

## A STUDY OF THE PROFILE OF ELEMENTARY SCHOOL TEACHERS IN MIZORAM

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### ABSTRACT

While the foundation of any good educational policy is good governance, ultimately good education depends to a considerable extent, on the educators themselves. It is necessary to study the status of the educators for the smooth functioning of any educational policy. Their qualification, behaviour and values and the facilities extended to them by the system to function effectively have an enormous influence on teaching learning process in schools. The present study is an attempt to investigate the profile of elementary school teachers of Mizoram with reference to their qualification, training, salary and the facilities provided. Descriptive survey method has been employed and Simple statistical techniques have been used to evaluate the results quantitatively by employing purposive sampling technique of private and government elementary school teachers of Mizoram. The findings of the present study revealed the qualification, training and other benefits extended to both government and private school teachers.

**Keywords :** Elementary, Profile, School Teacher, Teaching-learning.

### Introduction

Education system forms the backbone of every nation. A teacher is the force that drives the educational system. Teachers play a vital and crucial role in the lives of the students in their classrooms. The significance of this human aspect in the field of education is undeniable. However, only professionally trained and qualified teachers who are committed to teaching can produce effective results. However, apart from being professionally trained and being committed to teaching, the quality of teachers matter a lot for the quality of education imparted. It is essential to recognise and reward the work of teachers as well as improve the various perks of teaching profession. All these aspects are also to be considered otherwise it will have a have negative impact on students and school's performance as well. Therefore, it is crucial to consider all the important aspects of teaching profession for achieving quality and high standards in education.

### Methods/ Approach

Descriptive survey method has been employed and Simple statistical techniques have been used to evaluate the results quantitatively.

### Population

The population of the study included 120 teachers from 30 government and private elementary schools.

## Sample

The sample of the study consisted of 30 teachers each from government primary and private primary schools. Similarly 30 teachers each was taken for government middle and private middle schools which were selected using purposive sampling technique.

## Statement of the problem

The present study is an attempt to investigate the profile of elementary school teachers of Mizoram with reference to their qualification, training, salary and the facilities provided.

## Analysis and Interpretation

### Qualification of Teachers

Respondents : Teachers										
Management	Under matric		HSLC		HSSLC		Graduate		Post Graduate	
	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses
Govt PS	2	6.7%	3	10%	4	13.3%	18	60%	3	10%
Private PS	nil	nil	nil	nil	nil	nil	22	73.3%	8	26.7%
Govt MS	2	6.7%	2	6.7%	3	10%	20	66.7%	3	10%
Private MS	nil	nil	nil	nil	nil	nil	20	66.7%	10	33.3

Note : : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

The above table reveals that majority (above 60%) of government and private school teachers are graduates. Post graduate teachers in government schools are below 20% as compared to the private schools whose percentage is above 20%. Whereas the qualification of the teachers under matric, HSLC and HSSLC can be found only in the government primary and middle school teachers which is below 10%.

Respondents : Teachers									
Management	D.El.Ed (Diploma in elementary education)		D.T.Ed (Diploma in teacher education)		B.Ed (Bachelor of education)		M.Ed (Master of education)		
	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	
Govt PS	15	50%	6	20%	9	30%	Nil	Nil	
Private PS	Nil	nil	nil	nil	2	6.6%	Nil	Nil	
Govt MS	10	33.3%	6	20%	10	33.3%	10	13.3%	
Private MS	Nil	nil	Nil	nil	4	13.3%	Nil	Nil	

Note : : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

It is evident from the above table that teachers of the Government primary school have D.El.Ed (50%), D.T.Ed (20%), and B.Ed (30%) professional qualification. Teachers of government middle have D.El.Ed (33.3%), D.T.Ed (20%), B.Ed (33.3%) and M.Ed (13.3%) qualification. In the case of private schools, only 6.6% of private primary and 13.3% of private middle school teachers have B.Ed qualification. The above table reveals that no teachers from both private primary and middle schools possess D.El.Ed, D.T.Ed or M.Ed qualifications.

According to RTE Act 2009, the minimum qualification for teachers in primary school must be higher secondary pass with diploma of two years in teacher education (D.T.Ed) and for middle schools; it must graduation with bachelors in education (B.Ed) or diploma in teacher education (D.T.Ed).

### Teaching Experience

Respondents : Teachers								
Management	1-5 years		6- 10 years		10 - 20 years		20 years and above	
	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses
Govt PS	6	20%	9	30%	8	26.6%	7	23.3%
Private PS	15	50%	9	30%	6	20%	nil	Nil
Govt MS	3	10%	6	20%	12	40%	9	30%
Private MS	9	30%	14	46.6%	7	23.3%	nil	Nil

Note : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

From the above table, the teaching experience of government primary teachers are observed as 20% (1-5 years), 30% (6-10 years), 26.6% (11-20 years), and 23.3% (20 years and above). Government middle schools teachers have 10% (1-5 years), 20% (6-10 years), 40% (11-20 years), and 30% (20 years and above) of teaching experience.

In the case of private primary schools, the teaching experience of government primary teachers are observed as 50% (1-5 years), 30% (6-10 years), 20% (10-20 years) and no teachers with 20 years and above teaching experience. For private middle school teachers, the teaching experience observed is 30% (1-5 years), 46.6% (6-10 years), 23.3% (11-20 years) and no teachers with 20 years and above teaching experience.

### Training Attended by Teachers

Respondents : Teachers				
Management	Training attended			
	Yes		No	
	No. of responses	% of responses	No. of responses	% of responses
Govt PS	25	83.3%	5	16.7%
Private PS	11	36.6%	19	63.3%
Govt MS	27	90%	3	10%
Private MS	12	40%	18	60%

Note : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

Majority 83% and 90% of government primary and middle school teachers have attended training programmes while private primary and middle school teachers show a low percentage of 36.6% and 40% respectively as compared to government school teachers. It is evident from the table that the government school teachers have better opportunity to attend training programmes. It is apparent from the table that the government teachers are given more privilege for training programmes as compared to the private teacher. However it was observed that 16.7% government primary and 10% government middle school teachers were not very keen in attending the training programme as they were not very interested in all the training programmes. But in case of the private teachers the reason was different, it was stated by the

headmasters that the teachers in private schools were not able to attend the training programme either due to lack of teaching staff or it was because of the academic workload which made it difficult to attain the teachers training programmes.

### Monthly salary of teachers

Respondents : Teachers									
Salary in rupees	10000-20000		20000-30000		30000-40000		40000 and above		
Management	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	
Govt PS	2	6.6%	Nil	Nil	24	80%	4	13.3%	
Private PS	6	20%	15	50%	9	30%	Nil	Nil	
Govt MS	1	3.3%	Nil	Nil	25	83.3%	5	16.7%	
Private MS	9	30%	14	46.6%	7	23.3%	Nil	Nil	

Note : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

Majority of government primary and middle school teachers avail salary 30000 and above with the exception of 6.6% availing salary between 10000-20000. It was reported by the teachers that the 6.6% of teachers are those who are employed on fixed pay and not regular posts. Further its can be seen that Private 50% primary and 46.6% middle school teachers avail salary between 20000-30000. It is evident from the above table that government school teachers are in a better position in terms of salary as compared to private school teachers.

### Facilities for teachers

Respondents : Teachers											
	Employee provident fund		Annual increment in pay		Medical benefits		House rent allowance		Leave facilities		
Management	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	No. of responses	% of responses	
Govt PS	30	100%	30	100%	30	100%	30	100%	30	100%	
Private PS	Nil	Nil	14	46.6%	2	6.6%	Nil	Nil	30	100%	1
Govt MS	30	100%	30	100%	30	100%	30	100%	30	100%	
Private MS	Nil	Nil	18	60%	3	10%	Nil	Nil	30	100%	

Note : (PS) Primary school, (MS) Middle School (Govt) Government, (Pvt) Private

It is evident from the above table that the teachers of government schools are entitled to better facilities as compared to private schools. While government primary and middle school shows 100% of being entitled to facilities of availing employee provident fund, annual increment in pay, medical benefits, leave facilities and house rent allowance, private primary and middle schools shows below 40% of availing the facilities of annual increment in pay and medical benefits with the exception of leave facilities(100%).

### Findings and Discussion

#### Educational and professional qualification

In this context, it is observed from the study that in terms of educational qualification, private

primary and middle school teachers have higher educational qualification in comparison to government primary and middle school teachers whereas in terms of professional qualification, government primary and middle school teachers are more professionally trained than private school teachers. Further, interviews with headmasters of government schools revealed that some of the teachers were recruited with lower qualifications before the RTE Act regulations were enforced.

Mohapatra, (1991) conducted a comparative study of government and private school teachers in Cuttack district of Orissa. The findings of the study revealed that private school teachers were more qualified as compared to government schools.

### Teaching Experience

Overall, it can be concluded that majority of the teachers with longer teaching experience belong to government schools probably because of job security they enjoy which results in less attrition rate. Whereas private school teachers collectively have lesser teaching experience because they tend to change places in search of better opportunities. It may be mentioned that the retention and performance of school teachers is possible through their job satisfaction.

### Training

With regards to professional qualification, government schools have more trained teachers than private schools. This is because the government of India had directed the schools to clear backlog of untrained teachers by March 2015. Accordingly the state government has taken steps to provide training to all untrained teachers in District Institute of Education and Training Institute (DIET) institutions across Mizoram. However, it must be noted that government school teachers are given preference for these programmes and hence has better opportunity of becoming trained teachers than private schools. Even though the deadline as given by the government of India is over, the process of training teachers is still continuing. In addition to this, the main reasons for the high numbers of untrained teachers in Private schools is the lack of teaching staff in school and too much academic work which leads to less opportunities to go for training programs. Overall, the percentage distribution of professionally trained/qualified teachers in Private schools is not satisfactory in comparison with Government schools.

Aggarwal (1986) conducted a comparative study of government and private school teachers in west Delhi and found that government school teachers had a higher ratio of trained teachers as compared to private schools. Karia, (2003) reported that teacher training programmes organised under DPEP Rajasthan had enabled the teachers to use different methods of teaching adequately and in proper contexts and also helped the teachers in bringing about significant improvement in enrolment and retention rate of primary school children.

Mandal, (2007) conducted a study on contribution of Kasturba Gandhi Awasiya Vidyalaya to SC/ST girl's education in Jharkhand and concluded that the scheme motivated the people in rural areas to send their daughters to schools and suggested the need for increasing the number of teachers and appointing only trained teachers.

### Salary

As far as monthly salary is concerned, the findings of the study reveals that government school teachers are in a much better position as compared to private school teachers. In a study conducted by Gupta, (1988), the findings revealed financial support significantly influences effective teaching. Similarly Naseema, (1994) studied the relation between job satisfaction and teaching competence and found job satisfaction to be significantly contributing to teacher effectiveness. Therefore, it is vital to consider all possible factors that impact on the teacher's performance.

### Facilities for teachers

It is clearly evident from the findings of the present study that private primary and middle schools are not entitled to avail the facilities as compared to government school teachers. Lalsangliani, (1991) undertook a study on the socio economic and academic problems of high school teachers and found out that private school teachers felt insecure due to the benefits received by government school teachers such as the working conditions, salary benefit and terminal benefits.

### Conclusion

In conclusion it can be said that the perks of being an elementary school government teacher is better as compared to private elementary schools. However, one can see that the government elementary schools lack in the area of having qualified teachers. As much as being educationally qualified to teach, it is essential that the teachers are professionally trained so that education can be imparted more effectively using different teaching strategies. This is an area where private elementary school teachers need to work upon. Regardless of the educational institution being a government or private elementary school and apart from the teachers being educationally and professionally qualified, it is important to consider all aspects of a teacher in terms of their salary, the facilities etc so as to instill enthusiasm, motivation which will eventually retain high quality, and qualified teachers to provide high quality education in schools.

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