CHAPTER -10

RESULTS, DIFFICULTIES AND THEIR SOLUTIONS, SUGGESTIONS

I) Results (Findings)
II) Difficulties And Their Solutions
III) Suggestions
Results (Findings): The present research work is about ‘Status- role and problems of primary school Teachers’ for which the researcher had selected primary teachers from the primary schools of urban area of Jhansi city. A total number of 300 schoolteachers were selected by purposive sampling method. So that out of the total the respondents of different backgrounds castes, age groups, sex, educational standard, religions, marital status extra may be selected. Collection of primary data and the field work was done according to the interview schedule and direct enquiry process, and participation observation process. The findings of the research work are as follows:-

(1) **Socio-Economic And Demographic Characteristics of Respondents:**

Findings regarding Socio-Economic and Demographic characteristics of primary school teachers were as follows:-

1. **Age wise distributions:** Out of total 300 respondents a majority of them 110 (36.67%) belonged to the age group of 51-55.

2. **Educational Qualification:** Out of 300 respondents majority 110 (36.67%) were graduate holding BA/B.Sc Degree.

3. **Professional Qualification:** Out of the 300 selected respondents majority 250 (83.34%) of them possessed B.T.C. certificate as professional Qualification.

4. **Caste:** Majority 188 (62.66%) of the respondents belonged to the General Caste.

5. **Religion:** Majority 212 (70.66%) of the respondents was Hindu.

6. **Other Occupation:** Majority 263 (87.67%) of the respondents was not engaged in any other additional occupation.

7. **Monthly Income:** Majority 217 (72.33%) of the respondents belonged to income category ranging between 7001-10,000.
8. Ownership of dwelling house: - Majority 265 (88.33%) of respondents lived in their own houses.
9. Condition of house: - Majority 296 (98.67%) of the respondents possessed paccka houses.
10. No. Of rooms in House: - Majority 119 (39.66%) of the respondents lived in two roomed houses.
11. Sources of information: - Majority 114 (38%) of the respondents used TV and Newspapers as source of information.
12. Interest and Hobbies: - Majority 269 (89.67%) of the respondents had interest in social work.
13. Marital status: - Majority 247 (82.33%) of the respondents was married.
14. Family Constitution: - Majority 248 (82.66%) of the respondents had nuclear family.
15. Number of Children: - Majority 90 (30%) of the respondents had two children.

(2) Status- role & problem: - Findings regarding status-role and problems of primary school teachers were as follows: -

I Status: -
(1) Invitation received from citizens for the participation in social function: - Majority 202 (67.33%) of the respondents were invited by the member of society to participate in their social function.
(2) Invitation received for participation in cultural programmes:- Majority 237(79%) of the respondents said that they did not get any invitation for participation in cultural programmes.
(3) Upliftment of social status due to teaching profession: - Majority 154 (51.33%) of the respondents accepted that upliftment took place in their status owing to teaching profession.
(4) Respondent’s membership of any group (society/institution): -
Majority 247(82.33%) of the respondents said that they were not associated with any group (society/ institution).

(5) Social status of respondents as compared to other government employees: - Majority 181(60.34%) of the respondents said that their social status as compared to other government employees was lower.

II Role: -

1. Defined role and responsibilities of respondents: Majority 246 (82%) of the respondents said that they took their main role and responsibility as conducting examination.

2. Efforts of respondents in all round development of students: - Majority 233 (77.67%) of the respondents viewed maintenance of discipline as main effort for all around development of students.

3. Efforts to solve problems and complaints of students: - Majority 214 (71.33%) of the respondents said they solved problems through paying attention to them.

4. Efforts made to increase enrollment: - Majority 121 (40.33%) of the respondents saw organization of rally to increase enrollment.

5. Efforts made to stop drop-out cases: - Majority 202(67.33%) of the respondents satisfied parents through discussion, followed by 181 (60.33%) who preferred to teach through play way method to stop drop out rate of students.

III Problems: -

(I) Institutional Problems: -

(1) Distance of respondent’s residence from school in kilometers: -
Majority 191(63.66%) of the respondents lived within a radius of 5 km.

(2) Condition of school building: - Majority 119 (39.66%) of school had
average conditioned buildings.

(3) Number of rooms in school: - Majority 158 (52.67%) of the school had two rooms.

(4) Facility of play ground: - Majority 191 (63.67%) of the school did not have play ground

(II) Environmental problems: -

(i) Facility of potable water in school: - Majority 176 (58.66%) of the respondents expressed satisfaction toward facility of potable water in school.

(ii) Periodicity of whitewash of school building: - Majority of school buildings 184 (61.34%) were not white washed periodically, that means there was no definite time schedule.

(iii) Availability of trees/plants in school campus: - Majority 191 (63.67%) of the respondents said that there were no plants in their school campus.

(iv) Pollution increasing unit near school: - Majority 253 (84.33%) of the respondents said that there was no polluting unit near by their school.

(v) Atmosphere of school building: - Majority 107 (35.67%) of school buildings were located in calm atmosphere

(III) Social Problems: -

(i) Co-operation of parents/guardians to the respondents: - Majority 173 (57.67%) of the respondents said that parents'/Guardians' behaviour was non-cooperative.

(ii) Visit of guardians to meet school teacher: - Majority 157 (52.33%) of the respondents said that guardians very rarely met them.

(iii) Support received from the society for conservation and cleanliness of school building: - Majority 212 (70.66%) of the respondents did not get any support from society for conservation and cleanliness of school building.
(IV) Primary Problems:

(i) Facility of black board in schools: - Majority 116 (38.67%) of the respondents said that the facility of black board in their schools was not sufficient.

(ii) Availability of posters/charts in schools: - Majority 184 (61.33%) of the respondents said that availability of poster/chart in schools was average.

(iii) Seating Facility for student in school: - Majority 153 (51%) of the respondents said that seating facility for student was insufficient.

(iv) Facility of furniture: - Majority 179 (59.67%) of the respondents said that the facility of furniture was insufficient.

(V) Economic problems:-

(i) Regularity in payment of salary of respondents: - Majority 181 (60.33%) of the respondents said that payment of salary was irregular.

(ii) Process of withdrawal from G.P.F. of respondents: - Majority 184 (61.33%) of the respondents felt that process of withdrawal from G.P.F. was difficult.

(iii) Time taken in settlement of pension cases: - Majority 138 (46%) of the respondents said that pension cases were settled in one year.

(VI) Administrative problems:-

(i) Consideration given in some forms for promotion/transfer/payment of arrears: - Majority 152 (50.66%) of the respondents said that they paid in cash for promotion/transfer/payment of arrears.

(ii) Periodicity of transfers of respondents: - A big majority 244 (81.33%) of the respondents said that there was no definite time for transfer of respondents.
(iii) Other services expected by the school management from respondents: - All 300 (100%) of the respondents said that census work and health services were two important services expected by school management.

(VII) Political Problems: -

(i) Quantum of influence of local politician to respondents: - Majority 132 (44%) of the respondents said that there was no influence of local politicians

(ii) Incidents of threat of transfer from local politicians: - Majority 196 (65.33%) of the respondents felt that there was no incident of threat of transfer from local politicians.

(iii) Support received from the local politicians for solving respondent’s problem: - Majority 264 (88%) of the respondents said that they did not get any support from local politicians for solving their problems.

(3) Knowledge-Attitude-Practices: - Findings regarding knowledge- attitude and practices of primary school teachers were as follows: -

(I) Knowledge: -

(i) Awareness about on going literacy programme in the district: - Majority 232 (77.33%) of the respondents were aware of Serva Shiksha Programme.

(ii) Awareness regarding some issues: - Majority 272 (90.67%) of the respondents was aware about the domestic treatment of diarrhoea.

(iii) Awareness of respondents about Swarna Jayanti Swarojgar Yojna and other programmes: Majority 164 (54.67%) of the respondents were aware of solar energy programme.
II – Attitude: -

(i) Respondents’ opinion towards primary education: Majority 153 (51%) of the respondents opined that it was average.

(ii) Satisfaction of respondents towards current primary education programme: - Majority 211 (70.33%) of the respondents expressed dissatisfaction towards current primary education programmes.

(iii) Opinion of respondents about Govt. welfare programmes: Majority 200 (66.67%) had average opinion about Govt. welfare programmes.

(iv) Opinion of respondents towards teacher’s union: - Majority 122 (40.66%) of the respondents were indifferent about teachers’union.

(v) Behaviour of school administration towards respondents: - Majority 131 (43.66%) of the respondents said that behaviour of school administration was normal.

(vi) Views of the respondents in respect of teaching profession :- Majority 128 (42.66%) of respondents viewed teaching profession as means of livelihood.

(vii) Views of the respondents regarding sanctioned holidays :- Majority 214 (71.33%) of the respondents said that sanctioned holiday were sufficient.

(III) Practices: -

(i) Preparation of lesson plans: - Majority 151 (51.33%) of the respondents prepared lesson plans to teach students.

(ii) Use of teaching aids: - Majority of teachers 280 (93.33%) used blackboard as teaching aid.

(iii) Evaluation methods used by teachers: - Majority 284 (94.67%) of the respondents evaluated students by written examination.

(iv) Means of maintaining discipline: - Majority 224 (74.67%) of the respondents maintained discipline by affectionate means.

(v) Teaching methods used by respondents: - Majority 281 (93.67%) of the respondents said that they teach by delivering lecture.
(vi) Mid day meal scheme beneficial or not: -Majority 163 (54.33%) of the respondents said that midday meal scheme was partly beneficial.

(vii) Qualitative satisfaction of respondent with mid-day meal scheme: -Majority 196 (65.33%) of the respondents was not satisfied with the quality of the mid-day meals.

(4) Issues of primary education: - Findings regarding issues of primary education were as follows: -

1. Opinion of respondents regarding deficiency of administration in primary education: - Majority 203 (67.67%) of the respondents said that deficiency of administration in primary education was due to corrupt inspectors.

2. Respondents’ opinion for faulty curriculum:- Majority 216 (72%) of the respondents felt that the curriculum was tough.

3. Respondents’ opinion about lack of the funds for primary education: -Majority 203 (67.67%) of the respondents said that there was lack of funds for purchasing teaching aids.

4. Problem of non-availability of school building: -Majority 163 (54.33%) of the respondents said that only 50% schools had proper school buildings.

5. Main deterrent in girl child’s education: - Majority 205 (68.33%) of the respondents attributed necessity of domestic chores as the main deterrent in girl child’s education.

6. Reason for dropout: - Majority 193 (64.33%) of the respondents said that poverty and necessity to help parents in their occupation was the main reason for school dropout.

(5) Job Analysis of Primary School Teachers: -Findings regarding Job Analysis and Job Satisfaction of primary school teachers were as follows:-

1. Description of work expected by the officers: -Majority 92 (30.67%) of the respondents felt officers expected to be facilitated at occasions.
2. Factor for motivation for better work: - Majority 203 (67.67%) of the respondents said that not assigning work other than teaching job would motivate them for better work.

3. Satisfaction towards jobs and responsibilities: -Majority 175 (58.33%) of the respondents were satisfied with their jobs and responsibilities.

4. School's name from where respondent's children got primary education: - Majority 160 (53.33%) of the respondent's children got primary education at private schools.

5. Problems arising out of additional work burden apart from teaching like census work: - Majority 238 (79.33%) of the respondents said that many problems arise out due to additional work burden apart from teaching like census work.

6. Satisfaction with salary: -Majority 185 (61.67%) of the respondents were satisfied with their salary.

7. Reasons for choosing teaching as a career :- Majority 157 (52.33%) choose the career on the rebound when they could not pursue their preferred career choice.

8. Satisfaction with working conditions: -152 (50.67%) of the respondents were satisfied with their working conditions.

9. Behaviour of inspectors: -Majority 170 (56.67%) of the respondents said that the behaviour of inspectors was good.

**6) School Health Programme:** -Findings regarding school health programme were as follows: -

1) Knowledge of school health programme: - Majority 260 (86.66%) of the respondents were aware of school health programme.

2) Frequency of organization of health programme: Majority 191 (63.67%) of the respondents opined that they were organized some times.

3) Demonstration of health and hygiene related aids: - Majority 222 (74%) of the respondents opined that health and hygiene related aids were sometimes demonstrated.
4) Health Checkup by health personnel: - Majority 248 (82.67%) of the respondents said that medical officers did health check up at the school.

5) Maintenance of health records: - Majority 184 (61.34%) declined that any health records were maintained.

6) Emphasis given in school health programme: - Majority 256 (85.33%) of the respondents told that personal hygiene was the most important content of school health programme.

7) Food stuffs given in applied nutrition programme: - Majority 251 (83.67%) of the respondents revealed that ‘Dalia’ was the most favorite content of the applied nutrition programme.

8) Frequency of organization of health camps in the schools: - Majority 179 (59.66%) of the respondents said that health camps were organized annually.

9) Health educational audio visual aids: - Majority 247 (82.33%) of the respondents said that charts were the main audio visual aids used for school health education.

10) Availability of first aid material in schools:- Majority 290 (96.67%) of the respondents affirmed that cotton was the main first aid material in the schools.

DIFFICULTIES AND THEIR SOLUTION

During the research work the researcher faced a number of problems, although she resolved these problems. The problems & their solutions are listed below:

(1) The present research work “Status-role & problems of primary school teachers – a sociological study ” was conducted taking in to consideration 300 primary school teachers of urban area of Jhansi city. The selection of 300 teachers was done on the basis of “purposive sampling”. Thus the sample of 300 teachers was
comparatively less extensive but the selection was done in such a way that it represented the universal structure of the primary teachers and it gave an integrated representation to it. The result of the research work was authentic for the whole of the primary teachers community.

(2) During the interview process for the research work another problem, that cropped up before the researcher was that the respondents chosen through purposive sampling process were either not available for the interview or the selected respondents declined to respond to the questionnaire due to one reason or another but the researcher persuaded them to concede to her request.

(3) Since the research work was concerned with the primary school teachers and the interview schedule prepared for the purpose was quite extensive which resulted in either respondents becoming bored or becoming emotionally charged and took more than the usual time. The researcher patiently took interest and appreciated the reaction of the respondents so as to make interview process interesting, and overcame this problem successfully.

(4) Another problem faced by the researcher was that of collection of information. The process solely depended for information & primary data on the respondents and to draw inferences from the same. Due to excessive dependence on the respondents, drawing appropriate inference was difficult, as many of the respondents could not provide correct information and concealed personal information. But the researcher secured information and cross checked them from their relatives and friends and appreciated them by saying that the information provided by them was highly valuable or that they have provided highly novel information. And thus persuaded them to provide factual information. The researcher fully assured the
respondents that the information provided by them would be kept-secret.

(5) For the collection of data another problem faced by the researcher was due to the secondary sources because the employees and officers of the concerned departments refused to divulge details declaring them as secret but the researcher offered them tea and snacks and used her personal relations to secure the information.

SUGGESTIONS:-

The principal objective of the research study conducted was to analyse the role and status of the primary teachers and also to investigate the problems faced by them in expecting their duties.

During the study a large number of issues concerning the above-mentioned parameter cropped up which requires immediate attention and redressal so as to qualitatively modify primary education, which is considered as the foundation of building the nation.

According to the researcher the noblest profession like teaching, especially teaching at the primary level, is engripped with numerous problem and thus has been relegated to lower recognition since the former decade when it used to be highly esteemed and revered profession.

Some of the main reasons as derived from the study are as follows

There is a need to raise the status of primary school teachers through improved working conditions. The status of teachers should be such that capable men and women will choose the profession because of their sense of vocation and their interest in children.

The primary school teachers should be provided with appropriate and effective opportunities for their continued professional development throughout their career to meet their professional needs and needs of the system of school where they are employed.
Any Government that wishes to introduce changes in the educational system must involve the teachers. There are three main reasons for this:

1. Teachers have a far-reaching knowledge and experience of the needs of the situation and the life of educational institutions.
2. Decisions taken about education affect the conditions of service of the teaching profession.
3. No educational reform can be effective without the agreement and active partnership of the personnel who will ultimately be responsible for its implementation.

Government decisions are more likely to succeed when planned and implemented with the full participation of teachers and their organizations, since they are the ones who will ultimately implement policies.

It should be a function of administrative authorities to ward off burnout tendency of primary school teachers as far as possible. An awareness of this fact may urge upon the administrative authorities to provide proper essential facilities such as proper working conditions, better pay, increments, medical and other facilities and also good opportunities of promotions.

Administrative authorities should provide needed teaching aids to primary school teachers and maintain the proper organizational structure of schools. There should be a professional development programme for every teacher.

Relationship between groups of teachers, principal, administrator and other staff members should be congenial.

The primary school teacher burnout may be considered as an important construct having wide and comprehensive applications and implications in the field of education.

In order to improve the status of primary school teacher, education authorities and government must ensure that teachers:
• Receive the moral and material recognition appropriate to their level of qualifications and responsibilities.

• Have an adequate working environment necessary for teaching as well as real protection in terms of occupational health and safety.

• Can do their work in adequately equipped school buildings.

• Have a salary comparable with other government employees requiring the same level of qualifications and responsibility, making it possible for them to live with dignity on the salary from their work.

• Have the right to be consulted and to participate in the process of formulating educational policies.

• Receive in-service training and profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods.

It requires immediate, planned and sustained effort by the planners and implementers of policies of education to take urgent remedial measures to bring about a positive and dynamic change in the attitude of these vast multitude attitudes towards their profession and job satisfaction.

The economic status of teachers needs to be raised. Though their pay scales have been revised, the concessions made are largely nullified by an increase in the cost of living. They should be on par with other learned professions. Economic help in the form of allowances for extra work, loans for constructing houses and other remuneratory work should be given to teachers.

As far as qualitative improvement in primary education is concerned and targets of Universalisation of elementary education (U.E.E.), Education For All (E.F.A.) and Serva Shiksha Abhiyan (S.S.A.) are to be achieved, following suggestions should be taken into consideration:-

There should be a compulsory enrolment of children at the age of 5 in primary schools. This should be enshrined in the constitution. A system of
reward and penalty needs to be followed. The students should be offered incentives such as mid-day meals, free textbooks and teaching aids. There should be stiff penalties in case the children are not admitted to schools.

To ensure retention, the mid-day meal scheme and other incentives should continue. There are a large number of NGOs working in the field of primary education. The synergy between the Government and the NGOs should be utilised.

The curriculum should be overhauled to encourage learning through experience and not by rote. The teacher’s role should shift to that of a facilitator.

A national education fund needs to be created. The donations to this fund should be offered attractive tax breaks. This fund to be utilised for primary education.

There should be at least one primary school within 2 kms. Of each prospect student.

The reach of new technology tools such as television, cable television and Internet should be utilized for enhancing the reach and quality of primary education.

Beside this to facilitate the pivot of educational system, the primary teachers, the following steps should be taken:-

- Not to take non-teaching work from primary school teachers.
- Co-operation of parents should be managed.
- Teachers’ involvement in arrangement, preparation and distribution of mid-day meal should be done away with.
- Appropriate policies for transfers and promotion should be formulated.
- Collection of so many data, their compilation and sending the statements to higher authorities should be relaxed.
- Behaviour and co-operation of inspectors should be improved.
- Timely and hassle free payment of salary and other dues.
• Involvement in acquiring and purchasing teaching aids and other study material should be prevented.

• Availability of peon and sweepers for sweeping and maintenance of school buildings and compound should be ensured.

• Teachers should not be drawn into non-teaching activities like construction and maintenance, repair of school buildings.

• Primary teachers should be spared from performing non-teaching obligatory practices like census work, updating of electoral rolls, economic census, cattle head counting etc.

Primary education may not be able to regain its lost glory unless the main performer of the episode does not assume the role of friend, philosopher and guide or the children.

The primary school teachers must cultivate and enshrine more sense of devotion within themselves for performing his/her highly esteemed role of building the nation.

The teachers must be an idol of sacrifice and selfless service to the society. Punctuality and refraining from absenteeism are two primary virtues that primary school teachers must adorn.

The primary teachers must deliver their cent-percent for the cause of teaching. The teachers must involve themselves with the parents and society to increase enrollment and prevent drop-out.

The play-way method for teaching is both interesting and educative. This method should be adopted. Moral education builds the nation stronger. Teachers must give due significance to moral education. Teachers must systematise the curriculum by preparing lesson plans so that it is easier for students to understand the topic easily. Teachers must prepare charts, models and other exhibits to facilitate teaching.

Pulse polio and school health programme are social service activities, which should be taken up by them.
Last but not the least, the primary teachers should perform their duties considering it as a pious role of selfless service to the nation, not just like any other profession to earn bread for himself and his family.