

## **Working Conditions Of Teachers Of Elementary Schools In The Valley**

### **Districts Of Manipur**

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### **ABSTRACT**

Working conditions of teachers include many tangible and intangible factors such as proper sanitary conditions, arrangements for good air and water, provision for adequate resting places, quite atmosphere, good climate, proper lighting, and cordial relations between the workers and the head with smooth liaison between the two. The State Education Commission, Manipur 1992 observed that “Lack of even the minimum essential facilities in schools particularly elementary schools, is a serious handicap in raising the quality of school education in the state. The State Education Commission, Manipur also reported that the teachers are sore about their low emoluments, poor conditions of service and lack of even essential physical infrastructure and proper teaching-learning environment in most of the schools. The matter calls for serious attention. The objective is to study the overall working conditions of elementary school teachers in the valley districts of Manipur. The investigator selected representative sample of 96 schools from different managements on the basis of stratified cluster sampling technique. Working conditions questionnaire were administered to 600 teachers. It was found 23% of the respondents reported that they do not have toilet facilities. It was reported that 42.17% teachers had insufficient numbers of teachers in their respective

schools. Majority of the respondents (59%) reported that salaries were not paid in time. . Majority of the elementary teachers did not have computer knowledge (62.67%). It was also found that 32.5% did not teach their concern subject. In terms of using teaching aids (65.33%) and preparing lesson-plan(100%), the responses were high. 75.67% of teachers reported to have cordial relationship among the teachers. Only 37.33% of teachers have computer knowledge and 14.17% respondents used computer in teaching. In the age of technology the use of computer is a must. Majority of the elementary teachers did not have computer knowledge (62.67%).

**Key Words:** Elementary schools, Manipur, Teachers, Working conditions.

## INTRODUCTION

Good working conditions play a significant role in attracting and retaining the right type of persons in the teaching profession and enabling them to function efficiently. Dr. Digumarti Bhaskara Rao states that, “Working conditions include teacher’s salary and benefits, availability of a suitable school building and essential facilities in the school, teacher’s work load, method of recruitment, availability of teaching and non-teaching materials and opportunities for promotion.” In the opinion of the Kothari Commission 1964-66, it is necessary that intensive and continued efforts be made to raise the economic, social and professional status of the teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiastic and contented workers. This can be done, to a very limited extend only, through appealing to motives such as love of children or of teaching, interest in academic work or research, idealism and desire for service, which attract a small proportion of able young persons to the teaching profession. Besides, it is necessary that provision of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work are imposed to attract the people. Accordingly, it can be assumed that favourable conditions of service and work comprises of adequate facilities working hours, conduct and discipline, service conditions, professional advancements, residential accommodation and participation of teachers. In 1985, the Government of India appointed the Chattopadhyaya Commission for suggesting measures for removing the dissatisfaction of

school teachers about their status. The commission clearly brought out, “first hand contact revealed that the economic hardships and deprivation experienced by teachers inspite of the rise in salary received from time to time, as these had been more than neutralized by inflation. This has given rise to frustration and dissatisfaction, among the teaching fraternity. The NPE, 1992 places complete thrust in the teaching community. It calls for substantial improvement in the conditions of work and the quality of teachers’ education. The policy also emphasizes the teachers’ accountability to the pupils, their parents, the community and to their own profession. According to NPE, 1992, the living and working conditions of teachers includes pay and allowances, career advancement, retirement and medical benefits, housing facilities, provision of study leave special provisions for women teachers, service conditions, postings and transfers, Teacher’s Welfare teachers’ participation and recruitment. With regard to conditions of work, the Delors Commission (1996) says that “Closer attention has to be paid to maintained teacher motivation in difficult situations. To keep good teachers in the profession salary and other conditions must be sufficiently attractive compared to other types of employment requiring comparable levels of training. Incentives to keep teachers in remote or particularly deprived areas are clearly a necessity if disadvantaged population is not to be further disadvantaged by the lack of qualified teachers.” The State Education Commission, Manipur also reported that the teachers are sore about their low emoluments, poor conditions of service and lack of even essential physical infrastructure and proper teaching-learning environment in most of the schools. The matter calls for serious attention. Working conditions of teachers include many tangible and intangible factors such as proper sanitary conditions, arrangements for good air and water, provision for adequate resting places, quite atmosphere, good climate, proper lighting, and cordial relations between the workers and the head with smooth liaison between the two.

## **OBJECTIVE**

The objective is to study the overall working conditions of elementary school teachers in the valley districts of Manipur with respect to School infrastructure facilities; School

management; Work load; Service conditions; Salary; Transfer and posting; In-service training programmes; School climate; and Mode of Teaching.

## **MATERIALS AND METHODS**

### **Research Method**

The present study follows the Normative survey research because of the apparent ease and directness of this method a researcher can gather information about the issue by the simple questionnaire.

### **Population and Sample**

The total population of the study consisted of teachers teaching in elementary schools of valley districts of Manipur viz. Bishnupur, Imphal East, Imphal West, and Thoubal. The investigator selected representative sample of 96 schools from different managements on the basis of stratified cluster sampling technique. A composite questionnaire, containing items related to personal identification data and working conditions questionnaire were administered to 600 teachers.

### **Tools**

i. Information Schedule ii..Physical facilities in Elementary schools. iii. The questionnaire for working conditions are divided into eight sub-headings: Management, working-load, service conditions, salary, transfer and posting , in-service training, school climate and mode of teaching. All items were provided with two alternatives – Yes or No.

## **RESULTS AND DISCUSSIONS**

### **School Building**

**Table No. 1**

**Elementary School Building in the Valley Districts of Manipur (In Percent)**

Type of School Building	No. of Respondents	Pucca	Partially-pucca	Kutchha
Total	600	36.83	38.83	24.33

Table No. 1 shows the types of school building of school buildings in the valley districts of Manipur. It was found that 36.83% of the schools were pucca building , 38.83% of the elementary schools were partially-pucca and 24.33% of the schools are kutcha. This shows that majority of the school buildings of elementary schools in the valley districts of Manipur need to be improved.

Facilities in School

**Table No. 2**  
**Facilities in Elementary Schools in the Valley Districts (In Percent)**

Item No.	Dimensions	Responses		Responses in Percent	
		Yes	No	Yes	No
1	Adequate Room	501	99	83.5	16.5
2	Separate Staff Room	204	198	67	33
3	Adequate Library	245	353	41.16	58.83
4	Toilet Facility	462	138	77	23
5	Separate toilet staff	162	384	36	64
6	Separate for boys & girls	244	356	40.66	59.33
7	Safe Drinking water	259	341	43.16	56.83
8.	Health Care centre near school	356	244	59.33	40.66

9.	Conducive Classroom	424	176	70.66	29.33
10.	Neat & Clean premises	421	179	77.16	29.83
11.	Safai Karmachary	303	297	50.5	49.5
12.	Adequate Furniture	354	246	59	41

Table No. 2 indicates the physical facilities in the elementary schools. The essential facilities in elementary schools in the valley districts of Manipur need to be improved in many of the areas. The areas which were found to be in good condition were Adequate room ,Conducive classroom , Neat and clean school premises with 83.5%,70.66% and 77.16% respectively . However, the facilities that need to be looked into are Library facilities, Separate toilet for staff, Separate toilet for boys and girls, Safe drinking water, Safai karmachary and Adequate furniture with 41.16%, 36%, 40.66%, 43.16%, 50.5%,and 59% respectively. Even though, the availability of toilet facility in Private schools was found to be 77%, it was found that 33% of them did not have Toilet facilities.

**School Management Practices**

**Table No. 3**

**Management Practices in Elementary Schools (In Percent)**

Item No.	Dimensions	Responses		Responses in percent	
		Yes	No	Yes	No
1	Head takes action for development	453	147	75.5	24.5

2	Teachers reach school before assembly	415	185	69.15	30.83
3	Disciplined the inefficient teachers	436	164	72.66	27.33
4	Teachers and Students discipline	519	81	86.5	13.5
5	Planning and Policy making	396	204	66	34
6	School inspection	340	260	56.66	43.33

Table No. 3 shows management practices. It was observed that in terms of school management, higher percentage with yes responses were found in the areas viz. Head takes action for development, Teachers reach school before assembly, Disciplined the inefficient teachers, Teachers and Students discipline with 75.5% , 69.15%, 72.66%, and 86.5% respectively. About 66% of teachers were given chances in Planning and Policy making and 56.66% of the teachers reported that School inspections were done on regular basis. Since the concentration of frequencies of responses lies towards the positive side, it may be interpreted that the school management were in good condition with elementary school teachers in the valley districts of Manipur.

**Work Load**

**Table No.4**  
**Work Load of Elementary Schools Teachers (In Percent)**

<b>Item No.</b>	<b>Dimensions</b>	<b>Responses</b>	<b>Responses in Percent</b>
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		Yes	No	Yes	No
1	Non-teaching works	292	308	48.66	51.33
2	Collection of fees	78	522	13	87
3	Distribution of circulars	125	475	20.83	79.16
4	Maintaining Library books	116	484	19.33	80.67
5	Census survey	159	441	26.5	73.6
6	Miscellaneous	89	511	14.83	85.17
7	Heavy Work-load	323	277	53.83	46.17
8.	Remedial classes	295	305	49.17	50.83
9.	Insufficient number of teachers	253	347	42.17	57.83

From Table No. 4, it was found that 48.66% of the respondents reported to have other non-teaching works. About 53.83% of teachers reported to have heavy work-load. About 49.17% of teachers take remedial classes for weak students. It was found that 42.17% of teachers had insufficient number of teachers in their respective schools.

**Service Conditions**

**Table No.5**

**Service Conditions of Elementary Schools Teachers ( In Percent)**

<b>Item</b>	<b>Dimensions</b>	<b>Responses</b>	<b>Responses in</b>
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No.				Percent	
		Yes	No	Yes	No
1	Recruitment : Selection cum Interview	453	147	75.5	24.5
2	Satisfied with mode of selection	273	327	45.5	54.5
3	Medical benefits	162	438	56	44
4	Promotion in proper time	181	419	30.17	69.83
5	Study leave for higher qualification	285	315	47.5	52.5
6	Pension, Gratuity & Provident fund	327	273	54.5	45.5

The service conditions of elementary school teachers in the valley districts of Manipur is shown in Table No.5. It was found that 54.5% of teachers were not satisfied with mode of selection of teachers of Government teachers. A number of teachers did not have medical benefits (44%) and did not get promotion in proper time (69.83%). Only 47.5% got study leave for higher qualification. It was also found that 52.5% do not get study leave for higher qualification. In terms of Pension, Gratuity and Provident fund 45.5% do not enjoy this scheme.

### **Salary**

**Table No.6**

**Salary of Elementary School Teachers (In Percent)**

Item No.	Dimensions	Responses		Responses in Percent	
		Yes	No	Yes	No
1	Salaries paid in time	246	354	41	59
2	Allowances for Head-in-charge	192	408	32	68
3	Increment on acquiring higher education	281	319	46.83	53.17
4	Satisfied with salary	351	249	58.5	41.5

Table No. 6 depicts that salary conditions of elementary school teachers need to be improved. Majority of the teachers reported that they did not get salary in time (59%). It was also found that 68% of the teachers did not get allowances for Head-in-charge and 53.17% of teachers did not get increment on acquiring higher education. About 58.5% of teachers were satisfied with the salary.

**Transfer and Posting**

**Table No.7**

**Transfer and Posting of Elementary School Teachers (In Percent)**

Sl. No.	Dimensions	Responses		Responses in Percent	
		Yes	No	Yes	No

1	Posted in hill areas	90	510	15	85
2	Transfer done before commencement of academic session	80	520	13.33	86.67
3	Posted with regard to the need of the concern subjects	104	496	17.33	82.67

From Table No.7, the conditions of Transfer and Posting of elementary school teachers in the valley districts of Manipur showed that only 15% of the respondents reported had earlier been posted in hill areas. About 86.67% of teachers reported that transfers were not done before commencement of academic session. It was also found that 82.67% of teachers reported that teachers were not posted with regards to the need of the concern subjects.

**In-service programmes**

**Table No.8**

**In-Service Training Programmes of Elementary School Teachers (In Percent)**

Item No.	Dimensions	Responses		Responses in Percent	
		Yes	No	Yes	No
1	Attended training programmes	370	230	61.67	38.33
2	DIETs & other training institutes provide	385	215	64.17	35.83

	satisfactory training				
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Table No. 8 shows that in-service programmes of the elementary school teachers in the valley districts of Manipur showed that 61.67% of teachers had attended training programmes. About 64.17% teachers think that DIETS and other training institutes provide satisfactory training programmes for the development of elementary school teachers.

**School Climate**

**Table No. 9**

**School Climate of Elementary School Teachers (In Percent)**

Item No.	Dimensions	Responses		Responses in Percent	
		Yes	No	Yes	No
1	Quite surrounding	404	196	67.33	32.67
2	Cordial relationship	454	146	75.67	24.33
3	Parents-Teachers Association	378	222	63	37
4	Useful for development	307	71	81.22	18.78
5	Local people help	310	290	51.67	48.33
6	No Outside pressure	385	215	64.17	35.83
7	Any Organization come for	305	295	50.83	49.17

	inspection				
8	Inspection by other organization can be a Substitute	95	210	31.15	68.85

Majority of the elementary school teachers in the valley districts of Manipur had good conditions in the areas viz. Quite surrounding, Cordial relationships, and No outside pressure with 67.33%, 75.67% and 64.17% respectively. It was also found that 63% have Parents –Teachers Association (PTA) and 81.22% of them reported that PTA is useful for the development of the school. It is found that 48.33% of teachers did not received help from local people for the welfare of the school. About 50.83% of the teachers reported that other organizations come for inspection and 68.85% of them think that these organizations’ inspection cannot be a substitute to Supervisor’s inspection.

**Mode of Teaching**

**Table No. 10**

**Mode of Teaching in Percent**

Item No.	Dimensions	No. of Respondents		Responses in Percent	
		Yes	No	Yes	No
1	Computer Knowledge	224	376	37.33	62.67
2	Use computer in teaching	85	515	14.17	85.83
3	Teach concern subject	405	193	67.5	32.5

4	Use teaching aids	392	208	65.33	34.67
5	Prepare Lesson-plan daily	600	0	100	0

Table No.10 depicts Mode of Teaching of the elementary school teachers. It is found that 37.33% of the teachers have computer knowledge of which 14.17% of them use computer in teaching. About 67.5% of the teachers teach their concern subject. In terms of Using teaching aids in teaching and Prepare Lesson plan daily , it is found to be 65.33% and 100% respectively.

### **CONCLUSIONS**

To achieve the ends of school education, the teachers should be provided with necessary facilities and opportunities to exercise their effectiveness effectively in an atmosphere which should spontaneously be characterized by themselves as stimulating, challenging and all the more rewarding one. The physical facilities of elementary schools should be improved. The basic needs like toilet, separate toilet for boys and girls, and safe drinking water need to be looked into. It was found 23% of the respondents reported that they do not have toilet facilities. It was reported that 42.17% teachers had insufficient numbers of teachers in their respective schools. Majority of the respondents(59%) reported that salaries were not paid in time. 75.67% of teachers reported to have cordial relationship among the teachers. Only 37.33% of teachers have computer knowledge and 14.17% respondents used computer in teaching. In the age of technology the use of computer is a must. Majority of the elementary teachers did not have computer knowledge (62.67%). It was also found that 32.5% did not teach their concern subject. In terms of using teaching aids (65.33%) and preparing lesson-plan(100%), the teachers reported

to be high. The concern authorities must look into this matter. The working conditions of elementary school teachers should be raised if we need to bring about quality education.

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