Chapter VI
Conclusions and Recommendations

If you give a man fish, he will eat it.
If you teach a man to fish, he will eat for rest of his life,
If you are thinking a year ahead, sow seed
If you are thinking ten years ahead, plant a tree
If you are thinking a hundred years ahead educate the people,
By sowing seed, you will harvest once,
By planting a tree, you will harvest tenfold,
By educating the people, you will harvest one hundred fold.

Kaun-tsu (4th – 3rd Century B.C.)

Education opens or unlocks the doors to modernization. For a long time, the tribal communities managed to live in isolation, away from civilization and maintained their cultural uniqueness. However due to the rapid development in the area of transportation and communication of the country at large but also of the tribal belts, it has become difficult for these tribal communities to isolate themselves any longer and avoid cultural contacts and escape impact of technology and science. In fact, there is no social group today that may be said to make the ‘zero’ point of social contact.²

According to Aristotle, education means “creation of a sound mind in a sound body”. Plato says it as “developing the body and soul of all the perfection which they are capable of, purification of mind and heart is the education”. Ramakrishna “noble thoughts’ coming from every side is called education”. According to Rig-Veda “manifestation of perfection already in man is known as education”.³

The Report of the Education Commission (1964-1966), Government of India 1966 highlighted the importance of education, which stated that “If the change on a grand scale is to be achieved without violent revolution then there is one and only one instrument that is Education”.⁴

Education is important not only for the full development of one’s personality, but also for the sustained growth of the nation. Elementary education in India,
therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. But making primary education available to all in India has also been one of the major challenges the government faced. Moreover, the quality of elementary education in India has always remained a major concern for the government. In fact, making elementary education accessible, universal and relevant in India has been a goal fixed since independence but the progress to achieve it has been quite slow. Out of the many efforts directed towards the achievement of this goal one of them has been introduction of SSA program. In order to improve the quality of elementary education in India, the SSA (Sarva Siksha Abhiyan) program has emphasized on improving the student-teacher ratio, teachers training, academic support, facilitating development of teaching learning material and providing textbooks to children of special focus groups. Thus, reduction in poverty, promotion of female education, emphasis on rural education, providing incentives for retaining the children of weaker sections of the society would have to go together so that the goal set by the Sarva Shiksha Abhiyan and also the Millennium Development by 2015 goal by UNESCO can be achieved. The Right to Children to Free and Compulsory Education Act, 2009 which came into force on 1st April, 2010 provided Fundamental Right for elementary education to all the children of the age group of six to fourteen years. It has been one of the most promising steps taken by the Government for promotion of education in India.

Today’s children need not only basic education, but also the ability to deal with an increasingly complex and connected world. We need to create inclusive educational solutions that address all sections of society and help to transform them. There are a number of reasons why children work instead of attending schools. In many countries, primary education is neither compulsory nor free, and schools are not available to all children. When schools are available, the quality of education offered is frequently poor, and many children and their families view the content as irrelevant to their lives. In cases where working children contribute to family income, parents may believe that the opportunity cost of sending their children to school is simply too high. The reluctance of parents to send their children to school is exacerbated by the direct and indirect costs of education, such as fees, supplies, books, uniforms, meals, and transportation. To be effective in eliminating child labor, education must be useful, accessible, and affordable.
We must remain cautious and prepared to appreciate the scale of the task involved in reforming a vast system so as to equip it better to meet an elusive goal. That goal was enunciated in the Constitution of India as the construction of a liberal society based on democracy and social justice. The Constitution presented a transformative vision of governance and it named education as an important means of realizing that vision. Universalizing literacy and elementary education is an inevitable responsibility attached to the fulfillment of the vision. When reviewed the second half of 20th century from the perspective of the Indian Constitution, we are forced to recognize the extraordinary challenges that democracy has had to face, however it also struck by the formidable difficulties that education, as a means of serving and strengthening democracy, has presented to the state.

The present study has attempted to evaluate and appraise the job satisfaction among the Teachers and satisfaction of Students and Parents regarding the facilities and deliverance of primary education in the district of Senapati, Manipur. Three interviews schedules, i.e. one for Teachers; one for Students and one for Parents has been prepared to assess the primary education in the state.

The queries have been raised in Chapter III, Chapter IV and Chapter V from the drawn sample of respondents on the basis of stratified random sampling. The findings and summary of each chapter have been given at the end of each Chapter. However, for the purposes of Conclusions and Hypothesis testing, these findings have been presented in this Chapter as well.

The major findings of the study have been presented in the ensuing pages:

**Major Findings regarding the Facilities and Deliverance of Primary Education in the district of Senapati, Manipur (Chapter II)**

- All the schools were co-educational.
- All the schools housed in a building; new or old
- Majority of the schools had adequate numbers of classroom.
- Majority of the schools had atleast on room as office and staff room.
- Majority of the schools did not have drinking water facilities in the schools.
  
  *(Further supported by the responses of the Students, See Table 4.1)*

- Majority of the schools did not have playground. *(Further supported by the responses of the Students, See Table 4.4)*
- All the schools had sports equipment in the schools. *(Further supported by the responses of the Students, See Table 4.17)*
- All the schools had blackboard in each classroom. *(Further supported by the responses of the students, See Table 4.8)*
- All the schools had adequate number of benches and desks in the classrooms. *(Further supported by the responses of the Students, See Table 4.7)*
- All the schools provided Mid Day Meals to the students. *(Further supported by the responses of the Students, See Table 4.20)*
- Majority of the schools did not have the first-aid facilities in the schools. *(Further supported by the responses of the Students, See Table 4.25)*
- Majority of the schools did not have proper toilets for both boys and girls students. *(Further supported by the responses of the Students, See Table 4.3 and Parents responses See Table 5.19)*

**Major Findings: Satisfaction of the Teachers (Chapter III)**

1. The highly significant majority of the respondents were in agreement that they liked teaching as a profession.
2. The highly significant majority of the respondents were in agreement that the working hours of the school suited them.
3. The simple majority of the respondents were in agreement that teachers were satisfied with the emoluments in lieu of their service.
4. The high majority of the respondents were in agreement with the statement that the teachers enjoyed their work more than leisure.
5. The simple majority of the respondents were in agreement with the statement that there were fair chances of promotion in their job.
6. The significant majority of the respondents were in agreement that there was no uniform transferred policy for the schoolteachers.
7. The high majority of the respondents were in agreement that teachers-pupil ratio in the class were according to the laid down norms.
8. The highly significant majority of the respondents were in agreement that their colleagues readily rendered help to them whenever they were in need.
9. There was a mixed response to the query that teacher’s transfer should take place at the regular intervals.
10. There was a mixed response to the view that transferred teachers were replaced immediately with slightly higher responses on disagreed option.

11. The highly significant majority of the respondents were in agreement that they approved the way the head of the institutions disposed of complaints brought to him by the staff.

12. The highly significant majority of the respondents were in agreement that the teachers had freedom to prepare their work plan in their job.

13. The highly significant majority of the respondents were in agreement that the cordial relationship existed between the teachers and the students.

14. The simple majority of the respondents were in agreement that they did not like to sit extra time in the school to perform sundry jobs of the school.

15. The significant majority of the respondents were in agreement that the head of the school helped staff members in settling minor differences.

16. The fair majority of the respondents were in agreement that the head of the school remained sympathetic towards genuine demand of the teachers.

17. The fair majority of the respondents were in agreement that the head of the school valued their views in the staff meetings.

18. The high majority of the respondents were in agreement that they got time for recreation with their family and friends after the school hours.

19. The simple majority of the respondents were in agreement that they got opportunities to improve their professional qualifications while remaining in service.

20. There were mixed responses to the statement that teachers were allowed to join activities to improve their teaching skills.

**Major Findings: Attitude of the Teachers (Chapter III)**

1. The significant majority of the respondents were in agreement with the statement that the teachers had the attitude of teamwork.

2. The simple majority of the respondents were in disagreement with the statement that if given opportunity they would have moved to other profession on the same emoluments.

3. The high majority of the respondents were in agreement that they freely expressed their opinion about their institution to the concerned strata.
4. The significant majority of the respondents were in agreement that the teachers communicated the problems of the students to their respective parents.

5. Nearly all the respondents were in agreement that the teachers inculcated the moral values among the students of the class.

6. The highly significant majority of the respondents were in agreement that the teachers gave extra attention to the weak students.

7. The significant majority of the respondents were in agreement that they evaluated their students periodically by giving them assignments.

8. The highly significant majority of the respondents were in agreement that they made special efforts for the brilliant students.

9. The significant majority of the respondents were in agreement that they completed the class course in time.

10. The significant majority of the respondents were in agreement with the statement that they found the teaching a dedicated profession.

11. Simple majority of the teachers found that they did not find the syllabus lengthy according to the class.

12. All teachers' respondents were in agreement that both boys and girls got equal opportunities for learning in the school.

13. High majority of the teachers were in agreement that they regularly checked the homework of the students.

14. Highly significant majority of the teachers were in agreement that they tried to identify the problems of the students.

15. High majority of the respondents were in agreement that their institution was an example of good discipline.

16. High majority of the respondents were in agreement that they willingly accomplished the additional jobs assigned to them.

17. High majority of the respondents were in agreement with the query that the teachers fostered discipline in the students.

18. Significant majority of the teachers were in agreement that they shared the weaknesses of students with their students.

19. Highly significant majority of the respondents were in agreement that because of their profession, they were respected in the society.
20. Highly significant majority of the respondents were in agreement that they motivated the students to keep their reading and writing materials neat and clean.

Major Findings: Students' Satisfaction seeking Primary Education (Chapter IV)

1. The students had a mixed response to the query that there were adequate drinking water facilities in the school.

2. The students had mixed responses to the statement that drinking water facilities were hygienic in the school.

3. Fair majority of the students were in disagreement with the query that there were proper toilets for the girls and boys in school.

4. There was no clear trend of student responses to the view that their schools had proper playground.

5. The fair majority of students agreed that the students took part in sports activities regularly.

6. The classrooms had enough natural light as high majority of the student respondents were in agreement with the statement.

7. Fair majority of the students were in agreement that the classrooms had adequate number of benches for the students to sit.

8. Highly significant majority of the students had responded positively to the query that each classroom had a blackboard.

9. There were separate teachers for separate subjects as highly significant majority of the students were in agreement with the statement.

10. The highly significant majority of the students affirmed that the teachers were punctual in coming to the school.

11. Highly significant majority of the students were in agreement with the statement that the teachers were well aware of the subject matter, which they taught.

12. Fair majority of the students were in agreement that the teachers helped the students in spare time to solve their difficulties.

13. Significant majority of the students were in agreement that the teachers gave special attention to the weak students.

14. Fair majority of the respondents were in agreement that the syllabus were evenly covered throughout the year.
15. Majority of the students responded positively that the teachers rushed through the syllabus towards the end of academic session.

16. The fair majority of the respondents were in agreement with the statement that other students of the class came regularly to the schools.

17. Fair majority of the students had responded positively to the view that the sports equipment for commonly played sports was available in the schools.

18. Highly significant majority of the students were in agreement with the statement that the teachers took class attendance daily.

19. The highly significant majority of the student respondents were in agreement that they were satisfied with the mid-day meal scheme.

20. The school provided basics books to the students free of any charge as high majority of the students responded positively to the statement.

21. The highly significant majority of the students were in agreement that the teachers asked them to attend the classes regularly.

22. The significant majority of the students were in disagreement with the statement that in their school the teachers were frequently transferred.

23. The frequent transfers of the teachers were likely to affect the teaching in the school as the significant majority of the students responded positively to the poser.

24. The majority of the students were in disagreement with the statement that the first-aid facilities were available in the school.

25. The significant majority of responses were in agreement that they cleansed up the classrooms regularly.

26. Significant majority of the responses of students were in agreement that they enjoyed the teaching imparted by their schoolteachers.

27. Simple majority of the respondents were in agreement with the statement that the curriculum, which was being taught in the school, generated students' interest.

28. The majority of the students expressed that parents' teacher meetings were not held regularly in the school.

29. The highly significant majority of respondents were in agreement that the class tests were held regularly for the students to assess their performance.

30. The highly significant majority of the respondents were in agreement that the teachers treated both boys and girls at par in the school.
31. High majority of the respondents had negated the view that girls were not lagging behind boys in the primary education in their area.
32. The highly significant majority of the respondents supported that the right to education should be given to children irrespective of gender.
33. The Parents did not force their children to go to school as high majority of the students responded negatively to the poser.
34. The highly significant majority of the respondents were in agreement that they were very much interested in their studies.
35. The significant majority of student respondents had affirmed that their parents paid attention to them when they were doing their homework.
36. Fair majority of the student had affirmed that their parents encouraged them to pursue their studies.

**Major Findings: Appraisal of the parents’ satisfaction with the delivery of Primary Education (Chapter V)**

1. Significant majority of the respondents were in agreement that parents were essential component of education.
2. Fair majority of the respondents were in disagreement with the query that they participated in the decision making process of the schools.
3. High majority of the parents were in agreement that active participation could contribute significantly towards the betterment of the primary schools.
4. High majority of the respondents had affirmed that they were satisfied with the working of the schools in their village.
5. The simple majority of the parents were in disagreement that the education developed disrespect towards tribal culture and traditions.
6. The significant majority of the parents were in agreement that the school, where their child was studying, was housed in proper building.
7. The parents had mixed responses to the query that they could help in framing and updating the curriculum.
8. The parents had mixed responses with the viewpoint that school management considered the viewpoint of the parents while taking decisions.
9. High majority of the respondents had affirmed that the school, in which their child was studying, had proper location.
10. Significant majority of the parents had responded positively that the teachers who were teaching their ward had good knowledge.

11. The parents had mixed responses to the viewpoint that the school provided uniform free of cost to their ward.

12. The parents had mixed responses to the viewpoint that the school provided set of books free of cost to their ward.

13. Simple majority of the respondents expressed that the schoolteachers informed them about the performance of their ward.

14. Simple majority of the respondents were in agreement that the school authorities informed the parents about different existing schemes in the school.

15. The parents had mixed responses to the query that their child availed the benefits of the scheme without any difficulty.

16. The significant majority of the respondents were in agreement that the school environment was conducive for learning.

17. A simple majority of the parents had affirmed the view that the teachers paid special attention to writing skills of their wards.

18. Significant majority of the parents expressed that their ward had ever complained about the bad behavior of the class teacher.

19. The parents had mixed responses to the view that the school, in which their ward was studying had proper toilets.

20. Highly significant majority of the respondents were in agreement that they were satisfied with the kind of education provided to their ward in the school.

21. Highly significant majority of the respondents had responded positively that their ward willingly went to the school without creating any fuss.

22. Fair majority of the respondents had affirmed that the class teacher duly checked the home assignments given to their wards.

23. The parents had mixed responses to the query that domestic work over burdened the girl child to excel in their studies.

24. Fair majority of the respondents affirmed with the view that they found their ward was comfortable with the class teachers.

25. Simple majority of the parents responded negatively to the statement that their ward complained about the strictness of the teachers.

26. High majority of the respondents had affirmed that the school teachers shared the problems of their child with them.
27. Fair majority of the respondents had affirmed that their ward often talked good about his class teacher.

28. The parents had mixed responses to the query that they met school authorities on regular basis to assess the performance of their ward.

29. The high majority of the respondents were in agreement with the statement that the teachers of the school were qualified.

30. The parents had a mixed response to the query that if given option they would prefer private school to government school.

31. The high majority of the respondents favoured the statement that they recommended PTA for the school.

Testing of Hypothesis

In subsequent pages the hypotheses that were framed at the beginning of the study have been tested.

Criteria for the Hypothesis Testing

The findings which have been in favour of hypothesis have been marked as ☑ and which have been against have been marked as ☒ and neutral findings were marked as =. The results have been compiled on the basis of the Favourable counts ☑ and disfavourable counts ☒. In the end all the Favourable ☑, disfavourable ☒ and neutral counts = have been counted separately and where Favourable counts ☑ were more than double in number in comparison to the disfavourable counts ☒ then the hypothesis has been accepted, on the other hand when the disfavourable counts ☒ were more than double in comparison to the Favourable counts ☑ then the hypothesis has been rejected. Where the disfavourable counts ☒ and Favourable counts ☑ were not either way the hypothesis has been partially accepted. The Neutral counts = were not considered either way, hence were not counted for or against the hypothesis.

Criteria for Testing Statements:

The statements framed to test the effects of variables on the findings have been tested on the basis of simple majority criteria. The favourable counts or disfavourable counts were counted at the end and whichever of them out numbered the other indicated the approval or disapproval of the statements.
TESTING OF HYPOTHESIS

Hypothesis I: The organisational structure engaged in the delivery of primary education in the District Senapati is as per the norms of the State.

Though the Union Government framed, designed and developed at the National level, the State Government established the organizational structure according to the needs and requirement of the state. Therefore, the organizational structure, which has been explained in the Chapter II, has been found as per norms of the State and also as per the administrative requirements for the delivery of primary education in state.

Thus, from the above analysis it could be seen that the main Hypothesis that organizational structure engaged in the delivery of primary education in the District Senapati has been as per the norms of the State. Hence, it stands accepted.

Further, it could be seen as mentioned in Chapter II that the administrative requirements for the delivery of primary education have been as per laid down norms in the district Senapati of the State. Hence, the Sub-Hypothesis I (a) stands accepted.

Hypothesis I (b): The infrastructure and facilities required for the delivery of primary education are available in the primary schools at the district level as per the laid down norms.

☑ All the schools were co-educational.
☑ All the schools were housed a building; new or old
☑ Majority of the schools had adequate numbers of classroom.
☑ Majority of the schools had at least one room as office and staff room.
☑ The majority of the schools did not have drinking water facilities in the schools. (Further supported by the responses of the Students, See Table 4.1)
☑ Majority of the schools did not have playground. (Further supported by the responses of the Students, See Table 4.4)
☑ All the schools had sports equipment’s in the schools. (Further supported by the responses of the Students, See Table 4.17)
☑ All the schools had blackboard in each classroom. (Further supported by the responses of the students, See Table 4.8)
All the schools had benches and desks in the classroom. (Further supported by the responses of the Students, See Table 4.7)

All the schools provided Mid Day Meals to the students. (Further supported by the responses of the Students, See Table 4.20)

Majority of the schools did not have the first-aid facilities in the schools. (Further supported by the responses of the Students, See Table 4.25)

Majority of the schools did not have proper toilets for both boys and girls students in the school. (Further supported by the responses of the Students, See Table 4.3 and Parents responses See Table 5.19)

From the above findings it could be seen that that there were Eight supporting responses ☑ and Four opposing responses ☐ to the statements. Thus, Sub-Hypothesis got favourable responses hence, the Sub-Hypothesis I (b) stands accepted.

Hypothesis II: Teachers engaged in the delivery of Primary Education at the district level are satisfied with their job.

☑ The majority of the teachers were in agreement with the statement that they liked teaching as a profession.

☑ The majority of the teachers were in agreement with the statement that the working hour of the school suited them.

☑ The majority of the teachers were in agreement with the statement that they were satisfied with the emoluments received in lieu of their service.

☑ The majority of the teachers were in agreement with the statement that they enjoyed their work of teaching more than leisure.

☑ The majority of the teachers were in agreement with the statement that there were fair chances of promotion in their job.

☑ The majority of the teachers were in agreement with the statement that there was no uniform transfer policy for the teachers.

☑ The majority of the teachers were in agreement with the statement that teachers-pupil ratio in the classes was according to the laid down norms.

☑ The majority of the teachers were in agreement with the statement that their colleagues readily rendered help to them whenever they were in need.

= There were mixed responses to the statement that teachers’ transfer should take place at the regular intervals.
There were mixed responses to the statement that transferred teachers were replaced immediately.

☑ The majority of the teachers were in agreement with the statement that they approved the way the head of the institutions disposed of complaints brought to him by the staff.

☑ The majority of the teachers were in agreement with the statement that they had freedom to prepare their work plan in their job.

☑ The majority of the teachers were in agreement with the statement that the cordial relationship existed between the teachers and the students.

☑ The majority of the teachers were in agreement with the statement that they didn’t like to sit extra time in the school to perform sundry jobs of the school.

☑ The majority of the teachers were in agreement with the statement that the head of the school helped staff members in settling minor differences.

☑ The majority of the teachers were in agreement with the statement that the head of the school remained sympathetic towards genuine demands of the teachers.

☑ The majority of the teachers were in agreement with the statement that the head of the school valued their views in the staff meetings.

☑ The majority of the teachers were in agreement with the statement that they got time for recreation with their family and friends after the school hours.

☑ The majority of the teachers were in agreement with the statement that they got opportunities to improve their professional qualifications while remaining in service.

= There were mixed responses to the statement that they were allowed to join activities to improve their teaching skills.

From the above findings it could be seen that there were Sixteen supporting responses ☑, Three neutral responses = and One negative responses ☐ to the statements. Thus, Hypothesis got favourable responses hence the Hypothesis II stands accepted.

In the discussion to follow the impact of listed variables such as age, gender, educational qualifications and distance of school from NH on the findings have been analyzed.
Effects of the Variable: Age

EFFECTS OF AGE ON TEACHERS' JOB SATISFACTION:

STATEMENT (1): More of teachers senior in age are satisfied with their job than teachers younger in age.

☑ Higher proportions of teachers’ younger in age were agreed with the statement than teachers’ senior in age that they liked teaching as a profession.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that the working hours of the school suited them.

☑ Higher proportions of teachers’ senior in age agreed with the statement than the teachers younger in age that they were satisfied with the emoluments in lieu of their service.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that the teachers enjoyed their work of teaching more than leisure.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that there were fair chances of promotion in their job.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that there was no uniform transfer policy for the school teachers.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that teachers-pupil ratio in the classes was according to the laid down norms.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that their colleagues readily rendered help to them when they were in need.

☑ Higher proportions of teachers’ senior in age disagreed with the statement than teachers younger in age that teachers’ transfer should take place at the regular intervals.

☑ Higher proportions of teachers’ senior in age disagreed with the statement than teachers younger in age that transferred teachers were replaced immediately.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers’ senior in age that they approved the way the head of the institution disposed of complaints brought to him by the staff.
Higher proportions of teachers' younger in age agreed with the statement than teachers' senior in age that they had freedom to prepare their work plan in their job.

Higher proportions of teachers' younger in age were agreed with the statement than teachers' senior in age that the cordial relationship existed between the teachers and the students.

Higher proportions of teachers' younger in age agreed with the statement than teachers' senior in age that they didn't like to sit extra time in the school to perform sundry jobs of the school.

Higher proportions of teachers' senior in age agreed with the statement than teachers younger in age that the head of the school helped staff members in settling their minor differences.

Higher proportions of teachers' younger in age agreed with the statement than teachers' senior in age that the head of the school remained sympathetic towards genuine demand of the teachers.

Higher proportions of teachers' senior in age agreed with the statement than teachers younger in age that the head of the school valued their views in the staff meetings.

Higher proportions of teachers' younger in age agreed with the statement than teachers' senior in age that they got time for recreation with their family and friends after the school hours.

Higher proportion of teachers' younger in age agreed with the statement than teachers' senior in age that they got opportunities to improve their professional qualifications while teaching in the school.

Higher proportions of teachers' younger in age agreed with the statement than teachers' senior in age that they were allowed to join activities to improve their teaching skills.

From the above findings it could be seen that that there were Four supporting responses ✓ and Sixteen opposing response ✗. Thus, Statement (1) got unfavourable responses in majority therefore Statement (1) stands disapproved hence proving otherwise that more of teachers younger in age were satisfied with the job than the teachers' senior in age.
Effects of the Variable: Gender

EFFECTS OF GENDER ON TEACHERS’ JOB SATISFACTION:

STATEMENT (2): More of Female teachers are satisfied with their job than Male teachers.

- Higher proportions of male teachers agreed with the statement than female teachers that they liked teaching as a profession.
- Higher proportions of male teachers agreed with the statement than female teachers that the working hour of the school suited them.
- Higher proportions of male teachers agreed with the statement than female teachers that they were satisfied with the emoluments in lieu of their service.
- Higher proportions of female teachers agreed with the statement than male teachers that they enjoyed their work of teaching more than leisure.
- Higher proportions of female teachers agreed with the statement than male teachers that there were fair chances of promotion in their job.
- Higher proportions of male teachers agreed with the statement than female teachers that there was no uniform transfer policy for the school teachers.
- Higher proportions of female teachers agreed with the statement than male teachers that teachers-pupil ratio in the classes was according to the laid down norms.
- Higher proportions of male teachers agreed with the statement than female teachers that their colleagues readily rendered help to them when they were in need.
- Higher proportions of male teachers disagreed with the statement than female teachers that teachers’ transfers should take place at the regular intervals.
- Higher proportions of female teachers agreed with the statement than male teachers that transferred teachers were replaced immediately.
- Higher proportion of female teachers agreed with the statement than male teachers that they approved the way the head of the institutions disposed of complaints brought to him by the staff.
- Higher proportions of female teachers agreed with the statement than male teachers that they had freedom to prepare their work plan in their job.
- Higher proportions of male teachers agreed with the statement than female teachers that the cordial relationship existed between the teachers and the students.
Higher proportions of female teacher agreed with the statement than male teachers that they didn’t like to sit extra time in the school to perform sundry jobs of the school.

Higher proportions of male teachers agreed with the statement than female teachers that the head of the school helped staff members in settling minor differences.

Higher proportions of male teachers agreed with the statement than female teachers that the head of the school remained sympathetic towards genuine demand of the teachers.

Higher proportions of female teachers agreed with the statement than male teachers that the head of the school valued their views in the staff meetings.

Higher proportions of female teachers agreed with the statement than male teachers that they got time for recreation with their family and friends after the school hours.

Higher proportions of male teachers agreed with the statement than female teachers that they got opportunities to improve their professional qualifications while teaching in the school.

Higher proportions of male teachers agreed with the statement than female teachers that teachers were allowed to join activities to improve their teaching skills.

From the above findings it could be seen that that there were Nine supporting responses and Eleven opposing responses. Thus, Statement (2) received more opposing responses therefore it stands disapproved hence proving otherwise that more of male teachers were satisfied with the job than female teachers.

Effects of the Variable: Academic Qualification

EFFECTS OF QUALIFICATIONS ON TEACHERS' JOB SATISFACTION:

STATEMENT (3): Teachers with higher academic qualifications are satisfied with their job than teachers with lower academic qualifications.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they liked teaching as a profession.
Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that the working hour of the school suited them.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they were satisfied with the emoluments in lieu of their service.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that the teachers enjoyed their work of teaching more than leisure.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that there were fair chances of promotion in their job.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that there was no uniform transfer policy for the school teachers.

Higher proportions of the teachers with higher qualifications agreed with the statement than teachers with lower academic qualifications that teachers-pupil ratio in the classes were according to the laid down norms.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that their colleagues readily rendered help to them when they were in need.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that teachers’ transfers should take place at the regular intervals.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that transferred teachers were replaced immediately.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they approved the way the head of the institutions disposed of complaints brought to him by the staff.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that the teachers had freedom to prepare their work plan in their job.
Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that the cordial relationship existed between the teachers and the students.

Higher proportions of the teachers with lower qualifications disagreed with the statement than the teachers with higher academic qualifications that they didn’t like to sit extra time in the school to perform sundry jobs of the school.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that the head of the school helped staff members in settling minor differences.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that the head of the school remained sympathetic towards genuine demands of the teachers.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that the head of the school valued their views in the staff meetings.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they got time for recreation with their family and friends after the school hours.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they got opportunities to improve their professional qualifications while teaching in the school.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they were allowed to join activities to improve their teaching skills.

From the above findings it could be seen that there were Twelve supporting responses ☑ and Eight opposing responses ☒. Thus, Statement (3) received more favourable responses therefore it stands approved, hence proving that more of teachers with higher qualifications were satisfied with the job than the teachers with lower qualifications.
**Effects of the Variable: Distance of school from NH**

EFFECTS OF DISTANCE OF SCHOOL FROM NATIONAL HIGHWAY ON TEACHERS' JOB SATISFACTION:

**STATEMENT (4): Teachers teaching in the schools located near the NH are more satisfied than teachers teaching in the schools located away from the NH.**

☑ Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they liked teaching as a profession.

☑ Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching away from NH that the working hour of the school suited them.

☑ Higher proportions of teachers teaching in the schools away from NH agreed with the statement than teachers teaching in the schools near NH that they were satisfied with the emoluments in lieu of their service.

☑ Higher proportions of teachers teaching in the schools away from NH agreed with the statement than teachers teaching in the schools near NH that they enjoyed their work of teaching more than leisure.

☑ Higher proportions of teachers teaching in the schools away from NH agreed with the statement than teachers teaching in the schools near NH that there were fair chances of promotion in their job.

☑ Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that there was no uniform transfer policy for the school teachers.

☑ Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that teachers-pupil ratio in the class were according to the laid down norms.

☑ Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that their colleagues readily rendered help to them when they were in need.

☑ Higher proportions of teachers teaching in the schools near NH disagreed with the statement than teachers teaching in the schools away from NH that teachers transfer should take place at the regular intervals.
Higher proportions of teachers teaching in the schools away from NH disagreed with the statement than teachers teaching in the schools near NH that transferred teachers were replaced immediately.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they approved the way the head of the institutions disposed of complaints brought to him by the staff.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that the teachers had freedom to prepare their work plan in their job.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that the cordial relationship existed between the teachers and the students.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they didn't like to sit extra time in the school to perform sundry jobs of the school.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that the head of the school helped staff members in settling minor differences.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that the head of the school remained sympathetic towards genuine demand of the teachers.

Higher proportions of teachers teaching in the schools away from NH agreed with the statement than teachers teaching in the schools near NH that the head of the school valued their views in the staff meetings.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they got time for recreation with their family and friends after the school hours.

Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they got opportunities to improve their professional qualifications while teaching in the school.
Higher proportions of teachers teaching in the schools near NH agreed with the statement than teachers teaching in the schools away from NH that they were allowed to join activities to improve their teaching skills.

From the above findings it could be seen that that there were Fifteen supporting responses  
and Five opposing responses . Thus, Statement (4) received favourable responses therefore it stands approved, hence proving that more of teachers teaching in the schools near NH were satisfied with the job than the teachers teaching in the schools away from NH.

Hypothesis III: The teachers engaged in the delivery of primary education have positive attitude.

- The majority of the teachers were in agreement with the statement that they had the attitude of teamwork. (P)
- The majority of the teachers were in disagreement with the statement that if given opportunity they would move to other profession on the same emoluments if they got an opportunity. (P)
- The majority of the teachers were in agreement with the statement that they freely expressed their opinion about their institutions to the concerned strata. (P)
- The majority of the teachers were in agreement with the statement that they communicated the problems of the students to their respective parents. (P)
- The majority of the teachers were in agreement with the statement that they inculcated the moral values among the students of the class. (P)
- The majority of the teachers were in agreement with the statement that they gave extra attention to the weak students. (P)
- The majority of the teachers were in agreement with the statement that they evaluated their students periodically by giving them assignments. (P)
- The majority of the teachers were in agreement with the statement that they made special efforts for the brilliant students. (P)
- The majority of the teachers were in agreement with the statement that they completed the class course in time. (P)
- The majority of the teachers were in agreement with the statement that they found the teaching a dedicated profession. (P)
The majority of the teachers were in disagreement with the statement that they found the syllabus lengthy according to the class. (P)
The majority of the teachers were in agreement with the statement that both boys and girls got equal opportunities for learning in the schools. (P)
The majority of the teachers were in agreement with the statement that they regularly checked the home work of the students. (P)
The majority of the teachers were in agreement with the statement that they tried to identify the problems of the students. (P)
The majority of the teachers were in agreement with the statement that their institution was an example of good discipline. (P)
The majority of the teachers were in agreement with the statement that they willingly accomplished the additional jobs assigned to them. (P)
The majority of the teachers were in agreement with the statement that they fostered discipline in the students. (P)
The majority of the teachers were in agreement with the statement that they shared the weaknesses of students with their students. (P)
The majority of the teachers were in agreement with the statement that because of their profession, they were respected in the society. (P)
The majority of the teachers were in agreement with the statement that they motivated the students to keep their reading and writing materials neat and clean. (P)

From the above findings it could be seen that there were Twenty supporting responses ☑ and Zero opposing response ☐ and none neutral response. Thus, Hypothesis got all favourable responses hence the Hypothesis III stands accepted.

Though, the hypothesis has been accepted. It would be pertinent to assess the impact of different listed variables on the findings. In the discussion to follow the impact of listed variables such as age, gender, educational qualifications and distance of school from NH on the findings have been analyzed.
Effects of the Variable: Age

EFFECTS OF AGE ON ATTITUDE OF THE TEACHERS:

STATEMENT (1): Teachers’ senior in age have positive attitude than teachers younger in age.

☑ Higher proportions of teachers’ younger in age responded positively to the statement than teachers senior in age that they had the attitude of teamwork.

☑ Higher proportions of teachers’ senior in age responded negatively to the statement than teachers younger in age that if given opportunity they would have move to other profession on the same emoluments.

☑ Higher proportions of teachers’ senior in age responded positively to the statement than teachers younger in age that they freely expressed their opinion about their institutions to the concerned strata.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers senior in age that they communicated the problems of the students to their respective parents.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers senior in age that they inculcated the moral values among the students of the class.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers senior in age that they gave extra attention to the weak students.

☑ Higher proportions of teachers’ senior in age agreed with the statement than teachers younger in age that teachers evaluated their students periodically by giving them assignments.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers senior in age that they made special efforts for the brilliant students.

☑ Higher proportions of teachers’ younger in age agreed with the statement than teachers senior in age that they completed the class course in time.

☑ Higher proportions of teachers’ senior in age agreed with the statement than teachers younger in age that they found teaching a dedicated profession.

= Responses were equal in proportion to the statement that they did not find the syllabus lengthy in relation to the class so no effect could be seen.

= Responses were equal in proportion to the statement that both boys and girls get equal opportunities for learning in the school so no effect could be seen.
Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they regularly checked the home work of the students.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they tried to identify the problems of the students.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that the institution was an example of good discipline.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they willingly accomplish the additional jobs assigned to them.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they fostered discipline among the students.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they shared the weaknesses of students with their students.

Higher proportions of teachers' senior in age agreed with the statement than teachers younger in age that because of their profession, they are respected in the society.

Higher proportions of teachers' younger in age agreed with the statement than teachers senior in age that they motivated the students to keep their reading and writing materials neat and clean.

From the above findings it could be seen that that there were Five supporting responses ☑, Thirteen opposing responses ☒ and Two neutral responses =. Thus, Statement (1) received more of disfavourable responses therefore it stands disapproved, hence proving otherwise that more of teachers younger in age had positive attitude than teachers' senior in age than teachers senior in age.

Effects of the Variable: Gender

EFFECTS OF GENDER ON ATTITUDE OF THE TEACHER:

STATEMENT (2): Male teachers have positive attitude than female teachers.

Higher proportions of male teachers agreed with the statement than female teachers that they had the attitude of teamwork.
Higher proportions of female teachers disagreed with the statement than male teachers that if given opportunity they would move to other profession on the same emoluments if they got an opportunity.

Higher proportions of female teachers agreed with the statement than male teachers that they freely expressed their opinion about their institutions to the concerned strata.

Higher proportions of male teachers agreed with the statement than female teachers that they communicated the problems of the students with their respective parents.

Higher proportions of female teachers agreed with the statement than male teachers that they inculcated the moral values among the students of the class.

Higher proportions of female teachers agreed with the statement than male teachers that they gave extra attention to the weak students.

Higher proportions of male teachers agreed with the statement than female teachers that they evaluated their students periodically by giving them assignments.

Higher proportions of female teachers agreed with the statement than male teachers that they make special efforts for the brilliant students.

Higher proportions of female teachers agreed with the statement than male teachers that they completed the class course in time.

Higher proportions of male teachers agreed with the statement than female teachers that they find the teaching a dedicated profession.

Higher proportions of female teachers disagreed with the statement than male teachers that they found the syllabus lengthy in relation to the class.

Responses were equal in proportion to the statement that both boys and girls got equal opportunities for learning in the schools so no effect could be seen.

Higher proportions of male teachers agreed with the statement than female teachers that they regularly checked the home work of the students.

Higher proportions of female teachers agreed with the statement than male teachers that they tried to identify the problems of the students.

Higher proportions of female teachers agreed with the statement than male teachers that their institutions were an example of good discipline.

Higher proportions of male teachers agreed with the statement than female teachers that they willingly accomplished the additional jobs assigned to them.
Higher proportions of female teachers agreed with the statement than male teachers that they fostered discipline among the students.

Higher proportions of male teachers agreed with the statement than female teachers that they shared the weaknesses of students with them.

Higher proportions of female teachers agreed with the statement than male teachers that because of their profession, they were respected in the society.

Higher proportions of male teachers agreed with the statement than female teachers that they motivated the students to keep their reading and writing materials neat and clean.

From the above findings it could be seen that that there were Eight supporting responses ✓, Eleven opposing responses ✗ and One neutral responses =. Thus, Statement (2) received more of unfavourable responses therefore it stands disapproved, hence proving otherwise that more of female teachers had positive attitude than male teachers.

Effects of the Variable: Academic Qualifications

EFFECTS OF QUALIFICATIONS ON THE ATTITUDE OF THE TEACHERS:

STATEMENT (3): Teachers with higher qualifications have positive attitude than teachers with lower qualifications.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they had the attitude of teamwork.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that if given opportunity they would move to other profession on the same emoluments.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they freely expressed their opinion about their institutions to the concerned strata.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they communicated the problems of the students with their respective parents.
Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they inculcated the moral values among the students of the class.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they gave extra attention to the weak students.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they evaluated their students periodically by giving them assignments.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they made special efforts for the brilliant students.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they complete the class course in time.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they found the teaching a dedicated profession.

Higher proportions of the teachers with higher qualifications disagreed with the statement than the teachers with lower academic qualifications that they found the syllabus lengthy in relation to the class.

Responses were equal in proportion to the statement that both boys and girls got equal opportunities for learning in the schools so no effect could be seen.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they regularly checked the home work of the students.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they tried to identify the problems of the students.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that their institutions were an example of good discipline.
Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they willingly accomplished the additional jobs assigned to them.

Higher proportions of the teachers with lower qualifications agreed with the statement than the teachers with higher academic qualifications that they fostered discipline in the students.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they shared the weaknesses of students with them.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that because of their profession, they are respected in the society.

Higher proportions of the teachers with higher qualifications agreed with the statement than the teachers with lower academic qualifications that they motivate the students to keep their reading and writing materials neat and clean.

From the above findings it could be seen that that there were Nine supporting responses ✓, Ten opposing responses ✗ and One neutral responses =. Thus, Statement (3) received more of unfavourable responses therefore it stands disapproved, hence proving otherwise that more of teachers with lower qualifications had positive attitude than teachers with higher qualifications.

**Effects of the Variable: Distance of schools from NH**

**EFFECTS OF DISTANCE OF SCHOOLS ON THE ATTITUDE OF THE TEACHERS:**

**STATEMENT (4): Teachers teaching in the schools located near the NH have positive attitude than teachers teaching in the schools located away from NH.**

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they had the attitude of teamwork.

Higher proportions of teachers teaching away from NH agreed with the statement than teachers teaching near NH that if given opportunity they would move to other profession on the same emoluments.
Higher proportions of teachers teaching away from NH agreed with the statement than teachers teaching near NH that they freely expressed their opinion about their institutions to the concerned strata.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they communicated the problems of the students with their respective parents.

Higher proportions of teachers teaching away from NH agreed with the statement than teachers teaching near NH that they inculcated the moral values among the students of the class.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they teachers gave extra attention to the weak students.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they evaluated their students periodically by giving them assignments.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they made special efforts for the brilliant students.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they completed the class course in time.

Higher proportions of teachers teaching away from NH agreed with the statement than teachers teaching near NH that they found the teaching a dedicated profession.

Higher proportions of teachers teaching away from NH disagreed with the statement than teachers teaching near NH that they found the syllabus lengthy in relation to the class.

Responses were equal in proportion to the statement that both boys and girls got equal opportunities for learning in the schools so no effect could be seen.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they regularly checked the homework of the students.
Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they tried to identify the problems of the students.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that their institutions were example of good discipline.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they willingly accomplished the additional jobs assigned to them.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they fostered discipline in the students.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they shared the weaknesses of students with them.

Higher proportions of teachers teaching away from NH agreed with the statement than teachers teaching near NH that because of their profession, they were respected in the society.

Higher proportions of teachers teaching near NH agreed with the statement than teachers teaching away from NH that they motivated the students to keep their reading and writing materials neat and clean.

From the above findings it could be seen that that there were Thirteen supporting response ☑, Six opposing response ☒ and One neutral response =. Thus, Statement (4) received more of favourable responses therefore it stands approved, hence proving that more of teachers teaching in the schools located near NH had positive attitude than teachers teaching in the schools away from NH.

Hypothesis IV: The Students Satisfaction regarding Facilities/Delivery of Primary Education is Low.

= The students had mixed responses to the statement that there were adequate drinking water facilities in the school.

= The students had mixed responses to the statement that drinking water facilities were hygienic in the school.
The majority of the students were in disagreement with the statement that there were proper toilets for the girls and boys in school.

The students had mixed response to the statement that their school had proper playground.

The majority of students were in agreement with the statement that the students took part in sports activities regularly.

The majority of the students were in agreement with the statement that the classrooms had enough natural light.

The majority of the students were in agreement with the statement that the classrooms had adequate number of benches for the students to sit.

The majority of the students were in agreement with the statement that each classroom had a blackboard.

The majority of the students were in agreement with the statement that there were separate teachers for separate subjects.

The majority of the students were in agreement with the statement that the teachers were punctual in coming to the school.

The majority of the students were in agreement with the statement that the teachers were well aware of the subject matter, which they taught.

The majority of the students were in agreement with the statement that the teachers helped the students in spare time to solve their difficulties.

The majority of the students were in agreement with the statement that the teachers gave special attention to the weak students.

The majority of the students were in agreement with the statement that the syllabus was evenly covered throughout the year.

The majority of the students were in agreement with the statement that the teachers rushed through the syllabus towards the end of academic session.

The majority of the students were in agreement with the statement that the other students of the class came regularly to the schools.

The majority of the students were in agreement with the statement that the sports equipment for commonly played sports were available in the schools.

The majority of the students were in agreement with the statement that the teachers took class attendance daily.

The majority of the students were in agreement with the statement that they were satisfied with the mid-day meal scheme.
The majority of the students were in agreement with the statement that the school provided basics books to the students free of charge.

The majority of the students were in agreement with the statement that the teachers asked them to attend the classes regularly.

The majority of the students were in disagreement with the statement that in their school the teachers were transferred frequently.

The majority of the students were in agreement with the statement that frequent transfers of the teachers were likely to affect the teaching in the school.

The majority of the students were in disagreement with the statement that the first-aid facilities were available in the school.

The majority of the students were in agreement with the statement that they cleansed up the classrooms regularly.

The majority of the students were in agreement with the statement that they enjoyed the teaching imparted by their school teachers.

The majority of the students were in agreement with the statement that the curriculum, which was being taught in the school, generated students’ interest.

The majority of the students were in disagreement with the statement that parents’ teacher meetings were held regularly in the school.

The majority of the students were in agreement with the statement that the class tests were given regularly to the students to assess their performance.

The majority of the students were in agreement with the statement that the teachers treated both boys and girls at par in the school.

The majority of the students were in disagreement with the statement that the girls were lagging behind boys in the primary education in their area.

The majority of the students were in agreement with the statement that the right to education be given to children irrespective of gender.

The majority of the students were in disagreement with the statement that the parents did force their children to go to school.

The majority of the students were in agreement with the statement that they were really interested in their studies.

The majority of the students were in agreement with the statement that their parents paid attention to them when they were doing their homework.
The majority of the students were in agreement with the statement that their parents encouraged them to pursue their studies.

From the above statement it could be seen that that there were Four supporting responses ☑, Twenty Nine opposing response ☐ and Three neutral responses =. Thus Hypothesis got more of unfavourable responses hence, the Hypothesis IV stands rejected.

Though, the hypothesis IV has been accepted. It would be pertinent to assess the impact of different listed variables on the findings. In the discussion to follow the impact of listed variables such as age, gender, and distance of school from NH on the findings have been analyzed.

Effects of the Variable: Age

EFFECTS OF AGE ON THE SATISFACTION LEVEL OF THE STUDENTS:

STATEMENT (1): Students' younger in age are satisfied with the facilities/delivery of primary education than students' senior in age.

☑ Higher proportions of students' senior in age agreed with the statement than students younger in age that there were adequate drinking water facilities in the schools.

☑ Higher proportions of students’ senior in age agreed with the statement than students younger in age that the drinking water facilities were hygienic in the school.

☑ Higher proportions of students’ senior in age disagreed with the statement than students younger in age that there were proper toilets for the girls and boys in school.

☑ Higher proportions of students’ senior in age agreed with the statement than students younger in age that their school had proper playground.

☑ Higher proportions of students’ senior in age agreed with the statement than students younger in age that they took part in sports activities regularly.

☑ Higher proportions of students’ in age agreed with the statement than students’ senior in age that the classrooms had enough natural light.

☑ Higher proportions of students’ senior in age agreed with the statement than students younger in age that the classrooms had adequate number of benches for the students to sit.
Higher proportions of students' younger in age agreed with the statement than students' senior in age that each classroom had a blackboard.

Higher proportions of students' senior in age agreed with the statement than students' younger in age that there were separate teachers for separate subjects.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers were punctual in coming to the school.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers were well aware of the subject matter, which they taught.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers helped the students in spare time to solve their difficulties.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers gave special attention to the weak students.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the syllabus was evenly covered throughout the year.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers rushed through the syllabus towards the end of academic session.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the other students of the class came regularly to the schools.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the sports equipment for commonly played sports was available in the schools.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the teachers took class attendance daily.

Higher proportions of students' younger in age agreed with the statement than students senior in age that they were satisfied with the mid-day meal scheme.

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Higher proportions of students' senior in age agreed with the statement than students younger in age that the schools provided basics books to the students free of charge.

Higher proportions of students' younger in age agreed with the statement than students' senior in age that the teachers asked them to attend the classes regularly.

Higher proportions of students' younger in age disagreed with the statement than students' senior in age that in their school the teachers were transferred frequently.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the frequent transfers of the teachers were likely to affect the teaching in the school.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the first-aid facilities were available in the school.

Higher proportions of students' younger in age agreed with the statement than students senior in age that they cleansed up the classrooms regularly.

Higher proportions of students' lower in age agreed with the statement than students senior in age that they enjoyed the teaching imparted by their school teachers.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the curriculum, which was being taught in the schools, generated students' interest.

Higher proportions of students' senior in age agreed with the statement than students younger in age that parent-teacher meetings were held regularly in the schools.

Higher proportions of students' senior in age agreed with the statement than students younger in age that the class tests were given regularly to the students to assess their performance.

Responses were equal in proportion to the statement that the teachers treated both boys and girls at par in the school so no effect could be seen.

Higher proportions of students’ senior in age disagreed with the statement than students younger in age that girls were lagging behind boys in seeking primary education.
Higher proportions of students' senior in age agreed with the statement than students younger in age that the right to education be given to children irrespective of gender.

Higher proportions of students' younger in age agreed with the statement than students' senior in age that their parents did not force their children to go to school.

Higher proportions of students' younger in age agreed with the statement than students' senior in age that they were really interested in their studies.

Higher proportions of students' senior in age disagreed with the statement than students' younger in age that their parents paid attention to them when they were doing their homework.

Higher proportions of students' senior in age disagreed with the statement than students younger in age that their parents encouraged them to pursue their studies.

From the above responses it could be seen that that there were Ten supporting responses ☑, Twenty Five opposing responses ☐ and One neutral responses =. Thus, Statement (1) received more of unfavourable responses therefore it stands disapproved, hence proving otherwise that more of students senior in age were satisfied with the delivery and facilities provided in the schools than teachers younger in age.

**Effects of the Variable: Gender**

**EFFECTS OF GENDER ON THE SATISFACTION LEVEL OF THE STUDENTS:**

**STATEMENT (2):** Male students are satisfied than female students with the facilities and delivery of primary education provided by schools.

☑ Higher proportions of male students agreed with the statement than female students that there were adequate drinking water facilities in the schools.

☑ Higher proportions of male students agreed with the statement than female students that the drinking water facilities were hygienic in the school.

☑ Higher proportions of male students agreed with the statement than female students that there were proper toilets for the girls and boys in schools.

☒ Higher proportions of female students agreed with the statement than male students that their schools had proper playground.
Higher proportions of male students agreed with the statement than female students that the students took part in sports activities regularly.

Higher proportions of male students agreed with the statement than female students that the classrooms had enough natural light.

Higher proportions of male students agreed with the statement than female students that the classrooms had adequate number of benches for the students to sit.

Higher proportions of female students agreed with the statement than male students that each classroom had a blackboard.

Higher proportions of female students agreed with the statement than male students that there were separate teachers for separate subjects.

Higher proportions of female students agreed with the statement than male students that the teachers were punctual in coming to the school.

Responses were equal in proportion to the statement that the teachers were well aware of the subject matter, which they taught so no effect could be seen.

Higher proportions of female students agreed with the statement than male students that the teachers helped the students in spare time to solve their difficulties.

Higher proportions of male students agreed with the statement than female students that the teachers gave special attention to the weak students.

Higher proportions of female students agreed with the statement than male students that the syllabus was evenly covered throughout the year.

Higher proportions of female students agreed with the statement than male students that the teachers rushed through the syllabus towards the end of academic session.

Higher proportions of female students agreed with the statement than male students that the other students of the class came regularly to the schools.

Higher proportions of female students agreed with the statement than male students that the sports equipment for commonly played sports were available in the schools.

Higher proportions of male students agreed with the statement than female students that the teachers took class attendance daily.

Higher proportions of male students agreed with the statement than female students that they were satisfied with the mid-day meal scheme.
Higher proportions of male students agreed with the statement than female students that the schools provided basics books to the students free of charge.

Higher proportions of female students agreed with the statement than male students that the teachers asked them to attend the classes regularly.

Higher proportions of female students disagreed with the statement than male students that in their schools the teachers were transferred frequently.

Higher proportions of female students agreed with the statement than male students that the frequent transfers of the teachers were likely to affect the teaching in the school.

Higher proportions of male students disagreed with the statement than female students that the first-aid facilities were available in the school.

Higher proportions of female students agreed with the statement than male students that they cleansed up the classrooms regularly.

Higher proportions of female students agreed with the statement than male students' that they enjoyed the teaching imparted by their school teachers.

Higher proportions of female students agreed with the statement than male students that the curriculum, which was being taught in the school, generated students' interest.

Higher proportions of male students disagreed with the statement than female students that the parents’ teacher meetings were held regularly in the school.

Higher proportions of female students agreed with the statement than male students that the class tests were given regularly to the students to assess their performance.

Higher proportions of male students agreed with the statement than female students that the teachers treated both boys and girls at par in the school.

Higher proportions of female students agreed with the statement than male students that the girls were lagging behind boys in the primary education in their area.

Higher proportions of male students agreed with the statement than female students that the right to education be given to children irrespective of gender.

Higher proportions of female students agreed with the statement than male students that the parents forced them to go to school.

Higher proportions of female students agreed with the statement than male students that they were really interested in their studies.
Higher proportions of female students agreed with the statement than male students that their parents paid attention to them when they were doing their homework.

Higher proportions of male students agreed with the statement than female students that their parents encouraged them to pursue their studies.

From the above findings it could be seen that there were Fourteen supporting responses ☑, Twenty One opposing responses ☐ and One neutral response =. Thus, Statement (2) received more of unfavourable responses therefore it stands disapproved, hence proving otherwise that more of female students were satisfied with the delivery and facilities provided in the schools than male students.

Effects of the Variable: Distance of school from NH

EFFECTS OF DISTANCE OF SCHOOL FROM NH ON THE SATISFACTION LEVEL OF THE STUDENTS:

STATEMENT (3): Students studying in the schools located near NH are satisfied than those students studying in the schools located away from the NH.

☑ Higher proportions of students studying near NH agreed with the statement than students studying away from NH that there were adequate drinking water facilities in the schools.

☑ Higher proportions of students studying near NH agreed with the statement than students studying away from NH those drinking water facilities were hygienic in the school.

☑ Higher proportions of students studying away from NH disagreed with the statement than students studying near NH that there were proper toilets for the girls and boys in schools.

☑ Higher proportions of students studying near NH agreed with the statement than students studying away from NH that their school had proper playground.

☑ Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the students took part in sports activities regularly.

☑ Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the classrooms had enough natural light.
Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the classrooms had adequate number of benches for the students to sit.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that each classroom had a blackboard.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that there were separate teachers for separate subjects.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers were punctual in coming to the school.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers were well aware of the subject matter they taught.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers helped the students in spare time to solve their difficulties.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers gave special attention to the weak students.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the syllabus was evenly covered throughout the year.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers rushed through the syllabus towards the end of academic session.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the other students of the class came regularly to the schools.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the sports equipment for commonly played sports were available in the schools.
Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers took class attendance daily.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that they were satisfied with the mid-day meal scheme.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that the schools provided basics books to the students free of charge.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that the teachers asked them to attend the classes regularly.

Higher proportions of students studying near NH disagreed with the statement than students studying away from NH that in their school the teachers were transferred frequently.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the frequent transfers of the teachers were likely to affect the teaching in the school.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the first-aid facilities were available in the school.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that they cleansed up the classrooms regularly.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that they enjoyed the teaching imparted by their school teachers.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the curriculum, which was being taught in the school, generated students' interest.

Higher proportions of students studying away from NH disagreed with the statement than students studying near NH that parents' teacher meetings were held regularly in the schools.
Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the class tests were given regularly to the student to assess their performance.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that the teachers treated both boys and girls at par in the school.

Higher proportions of students studying away from NH disagreed with the statement than students studying near NH that girls were lagging behind boys in the primary education in their area.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that the right to education be given to children irrespective of gender.

Higher proportions of students studying away from NH disagreed with the statement than students studying near NH that their parents forced them to go to school.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that they were really interested in their studies.

Higher proportions of students studying near NH agreed with the statement than students studying away from NH that their parents paid attention to them when they were doing their homework.

Higher proportions of students studying away from NH agreed with the statement than students studying near NH that their parents encouraged them to pursue their studies.

From the above findings it could be seen that there were Twenty Five supporting responses ☑ and Eleven opposing responses ☒. Thus, Statement (3) received more of favourable responses therefore it stands approved, hence proving that more of students studying in the schools near NH were satisfied with the delivery and facilities provided in the schools than students studying away from NH.
Hypothesis V: The Parents/Guardians are satisfied with the delivery of Primary Education.

☑ The majority of the respondents were in agreement with the statement that parents were essential component of education.

☒ The majority of the respondents were in disagreement with the statement that they participated in the decision making process of the schools.

☑ The majority of the parents were in agreement with the statement that active participation could contribute significantly towards the betterment of the primary schools.

☑ The majority of the respondents had affirmed with the statement that they were satisfied with the working of the schools in their village.

☒ The majority of the parents were in disagreement with the statement that the education has developed disrespect towards tribal culture and traditions.

☑ The majority of the parents were in agreement with the statement that the school, in which their child studied, was housed in proper building.

☒ The parents had mixed responses to the statement that they could help in framing and updating the curriculum.

☒ The parents had mixed responses to the statement that school management considered the viewpoint of the parents while taking decisions.

☑ The majority of the respondents were in agreement with the statement that the school, in which their child studied, was properly located.

☑ The majority of the respondents were in agreement with the statement that the teachers who taught their ward had good knowledge.

☒ The parents had mixed responses to the statement that the school provided uniform for free to their ward.

☒ The parents had mixed responses to the statement that the school provided set of books free of cost to their ward.

☑ The majority of the respondents were in agreement with the statement that the school teachers informed them about the performance of their ward.

☑ The majority of the respondents were in agreement with the statement that the school authorities informed the parents about various existing schemes in the school.

☒ The parents had mixed responses to the statement that their child availed the benefits of the scheme without any difficulty.
☑ The majority of the respondents were in agreement with the statement that the school environment was conducive for learning.

☑ The majority of the parents were in agreement with the statement that the teachers paid special attention to writing skills of their wards.

☑ The majority of the parents were in disagreement with the statement that their ward never had complained about the behaviour of the class teacher.

☑ The parents had mixed responses to the statement that the school where their wards studied had proper toilets.

☑ The majority of the respondents were in agreement with the statement that they were satisfied with the kind of education provided to their ward in the school.

☑ The majority of the respondents were in agreement with the statement that their ward willingly went to the school without creating any fuss.

☑ The majority of the respondents were in agreement with the statement that the class teacher dully checked the home assignments given to their wards.

☑ The parents had mixed responses to the statement that domestic work over burdened the girl child to excel in their studies.

☑ The majority of the respondents were in agreement with the statement that they found their ward was comfortable with the class teachers.

☑ The majority of the parents were in disagreement with the statement that their ward complained about the strictness of the teachers.

☑ The majority of the respondents were in agreement with the statement that the school teachers shared the problems of their child with them.

☑ The majority of the respondents were in agreement with the statement that their ward often talked good about his class teacher.

☑ The parents had mixed respondent with the statement that they met the school authorities on regular basis to assess the performance of their ward.

☑ The majority of the respondents were in agreement with the statement that the teaching staff of the school was qualified.

☑ The parents had mixed responses to the statement that if given option they would prefer private school over government school.

☑ The majority of the respondents were in agreement with the statement that they recommended PTA for the school.
From the above findings it could be seen that there were Twenty One supporting responses ✅. One disagreed response ❌ and Nine neutral responses ≈. Thus, Hypothesis got favourable responses in majority hence the Hypothesis V stands accepted.

Though, the hypothesis V has been accepted. It would be pertinent to assess the effects of different listed variables on the findings. In the discussion to follow the effects of listed variables such as monthly household income, educational qualifications and distance of school from NH have been analyzed.

Effects of the Variable: Monthly Household Income

EFFECTS OF MONTHLY HOUSEHOLD INCOME ON THE SATISFACTION LEVEL OF THE PARENTS:

STATEMENT (1): Parents with lesser monthly income are satisfied with the delivery of primary education as compared to the parents who have higher income.

✅ Higher proportions of parents with higher monthly income agreed with the statement than the lower income group that parents were essential component of education.

✅ Higher proportions of parents with lower monthly income disagreed with the statement than the higher income group that they participated in the decision making process of the schools.

✅ Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that active participation could contribute significantly towards the betterment of the primary schools.

✅ Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they were satisfied with the working of the school in their village.

✅ Higher proportions of parents with lower monthly income group disagreed with the statement than the higher income group that the education developed disrespect towards tribal culture and traditions.

✅ Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school, in which their child studied, was housed in proper building.
Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they could help in framing and updating the curriculum.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school management considered the viewpoint of the parents while taking decisions.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school, in which their child studied, was properly located.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the teachers who taught their ward had good knowledge.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school provided uniform for free to their ward.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school provided set of books free of cost to their ward.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school teachers informed them about the performance of their ward.

Higher proportions of parents with lower monthly income group agreed with the statement than the higher income group that the school authorities informed the parents about various existing schemes in the school.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that their child availed the benefits of the scheme without any difficulty.

Higher proportions of parents with lower monthly income group agreed with the statement than the higher income group that the school environment was conducive for learning.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the teachers paid special attention to writing skills of their wards.
Higher proportions of parents with lower monthly income group agreed with the statement than the higher income group that their ward ever had complained about the behaviour of the class teacher.

Higher proportions of parents with higher monthly income group disagreed with the statement than the lower income group that the school where their wards studied had proper toilets.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they were satisfied with the kind of education provided to their ward in the school.

Higher proportions of parents with lower monthly income group agreed with the statement than the higher income group that their ward willingly went to the school without creating any fuss.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the class teacher dully checked the home assignments given to their wards.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that domestic work over burdened the girl child to excel in their studies.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they found their ward was comfortable with the class teachers.

Higher proportions of parents with lower monthly income group disagreed with the statement than the higher income group that their ward complained about the strictness of the teachers.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that the school teachers shared the problems of their child with them.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that their ward often talked good about his class teacher.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they met the school authorities on regular basis to assess the performance of their ward.
Higher proportions of parents with higher monthly income agreed with the statement than the lower income group that the teaching staff of the school was qualified.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that if given option they would prefer private school over government school.

Higher proportions of parents with higher monthly income group agreed with the statement than the lower income group that they recommended PTAs for the schools.

From the above responses it could be seen that that there were Eight supporting responses ☑ and Twenty Three opposing responses ✗ to the statement (1) thus statement stands disapproved that Parents who had lesser income were more satisfied with the delivery of primary education as compared to the parents who had higher income hence proving otherwise that more of parents with higher monthly income were satisfied with delivery of primary education.

Effects of the Variable: Academic Qualifications

EFFECTS OF ACADEMIC QUALIFICATIONS ON THE SATISFACTION LEVEL OF THE PARENTS:

STATEMENT (2): Parents with lower educational qualifications are satisfied than the parents with higher qualifications.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they were essential component of education.

Higher proportions of parents with lower educational qualifications agreed with the statement than the higher educational qualifications that they participated in the decision making process of the schools.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that active participation could contribute significantly towards the betterment of the primary schools.
Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they were satisfied with the working of the schools in their village.

Higher proportions of parents with lower educational qualifications agreed with the statement than the higher educational qualifications that the education developed disrespect towards tribal culture and traditions.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school, in which their child studied, was housed in proper building.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they could help in framing and updating the curriculum.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school management considered the viewpoint of the parents while taking decisions.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school, in which their child studied was properly located.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the teacher who taught their ward had good knowledge.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school provided uniform for free to their ward.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school provided set of books free of cost to their ward.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school teachers informed them about the performance of their ward.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school authorities informed the parents about various existing schemes.
Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that their child availed the benefits of schemes without any difficulty.

Higher proportions of parents with lower educational qualifications agreed with the statement than the higher educational qualifications that the school environment was conducive for learning.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the teachers paid special attention to writing skills of their wards.

Higher proportions of parents with lower educational qualifications disagreed with the statement than the higher educational qualifications that their ward ever had complained about the behaviour of the class teacher.

Higher proportions of parents with higher educational qualifications disagreed with the statement than the lower educational qualifications that the school, in which their wards studied had proper toilets.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they were satisfied with the kind of education provided to their ward in the school.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that their ward willingly went to the school without creating any fuss.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the class teachers dully checked the home assignments given to their wards.

Higher proportions of parents with higher educational qualifications disagreed with the statement than the lower educational qualifications that domestic work over burdened the girl child to excel in their studies.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they found their ward was comfortable with the class teachers.

Higher proportions of parents with higher educational qualifications disagreed with the statement than the lower educational qualifications that their ward complained about the strictness of the teachers.
Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the school teachers shared the problems of their child with them.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that their ward often talked good about his class teacher.

Higher proportions of parents with higher educational qualifications agreed with the statement than parents with the lower educational qualifications that they met the school authorities on regular basis to assess the performance of their ward.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that the teaching staff of the school was qualified.

Higher proportions of parents with lower educational qualifications agreed with the statement than the higher educational qualifications that if given option they would prefer private school over government school.

Higher proportions of parents with higher educational qualifications agreed with the statement than the lower educational qualifications that they recommended PTA for the school.

From the above analysis it could be seen that that there were Seven supporting responses ☑ and Twenty Four responses against the statement ☒ to the statement (2) thus the statement stands disapproved that Parents who had lower academic qualifications were more satisfied with the delivery of primary education as compared to the parents who had higher educational qualifications hence proving otherwise that more of parents with higher educational qualifications were satisfied with delivery of primary education.

Effects of the Variable: Distance of school from NH

EFFECTS OF DISTANCE OF SCHOOL FOM NH ON THE SATISFACTION LEVEL OF THE PARENTS:

STATEMENT (3): Parents staying near the NH areas are satisfied than those parents staying away from NH.
Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that parents were essential component of education.

Higher proportions of parents staying away from the NH disagreed with the statement than parents staying near NH that they participated in the decision making process of the schools.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that active participation could contribute significantly towards the betterment of the primary schools.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that they were satisfied with the working of the schools in their village.

Higher proportions of parents staying away from the NH disagreed with the statement than parents staying near NH that the education developed disrespect towards tribal culture and traditions.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the school, where their child studied was housed in proper building.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that they could help in framing and updating the curriculum.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that school management considered the viewpoint of the parents while taking decision.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the school where their child studied was properly located.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the teacher who taught had good knowledge.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that the school provided free uniform to their ward.
Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that the school provided set of books free of cost to their ward so no effect could be seen.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that the school teachers informed them about the performance of their ward.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the school authorities inform the parents about various existing schemes.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that their child availed the benefits of the schemes without any difficulty.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the school environment was conducive for learning.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that the teachers paid special attention to writing skills of their wards.

Higher proportions of parents staying away from the NH disagreed with the statement than parents staying near NH that their ward ever had complained about the behaviour of the class teacher.

Higher proportions of parents staying away from NH disagreed with the statement than parents staying near the NH that the school, in which their wards studied had proper toilets.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that they were satisfied with the kind of education provided to their ward in the school.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that their ward willingly went to the school without creating any fuss.

Higher proportions of parents staying away from the NH agreed with the statement than parents staying near NH that the class teacher dully checked the home assignments given to their wards.
Higher proportions of parents staying away from NH disagreed with the statement than parents staying near the NH that domestic work overburdened the girl child to excel in their studies.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that they found their ward was comfortable with the class teachers.

Higher proportions of parents staying near the NH disagreed with the statement than parents staying away from NH that their ward did not complain about the strictness of the teachers.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the school teachers shared the problems of their child with them.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that their ward often talked good about his class teacher.

Higher proportions of parents staying away from the NH disagreed with the statement than parents staying near NH that they met the school authorities on regular basis to assess the performance of their ward.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that the teaching staff of the school was qualified.

Higher proportions of parents staying away from the NH disagreed with the statement than parents staying near NH that if given option they would prefer private school over government school.

Higher proportions of parents staying near the NH agreed with the statement than parents staying away from NH that they recommended PTA for the school.

From the above analysis it could be seen that there were Nineteen supporting responses ☑ and Twelve opposing responses to the statement (3) thus statement stands approved that more of Parents who stayed near the NH were satisfied with the delivery of primary education as compared to the parents who stayed away from NH.
Problems/Issues and Recommendations

The scheduled tribes live in geographically isolated areas and are consequently they were less exposed to education and the mainstream of society. Therefore it is required that steps be taken to secure greater participation of state, teachers and parents to put the education especially the primary education on top priority of state agenda.

The decision made by a family is conditioned on many factors including attitude towards education of the tribal community. Educated parents are more likely to send their children to school. The complaint by the parents of tribal children of an uninteresting curriculum, documented by earlier studies, needs to be addressed by greater awareness and hence participation on the part of the parents. 8

Some of the major constraints of planning for tribal education are scattered population, small size habitation, lack of facilities of transport and communication content, curriculum and textbooks not relevant to their culture and environment, medium of instruction, non-availability of teachers knowing tribal languages and being aware of their economic deprivation. However, there are some favourable factors in tribal situation which could be utilized, such as an egalitarian social structure, strong community organization in certain areas, availability of traditional local institutions like youth dormitories and an intimate knowledge of their environment.

The problem of insufficient effective access of the poor to primary education still persists. It calls for a change at the policy level. Qualitative aspects like school infrastructural deficiencies and attitude of teachers have direct bearing on the quality and access of education in the rural areas thus need urgent attention.

Financial constraints play a crucial role in primary schooling attendance decisions. The data provided by NSS from rural India, emphasized on the importance of financial constraints and found that they did play a part in poor attendance rate. Financial constraints are the second largest reason for non attending the schools as has been reported in the NSS report. The decision on whether a child is enrolled depends on: child characteristics, parental characteristics, household demographic and economic characteristics, cost of schooling, school quality, wage and employment opportunities for children (which we call competing opportunities) and village and district level characteristics. 9
While it is a very important goal to universalize the primary education, it is equally important to pay attention to the quality of education. Ultimately the quality education will produce a population, which can face the challenges of the changing structure of the economy, and the opportunities it provides.\textsuperscript{10}

In India 42 million children in the age-group 6-14 years were not attending the schools. There were also problems related to high dropout rate, low level of achievement, and low participation of children from disadvantaged sections of society. Nearly 16.64 per cent villages of the country did not have facilities of primary schooling. There were other problem areas such as inadequate school infrastructure, non-availability of teachers in remote rural, hilly and tribal areas, high teacher absenteeism, large scale teacher vacancies, and inadequate allocation of resources on education to meet the expenditure. The key activities for delivering quality education were;

a. Delineating quality in four key areas: school and classroom environment, teaching learning processes, teacher support, school and community linkages;

b. Evaluating each school’s situation to understand and develop plans on how best to reinforce school effectiveness and enhance student learning;

c. Curriculum development, teacher support and training, and strengthening community involvement; and

d. Developing a child-friendly environment by advocating for child-centred teaching-learning processes, creation of a school government and maintaining high hygiene and sanitation and safety standards.\textsuperscript{11}

Education is a crucial factor in ending global poverty. With education, employment opportunities are broadened, income levels are increased and maternal and child health is improved. In areas where access, attendance and quality of education have seen improvements, there has also been a slow in the spread of HIV/AIDS and an increase in the healthiness of the community in general. In fact, children of educated mothers are 50 per cent more likely to live past the age of five. Not only does education improve individual and familial health, but it also improves the health of a community. In countries with solid education systems in place, there are lower crime rates, greater economic growth and improved social services. The problems and issues which were identified after analysis of the data and observation of the researcher, some suggestions have been made which have been presented below:
1. Lack of infrastructural facilities in the schools.

Lack of infrastructure and poor quality of facilities in the schools in Senapati District, Manipur has many aspects worth consideration. It was found that the physical infrastructure was woefully inadequate. The basic services like drinking water facilities, toilets, play grounds, number of rooms and first aid facilities in the schools were not only inadequate but were of low quality as well. Many of the schools were housed in old buildings, which were not in good conditions.

The infrastructure in the school needs to be improved and made more children friendly to attract the students as well as the parents to go in for school education. The inadequacies of infrastructure be evaluated periodically and be supplemented with special state grants.

2. Lack of proper and regular routine of inspection in the school.

Majority of the head of the institutions revealed, in confidence, that the schools were not regularly inspected in the hilly areas because of difficult terrains. Inspectors visited these schools for formality sake and reports were hardly submitted and if submitted, were not given any consideration by the dept.

The schools need to be inspected on regular basis to ensure quality and quantity of primary education in the tribal areas. Further, the inspector needs to visit all the schools in the area not just some particular schools where the accessibility was easier and submit comprehensive reports to the education dept. for due consideration.

3. Low-level participation of the local bodies/community in the school education.

In many areas the local bodies participation was found to be inadequate which lacked both in content and purpose. The schools where the local bodies were active functioned very well. Thus, there was a need to involve local bodies and make them aware of the benefits and positive outcomes of their participation.

Further, the successful model adopted by the state of Nagaland known as Communitisation of Elementary Education. The concept of Communitisation is based on developing a synergic relationship between the community and the government with a view to create a sense of ownership of public institutions and better management of limited resources. The Nagaland State Government has enacted the “Nagaland Communitisation of Public Institutions and Services Act 2002 (Act No. 2
of 2002 notified on April 15, 2002)" to cover the power, water supply and education sectors which has been a successful experiment and other states should take lesson from that by implementing it especially in the primary area of primary education.12

4. Lack of motivation, commitment, dedication and enthusiasm among the teachers to teach.

Though the findings of this study have indicated job satisfaction among the teachers yet the teachers lacked enthusiasm to teach with commitment. The main reason of teachers being satisfied was due to the government job. The sense of job security made them to perform in routine without any inspiration.

The teachers in the primary schools need to be encouraged and motivated to teach the students with more of commitment and dedication. This can be achieved by introducing some incentives both monetary and non monetary.

5. Inadequate numbers of teachers in the schools.

It was observed by the researcher that majority of the schools were short of teachers as per sanctioned strength. The other factor that made the things worst was ill distribution of teachers among the schools as per their requirement as there were some schools that had more of staff while in other schools there was shortage of teachers. Political considerations and posting favourtism led to this kind of situation. More so transferred teachers were not replaced for long time rather sometimes was never replaced.

There is need to provide every school with required number of teachers and the staff requirement should not be assessed on one time basis rather should be assessed periodically.


On the basis of close interaction with teachers and the students it was observed by the researcher that the often communication and language used by the teachers in the classes proved barrier between the students and the teachers in cases where teachers belonged to other regions or communities with altogether different cultural background.

Thus appointment of tribal teachers from same area/region will prove handy and efficient and all problems of communication and cultural gaps will be resolved as they will be aware of the environment and local situation of particular tribal area. Keeping in mind the openness to the system, the other suggestion that can be forwarded is to sanitize the teachers towards the needs of a particular tribal area they
are going to serve. However, it needs to be taken into consideration that competent teachers are recruited as in many cases the local teachers may take easy on their teaching job.

7. Problem of Students retention and Non-attending students.

Undoubtedly students joined the school in the initial stages later on as they moved to higher classes the drop out rate increased, making the retention of students in the school a serious problem. Another problem was more threatening which related to enrolling non-attending students for survival of the institution so to say fake admissions. It was a double-edged problem as it sent wrong signal to the society that without sending their children to school they could avail certain benefits on the other hand small number of students in a class discouraged the teachers to teach with interest. Thus issue needs to be dealt with strategy at the state level to ensure retention of students as well as putting an end to fake admissions.

8. Lack of coordination between various administrative agencies handling primary education.

The primary education at the district level in the state has been a shared responsibility of the Zonal Education Officer (ZEO) (Education Department) and District Council. It has been observed that there was lack of coordination between various agencies taking care of primary education as a result education was not properly handled on the front of planning and execution. There is dire need of coordination among these agencies to give right direction to education in the state rather it can be recommended that primary education should be responsibility of one agency/body so that accountability can easily be fixed, presently it is baby of all.

9. No policy on Teachers transfer.

It has been one of the finding of the study that there has not been any uniform transfer policy for the teachers as result it remained the prerogative of the political executive to transfer teachers on favouritism basis. There were some teachers who were never transferred throughout the carrier and then there were few who got transferred every now and then.

There is need to have uniform policy of transfer for the teachers so that change is ushered in the environment. It is agreed upon by the concerned respondents that frequent transfers of teachers may not be encouraged as too frequent changes might also be not conducive to education environment.
10. Insignificant participation of parents in the education affairs of the schools.

It has been observed as well found by raising the statements that Parents participation in the school education has been insignificant in nature. Parents were not involved in the decision making process and their views were not given any weightage by the school authorities. The parents-teachers meetings were not held regularly. Further Parents were of the opinion that that it was not their duty or responsibility to participate in the delivery of primary education. There was no specific provision in the state.

The parents have recommended that PTAs be in place in the schools. There is need to bring the awareness among the parents through their orientation to be more active in participation in the matters of concerns to their child education.

The present study has made sincere efforts to examine and assess the state of primary education in the district of Senapati, Manipur. Many aspects of the primary education of the district has been investigated by the researcher yet limitations of the research in the social sciences had their impact on this study as well. Further no study can ever cover all the aspects of a problem, similarly this study could not cover important areas like financial administration, appraisal of teachers and quality of education and some other such areas, leaving it for future researchers to examine these uncovered areas. In the end, the researcher owns all the limitations and drawbacks of the study.

References: