

Problems Faced by Women Principals of School: Jaipur and Nearby Region Experience

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ABSTRACT

This document aims in investigating or studying the challenges faced by Female Principals of schools located in Jaipur and its surrounding regions. In this study, we are going to review the literature published previously on the same aspects and as well as our unique research through a questionnaire prepared by me. This topic is very much related to my role as well. Being a women Principal, I and other colleagues face several such challenges in our day-to-day work that motivated me to research this area and help policymakers, researchers, and other community personals who are interested in school leadership and or looking to start working in the sector of Education. The findings indicate that issues faced by New Entrants are very much different than those of experienced ones. Also, the challenges faced by Rural Principal and Urban Principals differ in many ways. It was also observed that School Safety was considered less significant by Rural Principal than those of Urban Principals.

Keywords: Principal; Challenges; School Leadership; Questionnaire; New Entrants; School Safety;

I. INTRODUCTION

“Principal” is the main actor in the school which could be Male or Female. It is up to the principal to manage and regulate the whole ecosystem of the school. The school could be Primary, Secondary or Higher Secondary even could be entirely Girls, boys, or Co-Ed. The performance and its outcome depend upon the leader of the school i.e. Principal from both academic and administrative points of view. The schools of Rajasthan are more inclined to challenges not limited to inadequate facilities and regional bonds. In the absence of resources, the school leader has to perform in addition to the other challenges he might be facing or might face. The

schools are said to be the main source of cognitive, psychological, physical, and educational development. With such dependency and belief in the school of parents, it becomes very important for its leadership to run and maintain high standards. Society is the reflection of the kind of role played by school in shaping its student’s career and life. To achieve the goal of larger good the school or any other educational institute requires effective leadership in form of a Principal. In words of Quick J C, Macik-Frey, M Cooper “Since, Healthy leader at work is the heart of an organization.” Nowadays the roles of the School Principal have changed manifolds and expectations from its stakeholders are high.

It is expected from the Principal that He/She should be available all the time, meeting with teachers, interacting with students, satisfying school board members, and dealing with parents personally. The Principal is not only responsible for bridging the gap between school staff and the parent society of the school but also responsible for maintaining discipline at all times.

Significance of this research

Despite numerous studies by researchers, scholars around the world on School Principal, and their area of work still there is a big gap that needs to be filled. All the major studies prior have majorly focused on gender-neutral or Male centric approach. But they failed to completely cover the issues affecting because of gender inequality in school Principals. Therefore, the information on the topic is very limited. In this paper, I have tried to evaluate the various challenges faced by the Women Principal in their day-to-day work and how they overcome them, it is hoped that their experiences will be appropriately represented written by Grogan & Shaeshaft, 2011. The conclusion of this study would help and guide other researchers to investigate deeply in this area and

also suggest the policymakers the areas in which they have to look so that the principals may keep working for the betterment of the school, students, and society.

Approach

The technique used for the procedure is called descriptive research, by doing this present position of female Principals in Jaipur and Neighboring Regions was exhaustively reviewed. The challenges faced by female school principals were defined using the tools such as a questionnaire, an interview conducted, and personal experience. We also conducted a discussion with specialists to collect related guidance about the situation of Female Educators in Jaipur and Neighboring Regions.

Method and Samples Used:

The method employed for the research was a questionnaire and interviews conducted. A questionnaire was drafted by me and colleagues on several areas about the household, work-related, and most importantly individual problems of female principals working in the school. An interview was also planned to obtain concerning statistics which should support the figures gathered as a result of the questionnaire. The sample data composed of 150 school principals appointed at primary, secondary, and higher secondary schools in different tehsils of Jaipur District of the state of Rajasthan. Since the sample size was considerably large the selection was confined to the symbolic sample. A subjective sampling approach was applied to choose the sample. The appropriate portrayal was given in each category.

Questions that are being addressed by this study

The Underlying question of this paper is "What components determine and impact the leadership of women as a School Principal in Jaipur and Nearby Regions"? This is further divided into 4 parts which were presented to principals to gather their views.

- A. What essential priorities define the leadership of women principals?
- B. How do the women principals collaborate with stakeholders, and what moral codes usher them to achieve these priorities?
- C. What type of encouragement is present for women principals to achieve their goals and priorities and in return how do these women principals support others?
- D. What type of issues do women principals encounter while practicing leadership and how do they overcome these?

Challenges as a Women Principal

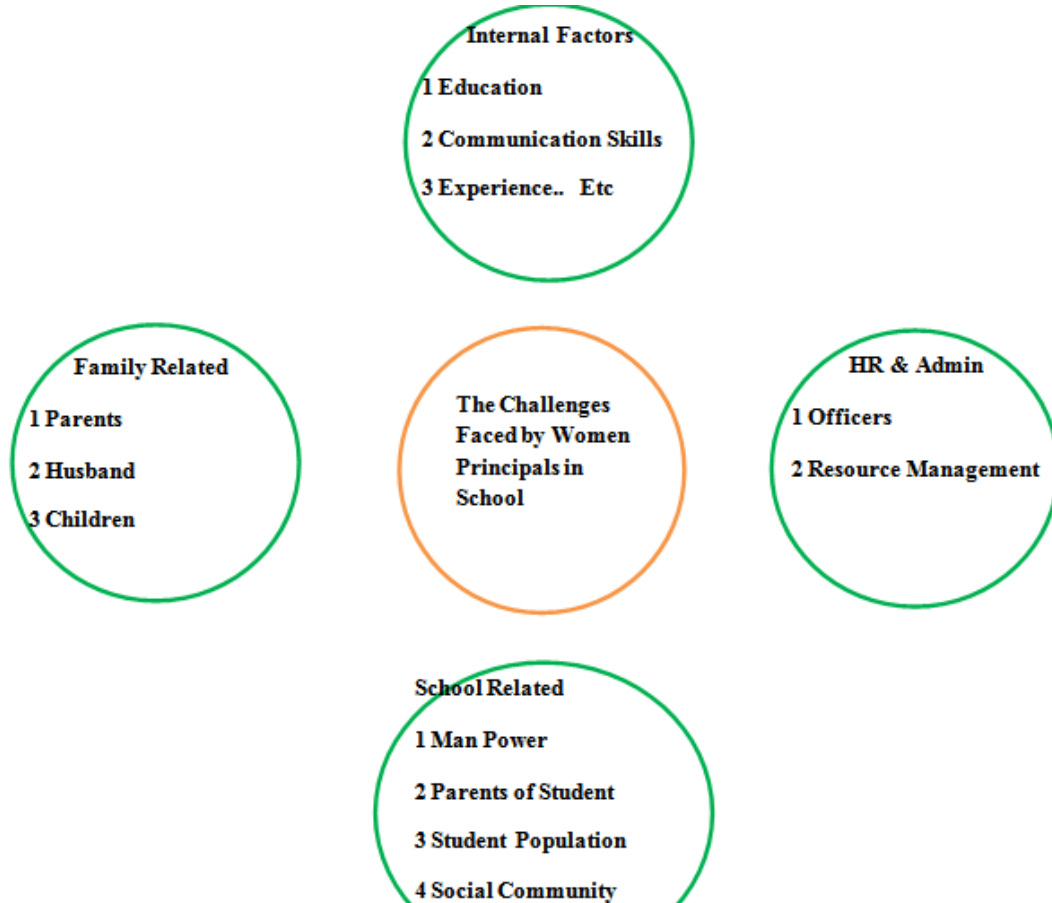
It is evident from various works of literature on gender and management suggest that gender has a huge impact on women in their attempts to secure the top management positions in schools by Coleman, 2005 & Blackmore, 2006. To attain positions in senior management females, encounter implicitly or explicitly discrimination at a time of the selection process by Austin, 2008 Kaparou & Bush, 2007. The obstacles faced by Women on the route to principalship are defined as anticipation, acquisition, and performance Moorosi (2010). Fuller (2009) wrote that women principals in Birmingham creatively balanced their professional and private life like women principals tend to take care of their child and other household arrangements by Coleman in 2002. In comparison to men's and women's professional growth in educational leadership, a survey by Coleman (2007) revealed that from 1994 to 2004, women had made substantial improvements in procuring head positions in England. Despite that more women succeeded to attain head positions in that duration, the challenges they encountered in pooling career and family stayed the same. Women that are parents as well continue to wrestle retaining the packaged deal of leadership and parenting. His survey revealed that a higher number of women were identified to remain single or childless moreover being divorced. On the contrary, the survey demonstrated that most of the men principals were married and/or partnered and had children. As the data indicate women have to play more roles than men, the requirement of legislation and policy safeguarding women's rights is crucial. Kelly (1996) stated that females are "considered to be sympathetic, patient, psychologically smart, gentle and prone toward teamwork, empowerment, and teamwork and however, men are presumed to be pushy, commanding, rational, resolute and willing to work independently." Hence, Kelly says that males are at better positions when it comes to, paid work in theory which is, "with earnings comes the power, control, and freewill".

Amidst elements that impact women's progression on the route to leadership in JAIPUR AND NEARBY REGIONS was the challenge of career breaks, which is a woman had to take for maternity, childcare, and other household reasons. As to a survey done by Lumby & Azaola in 2014 surprisingly in their study, they found women's dual roles acted as an advantage, According to those women being mothers provided them with the opportunity to take care of challenges at work,

whilst they used their parenting capabilities in utilizing the breeding and loving face of the work while simultaneously practicing their role as women principals. Besides, these women with dual roles were self-satisfied that they could impart leadership emotionally; displaying qualities such as love and

affection also being practical by ensuring food, clothes, and healthcare for everyone. Although this involved emotions, these women principals did not wish to swap the role of being mothers to their pupils as they regarded it as a praise of what might not be provided at home for some children.

II. CONCEPT DIAGRAM



HR Management and School Governing Body

While interviewing different Principals I found that several responses mentioned that they were challenged by School Governing bodies majorly because of the lack of presence of Human Resources to carry out administrative duties. Most of the principals complained about not being provided with an adequate staff which female principals pointed out that they had to be multitasking, on one hand, they had to perform all the duties related to the Principal and on the other hand, discharge various administrative jobs. Wilhelm in 2016 wrote that shared manpower allowed leadership to work side by side with other fellow workers. This do showcase that they have a shortage of resources as teachers have to do other

administrative work, these conditions barred women principals to perform their duties with efficiency.

Internal Challenges

Madlala in 2007 wrote that Women employees' progress is blocked by its dual role. It is relevant to share my personal experience here as a Teacher, HOD of a college for over 10 Years.

Throughout the office timing, I perform my administrative, leadership, and Teaching duties with passion, love, care, and persistence. When I return home, my role is swapped from working women to domestic women who is Wife to a Husband, mother to a Daughter, and Daughter-In-Law to my in-laws. Although my family is supportive, they do not share a realistic amount of

household duties with me. By the day ends I am physically and mentally tired. This is a daily task that impacts negatively on my progress, balancing my Family and Professional life.

External Challenges

As per Coleman, 1997 external challenges are those factual oppositions where men control and demoralize the development of women. These are the challenges that are faced by women educators on a day-to-day basis that hinder their progress. This is why we have witnessed a great deal of gender gap in leadership at the school level. In the words of Coleman, 2001, those who are lucky enough and aim for it and get into leadership positions face discrimination.

III. FINDING & CONCLUSION

The main findings of the study are as follows

1. The majority of female Principals appointed in different types of schools are facing challenges about their Personal life, house-hold issues, and most obvious work-related problems; and these challenges encountered by them are roughly identical regardless of the region of school.
2. Personal problems faced by Principals majorly consist of health-related. Most respondents ditch breakfast almost daily to reach the workplace on time and fail to get time for simple workouts and rest. Most Principals considered that wearing a saree is difficult for the administrative job and teaching.
3. If we talk about house-hold challenges, the support of family members was spotted as a significant area of the problem. The majority of Principals complained about not getting support from their spouse and children in the family and household matters.
4. Lengthy syllabus, very high pupil-teacher ratio, pointless focus on administrative works, evaluating a large number of students, the uncertainty created by the present education system, poor support from staff, improper training, etc. are the major work-related problems of almost all Principals.

This study concentrated and reviewed Women's Principal and the challenges faced by them in executing their duties. This article revealed the theories used to explain the study. The study also discovered that there is a considerable amount of under-representation of women principals at the school level. Even though challenges faced by female educators are serious then also they were not found disheartened when we interviewed them. Our respondents showed a positive attitude towards

the system. The fundamental root issue is being Social and Economic patterns of the Jaipur and Nearby Region. These problems faced by Women principals not just affect them but the complete schooling community and their performance. Therefore, it is the most obvious duty of society and lawmakers to identify the issues and make suitable policies to overcome the gender gap in leadership at the school level. Working women have to endeavor the family including the institution, suitable support is crucial. Assistance from the spouse is most essential for assuring all-inclusive support to a Female. Principals should be adequately proficient in time management as well, which will benefit them to squeeze time for breakfast, rest, workout also for official works. Non-Essential documentation is also an important domain, which should be taken care of because it has taken away the chance for planning and guidance.

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