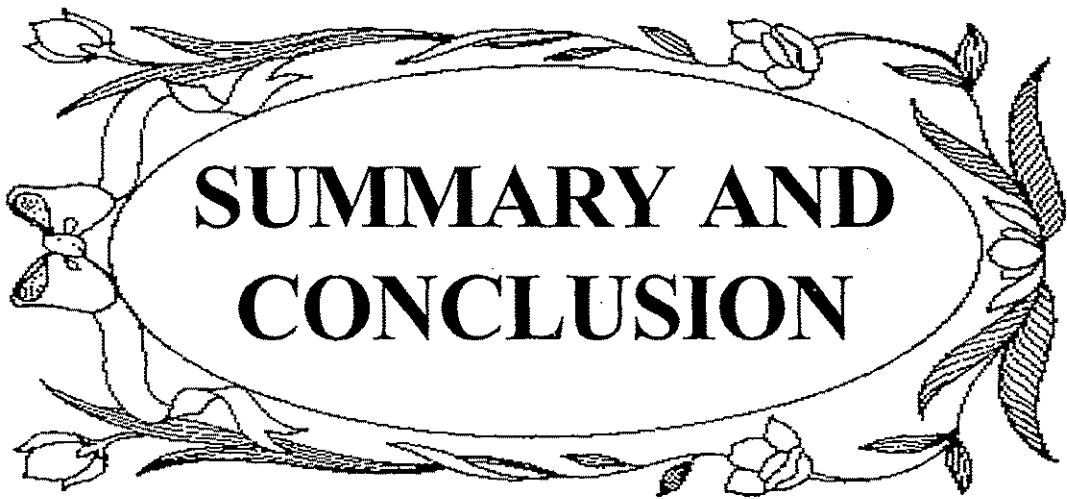


# CHAPTER - 5



## CHAPTER-5

### **5.1 Introduction**

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. 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. Teachers' satisfaction in their job serves as a base for interesting learning situation in school which retain children. It is generally agreed that the goodness of an educational programme to a large extent depends on quality of a teacher available to implement it. A school may have excellent material resources, equipments, buildings, library and other facilities alongwith the curriculum appropriately adopted to suit the community needs but if teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and the inputs are underutilized.

The problem of identification of job satisfaction and its impact on teacher effectiveness is therefore, of prime importance for realising desirable educational goals.

### **5.2 Need and importance of the Study :**

For the purpose of Universal Elementary Education (UEE), 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 titles such as 'Para Teachers', 'Contract Teachers', 'Shiksha Karmis', 'Vidya Upasaks', 'Vidya Sahayaks' etc. They are paid

consolidated salaries which vary between one tenth or one fifth the salary of a regular elementary school teachers, 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 teacher effectiveness.

### **5.3 Statement of the Problem :**

Present study deals with the problems regarding teacher effectiveness and job satisfaction of 'Vidya Sahayak' teachers of Gujarat and is stated as :

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

### **5.4 Following were the major objectives of the study :**

1. To study the job satisfaction of Para (Vidya Sahayak) teachers of Gujarat.
2. To study the teacher effectiveness of Para (Vidya Sahayak) 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, S.C. and OBC caste para teachers in respect of teacher effectiveness.

10. To find out the difference among General, S.C. 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 S.C. 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.

#### **5.5 Following were some of the delimitations of the study.**

- Job satisfaction and teacher effectiveness of the para teachers were considered important in the present study.
- The sample is limited to 135 para teachers (70 male + 65 female) of 77 government rural schools and 8 urban schools.
- The study confined to the para teachers of four talukas (Bavla, Bagodara, Dholka & Sanand) of Ahmedabad district and four talukas (Limbadi, Chotila, Chuda and Sayla) of Surendranagar district.
- Sex, Marital status and caste category are considered important as variables of this study.

- Only General, S.C. and OBC Castes are taken for this study.
- Only government schools are chosen for this study.

### **5.6 VARIABLES**

Independent Variables	:	Job Satisfaction Sex (Male & Female) Marital Status (Married, Unmarried) Caste (General, S.C., OBC)
Dependent Variable	:	Teacher Effectiveness
Controlled Variable	:	Ahmedabad and Surendranagar districts.

### **5.7 RESEARCH METHODOLOGY :**

#### **Design of the study :**

Survey design was used for present study.

#### **Sample :**

The total number of 135 Vidya Sahayak teachers from 85 primary schools of Ahmedabad and Surendranagar districts were considered as sample for the present study, belonging to different categories (sex, marital status and caste).

#### **Tools :**

Following tools were used in the study to find out the job satisfaction of para teachers in respect of teacher effectiveness.

1. "Teacher Effectiveness Scale" by Pramod Kumar and D.N.Mutha
2. Job Satisfaction Scale by Jiniyes Pithadiya (2002) (not standardized tool).

### **5.8 Statistical Technique**

The collected data was treated with the following statistical techniques.

1. Pearson's correlation
2. Anova
3. Mean, standard deviation, t-test.

### **Major Findings of the Study :**

On the basis of analysis and interpretation of data the researcher came to the conclusion that the major findings of the study are as follows :-

1. Job satisfaction does not affect teacher effectiveness of para teachers.
2. Different categories of job satisfaction (job attitude, work satisfaction, job promotion and security, administrative style of government, job organisational climate, economic satisfaction and social status) does not affect teacher effectiveness of para teachers.
3. Sex does not affect teacher effectiveness of para teachers.
4. Sex does not affect job satisfaction of para teachers.
5. Marital status does not affect teacher effectiveness of para teachers.
6. Marital status does not affect job satisfaction of para teachers.
7. Caste of the para teachers does affect their teacher effectiveness.
8. Caste of the para teachers does not affect their job satisfaction.
9. Only inbetween General and S.C. para teachers, there exists significant difference in respect of teacher effectiveness. While there is no significant difference between General & OBC para teachers, and between OBC and S.C. para teachers.
10. The para teachers having high job satisfaction or low job satisfaction does not affect teacher effectiveness.
11. Male para teachers having high or low job satisfaction does not affect teacher effectiveness.
12. Female para teachers having high or low job satisfaction does not affect teacher effectiveness.
13. Married para teachers having high job satisfaction or low job satisfaction does not affect teacher effectiveness.

14. Unmarried para teachers having high job satisfaction or low job satisfaction does not affect their teacher effectiveness.
15. General para teachers having high job satisfaction or low job satisfaction does not affect their teacher effectiveness.
17. OBC para teachers having high job satisfaction or low job satisfaction does not affect their teacher effectiveness.

The findings of the present study confirm that job satisfaction, sex, marital status and caste categories do not affect teacher effectiveness of para teachers. It is very difficult to explain the logic of such surprising and unexpected results. Some reasons may be mentioned here :

- Freshers are more inclined towards their job because it is generally seen that in the beginning years of service, the teacher is full of idealism, enthusiasm, vigour and devotion and put his heart and soul into his work to the maximum for the growth of his pupil.

- Para teachers may not have high aspirations in life and they are satisfied in their profession.

- Before joining, para teachers, most of those in the sample, were unemployed doing some odd jobs. They were young and aspiring for some kind of work in which their educational skills/competencies could be used and 'Vidya Sahayak Scheme' provided them with this opportunity of acute employment.

- Gujarat state government policies are better than other states' policies and para teachers have surity about the permanancy of their job.

- After compliting the period of para teacher, 'Vidya Sahayak teacher' beomes regular teacher and his five years' experience in computed in gradation and promotion.

- Vidya Sahayak teachers are provided oppotunity of transfer within district in which he serves after three years and then any other place in state where they want to go after five years.

All these reasons give them some extent of job satisfaction and teacher effectiveness prevails.

### **5.10 Suggestions for Further Research :**

1. This study can be conducted on a larger sample.
2. Similar study can be conducted to compare the para teachers and regular teachers of primary schools.
3. Few more variables like age, locale, educational qualification, academic qualification etc. can be included for the study.
4. Study may be conducted on para teachers of government, semi government and private schools.
5. A study on the development of training package can be conducted to improve teaching effectiveness of the teachers.
6. A comparative study of para teachers teaching in tribal and non-tribal areas may be conducted.
7. A comparative study of job satisfaction and teacher effectiveness of para teachers of primary and secondary schools may be undertaken.
8. A study on the problems faced by para teachers may also be conducted.

