Working Conditions of Teachers in Government Primary Schools

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ABSTRACT
The present study is aimed to see the working conditions of government primary school teachers. The study was carried out on a sample of 150 teachers of government primary school of Bulandshahr district. Descriptive survey method of research has been used. SOCDQ (Standardized tool) by Dr. Moti Lal Sharma has been used for collection of data. Various descriptive measures have been calculated. As conclusion it can be said that average working conditions as accessed through the questionnaire is 60.8% for teachers working in government primary schools.

Keywords----- Working conditions and Government primary school teachers.

I. INTRODUCTION

The effective teaching of a teacher plays an important role in making him or her competent teacher. The schools having good and effective teachers can succeed in reshaping the country. Good teachers are responsible for improving the quality of the nation’s citizens. A competent teacher should have not only mastery over his or her subject matter, but his or her effectiveness should be measured by student learning. Teaching process is determined by knowledge, a set of abilities, attitudes and skills which determine pupil outcomes.

Each teacher is supposed to be working in a unique educational environment. This uniqueness of the environment is considered responsible for differences in the teaching-effectiveness. Educational environment has been defined as "the conditions, processes and psychological stimuli which affect the teaching-effectiveness of the teacher". Working conditions to a large extent determines successful execution of the teaching task.

Working-conditions refer to the surrounding in which the person works. School is an organization where human beings deal with human beings. Here, teachers work in close cooperation with each others. School is also an organization but different from rest of the organizations. Here, working-conditions are also entirely different. Keeping this view in mind in the present investigation working-condition and school organizational-climate these two words have been used synonymously.

The organizational-climate is considered just as an aspect of the total environment of the organization. Thus, a distinction that is drawn between the organizational environment and organizational-climate is that of 'part' and the 'whole'. Organizational-climate constitutes one specific dimension of the total environment.

Halpin and Craft (1963) say that organizational climate refers to the feelings which exist in the organization and the variability in these feelings as one moves organization to organization. As one moves from one school to another, he finds that each has a "personality" of its own. It is the personality that we describe as the organizational climate.

To summarize, organizational climate of an educational institution is the product of the relationships between the principal and his staff, between teachers and their students and of the teachers among themselves. 

Objective
To find out the level of working condition of teachers in government primary schools.

Methodology
Descriptive method of research is concerned in this study.

Population
The population has been defined as all the primary teachers belonging to government sector of Bulandshahr district.

II. WORKING CONDITIONS

III. SAMPLE OF THE STUDY
Cluster random sampling technique was adopted to draw the representative sample. Thus, 150 teachers were selected by cluster random sampling technique. The structure of sample has been shown in the following table:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Type of School</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government Primary School</td>
<td>37</td>
<td>150</td>
</tr>
</tbody>
</table>

**Tools used:**

School Organizational Climate Description Questionnaire (SOCDQ):

- **Author**: Dr. Moti Lal Sharma
- **Publisher**: NPC Agra (U.P.)
- **Language**: Hindi

**Description:**

The variable used in the study is working-conditions of teachers. The term working conditions refer to the prevailing environment of the school. The school environment includes various aspect of teaching learning process. It defines prevailing circumstances helpful in executing the duties as well as the situations which may create hindrance for the teachers.

To measure this variable the present investigator used the tool prepared by M. Sharma (1973). The test is an Indian adaptation of the tool originally constructed by Halpin and Crofts (1963). The tool is divided into two broad categories, group behaviour category and leader behaviour category.

**IV. STATISTICAL TECHNIQUES USED**

Various descriptive measures (mean, median, standard deviation, mode, skewness, kurtosis) have been calculated.

**V. ANALYSIS AND INTERPRETATION OF DATA**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>S.E.</th>
<th>Median</th>
<th>Mode</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Conditions</td>
<td>150</td>
<td>155.65</td>
<td>19.15</td>
<td>1.56</td>
<td>152.00</td>
<td>151</td>
<td>.69</td>
<td>1.01</td>
</tr>
</tbody>
</table>

The mean score of Working Conditions is 155.65 i.e. an average government teacher at the primary level is able to secure almost 60.8% scores on the SOCDQ i.e. an average teacher at the primary level is efficient as far as Working Conditions is concerned. The standard deviation is 19.15 for Working Conditions, which shows that on an average the data can deviate 19.15 from the mean value. However, the variability is large. The standard error score of W.C. 1.56 indicates that the population’s mean can deviate 1.56 from the mean value. The median of W.C. is 152.0, which is quite higher score. The mode of W.C. 151 is the highest score one can get on SOCDQ. This is the most occurring value in the data. The value of skewness of W.C. is .69. It means that the sample is negatively skewed. The value of kurtosis of W.C. is 1.01. So, the distribution is platykurtic.

**VI. CONCLUSION & FINDINGS**

Average working-conditions as assessed through the questionnaire is 60.8% for teachers working in government primary schools.

**REFERENCES**


