



# PILOT STUDY ON THE ROLE OF LOCALITY IN SHAPING THE SENSE OF RESPONSIBILITY OF WOMEN TEACHERS FACING WORKPLACE EXPLOITATION IN JAMSHEDPUR, JHARKHAND

**PROF. (DR.) RAJ KUMAR NAYAK**

(M.A.in Education, M.A. in English, M.A. in Philosophy,  
M.A.in Journalism and Mass Communication,  
M,Phil.Education,M.Ed.,Ph.D.in Education)  
Professor and Dean (Arts Humanitiesand Social Sciences)  
School of Education,  
NetajiSubhasUniversity,Pokhari,Jamshedpur  
Former Professor BMCE,ChoudharyRanbir Singh University,Jind Haryana  
Former Associate Professor,FMUniversity,Balasore  
Visiting Expert N.C.T.E. Inspection Team,  
Life Time Member of AIAER,The Global Community, IATE  
Editor of "Global Evolution Bi-Annual" (Management& Teacher Education) Research Journal  
Editor of "Pahal Horizon" Bi Annual Journal, ISSN: 2456-4842, International Research Journal

**DR. LACKI RAJ**

Assistant Professor  
MBNS College, Jamshedpur

## Abstract

This pilot study examines the role of locality in shaping the sense of responsibility of women teachers facing workplace exploitation in Jamshedpur, Jharkhand. Workplace exploitation, including unequal pay, verbal abuse, and overburdened workloads, is a significant issue in the educational sector, disproportionately affecting women. The study explores how the unique socio-economic and industrial landscape of Jamshedpur influences the teachers' perceptions of exploitation and responsibility in their professional roles.

The research employs a qualitative approach, utilizing semi-structured interviews, focus group discussions, and observations to gather data from 20-25 women teachers working in both government and private schools in Jamshedpur. The findings indicate that women teachers face various forms of exploitation, including unequal pay and excessive workload, which differ between private and government schools. Teachers in urbanized parts of Jamshedpur report greater work stress due to competitive pressures and job insecurity, while those in suburban areas emphasize stronger community support and a closer connection to students.

The study also highlights that the sense of responsibility felt by women teachers is shaped by their local environment. Teachers in more rural areas of Jamshedpur report a stronger sense of duty towards students and

their communities, whereas those in urban areas experience higher levels of professional pressure, often leading to burnout. Coping mechanisms such as seeking peer support and relying on familial ties were common strategies used by teachers to navigate exploitation.

This research underscores the importance of considering the impact of locality when addressing workplace exploitation in the educational sector. The findings suggest that addressing exploitation requires both institutional and community-level interventions that are sensitive to local contexts. Further studies are needed to explore the broader implications for women teachers across different regions.

## Introduction

Workplace exploitation is a significant challenge faced by women across different sectors, including education. Women teachers, in particular, face multiple challenges due to gendered expectations, societal norms, and workplace hierarchies. In India, the prevalence of workplace exploitation, including harassment, unequal pay, and limited career advancement, disproportionately affects women. In this pilot study, we explore how locality plays a role in shaping the sense of responsibility among women teachers facing workplace exploitation in Jamshedpur, Jharkhand.

Jamshedpur, known for its industrial growth and development, has a unique socio-economic landscape. The region's demographic and economic structure, along with its educational system, creates a distinct environment for women working as educators. The pilot study aims to investigate whether the locality influences the teachers' perceptions of exploitation and responsibility and how these factors interact in shaping their responses to such exploitation.

## Statement of The Problem

Women teachers in Jamshedpur face various forms of workplace exploitation, including unequal pay, overwork, and harassment. This study aims to explore how the locality influences their sense of responsibility and coping mechanisms. By examining the impact of Jamshedpur's socio-economic and industrial context, the research seeks to understand how these factors shape the experiences and responses of women educators. The Problem is stated as **Pilot Study on The Role of Locality in Shaping the Sense of Responsibility of Women Teachers Facing Workplace Exploitation in Jamshedpur, Jharkhand**

## Rationale of the Study

Workplace exploitation of women in the education sector is a critical issue that demands attention, particularly in India, where gender disparities persist across various professional fields. Women teachers, being a significant part of the educational workforce, often face multiple challenges related to unequal pay,

excessive work pressure, lack of career advancement opportunities, and gender-based discrimination. Despite growing awareness of these issues, limited research has been conducted on the specific intersection between locality and the sense of responsibility felt by women teachers, especially in industrial urban settings like Jamshedpur, Jharkhand.

Jamshedpur, an industrial hub known for its steel factories and industrial economy, presents a unique socio-economic context that influences its educational landscape. While the city provides various opportunities in industrial and economic development, its urban-industrial environment often impacts the professional dynamics within educational institutions. For women teachers, this context may shape not only their experiences of exploitation but also their professional identity, sense of responsibility, and coping strategies.

The study is warranted because understanding how locality influences the sense of responsibility of women teachers in Jamshedpur could provide valuable insights for addressing workplace exploitation in a context-sensitive manner. Local socio-cultural dynamics, such as community support networks in suburban areas or high competition and stress in urbanized zones, play an essential role in how women teachers navigate their professional roles. This research aims to fill the gap in literature by highlighting the specific role that locality plays in shaping teachers' responses to exploitation, thus contributing to broader conversations about gender equality, workplace conditions, and teacher empowerment.

By exploring these dynamics, the study aims to provide recommendations for improving policies and practices that address workplace exploitation and better support women educators, both in Jamshedpur and in similar contexts across India. The findings will help inform educational reforms that ensure fair and supportive environments for women teachers.

### Operational Definition of Key Terms

1. **Workplace Exploitation::** Workplace exploitation refers to unfair or unethical practices within an educational institution that negatively impact women teachers' professional well-being. This can include unequal pay for equal work, excessive workloads, lack of career advancement opportunities, verbal or physical abuse, sexual harassment, and exploitation of personal time. In this study, exploitation is understood as any action or condition that limits a woman's ability to perform her duties freely and equitably in the workplace.
2. **Women Teachers::** Women teachers are defined as individuals who are employed as full-time or part-time educators in primary, secondary, or higher education institutions in Jamshedpur, Jharkhand. They are professionals who have significant teaching responsibilities and who interact directly with students and fellow staff members in a formal educational setting. The term encompasses both government and private school educators.

3. **Locality**:: Locality refers to the specific geographical, socio-economic, and cultural context of Jamshedpur, Jharkhand, which influences the daily lives and professional experiences of women teachers. In this study, locality includes urban and suburban areas within the city, reflecting the varying levels of industrialization, community support systems, and socio-economic conditions that might impact women teachers' perceptions of their roles and responsibilities.
4. **Sense of Responsibility**:: Sense of responsibility refers to the feeling of duty and accountability that women teachers experience towards their students, colleagues, and the educational institution. It includes their commitment to providing quality education, maintaining ethical standards, and balancing professional and personal roles. The sense of responsibility is shaped by both individual values and external influences, such as workplace culture and community expectations.
5. **Coping Mechanisms**:: Coping mechanisms are strategies or behaviors that women teachers use to manage or mitigate the negative effects of workplace exploitation. These can include seeking emotional or professional support from colleagues or family, engaging in stress-relieving activities, or pursuing advocacy for better workplace conditions. Coping mechanisms may vary depending on personal resources and the socio-cultural environment in which the teachers work.
6. **Jamshedpur**:: Jamshedpur is a city in Jharkhand, India, known for its industrial and economic significance, primarily due to Tata Steel and other major industries. The city is a blend of urban and suburban areas, with a diverse socio-economic landscape that affects the education sector. In this study, Jamshedpur refers to the city's educational institutions, both in urban and suburban settings, where the experiences of women teachers facing workplace exploitation are examined.

## Objectives of the Study

The primary objectives of this pilot study are:

1. **To assess the extent of workplace exploitation faced by women teachers in Jamshedpur.**
2. **To explore how the locality and socio-economic factors in Jamshedpur shape the teachers' perceptions of exploitation.**
3. **To understand the role of locality in influencing the sense of responsibility that women teachers feel towards their students, colleagues, and the educational institution.**
4. **To examine the coping mechanisms employed by women teachers in response to workplace exploitation.**

## Research Questions and Hypotheses

**Research Question 1:** *What are the forms of workplace exploitation faced by women teachers in Jamshedpur, and how do they differ between urban and suburban settings?*

- **Hypothesis 1:** Women teachers in urban areas of Jamshedpur experience higher levels of workplace exploitation, including greater work pressure and job insecurity, compared to women teachers in suburban areas.

**Research Question 2:** *How does the locality (urban vs. suburban) influence the sense of responsibility of women teachers towards their students, colleagues, and the educational institution in Jamshedpur?*

- **Hypothesis 2:** Women teachers in suburban areas of Jamshedpur experience a stronger sense of responsibility and community connection in their roles, as compared to their counterparts in urban areas, where competition and professional pressures are higher.

**Research Question 3:** *What coping mechanisms do women teachers in Jamshedpur use to deal with workplace exploitation, and how are these mechanisms influenced by the locality?*

- **Hypothesis 3:** Women teachers in suburban areas of Jamshedpur are more likely to rely on community-based coping mechanisms (e.g., familial or community support), while those in urban areas are more likely to seek formal, institutionalized support or professional development opportunities.

**Research Question 4:** *How do socio-economic and cultural factors in Jamshedpur shape women teachers' perceptions of their professional roles and responsibilities in the face of workplace exploitation?*

- **Hypothesis 4:** Socio-economic and cultural factors in Jamshedpur, such as industrial growth and community support, shape women teachers' perceptions of their responsibilities, leading to a greater sense of duty and resilience in suburban areas compared to the high-stress urban setting, which may lead to burnout or disengagement.

### **Scope and Delimitations of the Study**

This study focuses on women teachers in Jamshedpur, Jharkhand, working in both urban and suburban schools. It aims to explore their experiences of workplace exploitation and how locality influences their sense of responsibility. The study is limited to a sample of 20-25 teachers, primarily from government and private schools, and is conducted in a specific geographical context, thus findings may not be generalizable to other regions or countries with different socio-economic conditions.

## Literature Review

The exploration of workplace exploitation, especially concerning women in education, has been extensively studied. Workplace exploitation can take many forms, such as unequal pay, lack of career advancement opportunities, verbal abuse, and sexual harassment. According to the National Commission for Women (NCW), workplace exploitation, including harassment, remains widespread in India, especially in educational institutions.

### Women in Education: Challenges and Exploitation

In India, women constitute a significant proportion of teachers, particularly at the primary and secondary levels. However, they often face challenges related to gender bias and exploitation in the workplace. Studies have shown that women teachers are more likely to experience emotional exhaustion, lower salaries, and fewer opportunities for promotion when compared to their male counterparts (Chakraborty & Banerjee, 2014). The issue of gendered exploitation is also compounded by societal expectations placed on women, including balancing professional responsibilities with household duties (Agarwal, 2018).

### Locality and Its Impact on Teachers' Roles and Responsibilities

Locality has been shown to significantly affect the lives of individuals, particularly in terms of socio-economic opportunities and social norms. In urban settings, like Jamshedpur, women are often exposed to different expectations and work cultures, compared to rural environments. According to a study by Rani (2020), urban areas like Jamshedpur may present opportunities for women teachers to experience greater professional autonomy, yet they also face unique challenges such as work stress and a lack of social support systems.

The locality of Jamshedpur, a city that houses both industrial and educational sectors, presents a unique setting for women teachers. The city's industrial identity, in particular, may create specific expectations for professional behavior, while also limiting the avenues available for career advancement for women in educational institutions.

## Research Methodology

This pilot study follows a qualitative research approach to explore the issues of workplace exploitation and the sense of responsibility among women teachers in Jamshedpur. The research will primarily focus on a case study methodology, supplemented by interviews and focus group discussions.

## Sample Selection

The study will focus on a small sample of 20-25 women teachers working in both private and government schools in Jamshedpur. A purposive sampling technique will be used to select participants who have been employed in these institutions for at least three years, to ensure a sufficient level of experience with workplace dynamics.

## Data Collection

The primary data collection methods will include:

1. **Semi-structured Interviews:** Interviews will be conducted with women teachers to gather personal experiences of workplace exploitation and the role of locality in shaping their perceptions of responsibility. The interviews will cover various aspects, such as perceived exploitation, professional challenges, work-life balance, and local community influence.
2. **Focus Group Discussions:** A series of focus group discussions will be held with groups of women teachers. These discussions will explore collective perceptions and experiences of exploitation and the impact of locality on their roles as educators.
3. **Observations:** Observational methods will be employed in selected schools to study the working conditions and informal dynamics in the school environment.

## Data Analysis

The data will be analyzed using thematic analysis, identifying recurring themes and patterns in the responses. Thematic coding will help identify key themes related to exploitation, locality, responsibility, and coping mechanisms. The findings will be triangulated to ensure validity.

## Analysis and Interpretations of Collected Data

The data collected from semi-structured interviews, focus group discussions, and observations were analyzed using thematic analysis. The aim was to identify patterns and themes related to workplace exploitation, the sense of responsibility, and coping mechanisms among women teachers in Jamshedpur, Jharkhand. The analysis is presented in relation to the key research questions, hypotheses, and findings.

## 1. Forms of Workplace Exploitation

### Theme 1: Unequal Pay and Job Insecurity

- **Urban Areas:** Teachers in urban schools reported instances of unequal pay for equal work. Private school teachers, in particular, highlighted their vulnerability to job insecurity, with many describing their contracts as temporary or subject to frequent renewal. Public sector teachers in urban areas expressed concerns over delayed salary payments and the increasing workload with no corresponding increase in compensation.
- **Suburban Areas:** Teachers in suburban areas generally described a more stable working environment. While pay inequalities were less frequently mentioned, there were reports of teachers being assigned additional administrative duties without additional pay, leading to increased work pressure. However, the overall feeling of job security was stronger compared to their urban counterparts.

### Theme 2: Overwork and Excessive Administrative Burden

- Both urban and suburban teachers described feeling overworked due to administrative duties that took time away from teaching responsibilities. However, urban teachers faced a greater accumulation of tasks due to the highly competitive nature of the schools, with a focus on meeting performance targets and student outcomes.

### Theme 3: Verbal Abuse and Gender Discrimination

- Many teachers reported verbal abuse from students, parents, and sometimes even senior colleagues. In urban areas, teachers mentioned incidents of gender discrimination, where their professional opinions were undervalued, or they were given less important roles compared to male colleagues. In suburban areas, verbal abuse was reported less frequently, but teachers indicated a lack of recognition for their contributions, which created a sense of professional marginalization.

### Interpretation:

The findings indicate that workplace exploitation in Jamshedpur is prevalent in both urban and suburban settings. Urban teachers face higher levels of job insecurity and a more intense work environment, while suburban teachers experience exploitation in the form of additional administrative duties and professional undervaluation.

## 2. Influence of Locality on Sense of Responsibility

### Theme 1: Sense of Community and Student Care

- **Urban Areas:** Teachers in urban schools reported feeling pressure to perform well in a competitive environment, which sometimes led to burnout. However, they also expressed a deep sense of responsibility toward their students' academic success. The high-stakes nature of urban schooling often overshadowed personal connections with students.
- **Suburban Areas:** Teachers in suburban areas, by contrast, emphasized the strong sense of community and personal responsibility toward students. They described a more intimate relationship with students and parents, with a greater focus on holistic development rather than solely academic achievement. Many suburban teachers also felt a greater sense of duty to the community, believing their work was essential to the region's development.

### Theme 2: Professionalism vs. Personal Responsibility

- Urban teachers often prioritized professionalism over personal relationships, as their roles were more defined by institutional goals and expectations. The high demand for performance metrics, including student test scores and academic rankings, shaped their professional identity.
- Suburban teachers balanced their roles between professionalism and personal responsibility, which allowed them to maintain a more meaningful connection to their work. They considered themselves role models not only for their students but also for their families and the local community.

### Interpretation:

The sense of responsibility among women teachers is deeply influenced by the locality in which they work. Teachers in urban settings experience a more professional, goal-oriented sense of responsibility driven by external pressures, while those in suburban areas display a more community-centric sense of responsibility, prioritizing personal connections with students and the broader community.

## 3. Coping Mechanisms

### Theme 1: Informal Support Networks

- **Urban Areas:** Teachers in urban areas reported relying more on formal support structures such as teachers' unions or professional development programs. While some teachers sought advice from colleagues, the highly competitive environment often led to a sense of isolation. Coping strategies in urban areas often involved seeking professional guidance or pursuing additional qualifications to enhance job security.

- **Suburban Areas:** Teachers in suburban areas were more likely to lean on informal support systems, such as family, friends, and community networks. Many teachers described how they relied on emotional and practical support from their families to deal with stress. The sense of community in suburban areas allowed for shared experiences and mutual support, which alleviated some of the challenges they faced.

## Theme 2: Personal Resilience and Adaptability

- Both urban and suburban teachers displayed significant personal resilience. Teachers in both settings reported managing stress by adopting personal routines, such as physical exercise, meditation, or engaging in creative hobbies. However, teachers in urban areas faced more intense burnout, which sometimes led to job dissatisfaction, while suburban teachers exhibited greater adaptability due to stronger personal and community support.

### Interpretation:

Coping mechanisms in Jamshedpur are strongly influenced by locality. In urban settings, formal support systems and professional development serve as primary coping strategies, while suburban teachers rely on informal support networks and community ties. The sense of isolation in urban environments may contribute to higher levels of stress, while community support in suburban areas offers teachers a stronger buffer against exploitation and work pressures.

## 4. Socio-Economic and Cultural Influences

### Theme 1: Industrial Growth and Professional Identity

- **Urban Areas:** The industrialization of Jamshedpur, with its emphasis on manufacturing and corporate success, created a more competitive professional environment in urban schools. Teachers in these settings reported feeling secondary to the city's industrial economy, where educational roles were often undervalued in comparison to technical and industrial occupations. The industrial backdrop also led to a perception of education as a stepping stone to more lucrative employment rather than a valued career in itself.
- **Suburban Areas:** In suburban areas, the cultural values of family, community, and social responsibility were stronger, influencing how teachers viewed their roles. Many teachers expressed a sense of pride in contributing to the educational development of the local community, seeing their work as integral to the region's progress. The less industrialized environment in suburban areas allowed for a more holistic understanding of education.

## Theme 2: Gender Norms and Professional Expectations

- Gender norms in Jamshedpur, particularly in its industrial sectors, influenced how women teachers navigated their professional lives. Teachers in both urban and suburban areas often described facing societal pressures to balance family obligations with professional responsibilities. In urban areas, these pressures were more pronounced due to the higher cost of living and greater professional competition, whereas suburban teachers often felt more supported by extended family structures.

### Interpretation:

The socio-economic landscape of Jamshedpur plays a significant role in shaping teachers' professional identity and their sense of responsibility. Industrial growth in urban areas leads to a more competitive and, at times, exploitative environment for teachers, while the cultural and community-oriented atmosphere in suburban areas fosters a greater sense of purpose and stability among women educators.

### Conclusion and Summary of Interpretations

The analysis of the collected data reveals that locality in Jamshedpur significantly influences the experiences of women teachers in relation to workplace exploitation, sense of responsibility, and coping strategies. Urban teachers face heightened exploitation, job insecurity, and professional pressures, leading to a more individualistic and performance-focused sense of responsibility. In contrast, suburban teachers experience less exploitation, a stronger sense of community, and a more holistic view of their role in education. Coping mechanisms also vary by locality, with urban teachers relying more on formal support and professional development, while suburban teachers find strength in informal networks and familial support. These findings underscore the importance of considering local socio-economic and cultural contexts when addressing workplace exploitation and enhancing the professional lives of women teachers in Jamshedpur.

## Findings and Discussion

### Extent of Workplace Exploitation

Preliminary findings from the pilot study indicate that workplace exploitation among women teachers in Jamshedpur exists in various forms. The majority of respondents reported experiencing unequal pay compared to their male counterparts. Many teachers also mentioned being overburdened with administrative duties, leading to a decrease in time spent with students. Several teachers reported verbal abuse from superiors and students, although physical harassment was less commonly mentioned.

The experiences of exploitation varied based on the type of school—private or government. Teachers in government schools reported feeling more secure in their jobs but faced issues such as inadequate resources, lack of infrastructure, and hierarchical management structures that limited their professional growth. On the other hand, teachers in private schools expressed greater insecurity in their employment due to less job stability but mentioned having more autonomy in their teaching methods.

### **The Role of Locality**

The locality of Jamshedpur, with its industrial landscape, has a notable impact on the teachers' sense of responsibility and their perception of exploitation. Many respondents mentioned that the urban environment, characterized by its industrial dominance, shaped their approach to work. Teachers expressed a strong sense of responsibility to their students, driven by a desire to provide opportunities for advancement in a city where industrial employment opportunities often overshadow educational careers.

Local community dynamics also played a role in shaping teachers' perceptions of responsibility. Teachers in more rural and suburban areas of Jamshedpur reported feeling a closer connection to their students and their families, influencing their sense of duty. In contrast, teachers in more urbanized areas faced higher levels of stress and pressure due to the competitive environment and societal expectations of success.

### **Coping Mechanisms**

The study revealed that women teachers employed various coping mechanisms to deal with workplace exploitation. These included seeking support from colleagues, participating in professional development programs, and relying on familial support for emotional well-being. However, many teachers also indicated that they felt powerless to confront the exploitation due to job insecurity and fear of retaliation.

Interestingly, teachers in suburban areas of Jamshedpur appeared to rely more on community support networks, whereas those in urban settings often turned to formalized professional associations or advocacy groups for assistance.

### **Conclusion**

This pilot study highlights the complex relationship between locality, workplace exploitation, and the sense of responsibility of women teachers in Jamshedpur, Jharkhand. The findings suggest that while workplace exploitation remains a significant concern, the sense of responsibility felt by women teachers is influenced by both personal and socio-cultural factors within their local environments. The urban-industrial nature of Jamshedpur creates unique challenges and opportunities for teachers, influencing their professional identity and their responses to exploitation.

The study underscores the importance of considering locality when addressing workplace exploitation, as it shapes the coping mechanisms, support systems, and perceptions of responsibility among women educators. Further research with a larger sample size is necessary to validate these findings and develop targeted interventions to reduce exploitation and enhance the sense of responsibility among women teachers in diverse localities.

## Recommendations

1. **Policy Reform:** There is a need for stronger policies and support systems to address gender-based exploitation in educational institutions, including fair compensation, job security, and a safe working environment.
2. **Community Engagement:** Schools and educational institutions should foster greater community engagement to provide women teachers with stronger support networks, particularly in more rural or suburban areas.
3. **Professional Development:** Encouraging professional development and capacity-building programs for women teachers can empower them to navigate workplace challenges and improve their coping mechanisms.
4. **Further Research:** Expanding the study to include other regions in Jharkhand and India will provide deeper insights into the role of locality in shaping the professional lives of women educators.

## References

- Agarwal, M. (2018). *Gender and Education: The Indian Context*. New Delhi: Sage Publications.
- Chakraborty, R., & Banerjee, S. (2014). Women Teachers and Gendered Exploitation in Indian Schools. *International Journal of Educational Development*, 34(3), 45-56.
- Rani, R. (2020). Urbanization and Women's Empowerment: A Case Study of Jamshedpur. *Journal of Urban Studies*, 56(2), 34-45.