

Performance problems of women teachers in Mysore

Areej Mohamed Hussein Alfaqeeh

Research Scholar, B. N. Bahadur Institute of Management Sciences, Karnataka (India)

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*Corresponding Author

Email:areejalfaqeeh[at]gmail.com

ABSTRACT

The performance problems may vary with the nature of job and the sector in which one is employed. Indian education sector is witnessed by fairly large of job proportion of female teachers. The present study aims at analyzing the performance problems of women teachers in relation to working condition, training & skill, Personality and human performance indicators of women teachers in Mysore. The study is a descriptive research, where the existing status of female teachers in Mysore is thoroughly analyzed. The problems of female school teachers are identified using the tools such as a questionnaire, and fours group interview schedule.

The strategic management of human capital in the education is much concerned with the measuring of teacher performance and the associated problems. The basic performance problems of teachers certainly depend upon the teacher performance as well as the activities related to hiring, induction and performance evaluation of teachers.

1. Introduction

Indian education sector is addressed by a strategic vision to promote India in the global competitive clusters all round development. The developed nations across the globe advocate that education is the key for development and success. The standard of education in any country determines the competitive position among the leading nations of the globe. As teachers hold a prominent role in the process of nation building, the quality and standards of education demands effective teachers whose performance related challenges and problems are addressed. The problems of teachers in general that limit their overall effectiveness may be classified as,

- Balancing a wide range of student needs& enlarged horizontal work load
- Workload time management and family performance expectations
- Lack of proper funding& financial compensation
- Poor public perception &professional status of teaching by women.

2. Balancing a Wide Range of Student Needs & Enlarged

Horizontal work load

When the workload of faculty and staff is imbalanced, frustration, dissatisfaction and conflicts can result, as well as productivity issues and missed schedules arise.

In colleges and universities, workload policy is directed at supporting the mission and strategic directions of faculty, staff, courses, and the institution. Managing faculty workload

effectively in an institution ensures equity, accountability, transparency and flexibility. Institutions need to analyze whether faculty members are spending their time on activities that coincide with their mission and vision.

3. Workload, time management & faculty performance expectations

More often than not, women teachers complain of additional workload either due to shortage of faculty or due to lack of effectiveness in work allotment and distribution. Poor time management, particularly in the completion of curriculum is another problem expressed by teachers. Further given the increased workload having high performance expectations reflected in their performance appraisal is another area causing stress and tension among women teachers.

By engaging in a scientific and systematic distribution of work load, drawing time lines and clearly defining criteria for performance evaluation will ease the undesired tension amongst women teachers. Some specific suggestions are as follows:

- To rebalance the workload on a regular basis, automate faculty workload to ensure faculties in institutions optimally spend their time and align with the interests of the institution to maximize efficiency and effectiveness in all areas of how best to divide the work.
- Create faculty profile including knowledge, skills, research, awards, achievements, certifications, and work experience to assess the faculty is best qualified

- to handle teaching assignments, and map individual objectives to institutional goals
- Define faculty workload based on norms defined by regulating authority
 - Using academic scheduling system review the total workload for courses and set workload target based on hours & assign teaching roles
 - Filter schedules based on sessions, subjects & topics
 - Track the current work schedule in real time to see if regular faculty members are available and whether substitute faculty is to be reported
 - Automatically notify users based on scheduled/rescheduled classes or events using email, SMS alerts and push notifications
 - View workload summary of faculty members across departments, programs and courses
 - Conduct faculty peer reviews and student surveys using course/faculty evaluation system that would help administrators to rebalance the current workload for teaching, research and non-teaching activities, and make the program and course run more efficiently
 - Create action plan based on evaluation scores to enable faculty members to attend workshops, courses and conferences that promote the development of skills for both teaching and research.

4. Lack of Proper Funding & Financial compensation

Non-implementation of recommendation of Commission, lack of equilibrium between workload and pay package, pay disparity with government school teachers are among the issues plaguing the teaching fraternity in the private sector. Many teachers working in top private schools allege of “utter injustice” being meted out to them by the school authorities.

There is a growing restlessness among the teachers in the private schools where the pay commission’s recommendations have not yet been implemented. Teachers complain that schools charge parents “roof breaking fees” in the name of “development” but then “the school authorities claim that they are not able to pay the teachers due to a lack of funds while they increase school fees every year”.

5. Poor Public Perception & Professional status of teaching of women.

The range of opinions and attitudes are in regard to teaching as a career observed that, teaching did not feature as a high status profession or occupation in any of the focus groups. The most high status professions were.

- Politicians, lawyers and professional sportspeople – identified in the top 5 by all segments.
- Doctors were accorded a high level of status as well, though the young people and students attributed this status to specialists, while the career influencers gave general practioners, greater status than specialists.

- In addition to these.
 - Young people accorded high status to business owners, diplomats & actors;
 - Parents accorded high status to diplomats, pilots and architects;
 - And career influencers accorded high status to actors, architects and scientists.

An examination of the discussions relating to status shows that there are three primary drivers of status – power, money and fame. Two other factors have secondary influence: the amount of training / skill / expertise required, and the extent to which the career has an influence on other people’s lives. However, these two secondary factors do not deliver status unless they result in a high level of power, money or fame.

This is the reason why teachers do not enjoy high status. Although they are recognized as having to be well trained and highly skilled, and are seen as being hugely influential on society in the future, neither of these factors results in them being powerful, famous or rich.

Overall teaching is seen as a **valuable** and **honorable** profession – but neither of these delivers status. There is however an opportunity for individual teachers to gain status if the profession highlights its top performers

Although teachers are admired, commended, valued, trusted, respected (on an individual basis if they’re good) – from the perspective of the focus groups, teachers are not given overall respect, and definitely not accorded similar levels of status as the high status professions listed.

6. Literature Review

Anthony Milanowskin (2017) has proposed strategic mesures of teacher performance

And opinioned that measuring teacher performance is one of the foundations of strategic management of human capital in education. It is identified that most basic activities in human capital management hiring, induction, performance evaluation, and compensation Depend on measuring teacher performance. The major focus of the study was attributed to Classroom observations and value added productive measures by the teachers. An observation system should include: Multiple competency levels defined by rating scales or rubrics that provide concrete examples of the levels. Rubrics guide evaluators in making more reliable decisions, provide teachers with concrete descriptions of what good performance looks like, and communicate performance expectations. Procedures for gathering and evaluating evidence that are clearly delineated so they can be implemented uniformly. A focus on aspects of instructional practice that can be observed in a typical instructional period, such as student behavior management, use of instructional time, rapport with students, student engagement, and lesson adjustment.

The value added estimates of class room productivity measurement may require well evolved statistical methods so that the scores are analysed and estimates are prepared. Value Added models (VAM) and Student Growth Percentile Models (SGP) may be used to estimate strategic measures of teacher performance. (Michael .D. Kurtz 2018)(Sari, 2012)

SayyedFarooq (2014) illustrates that Performance problems of women teachers are manifold, which ranges from Problems as a result of prevailing society, Problems as a result of economic conditions, Problems as a result of household activities, Problems as a result of Political interference, Problem as a result of social recognition, Problems as a result of lodging and amenities, Problems as a result of frequent transfers, Problems as a result of professional development, Problems as a result of school culture, Problem as a result of overloaded classes and Problems as a result of coordination and cooperation. The study also concluded that female teachers are overburdened with extra classes due to shortage of female staff in the girls' schools. Be short of resources in girls' schools render the female teachers helpless while they need different aids for schooling and learning. There are no training facilities available to professionally update the female teachers to improve their teaching skills. The study further explored that in girls' schools, head master in most cases create master servant environment which makes the female teachers feel estranged from the system.

Mediha Sari (2012) Explored gender roles' effects of Turkish women teachers on their teaching practices. The study approved that the broad social acceptance of teaching an appropriate job for women encourages and supports many women in choosing teaching as their future profession in Turkey. However, males as principals have consistently outnumbered females, especially in higher levels of education. While the rate of the women principals is 8.8%, the rate of the women vice principals is 11% in general, and the rate of the women principals in elementary education is relatively high compared to the rate of the women principals in secondary education. Gender inequalities in Turkey one of the most important problems related to teaching profession is that women consider teaching as an appropriate profession to the traditional gender roles and they prefer teaching because it leaves suitable spaces to meet the expectations as mothers, spouses and housewives.

Baiju.K.Nath (2008) analysed problems of female school teachers in Kerala. It is observed that fairly large proportion of teaching community is comprised of female teachers & the problems of employed women will vary with the nature of job. The study was aimed at studying Personal, Familial and Professional problems faced by the female school teachers in Kerala. The study identifies that Health related problems are more prevalent. Majority of the respondents skipped breakfast daily and do not get time for simple exercises, relaxation and

unable to engage in any recreation activities. The study concludes that

- Majority of female teachers working in different levels are facing Personal problems, Familial Problems and Professional problems; and the problems faced by them are more or less similar in nature regardless of the level in which they are teaching.
- Among the personal problems health related problems are more prevalent. Majority of the respondents skipped breakfast daily, and do not get time for simple exercises, relaxation, and unable to engage in any recreation activities. Most of them do not get time to read newspapers daily. Majority of teachers at higher secondary section opined that wearing sari is inconvenient for teaching.
- Among the familial problems, cooperation of family members was identified as the major Problem area. Majority of respondents do not get cooperation from spouse and children in family and house hold matters.
- Huge syllabus, very high pupil-teacher ratio, unnecessary emphasis on clerical works in documentation of evaluation, Evaluation of fairly large number of students, loss of working days, the tension caused by the existing system of education. , lack of enough reference materials, inadequate support from colleagues and head of the institution, inadequate in-service training, etc. are the major professional problems of majority of teachers.

7. Objectives of the study

1. To evaluate performance problems of women teachers in Mysore
2. To examine relationship between Human Performance Indicators for Women Teachers

8. Hypotheses of the study

Hypothesis 1

H (0): There is no significant difference among the performance problems of women teachers in Mysore

H (1): There is a significant difference among the performance problems of women teachers in Mysore

Hypothesis 2

H (0): There is no mutual correlation among the Human Performance Indicators for Women Teachers

H (1): There is a mutual correlation among the Human Performance Indicators for Women Teachers

9. Research Methodology

Research design proposed for the study is 'Descriptive' type of research. This type of research deals with quality of responses from the respondents about their emotions, attitudes, experience, behavioral, interests, technical skills, personality, self-concept, beliefs and values, etc.,

Primary data is collected by questionnaire survey method .The questionnaire consisted of questions to analyse the Performance problems of women teachers. The performance problems were categorized into Working condition, Training & skill, Personality related broader areas. The later part of the questionnaire also addresses the concept of Human Performance Indicators.

10. Sample and sampling

Primary data was collected from the women teachers in Mysore. Sample size is 100. (50 college teachers and 50 school teachers) Questionnaire is distributed to the women teachers belonging to various disciplines across schools, colleges of Mysore city.

11. Data analysis and interpretation

Table 1: Demographic profile of the respondents		
Age in years		
	F	%
below 30 years	12	12.0
30-40 years	55	55.0
41-50 years	26	26.0
Above 50 years	7	7.0
Total	100	100.0
Marital status		
Single	13	13.0
Married	79	79.0
divorced	8	8.0
Total	100	100.0
Number of children		
no children	17	17.0
1 child	38	38.0
2 children	40	40.0
more than 2 children	5	5.0
Total	100	100.0
Age of Children		
Below 5 years	12	12.0
6-10 years	15	15.0
11-15 years	27	27.0
above15 years	29	29.0
NA	17	17.0
Total	100	100.0
Number of family members		
1-2 members	6	6.0
3-4 members	57	57.0
5 members	29	29.0
More than 5 members	7	7.0
NO	1	1.0
Total	100	100.0
Number of dependents		
Nil	25	25.0
1 dependent	29	29.0

2 dependant	36	36.0
more than 2 dependents	6	6.0
NA	4	4.0
Total	100	100.0
Educational qualification		
Under graduate	63	63.0
Post graduate	27	27.0
Ph.D	10	10.0
Total	100	100.0
Years of service		
less than 5	28	28.0
5-10 years	41	41.0
10-15 years	12	12.0
more than 15 years	19	19.0
Total	100	100.0
Mode of transportation		
Institutional transport	32	32.0
public transport	13	13.0
own vehicle	55	55.0
Total	100	100.0
Monthly Salary		
less than 20, 000 Rs	48	48.0
Rs.20,000-40,000 Rs	42	42.0
60,000-80,000 Rs	6	6.0
AboveRs.80,000 Rs	4	4.0
Total	100	100.0
Nature of work		
part time	3	3.0
Full time	97	97.0
Total	100	100.0

The above table 1 shows demographic profile of the respondents. The following demographic variables are considered for the study.

- Age in years
- Marital status
- Number of children
- Age of Children
- Number of family members
- Number of dependents
- Educational qualification
- Years of service
- Mode of transportation
- Monthly Salary
- Nature of work

The study is comprised of women teachers of age 30 -50 years (93%), married (79%) with maximum of two children (78%) and dependents (65%). The study is featured by under-graduate qualified respondents (64%) with the service of 5-15 years (81%).The majority of the respondents possess (55%) own vehicle for transportation all are full time faculties with 20000-40000 Rs of salary per month (72%).

1. To evaluate performance problems of women teachers in Mysore

The performance problems are categorized as problems related to Working conditions, training, skill and personality aspects.

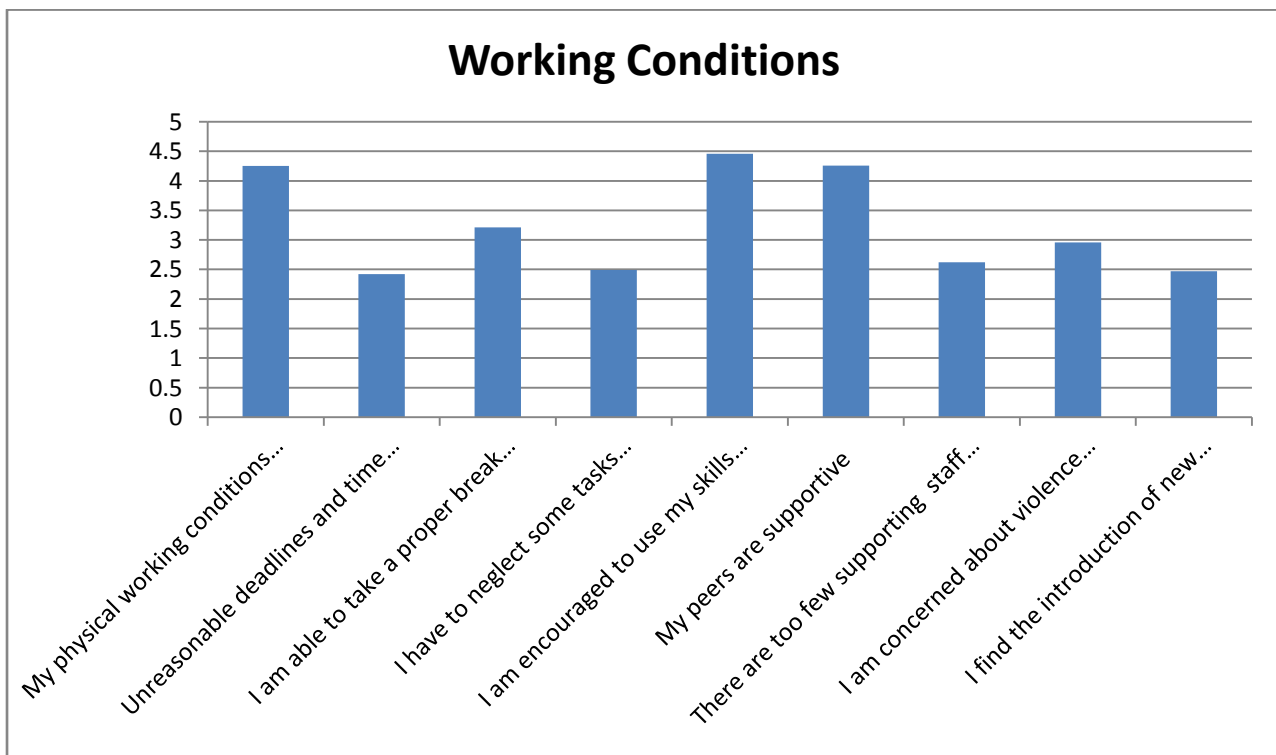
Hypothesis 1

H (0): There is no significant difference among the performance problems of women teachers in Mysore

H (1): There is a significant difference among the performance problems of women teachers in Mysore

Sl. No	Table 2: Working Conditions	Mean	SD
1	My physical working conditions are acceptable	4.25	0.57
2	Unreasonable deadlines and time pressures are often imposed on me	2.42	0.85
3	I am able to take a proper break during the school day	3.21	0.913
4	I have to neglect some tasks because I have too much to do other than my designated teaching assignments.	2.49	1.029
5	I am encouraged to use my skills and initiative to do my work	4.46	0.95
6	My peers are supportive	4.26	0.78
7	There are too few supporting staff in the institute	2.62	1.18
8	I am concerned about violence from aggressive parents	2.96	1.053
9	I find the introduction of new initiatives daunting (Scary)	2.47	0.83

One way ANOVA					
Variance	SS	DF	MS	F	p
Between:	584.036	8	73.004	85.991	0.000
Within:	756.441	891	0.849		
Total:	1,340.477	899			



The above table 2 shows that the performance problems relating to working conditions are the lack of supporting staff, violence of aggressive parents and fear of introduction of new initiatives. Too much work load other than deny with teaching and unreasonable deadlines and pressure. However teacher

finds absolutely no problems with physical working conditions, sufficient time for breaks encouragement to use skills and initiatives and supportive peers. The null hypothesis gets rejected which claims that the Working Conditions differ significantly among the respondents.

Sl. No	Table 3: Training & skill	Mean	SD
1	I have opportunities to express my ideas and points of view	4.39	0.58
2	I receive appropriate training	4.4	0.93
3	I regularly receive positive feedback on my work	4.28	0.62
4	Changes are accompanied by appropriate support and training, v necessary	4.3	0.59
5	Teaching skills is highly technical.	3.94	0.97
6	Good teaching demands effective communication abilities.	4.66	0.55
7	Teaching should be mixed up with humour to make learning more interesting.	4.76	0.42
8	My skills are well-used	4.62	0.54

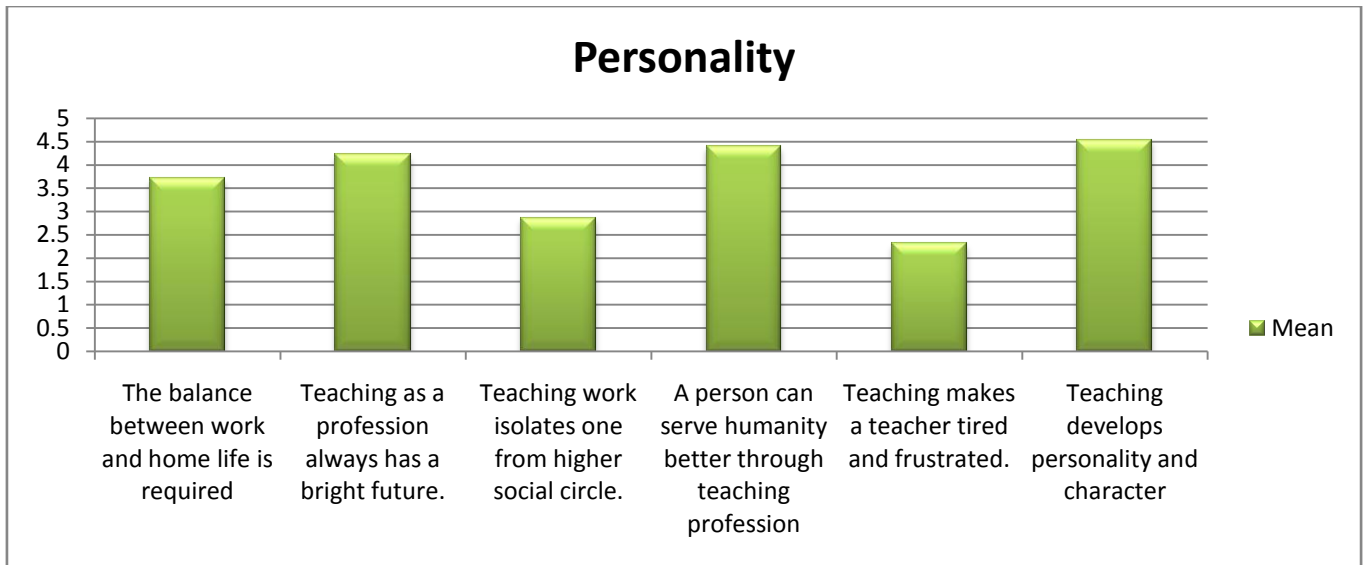
One way ANOVA					
Variance	SS	DF	MS	F	p
Between:	47.889	7	6.841	15.014	0.000
Within:	360.875	792	0.456		
Total:	408.764	979			



The above table 3 shows that there no performance problems relating to **Training & skill among the women teachers**.The women teachers agree that they have the opportunities to express their ideas, receives appropriate training, receive positive feedback and good teaching demands

effective communication abilities but with a mixture of humor at the work place.The null hypothesis gets rejected which claims that the **Training & skill**differ significantly among the respondents.

Sl. No	Table 4: Personality	Mean	SD
1	The balance between work and home life is required	3.70	0.83
2	Teaching as a profession always has a bright future.	4.21	0.89
3	Teaching work isolates one from higher social circle.	2.86	1.27
4	A person can serve humanity better through teaching profession	4.40	0.86
5	Teaching makes a teacher tired and frustrated.	2.31	0.82
6	Teaching develops personality and character	4.53	0.55



Variance	SS	DF	MS	F	p
Between:	407.068	5	81.414	101.589	0.000
Within:	476.032	594	0.801		
Total:	883.100	599			

The above table 4 shows that there are few performance problems relating to **Personality among the women teachers**. The women teachers agree that balance between work and home life is required. However the respondents are in a state of dilemma to accept that teaching work isolates one from higher social circle. The respondents are favorable that teaching as a profession always has a bright future, can serve humanity better through teaching profession, Teaching never makes a teacher tired and frustrated and moreover teaching develops personality and character. The null hypothesis gets rejected which claims that the **personality qualities** differ significantly among the respondents.

Therefore in aggregate there is a significant difference among the performance problems of women teachers in Mysore.

To examine relationship between Human Performance Indicators for Women Teachers

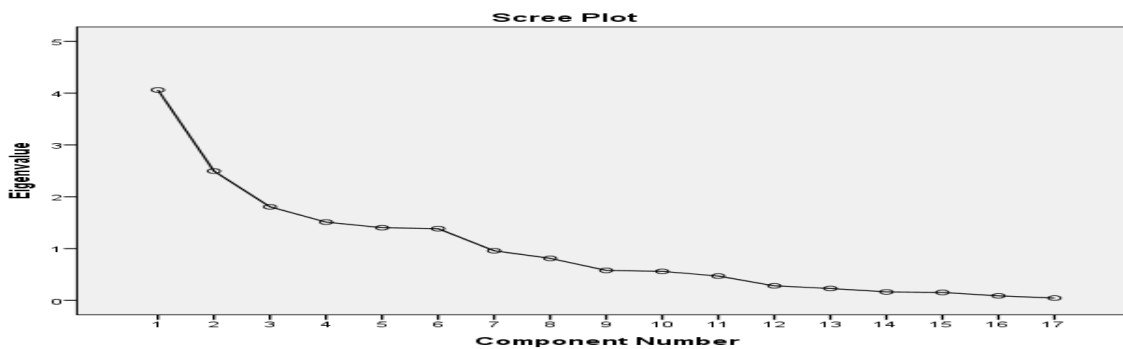
Hypothesis 2

H (0): There is no mutual correlation among the Human Performance Indicators for Women Teachers

H (1): There is a mutual correlation among the Human Performance Indicators for Women Teachers

	Component					
	1	2	3	4	5	6
A healthy atmosphere is making women teachers happy and creative	0.687					
A teacher needs to change methodology and skills for students of different mental ability.	0.610					
Classroom teaching begets social atmosphere.	0.687					
If a student does not understand an assignment, it is usually the fault of the teacher.	0.452					
There are more disadvantages than advantages in the teaching profession			0.727			
Teaching is a very stimulating profession	0.469					
Women Teachers are the leaders of the nation	0.477					
Woman teacher are respected by everybody.				0.488		
A teacher's job is primarily one of the teaching and		0.675				

explaining the subject matter.						
Just one method of teaching is not suitable for all the students.			0.492			0.531
Classroom teaching strengthens the desire to learn.		0.625				
A teacher needs to use special methodology to teach different levels.		0.573				
Teacher effectiveness is judged on whether or not the passing percentage			0.463			
Most students do not respect the teachers.			0.624			
Traveling making women teachers both physically and mentally tired.		0.526				0.429
Total variance explained		4.061	2.496	1.806	1.511	1.403
Factor loadings		23.886	14.68	10.621	8.887	8.252
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.586				
	Sig value	0.000				



The above table 5 shows factor analysis to identify Human Performance Indicators for Women Teachers. From the six components extracted it is found that the best performance indicators for Women teachers are Classroom teaching begets social atmosphere, A healthy atmosphere is making women teachers happy and creative, a teacher needs to change methodology based on the mental aptitude of the students and the class room teaching creates a desire to learn. Null hypothesis gets rejected there is a mutual correlation among the Human Performance Indicators for Women Teachers (P=0.000).

12. Conclusion

Highlights of the study and its inference are that Women teachers don't have much of the performance problems at the work place. However when it comes to the work life balance, supporting staff and they fear to undertake new initiatives. Women teacher do agree that there are few problems to perform at the work place. The women teachers are found creative at the work place and they are neither tired nor frustrated, either due to excess work or lengthy hours of travel. The women are enjoying the profession of teaching with full of joy and celebration.

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