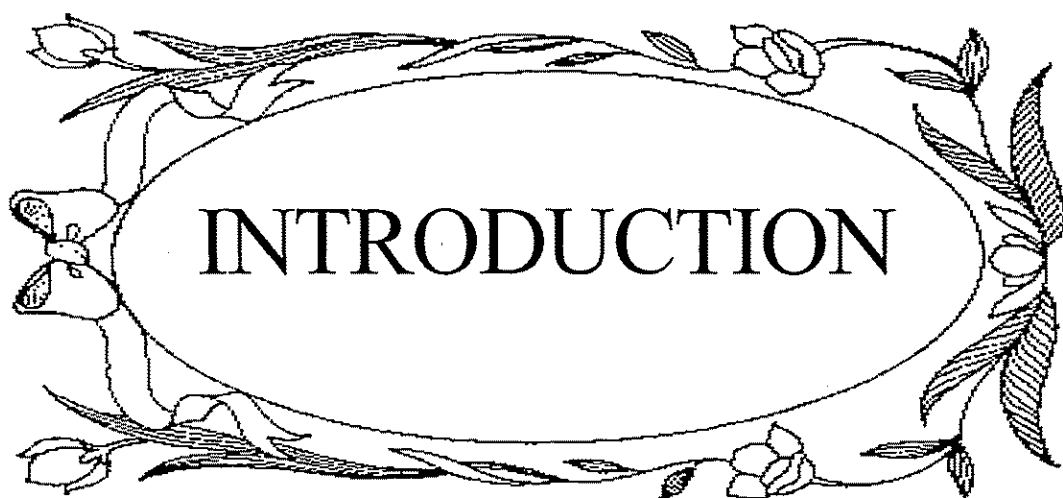


# CHAPTER - 1



# CHAPTER 1

## Introduction :

1.1 Preface : Universalization of primary education has been one of the major national concerns in the post independent era of India. During the last ten years, access to education and retention of children in school have remained significant factors. The issues of retention of children in schools and higher learning attainments require a congenial learning environment as well as professionally qualified and committed teachers. Because primary education has occupied an important place in national agenda, no programme of educational reconstruction can afford to ignore the importance of primary school teachers.

Achieving the goal of Education For All (EFA) is possible only when schools provide an encouraging atmosphere for children to get access to school and congenial atmosphere to learn. Teachers in primary school are the most important factor in retaining children in school. Teacher's satisfaction in their job serves as a base for interesting learning situation in school which retain children.

Teachers are employed by the state government for the benefit of society. The state, however, is a creation of civil society. Neither teachers nor civil society appear to be conscious of this basic fact of civic life. Teachers' identity is confined to the government/corporation. A teacher is hardly conscious that she/he is an Indian teacher, promoting the goals of national life in India. He is a teacher in the classroom, at the same time a role model for students. Democracy in India will succeed and prosper if the proverbial 'man-on-the-street' can question authority with information, frankness and fearlessness. Teachers have to develop a questioning attitude of mind themselves and encourage their students to develop such attitudes, respect, the dignity and individual worth of every student and promote a dialogical culture in the school. They should become knowledgeable not only about their subjects but also about current affairs and issues of common interest to civil society. This way they can enhance their self-regard. Ultimately, it is teachers themselves who hold the key to status in their own hands through their character, temperament, personality, scholarship and services.

People, who enter teaching as any other occupation, do so for a variety of reasons, some of which they recognise and aware of, and others of which they themselves may not be aware. The reasons can be social, psychological, related to the sex role and the educational preparation of the person concerned, and to his/her concept of what constitutes the right working conditions in an occupation. If a person enters in an occupation by choice, it is hoped that there are many more chances of his not being a square peg in a round hole, or in other words, of his functioning satisfactorily. In India, it is common observation that many people enter teaching simply because there is no other choice. How the role performance of those who come into teaching for the love of it differs from that of others who come "because there is no other choice" is a subject that merits intensive and extensive investigation.

As regards the social origins of school teachers in India as in other countries one can notice increasing heterogeneity coming in the wake of educational expansion and most societies becoming more egalitarian than even before.

If we go back even 200 years in history, we find that the majority of the school teachers in India used to be the lower middle class pandits or maulavis with little education and no professional training. This tended to give schooling a religious bias and to the teachers a certain 'status' by virtue of their religious affiliations. This situation is very much changed now. The community role and the teachers' role in the school have become important.

a) <u>The Community Role</u>	b) <u>Role in the school</u>
- Community Participant	- Mediator in learning
- Sociological Stranger	- Disciplinarian
- Surrogate of middle class morality	- Parent substitute
- Person of culture	- Judge and confident
	- surrogate of morality
- A Pioneer in the world of ideas	- A socialization agent



- Social reformer as well as conservator of culture
- Expert in regard to children

Though the educational system in any society is under the influence of the other social systems and within the educational system itself, the working and effectiveness of the teacher is governed by various factors within the system, there is no denying the fact that the teacher is the single most important component of the education structure. Furthermore, it is true that a society is what its people make it, it seems equally true to say that in the making of the society itself the teacher, by virtue of his position and function, has a potentially most vital role to play. How exactly this role is performed depends a lot on the total social milieu within which the teacher functions. The issues of the status and role of the teacher is thus among the most important in the area of sociology of education, and it is specially so in the present Indian society, passing through a critical transitional period and face with a number and variety of crucial problems.

## **1.2 Need and Importance of the Study**

Teaching is a series of events wherein teacher attempts to change the behaviour of students along the intended direction. Research on teaching therefore by implication includes the study of relationship between variable atleast one of which refers to a teacher characteristics on behaviour of a teacher. The study proposes to identify personality types in the students-teachers and integration of teaching effectiveness will serve as criterion variables.

Research during the 1960s on progress and problems of primary education highlighted the problems of non-enrolment and drop-out. Poverty, engagement in paid and unpaid child labour, inaccessibility of schools, household responsibilities of girl children were some of the prominent reasons. In response to these, a nationwide drive for providing sandwich forms of education to children in the 9-14 years age group was launched during the fifth five year plan (1974-79).

For the purpose of universal elementary education qualified persons are not available in adequate numbers to teach in elementary schools in different parts of the country. Even when qualified and trained teachers are available, the state government may not have the resources or compulsion to spend on an adequate supply of teachers for primary education. For all these reasons, several State/UT governments have resorted to employing unemployed educated youth as teacher at elementary level to assist the regular/salaried teachers. They are called by various title such as 'Para-teacher' , 'Contract teachers', 'Shiksha Karmis', 'Vidya Upasaks', 'Vidya Sahayaks' etc. They are paid consolidated salaries which vary between one tenth and one fifth the salary of a regular elementary school teacher, across different regions of India.

At this age when all fields of life are growing with revolutionary measures it has become rather necessary to give a deep study on para teachers' job satisfaction and its impact on job effectiveness.

The education of world have from time to time tried to prove the hidden fact that conditions of education prevailing not suit to all or all the students may not have equal rationing power. Para teachers may not suit to other regular teachers and principal and school atmosphere. The consequences of which may cause pupils and teachers effect on teaching efficiency.

The main concern of researcher in this area has been to find out the correlation between job satisfaction and teaching effectiveness of the para teachers (Vidya Sahayaks) of Gujarat.

### **1.3 Statement of the Problem**

Present study deals with the problems regarding teacher effectiveness and job satisfaction of primary school para teachers of Gujarat and is stated as :

**"A Study of Teacher Effectiveness  
in the Context of Job Satisfaction  
of Para Teachers (Vidya  
Sahayaks) in Gujarat."**

#### **1.4 Operational Definition of the term**

**Teacher Effectiveness** : Effectiveness is a degree to which an agent produces effects. The question immediately arises, " What effects and on what ?". Usually these categories of effects in terms of the object effected are (a) pupil (b) school operation (c) school community.

Despite an enormous amount of available literature on the subject of teacher effectiveness, no universally acceptable formula can be given to define an " Effective Teacher". But different writers, educators have defined, ' Teacher Effectiveness' differently according to their opinions.

Barr explains, " teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situations".

Flander and Simon defined, teacher effectiveness as an area of research with relationship between the characteristics of teachers, teaching acts and their effect on the educational outcomes of classroom teaching.

**Motivator** : Person who ensures that people carry out effectively the tasks assigned to them by providing them with reason for behaving in certain ways.

**Advisor** : A member of the academic staff who advise students to solve their problems related to selection of adjustment, learning and future employment.

**Participation in co-curricular activities** : This includes involvement of teachers in games, sports, NSS/NCC, academic activities like debate, cultural activities, leisure time activities etc.

**Teaching skills** : It includes systematic and co-ordinated pattern of mental and physical activity usually involving both receptor processes and effector processes. Classroom teaching skills can be applied at any level and are therefore representative of the skills to be developed in teachers. Objectives, introduction, questioning, explaining,

illustrating with examples stimulus variations, reinforcement, increasing pupil participation, use of black board etc. are the skills which has most appropriate for Indian conditions.

David G Rhyns (1960) says that even an operational defintion of effective teaching that it is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgement and adequate personal adjustment of pupil is very general and abstract and is not easily translateble into terms relating to specific teacher behaviours.

Dickson included five items in teaching effectiveness; they are :

- i) Teaching plans and materials
- ii) Classroom procedure
- iii) Interpersonal skills and
- iv) Learner reinforcement-involvement reflected in teacher behaviour.

**Job Satisfaction** :- Job satisfaction is a recent trend, borrowed from the industry. The term a 'Job satisfaction', as defined in the Dictionary of Education, is the quality, state and level of satisfaction which is a result of various interest and attitude of a person toward his job. For the purpose of the present study, the term "Job Satisfaction" has conceived as the way a person feels about his job. It is generalised attitude towards the job based on evaluation of different aspects of the job.

**Job** :- A group of similar positions is called a job. The persons working in an office or a factory will occupy different positions but similar job. The jobs may broadly be grouped as under :

- i) **Manual**
- ii) **Non-Manual**

The jobs can be grouped according to the extent of education required, the income

they bring for the worker or the interest of the persons in those jobs. According to the quality of the work, jobs can be classified as follows :

**TABLE 1.1 CLASSIFICATION OF JOBS.**

<b>Job Family</b>	<b>Kinds of jobs</b>
i) Agricultural Worker	Farmer, Dairy Worker, Forest Ranger
ii) Athletic	Athletic Coach, Games teacher, Director-Physical Education/teacher
iii) Artistic Musical	Actor, Commercial artist, Music Teacher
iv) Clerical	Bank clerk, Office clerk
v) Literacy	Critic, Editor, Reporter, Writer
vi) Scientific	Biologist, Physist, Chemist
vii) Social Service	Social worker, School Counselor, Teacher
viii) Mechanical	Engineer, Toolmaker, Draughtsman

Job satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of his work day.

The term job satisfaction has been used vaguely. It may be the satisfaction of pay, general surroundings, the social position or all of these combined. Job satisfaction is the result of attitude possessed by an employee (teacher) towards his profession. The attitude is related to the different areas of job as interest, change for progress, use of ability, authority, co-workers, chance to be creative, social status, security, relation with management, service conditions, moral values and social prestige.

**Job satisfaction results from successful adjustment in the following areas :**

- i) Adjustment to work
- ii) Adjustment to society
- iii) Adjustment to self

Job satisfaction is multidimensional in nature. It is the result of various factors.



The effect of performance on job satisfaction is viewed as a function of degree to which performance leads to the attainment of the individuals job values. Satisfaction with work has been variously discussed as vocational satisfaction, job attitude, depending upon the context.

The term job satisfaction refers to the effective orientation of the part of individuals towards work rules, which they are presently occupying. Job satisfaction is measured by interviews or questionnaires, which they like or dislike various aspects of their work rules.

According to Vroom (1964), there are two types of conditions, which affects job satisfaction. 1. Economic and 2 Motivational.

Vroom has listed five properties of work rules :

1. Financial Remuneration
2. Expenditure of Energy
3. Production of Energy
4. Social Interaction and
5. Effect on the social status of a worker.

According to Maslow (1954), there is a hierarchy in the basic human needs; the psychological needs forming the basis for this hierarchy. The job satisfaction results through the gratification of such needs.

#### **Importance of Job Satisfaction :**

Investigations have shown that when a man is satisfied with his work the employer gets greater output therefore fewer quits and many other tangible and intangible result occur. A person satisfied with his job is likely to have morale in his life. A developing society must ensure maximum job satisfaction of their workers.

#### **Factors Affecting Job Satisfaction :**

Job satisfaction depends upon many factors which are interrelated to each other

and it is very difficult to isolate these factors. Job satisfaction depends upon the following factors :

**i) Personal Factors :**

- a. **Sex :** Job satisfaction is highly influenced by the sex of the worker. It is generally found that women are more satisfied with jobs than men.
- b. **Number of dependance :** It is a well known fact that more the dependents the lesser the job satisfaction.
- c. **Age :** Age has little relationship with job satisfaction.
- d. **Time on Job :** According to Hall & Kolstod highest morale is reached after the twenty year.
- e. **Intelligence :** Level of one's intelligence has a great deal to do with job satisfaction.
- f. **Education :** Right placement of workers in the light of their professional education leads to job satisfaction.
- g. **Personality :** Personality mal-adjustment is the source of job satisfaction.

**ii. Factors inherent in the job**

- a. Type of work
- b. Skill required
- c. Occupational Status
- d. Size of Plant

**iii) Factors controlled by Management Authority :**

**These factors are :**

- a. **Security :** It is closely related with job satisfaction. There exists positive correlation between security and job satisfaction.

- b. **Financial Returns** : In present materialistic society this is the most dominant factor which influences job satisfaction.
- c. **Fringe Benefits** : An occupation which has limited employment opportunities and benefits does not provide job satisfaction.
- d. **Opportunity for Advancement** : It is also important for job satisfaction that whether or not an individual can have the opportunity of going from lower ranks to higher ranks. If employees have the opportunities for promotion then their satisfaction with job will be better than those who have lesser opportunities.
- e. **Health Conditions** : The health conditions of the environment in which an individual has to work and also the health of the individual affects job satisfaction.
- f. **Social Environment** : The type of locality and the social surroundings also influences job satisfaction.

### Para Teachers

The scheme of para teachers has come up in response to the challenges for providing universal access to primary education. The scheme which started in mid seventies with the non-formal education (NFE) scheme, was first extended to formal schools under the Volunteer Teacher Scheme of Himachal Pradesh (1984).

The term 'Para Teacher' is used in a very comprehensive manner encompassing both teachers working in formal institutions as well as alternative and non-formal institutions. It provides an opportunity to the state governments to universalise access by opening schools in small unserved habitations, ensure minimum two teachers in every school, fill up teacher vacancies in formal school in the shortest possible time and address the problem of teacher absenteeism in remote areas. Teacher working under this schemes have been given different names in different states like, ' Shikshan Sevak' in Maharashtra,

'Guruji' in Madhya Pradesh, 'Shiksha Mitra/Acharyajee' in Uttar Pradesh, 'Shiksha Karmi' in Rajasthan, 'Vidya Upasak' in Himachal Pradesh, 'Vidya Volunteer' in Andhra Pradesh and 'Vidya Sahayak' in Gujarat. The term Para teacher is therefore used as an umbrella to put various categories together.

Para teachers are appointed both in regular schools and alternative schools in number of states. At present more than two lakh thirty thousand para teachers are engaged in approximately in twelve states of the country namely; Himachal Pradesh, Andhra Pradesh, Madhya Pradesh, Uttar Pradesh, West Bengal, Rajasthan, Kerala, Assam, Orissa, Maharashtra and Gujarat. Other states are also utilizing the services of para teachers. During the last few years especially after the initiation of District Primary Education Project (DPEP) there has been a phenomenal rise in the number of para teachers.

Almost all educationally backward states have come up with the scheme of 'Para teacher'. There are large variation in para teacher schemes in different states but the common factor in all these schemes is that all these teachers are appointed on a contract basis and are paid a meagre honourarium. In some states, the local community identifies such teachers and pays them the honorarium out of the grant it receives from the governments. In most of the states, pre service training is not mandatory for them. Few states like Gujarat and Maharashtra are exception to this general trend.

The minimum qualification required for a para teacher is Metric (ASP, Madhya Pradesh and VTS, Himachal Pradesh) or 'Higher Secondary EGS and Shiksha Karmi Yojna, Madhya Pradesh). In Shiksha Karmi Programme, Rajasthan it is VIII class pass and in Vidya Sahayak Scheme, Gujarat it is higher secondary with P.T.C. (Primary Teacher Certificate) or also B.Ed. degree.

For the present study, para teacher means, the teacher working under 'Vidya Sahayak Scheme' in Gujarat state.

## Vidya Sahayak Teachers :

In Gujarat, either due to state policy of not to appoint regular, primary teachers or due to unemployment among trained teachers, many well qualified and professionally trained candidates are forced to accept the appointment as para teachers. Therefore, the state governments are meeting the shortage of teachers without putting additional pressure on their exchequeres. However, this has given rise to a unique situation where equally qualified teachers appointed as 'regular or para teachers' work in the same school and perform same duties but are governed by different service conditions. The scheme, which at the initial stage was limited to the primary level, has been extended to the upper primary and secondary level also in some of the states.

Vidya Sahayak is a scheme established by an act of Education department, Secretariate. Gandhinagar of Gujarat Government Circular No. E.R.I. 1096-3050(A) dated 30th April 1997, and an act of Education department P.R.E. Circular No. 1096-3050-1027 (98)(A) dated 11th June, 1998. According to these circulars, Vidya Sahayak Teacher means;

"The teacher working for a fixed rate and gets Rs. 2500/- per month in primary Schools (Class I to VII) for five years and after completing this period successfully, they are given full payment as per government rules and regulations".

For the implementation of the Vidya Sahayak Scheme during the year 1998-99 and 1999-2000, about 18000 and 20000 Vidya Sahayaks, respectively, were recruited. By 2000, the state government had removed the shortage of teachers in the primary schools in Gujarat. Again in last years (2004), 17000 Vidya Sahayaks were recruited. At the present time, more than 40000 para teachers are working in Gujarat state, under 'Vidya Sahayak Scheme'.

Gujarat :- Gujarat was carved out of the bilingual of Bombay State on 1 May, 1960. It is located in the western part of India and is bounded on the west by the Arabian Sea, on the north by the Rajasthan and Pakistan, on the east by Madhya Pradesh and on the

south by Maharashtra. It is situated between 20.01' N and 24.07' N latitudes and 68.3' E & 74.4' E longitudes.

The total area of the state is 1,96,024 Km; which is 6 percent of the country's total. Gujarat ranks seventh in the country in terms of area. The tropic of cancer passes through the state. There are 19 districts, 184 talukas and 18569 villages inhabited with total population of 41,309,582 (according to the 1991 census). The number of urban areas is 264. Ahmedabad district has 7 talukas, 646 villages and 25 urban areas and Surendranagar district has 9 talukas, 648 villages and 11 urban areas. 35040 primary (98% trained) and 142200 upper primary (94% trained) school teachers were working in Gujarat by the end of year 1998-99. The Gujarat government is investing 16% of its total budget in education of which 11 percent is invested in the primary education.

## 1.5 OBJECTIVES OF THE STUDY

1 Following are the major objectives of the study :

1. To study the job satisfaction of para teachers of Gujarat
2. To study the teacher effectiveness of para teachers of Gujarat
3. To find out the relationship between job satisfaction and teacher effectiveness of para teachers
4. To find out the difference between different categories of job satisfaction in respect of teacher effectiveness of para teachers
5. To find out the difference between male and female para teachers in respect of teacher effectiveness
6. To find out the difference between male and female para teachers in respect of job satisfaction
7. To find out the difference between married and unmarried para teachers in respect of teacher effectiveness
8. To find out the difference between married and unmarried para teachers in respect of job satisfaction
9. To find out the difference among general, SC and OBC caste para teachers in respect of teacher effectiveness
10. To find out the difference among general, SC and OBC caste para teachers in respect of job satisfaction
11. To find out the teacher effectiveness of para teachers with respect to high and low job satisfaction
12. To find out the teacher effectiveness of male para teachers with respect to high and low job satisfaction

13. To find out the teacher effectiveness of female para teachers with respect to high and low job satisfaction
14. To find out the teacher effectiveness of married para teachers with respect to high and low job satisfaction
15. To find out the teacher effectiveness of unmarried para teachers with respect to high and low job satisfaction
16. To find out the teacher effectiveness of general category para teachers with respect to high and low job satisfaction
17. To find out the teacher effectiveness of SC para teachers with respect to high and low job satisfaction
18. To find out the teacher effectiveness of OBC para teachers with respect to high and low job satisfaction.



## **1.6 HYPOTHESES OF THE STUDY**

1. There is no significant relationship between teacher effectiveness scores and job satisfaction scores of para teachers.
2. There is no significant difference between different categories of job satisfaction scores in respect of teacher effectiveness scores of para teachers.
3. There is no significant difference between male and female para teachers in respect of teacher effectiveness scores.
4. There is no significant difference between male and female para teachers in respect of job satisfaction scores.
5. There is no significant difference between married and unmarried para teachers in respect of teacher effectiveness scores.
6. There is no significant difference between married and unmarried para teachers in respect of job satisfaction scores.
7. There is no significant difference among General, S.C. and OBC caste para teachers in respect of teacher effectiveness scores.
8. There is no significant difference among General, S.C. and OBC caste para teachers in respect of job satisfaction scores.
9. There is no significant difference between General and S.C. para teachers in respect of teacher effectiveness scores.
10. There is no significant difference between General and OBC para teachers in respect of teacher effectiveness scores.
11. There is no significant difference between S.C. and OBC para teachers in respect of teacher effectiveness scores.

12. There is no significant difference in teacher effectiveness scores of para teachers having high marks and low marks on job satisfaction scale.
13. There is no significant difference in teacher effectiveness scores of male para teachers having high marks and low marks on job satisfaction scale.
14. There is no significant difference in teacher effectiveness scores of female para teachers having high marks and low marks on job satisfaction scale.
15. There is no significant difference in teacher effectiveness scores of married para teachers having high marks and low marks on job satisfaction scale.
16. There is no significant difference in teacher effectiveness scores of unmarried para teachers having high marks and low marks on job satisfaction scale.
17. There is no significant difference in teacher effectiveness scores of General category para teachers having high marks and low marks on job satisfaction scale.
18. There is no significant difference in teacher effectiveness scores of S.C. para teachers having high marks and low marks on job satisfaction scale.
19. There is no significant difference in teacher effectiveness scores of OBC para teachers having high marks and low marks on job satisfaction scale.

## **1.7 DELIMITATIONS OF THE STUDY**

Following are some of the delimitations of the study :

- Job satisfaction and teacher effectiveness of Vidya Sahayak teachers are considered in the present study.
- The sample is limited to 135 para teachers (70 male and 75 female) of 77 government rural schools and 8 urban schools.
- The study is confined to the para (Vidya Sahayak) Teachers of four talukas (Bavla, Bagodara, Dholka and Sanand ) of Ahmedabad district and four talukas (Limbadi) Chotila, Chuda and Sayla) of Surendranagar district.
- Sex, Marital status and caste category are considered important variables of this study.
- Only General, S.C. and OBC categories are taken from the caste for this study.
- Only government schools are chosen for this study.