CHAPTER VII

FINDINGS AND CONCLUSIONS
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The present study, 'Sociological study of Pre-school Teachers' (A study in Anantapur town) is carried out with the aim of bringing into limelight - the pre-school teacher, her socio-economic background and her professional life.

The specific objectives of the present study are:

1. To trace the historical development of pre-school education in India, with special reference to pre-school teachers;
2. To examine the socio-economic background of the teachers;
3. To collect data regarding their working conditions;
4. To examine the effectiveness of their teaching by knowing their awareness of required teaching methods; and
5. To study their value-orientation towards teaching profession and the degree of 'Alienation' they experience.

The data were collected from 76 pre-school teachers who were randomly chosen from 54 Anganwadis
run by the 'Woman and Child Welfare Department' and 5 recognised and 6 unrecognised private English Medium schools in Anantapur town.

The following are the major findings of our study.

FINDINGS:

It is found that the writings and works of Rousseau, Pestalozzi, Friedrich Froebel and Maria Montessori have directly influenced the form and function of current-day early childhood education. Froebel's Kindergarten system and Maria Montessori's system of early childhood education revolutionised the pre-primary education all over the world. And though pre-school education came into India about 50 years ago it started gaining momentum only in the post Independent India.

The Central Social Welfare Board which was setup in 1953 and since then has been developing Anganwadis and Balwadis for the disadvantaged children all over India. Institutions imparting pre-school education using the English language called Kindergartens or Montessori schools are run by the private sector and cover only a fraction of the children coming mainly from privileged groups in the urban areas.
PROFILE OF THE PRE-SCHOOL TEACHERS:

Age:

The average age of the teachers is found to be 27 years. Our data reveals that most of the pre-school teachers belong to the age-group 25-30 years (39.47 per cent). And among the private English medium school teachers, majority of them belong to age group 20-25 years.

Marital Status:

Our data shows that out of the 76 teachers 49.78 per cent are married, 44.54 per cent are unmarried and 5.24 per cent are widows. Majority of the Anganwadi teachers are unmarried and belong to age group 20-25 years who joined teaching as a stop-gap arrangement.

Education:

It is found that majority of the teachers (40.78 per cent) had completed higher secondary course followed by those who had completed secondary level of schooling. Among the teachers only 21.05 per cent are graduates and 2.63 per cent are post-graduates.
Training:

All the teachers working in Anganwadi had training in pre-school child care after their appointment. Regarding the private schools most of the teachers are untrained (17.03 per cent) while those having B.Ed degree are insignificantly represented. None of them had Montessori training.

SOCIO-ECONOMIC BACKGROUND:

Religion and Caste:

Our study shows that the pre-school teachers are drawn from all the strata of Hindu religion and other minority religions. Large percentage of teachers (77 per cent) are Hindus and the remaining 22.27 per cent teachers came from minority religions such as Muslims and Christians. Caste-wise a good percentage (31.57 per cent) of teachers are drawn from intermediary castes (upper castes of Sudra varna). The lower castes are represented insignificantly.

Educational Background:

Majority of the respondents' fathers (27.63 per cent) had secondary schooling followed by those having higher secondary qualification (18.42 per cent).
Thus, it is found that teachers usually come from moderately educated families and teachers working in private schools have better educational background. Regarding the maternal education it is found that most of them have poor educational background.

ECONOMIC BACKGROUND:

Family Income:

Large percentage of teachers (39.3 per cent) come from middle income groups. It is also found that 26.31 per cent of the teachers' family income per annum is less than ₹ 6,000/- which indicates that they are below the poverty line. Those who are working in private English medium schools come from upper middle classes.

Occupational Background:

Majority of teachers have (98.46 per cent) non-traditional urban occupational background. The data also reveals that those working in private English medium schools have better occupational background and come from moderate economic background.
WORKING CONDITIONS:

Work Load:

Our data reveals that all the teachers working in Anganwadis are having the work load of 4 hours daily, while majority of the teachers working in private schools (26.20 per cent) are having an unmanageable work load exceeding 4 hours daily.

Salary:

Majority of the teachers (81.22 per cent) are getting monthly salary which ranges from ₹200-300. We found that, some teachers in private schools are working even for ₹100-200 per month.

Opinion on Working Conditions:

Our study shows that a larger percentage of teachers (98 per cent) are not fully satisfied with their working conditions. Only one respondent, out of 76 teachers has expressed the opinion that the working conditions are good. The reasons given for this are - unmanageable work load, low salary and lack of good facilities in schools.
KNOWLEDGE OF TEACHING METHODS:

For Cognitive Development:

Development of cognitive aspects in children is one of the objectives of pre-school education. 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 shows that the obtained chi-square value (6.35) is lower than the table value (9.49). Hence we rejected the hypothesis. In other words, the methods for cognitive development will not vary with the type of school.

Development of Motor Skills:

In our 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 reveals that the obtained
chi-square value (2.53) is lower than the table value (9.49) and hence we rejected the hypothesis. It means that the methods for motor skill development will not vary with the type of school.

**Development of Social Attitudes:**

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 formulated null hypothesis is that - "The methods for the development of social attitudes will not vary with the type of school".

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

**ORIENTATION TOWARDS PRE-SCHOOL OBJECTIVES:**

It is evident from our study that 77.58 percent of the teachers are of the opinion that the pre-school education is essential for the all-round development of children. It is interesting to note that those who expressed this opinion are all drawn from
Anganwadis and only five respondents belong to private schools.

ALIENATION FROM PRE-SCHOOL OBJECTIVES:

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".

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

VALUE-ORIENTATION TOWARDS TEACHING PROFESSION:

Goals of Life:

It is hypothesized in the present study that - "The goals of life perceived by the pre-school teacher differ with type of school". To examine this the formulated null hypothesis is that - "The goals of life perceived by the pre-school teachers are the same irrespective of the school in which they are working".
Our analysis reveals that the obtained chi-square value (6.34) is lower than the table value (9.47) and hence we rejected the hypothesis. In other words, the goals of life perceived by the teachers will not vary with the type of institution they serve.

**Reasons for Taking up the Job:**

Majority of the teachers (60.26 per cent) have joined teaching to supplement family income followed by those who have joined teaching (18.42 per cent) as a stop-gap arrangement. It is also found that 13.1 per cent of the teachers 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.

**Job Satisfaction:**

It is hypothesized in the present study that - "The degree of job satisfaction varies with the type of school". To examine this the formulated null hypothesis is that - "The degree of job satisfaction will not vary with the type of school".

Our analysis shows that the obtained chi-square value (27.64) is higher than the table value (9.49) and hence we accepted the hypothesis. In other words, the degree of job satisfaction varies with the type of school.
Alienation from Job:

In our study it is hypothesized that - "The degree of Alienation from their job varies with the type of school". To examine this the formulated null hypothesis is that - "The degree of Alienation will not vary with the type of school".

It is found that the obtained chi-square value (3.37) is lower than the table value (9.49) and hence we rejected the hypothesis. It means that the degree of alienation from their job will not vary with the type of school.

CONCLUSIONS:

1. Our first conclusion is that the pre-school teacher is young, generally drawn from middle and lower middle class background with minimum educational qualifications as far as Government institutions are concerned. On the otherhand the pre-school teachers of private institutions are drawn from upper middle classes with higher educational achievements.

2. Our second conclusion is that - the pre-school teaching is yet to emerge as a profession as majority of the pre-school teachers under study are either untrained or inadequately trained and lack of professional
qualities such as orientation, commitment and skills.

3. Our third conclusion is that - pre-school teaching as well as the pre-school teacher are at the present state of affairs may be considered as a means of commercial activity with regard to private institutions and charity with regard to Government institutions. The teachers consider the pre-school teaching merely as 'any other job' to earn income honestly rather than as a profession.