

Prominence of Women in School Teaching?

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Commentary

Women have always been in charge of school teaching. Gender prejudice is a worldwide problem associated with women's social standing. The purpose of the study is to acquire a better knowledge of the prominent female domination in the school teaching profession, with a particular focus on aspects like interest level and job satisfaction. The study is based on both quantitative and qualitative methodologies such as purposive random sampling and snow-ball sampling, and it includes teacher education institutions as well as secondary and higher secondary schools in Kolkata. School instructors (n = 249) and B.Ed. college students (n = 318) were given a perception survey as well as a focus group discussion (FGD). The findings show that there is a strong link between the feminine and teaching as a profession. Women enter their domains (Reskin et al. 1990). The data from the last decade demonstrates that feminisation of teaching was accompanied by economic and social developments (Wallace 1996), since women's opportunities in many other fields were limited. He also noted that many women saw teaching as an extension of parenting and that they saw themselves as having a role in the public sphere through school teaching. Males are less likely than females to select teaching as a career, according to Montecinos and Nielsen (1997). Women, on the other hand, are more likely than men to choose teaching as a vocation early in their lives. Cushman (2005) researched the reasons for the lack of male instructors at the school level and discovered four factors. Factors such as social position, salary, working in a predominantly female-dominated environment, and continuous engagement with youngsters. Few studies illuminate course content, textbooks, and teacher-pupil communications in academic milieus at schools, including aspects of gender bias and stereotypes (Arİkan 2005), as this profession has become increasingly feminised. How more men can be drawn into this "women's profession" has also been discussed.

Greenglass and Burke (1988) found that female instructors had greater despair and difficulties than male teachers in terms of role conflict, marital duties, and a lack of social support, which reflected gender roles for men and women. In his research, Lease (1999) looked at work-related stress and strain in the female academic community, comparing male and female teachers in terms of professional stress and individual anxiety, as well as the regulating factors. The population for this study covers the students of teacher education institutions, in all the schools it is clear that that women are more inclined towards school teaching and the number of female teachers is also high than their counterparts

in selected secondary schools

Overwork and the lack of coping mechanisms were strong predictors of stress measures, despite the fact that there were not many significant differences. Sanders (2002) also noted that, unexpectedly, females are more eager to care for children than males. Damiano-Teixeira (2006) cites Damiano-Teixeira (2006) as an example of a woman who The paper recommends that



female teachers generally select their job on the basis of their household responsibilities and after getting a job, they are highly influenced by the stress coming from family and profession. Academic activities, and workload largely contribute to the stress level of female faculty.

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