



A Study on Socio-Economic Status among Secondary School Teachers in North Garo Hills District of Meghalaya

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Abstract

The teachers are recognized as the key factors influencing the quality of education by equipping students with the basic skills they required. The socio-economic status is one of the most important factors that are associated with the school life and school performance. Teachers in order to duly perform their demanding role, he/she must feel comfortable and happy in their work and derive satisfaction from it. As their position is frequently, influence by their work, income and degree of education. This paper studied the level of differences in Socio-Economic Status among male and female, rural and urban secondary school teachers in North Garo Hills district of Meghalaya. The data were gathered by using standardized tool i.e., Socio-Economic Status Scale, developed by Rajbir Singh, Radhey Shyam, and Satish Kumar (2006) from 368 secondary school teachers teaching in the North Garo Hills district of Meghalaya. The statistical measure of mean, standard deviation and t – test were employed in the current study. The findings of the present study reveal that, male and female teachers differ significantly in their level of Socio-Economic Status. Secondly, the study also reveals that, urban and rural secondary school teachers differ significantly in their level of Socio-Economic Status.

Key words: Socio-economic status, teaching profession, and secondary school teachers.

Introduction

The socio-economic status is a term that is referred to “a persons’ position in any given group, society or culture as determined by wealth, occupation, education and social class” (International Dictionary of Education, 1979). It is a measure of someone’s financial conditions in the society their total earning profession and gains in education (Werang, 2014). Similarly, Ahmad and Khan (2012) state that, socio-economic status is favorably

associated with both educational attainment and achievement. According to Santrock (2004) the term Socio-economic status refers to “the grouping of people with similar occupational, educational and economic characteristics” (p.583).

The standing of a profession is affected considerably by the social class background of its recruits, the higher the strata from which the recruit generally come, the higher the status of profession. Also the higher the status of profession, the more it will attract recruit from the higher social status. This work for teaching profession also for long time in the past, entry into teaching was an aspiration and a means of upward social mobility working class belonging to the middle or low middle income groups. Hence it may be stated that, all the aspects of socio-economic status are not really effective, but income plays a relatively important part, although it is undoubtedly true that wealth favors the individual in many ways, it is quite possible that lack of wealth may facilitate the development of certain characteristics (Bloom, 1965).

The employees generally want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations when pay is fair based on job demands, individual skill levels, and community pay standards, satisfaction is likely to result. Money not only helps to attain their basic needs but it is instrumental in providing upper level need and satisfaction. Fringe benefits are also important, but are not as influential as pay it. Promotions provide opportunities for job satisfaction, personal growth, more responsibilities and increased social status. Individuals who perceive that decisions regarding promotions made in fair and just manner, are likely to derive satisfaction with their job. In this regard Mathur (1971) concludes that teachers' self-esteem is a powerful motive for determination of their satisfaction. The relationship between their self-esteem and social recognition would present a workable formula to calculate the amount of job satisfaction that a teacher may derive from his/ her work.

Therefore, the *current* study is aimed at investigating the level of *Socio-Economic status* among *male-female* and *rural-urban* secondary school teachers in North Garo Hills, district of Meghalaya.

Need and Justification of the Study

The Socio-economic status of secondary school teachers is directly associated with the level of education, income and occupational status. Accepting the role of teacher requires sacrifice and dedication. In addition to teaching, they had to fulfill a variety of roles, including leadership, counseling, disciplining students and leading classes. Also when teachers are in school, they need a comfortable work place and environment to do their job effectively. They also need adequate remunerations that allow them to meet their daily needs. When these needs are not met, teachers cannot reach their full potential and interest to teaching. Professional satisfaction of teachers is very much needed for achieving efficiency, effectiveness, success and advancement in education.

Teaching has long been known to be a demanding and sometimes exhausting profession. Although it is not often reported in the existing literature, it is true that in low income countries, there are far too many teachers who struggle daily with the duties of helping their students, while caring for their own families on the other. The teachers with low socio-economic status face a lot of problems and burdensome thoughts as they carry upon their work of how to care for the sick in the family, how can they pay their house rent, electricity bills and how to meet the basic needs of their children's in sending them to school. They even come to school and perform their duties as a tired person due to extra hard work to earn money for the family needs (Bhatti, et al. 2021). Classrooms need effective teachers for the development and achievement of students in their intellectual and social lives. Hence, the questions arise at this stage are: (i) are secondary school teachers professionally satisfied with their socio-economic status, and (ii) what is the level of socio-economic status of secondary school teachers.

The present study has been designed to find answers to the questions raised above.

Objectives of the Study

- To find out the level of socio-economic status among male and female secondary school teachers.
- To find out the level of socio-economic status among urban and rural secondary school teachers.

Hypotheses

- There will be no significant difference in the level of socio-economic status among male and female secondary school teachers.
- There will be no significant difference in the level of socio-economic status among urban and rural secondary school teachers.

Delimitation of the Study

The current survey is limited only to the secondary schools teachers working in the North Garo Hills district of Meghalaya.

Methodology

The present study used the Descriptive survey method to find out the differences among the variables under study.

Population

The population in the present study comprises of all 368 secondary school teacher, teaching in class-IX and X in all secondary schools of North Garo Hills district of Meghalaya.

Tool

The Socio-Economic Status Scale (SESS) developed and standardized by R. Singh, R. Shyam, and Satish Kumar (2006) was used in the present study for data collection.

Results and Discussion

The data were analyzed through certain descriptive as well as inferential statistics. In order to find out the level of differentials in socio-economic status among secondary school teachers belonging to male and female (Gender), urban and rural (Locality), a statistical measure of Mean, S.D., and T-test was employed.

Table-1: Comparison of Socio-Economic Status level among Male and Female Secondary School Teachers.

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Gender	Male	241	127.17	17.55	3.51	.01
	Female	127	121.13	14.61		

An examination on the contents of table-1 reveals that, in case of secondary school teachers working in North Garo Hills district, the mean value of 'Socio-Economic Status' data in total of 368 teachers it was found out that, data in extreme group (Male-Female) on 'Socio-Economic Status' in terms of **Sex** groups the 't' value is **3.51**, which is significant at .01 level. It reveals that, the above mentioned groups differ significantly. As per the calculated mean value it is said that, male groups of secondary school teacher's have higher level of 'Socio-Economic Status' than the female teachers those who are working in the same platform. Hence, the **Hypothesis One**: which state that, "There will be no significant difference in the level of socio-economic status among male and female secondary school teachers" is **not retained**.

Table-2: Comparison of Socio-Economic Status level between Urban and Rural Secondary School Teachers.

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Locality	Urban	85	126.67	14.49	12.94	.01
	Rural	283	120.19	10.09		

The data presented in table-2 also shows that, in case of secondary school teachers working in rural and urban secondary schools of North Garo Hills district, the mean value of 'Socio-Economic Status' data on whole of 368 teachers it was found out that, data in extreme group (Urban-Rural) on 'Socio-Economic Status' in terms of **locale** groups the 't' value is **3.86**, which is significant at .01 level. It indicates that, the above mentioned locale groups differ significantly. As per the calculated mean value it can be observed that, urban groups of secondary school teachers exhibit higher level of 'Socio-Economic Status' than the teachers working in the rural secondary schools. Hence, the **Hypothesis Two**: which state that, "There will be no significant difference in the level of socio-economic status between urban and rural secondary school teachers" is also **not retained** for this present study.

Conclusions

It is seen from the above analysis that, in North Garo Hills district of Meghalaya:

- There exist significant differences among male and female secondary school teachers in their level of socio-economic status with respect to the following dimensions such as: (i) Caste/Class, (ii) Occupation, (iii) Family, (iv) Education, (v) Income, (vi) Expenditure, (vii) Housing, (viii) Relational Network and (ix) Materials and livestock possessions of socio-economic status.
- There exist significant differences between urban and rural secondary school teachers in their level of socio-economic status with respect to the following dimensions such as: (i) Caste/Class, (ii) Occupation, (iii) Family, (iv) Education, (v) Income, (vi) Expenditure, (vii) Housing, (viii) Relational Network and (ix) Materials and livestock possessions of socio-economic status.

Educational Implications

On the basis of the above findings, it can be suggested that:

- This study can help us to understand the reasons of high and low level of socio-economic status among secondary school teachers towards their work.
- This type of research will help the governments and general public with vital information for finding the ways of improving the socio-economic status of teachers and maintain their attitudes towards work.
- The secondary school teachers should be assisted and supported both financially and intellectually to give their best performance in their day to day work in the school.
- General public especially the employers should be sensitized, so that they can treat those teachers in proper ways by which they feel their dignity and recognition.
- The education planners and administrators need to provide teachers with the best possible facilities to boost their morale. This will ultimately improve the quality of education. Career development opportunities and giving regular promotion of teachers will make difference in satisfaction with their level of socio-economic status.
- Proper implementation of educational policy by the government should be done by taking care of the needs and welfare of the secondary school teachers from global to local as well as national to regional to strengthened the schools both structurally and functionally with policy in actions.

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