



Socio-Psycho Issues for Women Teachers Working at Recognized and Unaided Schools

Dr. Irfana Begum

Project Officer EduSAT, VigyanPrasar, Department of Science and Technology, GOI C-24 Qutub institutional Area, New Delhi-110016.

ABSTRACT

In the 21st century where we are talking about gender equality in all walks of life, still it's a common understanding that teaching profession is good for the ladies. It's convenient, better, a

scheduled job, less travelling. In year 2013 there are more than 2000 unrecognized school and 1268 recognized and unaided school only in Delhi and NCR. More than 15000 teachers are engaged in these schools and almost 90 % teachers are having any technical degree of teaching (NTT, B.Ed, B.ElEd, etc.)

There is a clear difference in the work structure (timing, working hours, leaves) salary structure (payment amount, salary deduction on leave, teachers will get salary in summer holidays only if joining time is more than three years, as well as facilities provided by the government to the teachers who are working in recognized aided schools (Leaves [casual leave, maternity leave, child care leave,]) and other facilities related to getting higher education etc. Teachers in non-aided and recognized school can not avail these facilities and get frustrated and it creates lots of socio-psycho problems in teacher's life.

A one day seminar was organized by VigyanPrasar through EduSAT network on the topic socio-psycho effect on teachers in private schools and data is compiled with the information given by the ladies of Delhi, Jalgaon, Lucknow, and Vijaywada.

KEYWORDS : facilities, non-aided, recognized, Socio-Psycho, teachers.

Introduction: The term socio-psycho is conjoined word of socio and psycho which incorporate the social and psychological status of any individual. The term refers to psychological development and interaction with a social environment. Socio-psycho problems greatly affect on life, work, family and activities which may be a personality disorder for any one. Those who are suffering with socio-psycho disorder are mainly disturbed and confused.

In last few decades due to speedy urbanization there is vast gap between the facilities and life. To fulfil this gap women start to work outside of the home to get money and became a support system of the family. Now women are multi-tasker and playing a role of simple home makers as well as working outside. Modern scientific and technological development has created a lot of exposure for everyone. Education opens a way to new thinking and vast perspective of life. As the mindset is changed education becomes the necessity of everyone's life. So that lots of school are established to provide education. Similarly ownership of the school is a status symbol and school became a great business point. There is a hard competition to get big number of students. So that all the school appointed educated and trained teacher for their school. As government is not providing any aid to them the appointed teachers are giving them very low salary even many times this is less than a daily wage labour. In year 2013 there are more than 2000 unrecognized school and 1268 recognized and unaided school only in Delhi and NCR. More than 15000 teachers are engaged in these schools and almost 90 % teachers are having any technical degree of teaching (NTT, B.Ed, B.ElEd, etc.). These teachers are playing double role to maintain their status in society. We can divide their problem in to four categories Economical or Financial Social Psychological and Health.

Objective: To study the Socio-psycho problems of women teachers working in non aided and recognized schools.

Method: One day seminar was organized by VigyanPrasar through EduSAT network on the socio-psycho effect on working women and data is compiled with the information given by the ladies of Jalgaon, Vijaywada, Lucknow, and Delhi and total 200 teachers were participated in the programme (private school and government school, aided and nonaided school) were participated in the programme and provide outputs.

Tools: whole day programme were divided in to four sessions. 1. Social 2. Psychological, 3. financial and 4. Health issues. Group discussion and open session were the main tools for the discussion.

Discussion: These teachers' are getting very low salary from their school so that facing financial problem and pursue home tuition

to the students in general all the students go for tuition to her class teacher. And with the help of these home tuitions teachers can earn some additional money. These teachers are playing double role for their family so present their status as wife, mother, daughter and responsibilities for in laws. After school and home tuition (maintenance of financial status) due to lack of time are unable to provide proper time to their relations which creates lots of problem. In his study Mukhopadhyay (1997) found that working women play a dual role in family and work place. They experience a sustained stress to cope with both conditions and hence their mental well being gets affected. Sinha (1997) found that working status of women had significant effect on anxiety. Sheikh & Bhushan (2002) found that in a patriarchal society where male dominates, a growing sense of anxiety is imperative. Bamji (2005) found that gender disparity at all levels and its adverse impact on women has become a face of life. This is partly due to biological role and responsibilities of women as mothers but mostly due to traditional mindset, which visualize women as child bearer and home maker and men as bread winners. It involves the feeling of extreme sadness and dejection. Person who suffers from depression has depressed mood or loss of interest in pleasurable activities, feeling of fatigue, loss of energy, insomnia, decreased appetite, psychomotor retardation, feeling of guilt and thoughts of death. Harsh (1989) also examined depression in women in relation to life style and sex role orientations. Leger (2004) found that most working women who experience depression and generalised anxiety disorder are between age group 35-55 years. Authors are agreeing with Leger (2004) because due to growing age these teachers are not able to find any other jobs this stage creates frustration in the teachers and it affect her ability to work and maintenance of the thing. Similarly not fulfil the requirement of school management and get fear of loss of jobs. Therefore, it is necessary to give the attention towards the women teachers who are working in non aided and recognized school, so that they can maintain dignity and cooperation that they richly deserve and help them maintain a healthy mind in a healthy body.

Result: Result obtained in this study that the status of these 1. Social 2. Psychological, 3. financial and 4. Health issues are interrelated to each other. First of all very few teachers discuss about her salary otherwise they want to avoid this question or answer is less than 5000 Rs. Per month. Initially teachers join the job to get support on financial level. Due to work stress these ladies are not able to pay attention to their family and got frustrated and the present authors are agree with Almeida (2002) Chaturvedi & Purushothaman (2009) and Ravinder Kaur, Naginder Kaur Harpreet Kaur who reported that young and old women differ significantly in

the level of stress experienced. Lack of facilities in comparison to aided and recognized teachers these teachers shows frustration, anxiety. Socio-psycho effect creates lots of health problem in these teachers even they are facing problem not able to communicate well.

Conclusion: Result found that teachers are working in non-aided and unrecognized school are facing more socio-psycho problem in comparison to teachers are working in aided and recognized school. They are forced to manage social and financial status as the demands of career, spouse, children and aging parents. This is because they are not able to get exact experience certificate of that particular school not getting any position, the more one grows older as she grows up the socio-psycho problem increase and affect the physical appearance.

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