staff members. Such additional trainings can enhance the effectiveness of individuals in an organisation and in turn can contribute to organisational effectiveness.

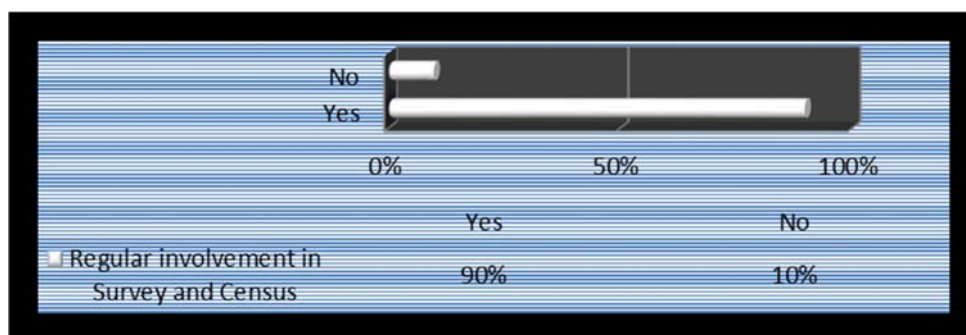


Fig 1: Regular Involvement in Survey and Census

Taking part in governmental surveys and census is an integral part of school teachers work load. Regular involvement of teachers in such programmes is seen in all the different programmes. 90% of the teachers responded that that regularly involve themselves in surveys and census and 10% of them said they do not regularly involve themselves but are assigned such task by the government occasionally. Teachers were also of the opinion that they get this task on rotation so every person gets a chance to take part in survey or census.

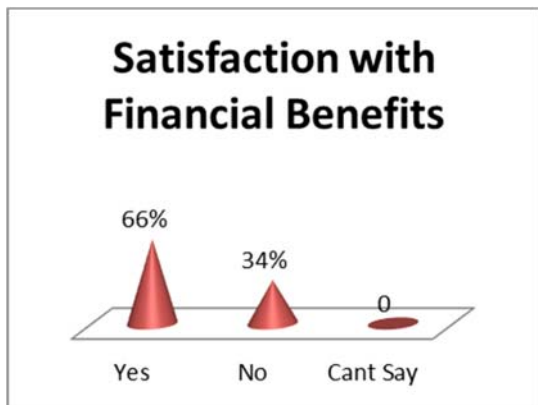


Fig 2

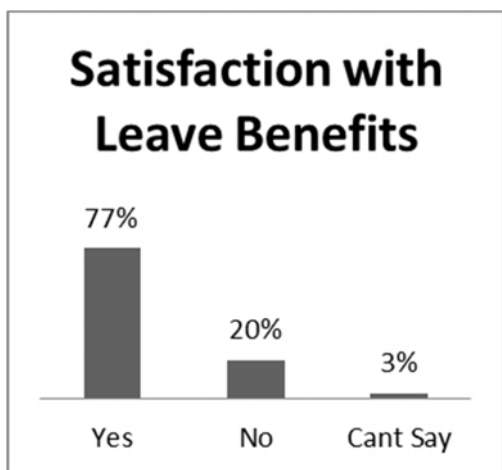


Fig 3

Staff meetings are commonly done in the organisations and educational institutions to discuss about the various issues such as performance of students, administrative issues as well as issues related to the problems faced by teachers in school, classroom or in the communities. Meeting is a platform where all these discussions can take place systematically. While asking the respondents about the freedom they get to discuss their problems in meetings, 43% of them said they never get a chance to share their problems during staff meetings. 44% of the respondents said that institution does not solve any of the grievances employees have at work, 45% of them said they sometimes solve it and 21% of them said they always solve employees grievances. This can happen due to the absence of grievance handling procedure in the organisation. Absence of such defined procedures makes processes complicated and in turn worsens the situation and thus reduces job satisfaction. School inspectors are appointed by the government who looks into the proper functionality of schools. These are also the

appointed representatives with whom teachers can actually speak their mind and discuss any issues related to student's performance, administration issues, grievances and also issues related to one's individual development. While asking teachers about the comfort they find in discussing their problems to school inspectors, 57% of them said they are not comfortable to discuss and only 43% of them said that they are very comfortable in discussing their problems to school inspectors.

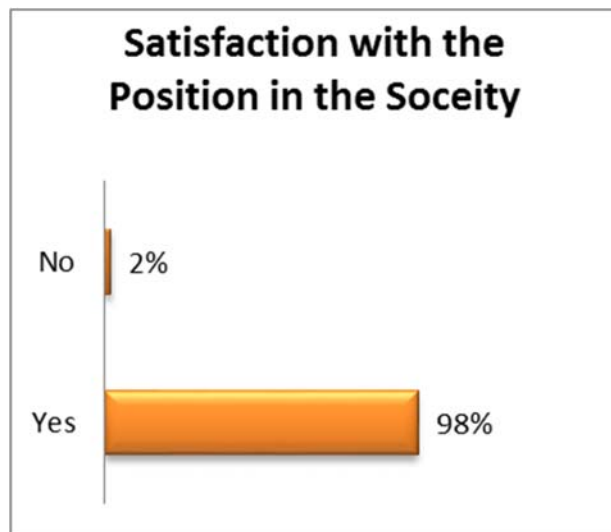


Fig 4

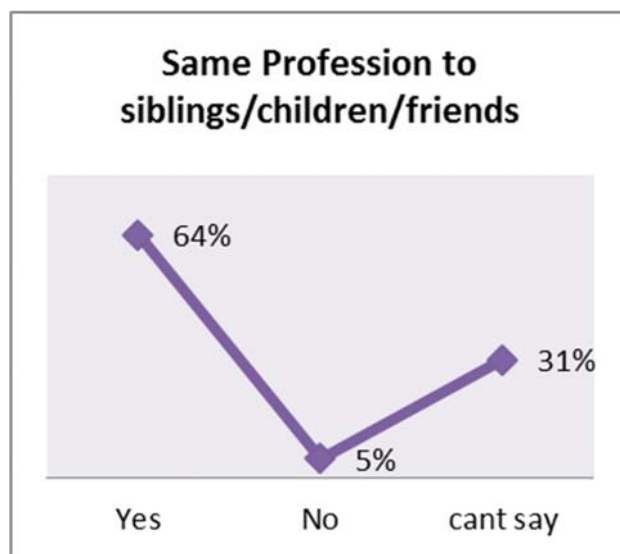


Fig 5

While asking school teachers if they are happy with their position in society as a teacher, 98% of them said they are happy and 2% of them said they are not happy about it. Having satisfaction on our job increases our morale and in turn it increases the dignity we carry with us in the society. Teacher's job is considered as noble profession and by virtue of being a teacher itself one earns respect. If the designation of teacher is also combined with the personal ethics of a teacher he can be considered as a noble human being itself. While asking teachers if they would like to refer same profession to their children, 64% of the teachers agreed, 5% disagreed and the remaining 31% did not comment anything. When one wants to

refer the same profession to his siblings or to other family members and friends it very well indicates that person has high regards on his job. This is indicative in the above graph as well.

5. Suggestions/Recommendations

Teaching as a profession must be the choice of the ones with certain qualities such as patience, high degree of knowledge, qualification and inclination towards the profession. As a profession it should be made attractive to the young generation in terms of status, benefits and job availability and job security. Retaining the teachers in job is the requirement of the time. Measures must be taken to retain them to the profession by providing the facilities which are otherwise available to the other professionals. Teachers must be promoted to go for their higher education specially the ones who are below graduation level. Government should make measures to provide them with leave facilities and sponsorship for their higher education as well. Teachers with higher qualifications must be enriched in their job assignments to indirectly motivate them. Salary of the teaching staffs must be revised from time to time to make it in par with other professions in the global market to attract and retain the efficient ones. Travelling time of the staffs can be reduced by the management by providing them with the transport facility. A nominal fee can be charged by the teachers for the same. Headmasters/ Headmistress in the schools must be trained in handling people at workplace. Basic human behavioural training must be provided to the HM's to counsel and motivate the staff members from time to time. Paper work at school can be reduced by appointing a clerk at school. By doing so, the maximum time of the teachers can be spent on students and studies. Teachers must be provided with opportunities to utilise their skills and talents at school. Their potentialities must be recognised by the school authorities and suitable tasks and responsibilities must be provided to them to reduce job monotony. Teachers must be provided with sufficient trainings in subject, extracurricular and administrative work for better utilisation of their skills. Regular absence of teachers must be monitored well by the school administrators and an analysis of the same must be done to find out the causes for their regular absenteeism. Workload of the teachers must be checked from time to time to identify unequal distribution. Teachers must be involved in minimum surveys and census every year and the same work must be distributed among the other government paid staffs all over the country. Staffs without sufficient trainings must be trained to perform census and surveys to make them capable of performing the same with efficiency as school teachers. Staff meetings at school must be regularly monitored and recorded and the grievances of teachers must be properly taken care of. School inspectors also must be provided with the authority to solve the grievances of the staff members. Regular feedback must be provided by the Head Mistress to the staff members every year to improve their performance. Feedback from the students also must be taken to find a base for the evaluation of teacher's performance. Schools must be collaborated with external agencies or institutions for the higher education of their teachers, training courses and personality development programmes. Teachers must be provided with opportunity to attend such programmes on duty hours at least once in a year.

6. Conclusion

Working mother as explained in the introduction performs a dual task at home and work and this task gets tougher if not supported by the colleagues at work and family members at home. The quality time that mother gets to spend with the child is of higher importance than having a successful career. In spite of these requirements if a woman chooses to multi task, it might be her need or her destiny. Thorough provisions not just be delivering a child but provisions for looking after the child after birth must also be provided by the authorities. In the study conducted the working mothers employed at Government Higher Primary Schools at Mangalore city did have issues at work but even then they were seen struggling to get a successful work life balance. If the right decisions are made at the right time along with the right interference by the authorities, the issues of working mothers can be reduced to a bigger extent.

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