CHAPTER VI

PROFESSIONAL LIFE OF PRE-SCHOOL TEACHERS
PROFESSIONAL GROUP Vs. VOCATIONAL GROUP:

In general, when the public recognizes the importance of a vocational group, has a considerable regard for training, skills and knowledge which members in that group need to have and highly honours these personnel who are engaged in that occupation, then that occupation deserves to be called a 'profession'.

A profession is distinguished from other vocational groups in its emphasis upon the idea of dedication to service to mankind besides its economic rewards.

A study of the oldest professions like medicine, law and ministry in the western literature indicates that at first these professions demanded special training of their practitioners, whereby they distinguished themselves into associations, in which they admitted individuals with those minimum qualifications which would guarantee this competence. Thus a true profession is recognised as 'an organization that regulates admission of members, exerts control over them and secures for them certain rights and privileges'.

The various occupations of the civilian labour force of India are classified, defined and described by the National Classification of Occupations. For the purpose of this classification it has been considered that an occupation is a trade, profession or type of work performed by an individual, independent of workers' industry, status or years of experience. The occupational hierarchy in this classification is composed of 11 divisions. One of these divisions is - professional, technical and related workers, which has 11 groups, and one such group is - teachers (with code No. 05) which is subdivided into families of teachers as follows:

i. Teachers, University (with code No. 050)
ii. Teachers, Secondary Schools (code No. 051)
iii. Teachers, Middle and Primary Schools (Code No.052)
iv. Teachers, Nursery and Kindergarten Schools (Code No. 053).

Following are certain conditions which teaching fulfils that support it as a profession:

1. Teachers are organized at National, State and local levels.
2. Teaching requires skills and understanding.
3. Teachers are required by law to complete certain requirements for certification and entrance.

The points that emerge from above are that teaching in India is regarded as a profession as it fulfils certain requirements for certification and entrance.

PRE-SCHOOL TEACHING, PRESENT CONDITION:

We are witnessing almost a revolution these days in the field of early childhood education. Nursery and pre-school institutions have become popular in recent years. Pre-school education came into existence about fifty years ago in India. Prior to 1947, provision of pre-school education was entirely in the private sector. Government's concern for pre-school education became apparent for the first time in 1944, with the publication of the Sargent Committee's Report on 'Post War Educational Development in India'.

The report pointed out that "State should provide for pre-primary education and popularise it".

In 1964, the Kothari Education Commission stressed the need to undertake pre-school programmes
for socio-emotional and cognitive development of the child through voluntary sector, in an effort to provide equal opportunities for all.

The 'Central Social Welfare Board' which was set up in 1953 placed considerable emphasis on programmes for pre-school child. Since then the Board has been developing Balwadis under various programmes throughout the country. While the Balwadis run by the Social Welfare Board cater to the needs of pre-school children of rural and disadvantaged groups, the English medium schools run by the private sector cover only a fraction of the children, coming mainly from the privileged groups in the urban areas.

It is generally contended that the overriding obsession of parents to send their children to some public school or the other and the state's inability to thwart the increasing commercialism in education has led to the mushrooming of English medium schools in the country.

It is also held that these private schools are not found upto the standard and many short-comings can be found in these institutions. It is found that many of these pre-primary schools are inadequately
equipped and staffed, with scant regard for children's welfare and professional standards.

Further, as many of these institutions are under private management, not much is known about the pre-school teachers' abilities and qualities, the pivotal input in the pre-school education.

However as stated earlier, in this present chapter an attempt is made to examine the following objectives.

1. To collect data regarding the working conditions of pre-school teachers.
2. To examine their effectiveness of teaching by knowing their methods of teaching.
3. To study their value orientation towards teaching profession and the degree of 'Alienation' they experience.

Based on these objectives following hypotheses were formulated for verification.

i. "The methods for cognitive development of children adopted by the pre-school teachers vary with the type of school".
ii. "The methods for motor skill development adopted by the teachers differ with the type of school in which they work".
iii. "The methods adopted by the teachers for the development of positive social attitudes among children vary with the type of institution they serve".

iv. "The degree of Alienation varies with the type of school in which the teachers are working".

v. "Goals of life perceived by the teachers differ with the type of school in which they work".

vi. "The degree of job satisfaction varies with the type of institution in which the teachers are working".

vii. "The degree of Alienation among the teachers from job will vary with the type of school they serve".

PRE-SCHOOL TEACHERS' WORKING CONDITIONS:

The pre-school teachers' working conditions are examined with reference to their work load, the salaries they receive and their opinion with regard to working conditions.

As explained earlier, of 76 pre-school teachers under study, 27 teachers (35.52 per cent) are matriculates, 31 teachers (40.78 per cent) have completed Intermediate, 16 teachers (20.05 per cent) are graduates and only two teachers are post-graduates.
It is also noticed that the unrecognised schools have appointed teachers with +2 and above level of educational qualifications. The recognised private schools however appointed teachers either with matriculation or bachelor degree qualifications. Teachers working in Government Anganwadis however are drawn from all levels of educational qualifications.

With regard to professional training of these teachers, it is found that none of them have received a full-fledged training relevant for pre-school education. However, Government Anganwadi teachers have been provided with a three-month Anganwadi training in pre-school child care. 9.21 per cent of teachers possess bachelor of education qualification and 17.05 per cent of teachers are without any training.

WORK LOAD:

Considering the tender age and physical abilities the timings and learning hours are different from that of other higher levels of learning. Generally speaking, the early hours of the day and 2-3 hours of learning is considered ideal for the pre-school child. However the teacher may have to work longer hours than this both before and after the teaching hours for necessary preparations.
### TABLE 5.1

PRE-SCHOOL TEACHERS' WORK LOAD

<table>
<thead>
<tr>
<th>School Work Load</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours</td>
<td>54</td>
<td>-</td>
<td>2</td>
<td>56</td>
<td>73.36</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>-</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>26.20</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>
It is found that young children can actively participate in the school programme for about three hours only. More than three hours are found by them to be exhausting.

It is evident from the Table 5.1 that majority of teachers, that too teachers working in Anganwadis run by the Government work for 4 hours daily. This is not so in case of private schools as their work load is unmanageable. They work more than 4 hours daily.

This is found to be exhausting both for teachers and the children. If this state of affairs is not checked, it will have detrimental effect on teachers. This also makes the teachers tiresome, affects their health and gradually they may lose interest in their work and get alienated from their job. This in turn affects the children to a great extent. One cannot expect active participation on the part of children if the teacher herself is not interested in her work.

SALARY:

Social status of a profession depends to a considerable extent on the economic position it offers. Money is not everything certainly but in any society
## TABLE 5.2

**SALARY-WISE DISTRIBUTION OF TEACHERS**

<table>
<thead>
<tr>
<th>Income per month (in Rs.)</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 150</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>5.24</td>
</tr>
<tr>
<td>150 - 200</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>3.95</td>
</tr>
<tr>
<td>200 - 300</td>
<td>53</td>
<td>5</td>
<td>4</td>
<td>62</td>
<td>81.22</td>
</tr>
<tr>
<td>300 above</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>9.17</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>
where money value is the dominant value, asking for better pay and perquisites, is not unfair. Teachers are not receiving salaries comparable to those paid in other professions. The pre-school teacher is given meagre salary and is among the lowest in the status ratings.

A UNESCO document, circulated at the Thailand Conference (March 5 to 9, 1990) makes out a case for higher salaries and better working conditions for teachers to attract more qualified people to the profession.

It is apparent from the Table 5.2 that majority of the teachers' salary per month ranges from Rs. 200 - 300 while those who get income Rs. 300/- and above per month constitute only 9.17 per cent. We can find some teachers in private schools who are working for even Rs. 100-150 and Rs. 150-200 per month. This shows that the teachers are not paid the appropriate salary as per their work load. But they still continue to work due to sheer economic necessity excepting a few who come from well off and moderate economic background.

It is unfair to expect effective contributions from such lowly paid teaching personnel. The salaries are too low to enable teachers to achieve the level of
cultural attainment desirable for those charged with
guiding and training the future citizens of the country.
This is one of the reasons which made teaching an un­
attractive profession because the financial prospects
offered were so poor that no intelligent person unless
promoted by certain ideals, would care to look at it
as worthy of adoption.

TEACHERS' OPINION ON WORKING CONDITIONS :

If education is to become a genuine national
building activity, it is necessary to improve the
teachers' status and their conditions of service.
Otherwise it leads to frustration and 'Alienation' among
the teachers.

It is evident from the Table 5.3 that a larger
percentage of the teachers are not satisfied with their
working conditions. This can be found by seeing the
table and by knowing the teachers' opinion on their
working conditions.

The main reason for this is unmanageable
work load and low salaries. Especially in the private
schools, more specifically in unrecognised schools,
teachers have to work hours together from morning till
evening. And in most of the schools there are no proper
TABLE 5.3

PRE-SCHOOL TEACHERS' OPINION ON THEIR WORKING CONDITIONS

<table>
<thead>
<tr>
<th>School/Opinion</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>12</td>
<td>-</td>
<td>4</td>
<td>16</td>
<td>21.05</td>
</tr>
<tr>
<td>Neither Good Nor Bad</td>
<td>42</td>
<td>10</td>
<td>7</td>
<td>59</td>
<td>77.63</td>
</tr>
<tr>
<td>Good</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1.31</td>
</tr>
<tr>
<td>Very Good</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>
facilities like spacious rooms, good furniture and teaching aids.

Excepting the salary they get they are not given any extra benefits. Most of the teachers found the management authoritarian in its approach. So, the teachers find it difficult to discuss about their problems and arrive at a solution to remedy this situation. All these result in dissatisfaction and poor adjustment and frustration among the teachers.

PROFESSIONAL ABILITIES:

The professional abilities of pre-school teachers are analysed with reference to their knowledge of different teaching methods to develop cognitive abilities, motor skills and positive social attitudes among the pre-school children, and the teachers' awareness of innovations in teaching methods and practices of teacher-parent interaction. In addition, an attempt is also made to examine whether the pre-school teacher is oriented or alienated to pre-school objectives.

KNOWLEDGE OF TEACHING METHODS:

Development of Cognitive Abilities:

Pre-school education basically aims at the total development of the child in his physical, social,
emotional and cognitive aspects so as to impart a 'creative outlook' about the society in him. So development of cognitive aspects is one of the aims of pre-school education. Majority of the children in India, particularly, the children from the disadvantage groups need opportunities for development of language and concepts. This is crucial for children, as exposure to language at home is minimum. Their parents are not able to contribute much to the child's cognitive development and thereby, consequences of deprivation during early childhood are great in terms of good model of language usage, opportunities for experiences, encouragement of problem solving and independent thinking and parental expectations and motivation for intellectual growth. The language development of a child depends, to a great extent, on the opportunities he gets to use language or listen to correct speech.

Through story-book reading, free conversation, puppet play etc., new words are introduced to the children and these new words are used again and again till they become a part of their active vocabulary but also to correct and clear speech and concept development. Concepts of forms, number etc., need to be developed
## TABLE 6.1

**METHODS ADOPTED BY TEACHERS FOR COGNITIVE DEVELOPMENT**

<table>
<thead>
<tr>
<th>School/Method</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Conversation</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>27</td>
<td>35.87</td>
</tr>
<tr>
<td>Through Rhymes</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>18.34</td>
</tr>
<tr>
<td>All these</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>35</td>
<td>45.85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Obtained Chi.Square = 6.35
Table $x^2$ = 9.49
df = 4
P = 0.05
in children before they enter primary schools. A large vocabulary is necessary for the child for success in the primary school. So each pre-school should include a large number of activities involving free use of language so that the child is adequately prepared before he enters the primary school.

In our study, an attempt has been made to know about the methods adopted by the teachers for the "cognitive development" in children. It can be seen from the Table 6.1 that 45.85 per cent teachers develop the cognitive aspects in children through telling new words, through free conversation and through rhymes. Majority of them who adopt these techniques belong to government anganwadis because as all of them are trained teachers they follow the correct methods of teaching.

It is also apparent from the table that a few teachers are adopting all these methods and some adopt only one activity like free conversation, or rhymes. This procedure is mostly adopted by those working in private schools. To develop in the child the ability to express his thoughts and feelings in fluent, correct and clear speech either one of the methods is not sufficient. But due to lack of training the teachers in
private schools can not contribute much to the cognitive development of children through correct methods which adversely affects the children, so the teachers should have special training in this field.

In our present study it is hypothesized that - "the methods for cognitive development of children adopted by the teachers vary with the type of school".

To examine the above, the formulated null hypothesis is - "the methods for cognitive development will not vary with the type of school", our analysis is presented in Table 6.1.

Our analysis shows that the obtained chi-square value (6.35) is lower than the table value (9.49). Hence we reject the hypothesis. In other words, the methods for cognitive development will not vary with the type of school.

Development of Motor Skills:

To develop a good physique, adequate muscular coordination and basic motor skills in the child is one of the objectives of pre-school education. A child, when he joins the pre-school, is still a toddler. He often falls down when he walks or runs, he cannot climb steps without support. His muscles are still not fully
### TABLE 6.2

**METHODS ADOPTED BY TEACHERS FOR MOTOR SKILL DEVELOPMENT**

<table>
<thead>
<tr>
<th>School/Method</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Play</td>
<td>46</td>
<td>9</td>
<td>12</td>
<td>67</td>
<td>87.77</td>
</tr>
<tr>
<td>Drawing, Painting</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>All these</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

- Obtained Chi-Square = 2.53
- Table $X^2$ = 9.49
- df = 4
- $P$ = 0.05
developed. The pre-school should provide suitable opportunities for the development of the muscles of the children. There should be opportunities for indoor play and outdoor play.

There should be enough play equipment for the children. There should be facilities and material for climbing, jumping, sliding, swinging, pedalling etc. Through all these activities, children master the basic motor skills involving the large muscles, similarly, the school should provide a lot of activities like writing, drawing, painting, cutting, pasting, threading beads etc., for the development of finer muscular co-ordination.

It is evident from the Table 6.2 that a large percentage (87.77 per cent) of teachers adopt the play-way method for the development of muscular co-ordination. But it is not enough if they aim at only the larger muscle development. It is very essential to develop the finer muscular co-ordination in children through activities like writing, drawing, painting, cutting, pasting, threading beads etc. It is found that most of the respondents are not aware of this aspect. Even though some of them aware of this aspect they do not have the equipment necessary for this in schools.
They do not even have enough space both indoor and outdoor to move about and use the play equipment in creative and purposeful ways. And it is very essential that the teacher should have knowledge about how to select the required play material and organize for indoor and outdoor play and free play. Teachers, due to lack of training and lack of knowledge about these aspects cannot achieve this very important objective of the development of muscular co-ordination in children. So the teachers at least should go through the relevant pre-school literature and should take part in workshops and seminars for this purpose.

In our present study it is hypothesized that "the methods for motor skill development will vary with the type of school". To examine the above the formulated null hypothesis is "the methods for motor skill development will not vary with the type of school". Our analysis is presented in Table 6.2.

Our analysis reveals that the obtained chi-square value (2.53) is lower than the table (9.49) and hence we reject the hypothesis. It means the methods for motor skill development will not vary with the type of school.
Development of Social Attitudes:

To develop desirable social attitudes in the child is also one of the important objectives of pre-school education. Though primary 'socialization' takes place in family, the school plays a vital role in the process of secondary socialization of the child. Earlier in India, joint families existed and the young child is taken care of by the family as a whole. The child imitates the behaviour of other family members and takes part in various tasks in the day-to-day life. The older members of the family play an important role in initiating him into life. With 'Urbanisation' and industrialisation, the joint family is tending to disappear and giving way to 'Nuclear families' composed of parents and children. A large number of women have taken up work outside the home out of economic necessity to supplement the family income. Under these conditions, it thus becomes greater responsibility of the pre-school to care and protect these children and offset deprivation in their environment. So the responsibility of developing the desirable social attitudes and manners lies on the shoulders of the pre-school teacher.
This can be done by encouraging the children to share play material or food with other children, wait for their turn and respect the school property. The children are made to work in groups and learn to confirm to the group demands. The social attitudes and manners can be inculcated in children through conversation, puppetry, role play, by telling them relevant stories.

In our study, an attempt has been made to know about the methods adopted by the teachers to develop the social attitudes in children. It is apparent from the Table 6.3 that majority of the respondents adopt the conversation method and a good percentage of teachers (43.42 per cent) follow both the conversation and story-telling activity to inculcate the desirable social attitudes and manners in children. But to attract the children and make learning interesting these activities are not sufficient.

The teacher has to resort to other methods also like puppetry, dramatic play etc., and she has to use a number of visual aids like charts, colourful paintings, films etc., so that whatever is seen by the children gets so deeply embedded in him. But the schools should provide all these materials and teachers should
### TABLE 6.3

**METHODS ADOPTED BY TEACHERS FOR DEVELOPING SOCIAL ATTITUDES**

<table>
<thead>
<tr>
<th>School/Method</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Conversation</td>
<td>25</td>
<td>6</td>
<td>11</td>
<td>42</td>
<td>55.26</td>
</tr>
<tr>
<td>Through Stories</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1.31</td>
</tr>
<tr>
<td>Both</td>
<td>29</td>
<td>4</td>
<td>-</td>
<td>33</td>
<td>43.42</td>
</tr>
<tr>
<td>Any other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Obtained Chi-Square = 15.79
Table \(X^2\) = 9.49
df = 4
P = 0.05
have undergone training to use these and organise these activities properly.

In our study it is hypothesized that - "the methods for the development of positive social attitudes among children will vary with the type of school".

To examine this the formulate null hypothesis is that - "the methods for the development of social attitudes will not vary with the type of school". Our analysis is presented in Table 6.3.

Our analysis reveals that the obtained chi-square value (15.79) is higher than the table value (9.49) and hence we accept the hypothesis. It means that the methods for the development of social attitudes will vary with the type of school.

AwAreness of innovAtions in tEaching Methods:

Educational innovations are clearly thought out and introduced to meet the challenging demands of a society, which itself is undergoing swift changes. The educational practices of yesterday may not be adequate to meet the challenges of today. In the Western countries it is customary for the teachers to upgrade not only their academic qualifications but their knowledge as well.
### TABLE 6.4

**AWARENESS OF INNOVATIONS IN METHODS OF TEACHING**

<table>
<thead>
<tr>
<th>School/Media</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Books</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.63</td>
</tr>
<tr>
<td>Magazines</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T.V.</td>
<td>52</td>
<td>10</td>
<td>12</td>
<td>74</td>
<td>97.36</td>
</tr>
<tr>
<td>All these</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
It is imperative that the teachers should keep herself abreast of the times. The children these days have so much of exposure that their fields of knowledge are innumerable and the media where their appetite even more which means that the teachers has to hunt for fresh material all the time (Hema Srinivasan, THE HINDU, July 4, 1989).

It can be observed from the Table 6.4 that excepting a few, majority of them equip themselves with the innovations through T.V. This may be due to the fact that many teachers have no time and facility to ferret out extra information, to go to the libraries and to visit institutions that will enrich their repertoire.

INTERACTION WITH PARENTS TO PRE-SCHOOL CHILDREN:

The child leaves his known surroundings and comes in contact with the outsiders for the first time when he joins the pre-school. To make him face this new situation happily, the teacher should try to provide an atmosphere in the school which is consistent with the home surroundings. To do this, the teacher must have sufficient information about the home of the child and should be able to work in close co-operation
### TABLE 6.5

**TEACHERS’ INTERACTION WITH PARENTS OF PRE-SCHOOL CHILDREN**

<table>
<thead>
<tr>
<th>School / Interaction</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cordial</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5.24</td>
</tr>
<tr>
<td>Co-operative</td>
<td>43</td>
<td>9</td>
<td>11</td>
<td>63</td>
<td>82.53</td>
</tr>
<tr>
<td>Quarrelsome</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Complaining</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>11.79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
with the parents. Thereby, the parents also understand the objectives of the school and may be able to help the school to achieve its aims.

Thus the schools, however efficient they are, cannot contribute for the optimum development of the children unless they work in close collaboration with the parents. The major responsibility for the children's growth remains with the parents. Nowadays, the parents are also becoming aware of the new trends in education of the children and they would like to know more about parental duties so as to be able to bring up healthy and well adjusted children. So, today, the task of the pre-school teacher is not merely to guide the children but also to educate the parents.

In our study, an attempt has been made to find out what type of interaction is there between the teacher and the school children's parents. Table 6.5 shows that majority of the parents (82.53 per cent) cooperate with the teachers. But it is found that the teachers come into contact with the parents when they leave the children in school in the morning or fetch them back in the afternoon.
The Anganwadi teachers make home visits also to meet the parents. But the private school teachers do not make any home visits. The teacher's work is not finished if she just sends the 'report card' about the children's progress to their parents and get them signed by their parents.

There are many other ways through which the teacher gets the co-operation of the parents. For instance, besides the home visits and informal talk with the parents the school should arrange meetings every month, talk by experts, film shows etc., for the benefit of parents.

ORIENTATION TOWARDS PRE-SCHOOL OBJECTIVES:

The demand for pre-schools is increasing day by day everywhere in India, particularly in urban areas. To cater to this need, a large number of pre-schools are coming up these days. But only a few institutions understand the significance of pre-school education.

The greatest importance of pre-schools lies in the preparation of the child for entire formal education that follows after six years. During this short period of 3 or 4 years, the pre-school teacher
### TABLE 6.6
PRE-SCHOOL TEACHERS' AWARENESS OF PRE-SCHOOL OBJECTIVES

<table>
<thead>
<tr>
<th>School/Objective</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>For cognitive Development</td>
<td>-</td>
<td>6</td>
<td>11</td>
<td>17</td>
<td>22.36</td>
</tr>
<tr>
<td>For Motor &amp; Cognitive Development</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>To make it a Habit</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>For all round Development</td>
<td>54</td>
<td>4</td>
<td>1</td>
<td>59</td>
<td>77.58</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>
has to lay a good foundation for the all round development of children so that they can fare well in their studies in the primary school.

Therefore every pre-school teacher should be aware of the objectives of pre-school education so that she can chalk out a programme to achieve these objectives.

An attempt has been made in this study to know the pre-school teachers' awareness of the objectives of pre-school education. It is evident from the Table 6.7 that a good percentage of teachers (77.58 per cent) are of the opinion that pre-school education is necessary for the all round development of children. It is interesting to note that these who expressed this opinion are all drawn from Anganwadis and only five respondents belong to private schools.

This is due to the fact that all of them are trained teachers and they are having sound knowledge of the developmental characteristics of children and they are aware of the objectives of pre-school education.

It is also evident from the table that most of the teachers belonging to private schools are of the opinion that pre-school aims at only 'Cognitive development'
of children. These teachers at least should be provided 'in-service' education and training.

ALIENATION FROM THE OBJECTIVES OF PRE-SCHOOL EDUCATION:

It is a well known fact that the objectives of education and success of any educational system depend on the teacher. The objectives of pre-school education cannot be achieved if the pre-school teacher gets alienated not only from her job but from the very objectives of pre-school education.

It can be observed from the Table 6.7 that majority of the teachers (52.4 per cent) are moderately alienated from the objectives of pre-school education followed by those who are alienated to a lesser degree (35.37 per cent) while 11.79 per cent are most alienated.

The role of the pre-school teacher is complex. For the proper and effective functioning of every role adequate inducements for the incumbents of that position should be available. These are inducements in the form of status, remuneration, good working conditions and freedom. Not merely the inducement in the form of status, remuneration and working conditions are inadequate, but worse still is the position of teachers in terms of power
TABLE 6.7

PRE-SCHOOL TEACHERS’ ALIENATION FROM THE OBJECTIVES OF PRE-SCHOOL EDUCATION

<table>
<thead>
<tr>
<th>School/Score</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 8</td>
<td>21</td>
<td>2</td>
<td>4</td>
<td>27</td>
<td>35.37</td>
</tr>
<tr>
<td>8 - 12</td>
<td>25</td>
<td>7</td>
<td>8</td>
<td>40</td>
<td>52.40</td>
</tr>
<tr>
<td>12 - 16</td>
<td>8</td>
<td>1</td>
<td>-</td>
<td>9</td>
<td>11.79</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Obtained Chi-Square = 4.11
Table X² = 9.49
df = 4
P = 0.05
and freedom. Thus due to lack of all these facilities the teacher gets more and more alienated from her work and thereby from the very objectives of pre-school education.

Another reason for this state of affairs is as stated earlier, the mushrooming of private English medium schools. These have commercialized education and started appointing teachers without the basic knowledge and training in Montessorian methods. So it is not surprising to find these teachers keep on working to eke out their living and become silent observers as the management itself is not interested in achieving the objectives of pre-school programme. All these in turn result in the alienation of teachers from the very objectives of pre-school education.

It is hypothesized in our study that - "the degree of Alienation varies with the type of school in which the teachers are working".

To examine this, the formulated null hypothesis is- "the degree of Alienation will not vary with the type of school". Our analysis is presented in Table 6.7.

Our analysis reveals that the obtained chi-square value (4.11) is lower than the table value (9.49).
Hence we reject the hypothesis. It means Alienation from the objectives of pre-school education will not vary with the type of school.

VALUE-ORIENTATION TOWARDS TEACHING PROFESSION:

Value-orientation towards teaching profession is examined with reference to such attributes as teachers' goals of life, the reasons for taking up pre-school teaching, their job satisfaction and their alienation from pre-school teaching.

GOALS OF LIFE:

Table 7.1 shows that a good percentage of the teachers (35.52 per cent) aspire to have high position, followed by those who want to have a happy life (32.89 per cent) and those who want to be recognised as best teachers (31.44 per cent). This can be explained as follows:

If we examine the goals of life indicated by the teachers it is found that these corroborate with their working conditions, living conditions and degree of satisfaction regarding their status.

A pre-school teacher who is in interaction with the children is expected to perform different kinds of functions than a teacher of collegiate stage.
### TABLE 7.1

RESPONDENTS' GOALS OF LIFE

<table>
<thead>
<tr>
<th>School/ Goals of life</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have happy life</td>
<td>21</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>32.89</td>
</tr>
<tr>
<td>To have high position</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>27</td>
<td>35.52</td>
</tr>
<tr>
<td>To get recognition</td>
<td>13</td>
<td>4</td>
<td>7</td>
<td>24</td>
<td>31.44</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Obtained Chi-Square = 6.34
Table $x^2$ = 9.49
df = 4
P = 0.05
The pre-school teacher is expected to contribute for the total development of the child in physical, social, emotional and cognitive aspects. Thus the pre-school teacher's role is more responsible, more complex and demands greater inducement in the form of status, remuneration. Though the teacher's role is highly evolved by the public, the pre-school teacher's status is hardly satisfactory. The salaries, general service conditions and social status are far from satisfactory. All these considerations made the teachers to indicate their goal of life to have high position and to have a happy life.

Our study reveals other reasons also for this present situation. The Anganwadis are run by the 'Social Welfare Board' which are set up to provide a package of services consisting of supplementary nutrition, immunisation and non-formal pre-school education.

Thus the pre-school education actually comes under the purview of social welfare department. It is an ICDS scheme, a project which lasts only for certain period. Unlike in other departments which come under the purview of the social welfare department, there are no opportunities for 'mobility' in their status nor they have better economic benefits compared with others in
that department. Once they join as pre-school teachers they should continue to do the same job. Moreover, as it is only a temporary scheme, the teachers do not have job security. Regarding the private school teachers for most of them it is only a stop-gap arrangement.

All these factors stated here make it pertinent for the teachers to say that they want to quit this job and reach for higher position and to have happy and contented life. These considerations also make it unfair to expect from these dissatisfied teachers to indicate their goal of life to have recognition as the best teachers.

It is hypothesized in the present study that - "the goals of life perceived by the pre-school teacher differ with type of school in which they work".

To examine the above the formulated null hypothesis is that - "goals of life perceived by the pre-school teachers are the same irrespective of the school in which they are working".

Our analysis is presented in Table 7.1. Our analysis reveals that the obtained chi-square value (6.34) is lower than the table value (9.49) and hence we reject the hypothesis. In other words the goals of
life perceived by the teachers will not vary by the type of institution they serve.

REASONS FOR TAKING UP THE JOB:

From the Table 7.2 it is apparent that larger percentage of teachers (60.26 per cent) have taken up the job to supplement family income, 18.42 per cent of the teachers have joined teaching only as a stop-gap arrangement. It can also be observed that 13.1 per cent have taken up this job to make use of their education and only 7.89 per cent of the teachers are doing the job to have economic independence.

It is clear from the table that most of the teachers belong to the middle class, lower middle class families as larger percentage of teachers have taken up this job to supplement family income. 18.42 per cent of the respondents have joined as a stop-gap arrangement because these girls after attaining higher educational qualifications join teaching till they are married or till they get a good job, of these teachers, most of them belong to private schools.

The reason for taking up this particular job may be that women are more inclined to pursue studies which are more general in nature such as humanities,
### TABLE 7.2

**REASONS FOR TAKING UP JOB**

<table>
<thead>
<tr>
<th>School/Reason</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Economic Independence</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>7.89</td>
</tr>
<tr>
<td>As a stop gap</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>14</td>
<td>18.42</td>
</tr>
<tr>
<td>To supplement Family income</td>
<td>37</td>
<td>4</td>
<td>5</td>
<td>46</td>
<td>60.26</td>
</tr>
<tr>
<td>To make use of Education</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>13.10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
teaching, nursing and social work and they used to believe that teaching is best suited for women and it is a prestigious profession.

JOB SATISFACTION:

In our study we tried to find out the teachers' satisfaction regarding their job. It can be seen from the Table 7.3 that a moderate percentage (41.92 per cent) of teachers are satisfied as many as 30.26 per cent teachers are not satisfied.

While satisfaction leads to get them well adjusted, dissatisfaction leads to poor adjustments. The well adjusted and satisfied teachers do not develop a 'negative attitude' towards their profession and do not believe in magnifying the disadvantages of the profession (S.K. Das Gupta, 1968).

Our data reveals that most of the teachers are frustrated with their 'working conditions'. The evils which have crept in the management of private institutions affect the teacher to a significant extent. The teachers are not contented with their salary scales. In a developing country like India, school teachers who generally come from lower middle class and middle classes suffer from financial troubles and are victims
<table>
<thead>
<tr>
<th>School / Degree of Satisfaction</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>52</td>
<td>41.92</td>
</tr>
<tr>
<td>No idea</td>
<td>21</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>27.63</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>20</td>
<td>-</td>
<td>3</td>
<td>23</td>
<td>30.26</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>10</td>
<td>12</td>
<td>76</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Obtained Chi-Square = 27.64  
Table $x^2$ = 9.49  
df = 4  
P = 0.05
to frustration. They do not, enjoy much security nor do they have enviable social status. All these make them dissatisfied and frustrated teachers.

It is hypothesized in the present study that - "the degree of job satisfaction varies with the type of school in which they are working".

To examine the above the formulated null hypothesis is that - "the degree of job satisfaction will not vary with the type of school". Our analysis is presented in Table 7.3.

Our analysis reveals that the obtained chi-square value (27.64) is higher than the table value (9.49) and hence we accept the hypothesis. In other words, the degree of job satisfaction varies with the type of school they serve.

ALIENATION FROM THE JOB:

The best known discussion of 'Alienation' was presented by Karl Marx. Marx defined meaningful work as work in which the worker maintains control of the creative process. Marx thought of social behaviour in primarily economic terms. For him, alienation was, alienation from one's work. But Alienation has also developed a more general, everyday meaning. Robert
Blauner (1964) identified these four dimensions of alienation, which are: i) Powerlessness ii) Isolation iii) Meaninglessness and iv) self-estrangement.

Table 7.4 shows that a good percentage of teachers (40.61 per cent) are moderately alienated, 39.31 per cent are least alienated followed by those (19.65 per cent) who are most alienated. This can be explained as follows:

Alienation in India is particularly marked in the urbanized intelligentsia including the white collar professional groups. For it is this class which has been far ahead of other classes in modernization and westernization. The pre-school teacher is becoming more and more alienated from her role since she is failing to identify with it. This is due to the lack of responsibility on part of the teacher and the teacher's frustration that she meets due to lack of privileges. Thus the teacher is forced to pursue an activity with which she does not identify.

This is especially true in case of those who took up this job only as a stop-gap and those who joined for supplementing family income. The reason for this is they will be thinking always of getting
### TABLE 7.4

**PRE-SCHOOL TEACHERS' ALIENATION FROM THEIR JOB**

<table>
<thead>
<tr>
<th>School/Score</th>
<th>Government Anganwadis</th>
<th>Private Recognised Schools</th>
<th>Unrecognised Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 15</td>
<td>24</td>
<td>3</td>
<td>3</td>
<td>30</td>
<td>39.30</td>
</tr>
<tr>
<td>15 - 20</td>
<td>19</td>
<td>6</td>
<td>6</td>
<td>31</td>
<td>40.61</td>
</tr>
<tr>
<td>20 - 25</td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td>19.65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
<td><strong>76</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Obtained Chi-Square = 3.37

Table $X^2$ = 9.49

df = 4

$P = 0.05$
another job or improving their qualifications.

This results in alienation as it becomes a matter of going through the activities pertaining to their job without finding any 'meaning'.

Another reason for this situation is due to the fact that there is no opportunity for 'mobility' in their status. This is true in case of those working in Anganwadis. Once they join as pre-school teachers, they remain as pre-school teachers for years together. They cannot quite this job because they are aware of the fact that with their minimum qualifications they cannot get a better job. All these make their work 'meaningless' for them.

In terms of power and freedom the position of teachers is still worse. Teachers are more instruments than decision makers with regard to educational process having very little power and freedom to shape education. Thus the teachers feel powerless in the world of commercialized culture.

The school is usually treated as a distinct and segregated world and the teachers were, and still are regarded as a "race apart". In short, the teacher is psychologically, socially isolated from the community because she must live within the limited frame
work of the "teacher stereotype". Furthermore, the teacher's self-esteem is bound up with her work which alludes to alienation from self which results in self-estrangement.

This has to be checked as the teacher's alienation constitutes a threat not only to the school system but is increasingly disruptive to the stability of our society.

In our present study, it is hypothesized that - "the degree of Alienation from job among the pre-school teachers varies with the type of school they serve".

To examine the research hypothesis, the formulated Null hypothesis is that - "the degree of alienation will not vary with the type of school". Our analysis is presented in Table 7.4.

Our analysis reveals that the obtained chi-square value (3.37) is lower than the table value (9.49) and hence we reject the hypothesis. It means that the degree of alienation among the pre-school teachers is the same irrespective of the school they serve.