

A STUDY OF WORKING CONDITIONS OF PRIMARY SCHOOL TEACHERS OF JALANDHAR DISTRICT

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Abstract

Primary education is the foundation of the entire super structure of the nation which we intend to build. Education is said to be the third eye of a man. Primary Education is crucial for spreading mass literacy which is basic requirement for the effective functioning of democratic institution, economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of quality of opportunity to all its citizens. The present paper deals with the conditions of primary teachers.

A teacher occupies an important and unique place and is the heart and soul of any educational institution. Without proper and well-qualified teachers even the best curricula, upto date library and the most expensive equipment will be of no use while the best teacher with even poor equipment will be of a great help, to make education worth imparting.

The word 'Teacher' covers all those persons in the school who are responsible for the education of pupils. Teaching should be regarded as a profession. It is a form of public service which requires teachers of expert knowledge and specialized skills acquired and maintained through rigorous and continuing study.

Teacher is the spiritual and intellectual father of students. He leads the students from the darkness of ignorance to the light of knowledge and understanding and helps to keep the intellectual, emotional, social, moral, cultural and spiritual development of the pupils. He turns the pupils from animality to specialized human beings.

We know that primary education is the foundation of the entire super structure of the nation which we intend to build. Education is said to be the third eye of a man. Primary Education is crucial for spreading mass literacy which is basic requirement for the effective functioning of democratic institution, economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of quality of opportunity to all its citizens. So need and importance of Primary Education is:

1. Harmonious development of the child's personality, social, moral, cultural, emotional, intellectual, aesthetic, physical and spiritual.
2. To make a child good citizen.

3. To develop national integration and national understanding.
4. To develop scientific attitude.
5. To inculcate dignity of labour.
6. To help provide mastery over the tools of learning.
7. To prepare the child for life through practical activities, experience and work practices.

Keeping in view about aims and importance of primary education is our mind, the role of the teacher becomes more dynamic as a teacher is one through whom we can develop all the above qualities in a child. But we also know that the working conditions of our primary schools teachers includes basic facilities available at a work place, leave rules, rest hours etc. Though the government increased the number of schools in a state, infrastructure facilities, the funds and the recurring expenditure could not be provided by the government due to financial constraint. There are schools in the state where there are no basic amenities like building, classrooms, latrines, adequate water, furniture, blackboard etc. When there are no basic facilities, naturally the working conditions of the teacher become more poor.

The Education Commission (1964) stressed upon the creation of satisfactory conditions of work for teachers. In the words commission, “of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are, undoubtedly, the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.”

Analysis of various personality dimensions of teachers working under different conditions indicate significant differences. It point out to the need of selecting teachers with desirable personality traits. Male teachers of backward states and rural area teachers in advanced states are found to have more negatively oriented personality.

The problems that one face in the working conditions of schools are job satisfaction, pay and allowance, housing facilities, workload, social and economical status and promotion.

In working conditions if a teacher does not possess job satisfaction it does not effect only the teacher but also the entire class various investigations show that when a man is satisfied with his work, the employer profits and the nation prospers.

Teacher are also bound to follow the rules and regulations, schedules of courses and examinations, official decorum, and the orders, and suggestions of their official superior. In primary classes, there are usually generalist teachers who are expected to be capable of teaching all subjects. Their colleagues also demand full patience and cooperation from teachers. Principals want loyalty of the teachers. Students want to see the teacher as a model. Parents want the teacher to behave like a very esteemed person. So a teacher has many

roles to play in society. As a teacher has many roles to play in society, he must be happy. Thus the working conditions of the schools must be such that help the teacher to fulfill all above requirements of the teacher.

SIGNIFICANCE OF THE STUDY:

The present investigation was undertaken to study working conditions of primary school teacher.

Although primary education has been made free and compulsory upto 8th standard, yet it needs qualitative improvement. Teacher play a major role in implementing the policies and schemes formulated. Recognizing the crucial role of a teacher in national development the national policy of education (1986) and its revised version (1992) called for substantial improvement in the condition of work and quality of teacher education technology. It is neither possible nor desirable to replace the teacher. So in order to make teaching profession attractive, there is urgent need to provide suitable working conditions.

A very few studies have been carried out on qualitative improvement of primary education. Moreover, working conditions have an impact upon the performance of a teacher as well as achievement of pupils. Teacher working in better service conditions tend to given better academic results. Also working conditions have a direct influence on anxiety level of teacher. There is a feeling that teacher working in rural schools work under difficult and pitiable conditions which make them indifferent towards their profession and responsibility.

So present study was an attempt to find out the anxiety level and job satisfaction among, rural and urban primary school teachers. With the help of present study, the investigator may be in a position to recommend measures to improve the working conditions of teachers.

Statement of the Problem:

“A study of working conditions of Primary School Teachers of Jalandhar District.”

Objectives of the Study:

The main objectives of the study are:

1. To study the availability of infrastructure facilities in the rural and urban Primary Schools.
2. To study the availability of instructional material and equipment in rural and urban Primary Schools.
3. To study the service conditions like recruitment procedure and salary structure of Primary School Teachers.
4. To study mode of transport and time spent by rural and urban Primary School Teacher in reaching their place of work.
5. To study the job-satisfaction among Rural and Urban Primary School teachers.
6. To study the professional anxiety level of primary school teachers.

Hypothesis

The above stated objectives were achieved in the framework of following hypothesis:

1. Differences exist among Rural and Urban Primary School Teachers with respect to their working conditions.
2. There is no difference in the workload and type of work, the primary school teachers are expected to perform in urban and rural settings.
3. Academic guidance and in-service education facilities are available for primary school teachers working in urban and rural settings.
4. Differences exist among primary school teachers regarding distance, mode of transport and time spent on reaching to their work place.
5. Different exist among primary school teacher with respect to job-satisfaction.
6. Differences exist among rural and urban primary school teachers with respect to job-satisfaction.
7. Sex differences exist among primary school teachers with respect to job-satisfaction.
8. Differences exist among rural and urban primary school teachers with respect to professional anxiety.

Delimitation of the study:

The study is delimited to urban and rural Govt. primary schools of Jalandhar District.

Definition of Terms:

- (i) Working conditions: Conditions under which one has to work at one's place to work are called working conditions.
 - (a) Infrastructure facilities
 - (b) Instructional material and equipment
 - (c) Service conditions.
 - (d) Work load
 - (e) School climate
- (ii) Primary School: A primary school is an institution where the students of the age group 6+ are admitted and complete their education upto the age of 14.

Design of the Study

In view of the approach followed, the present investigation falls in the domain of descriptive research or normative survey type of research.

Sample

Deliberate sampling or purposive sampling technique was used for selection of sample showing block-wise distribution of schools and teachers in rural and urban settings.

Sample consisting of 743 primary school teachers from 8 educational blocks of Jalandhar District were selected. Out of eight educational blocks, four blocks represented urban areas Govt. primary schools and four represented rural Govt. primary school.

Block wise distribution of schools and teacher is given below:

Name of Block	No. of schools	No. of Teacher	Name of Block	No. of schools	no. of teachers
East I	30	95	Kartarpur	22	57
East II	36	93	Bhogpur	41	105
East III	40	119	Alawalpur	36	98
East IV	24	61	Adampur	44	115
Total	130	368		143	375

Tools: Following tools have been used:

- (1) School Information Schedule
- (2) Teacher working conditions questionnaire.
- (3) Teacher professional anxiety scale.
- (4) Interview with D.P.E.O.

Data Collection:

The data was collected personally from 743 teachers 368 working in urban area and 375 in rural area Primary Schools. The tools mentioned above were used for collection of data. Data obtained from different tools was analysed and tabulated.

Statistical Tools:

- (i) Mean
- (ii) S.D.
- (iii) Percentages
- (iv) Chi-Square

CONCLUSIONS:

Within the limits of sample size, Hypothesis-wise conclusions are:

1. Rural and Urban Primary Schools differ with respect to their working conditions. It further implies that:-

- a. Majority of the government primary schools are located in quite and peaceful surroundings. The surroundings is better in rural than in urban areas.
- b. Majority of the schools have essential facilities like blackboard, chalk, duster, chair for the teachers. But a large number of schools do not possess adequate number of Tat, Bench, Almirah.
- c. Most of the school do not possess minimum facilities like staff room, instructional material like child encyclopedia, newspaper, journals, magazines. Further, most of the school do not possess A.V. aids like charts, maps, television, V.C.R.
- d. Seniority is the only criteria for promotion for Primary School Teachers. Hence a very few teachers can expect to become a head teacher.

Hence hypothesis I namely, “Differences exist among primary school teachers with respect to their working conditions” stands partially accepted.

2. Rural and Urban Primary School Teachers differ in the work load and type of work they are expected to perform as given below:
 - a. Urban Primary School Teacher have to spent more time on checking note books.
 - b. Rural Primary School Teachers have to take multiple classes.
 - c. Urban Primary School Teachers spend more time on co-curricular activities.
 - d. Urban Primary School Teachers are more involved in non-teaching work like collection of fees, maintenance of register etc.
 - e. Primary teachers are involved in community work like literacy campaign, educational survey, family planning drives, etc.

Hence Hypothesis-II, “There is no difference in the work load and type of work, the primary school teachers are expected to perform in Urban and Rural Settings’ stands partially accepted.

3. Academic guidance and in service education facilities are available for primary school teachers working in rural and urban settings. It further implies that:
 - a. Majority of Primary teachers are getting opportunities to enhance their competencies through academic guidance and in-service education.
 - b. The staff of DIETs and DEOs are imparting in-service education to primary school teachers.

Hence Hypothesis III namely, ‘Academic guidance and in service education facilities are available for Primary School Teachers working in Rural and urban settings’, stand accepted.

4. Primary School Teacher differ from urban school teachers regarding distance mode of transport and time spent on reaching their work place. It further implies that:-
 - a. The Rural School Teachers have to cover more distance to reach their work place.

- b. Majority of Primary School Teachers have to go by bus/train or by their own vehicle to reach their place of work.
- c. More time is spent by the rural primary teachers in traveling in order to reach their work place.
- d. Urban Primary School teachers generally go to their work place by their own vehicle.

Hence Hypothesis IV namely, 'Differences exist among primary school teachers regarding distance, mode of transport and time spent on reaching their work place' stands accepted.

5. A majority of Primary School Teachers are satisfied with the job-satisfaction.

Hence hypothesis V namely, 'Differences exist among primary school teachers with respect to job satisfaction' stands rejected.

6. Rural Primary School Teachers do not differ from urban Primary School Teachers with respect to job-satisfaction.

Hence Hypothesis VI namely 'Differences exist among rural and urban Primary school teachers with respect to job-satisfaction' stands rejected.

7. Male and Female Primary School Teachers are equally satisfied with their job.

Hence Hypothesis VII namely, 'Sex difference exist among primary school teachers with respect to job-satisfaction' stands rejected.

8. All Primary School Teachers are prone to professional anxiety.

Hence hypothesis VIII namely, 'Differences exist among Primary School Teachers with respect to Professional anxiety', stands rejected.

SUGGESTIONS:

The study reveals a number of disparities and lacuna in the working conditions of Primary School Teachers in Rural and Urban Settings of Jalandhar District, suitable remedial measures should be taken by the concerned agencies to remove the existing weakness and disparities.

The following suggestions are made in this direction:

- i) School should be provided well planned pucca buildings in peaceful surrounding with adequate number of spacious and ventilated rooms and playground.
- ii) Each school should be provided a clerk, peon and safai Karamchari as a permanent staff member for its smooth functioning.
- iii) Minimum facilities like separate toilets for girls and boys, proper chairs for the teachers, clean tat-patti for pupil should be provided to all schools.

- iv) Adequate teaching aids and modern educational equipment are necessary for imparting quality education many teachers expressed that they did not get teaching aids and material easily due to their inadequacy in school and fear of their damage or loss. Sufficient teaching learning materials should be provided to the schools. The head teacher should also encourage the teachers to use the available teaching aids to make learning more effective and joyful.
- v) Transfers done, throughout the year create tension, fear and anxiety among teachers. There is an immediate needs for formulating systematic transfer policy for teachers.
- vi) The work load of teachers in Rural and Urban areas shows marked variation in terms of classes taught and number of additional classes. There is an urgent need to remove this disparity in respect of rural schools to enhance the quality of education.
- vii) An appreciable number of teachers working in Rural schools came from a long distance. The time spent in journeys from home to school and back home can be saved by providing them staff quarters near the school or by transferring them to nearby school.
- viii) The district institutes of education and training (DIETs) and SCERTs should provide more opportunities to teachers to attend in service programmes.
- ix) Factors responsible for job dissatisfaction and professional anxiety among Primary Teachers should be identified and disparities should be removed to improve upon the situation.
- x) The teachers problem of means of transportation could be solved by instructing the drivers of the buses to take all the teacher passengers in their buses, irrespective the place of their stops falling on their routes during the school hours. For the identification of the teachers identity card could be issued to them.

SUGGESTIONS FOR FURTHER RESEARCH:

- i) A study of working conditions of primary school teachers of aided schools.
- ii) A comparative study of job satisfaction of Primary school Teachers of government and aided schools.
- iii) An in-depth study of government primary schools at district level may be taken up.
- iv) An in-depth study of government primary school at national level may be taken up.