

# Critical Assessment of RTE Act in India and It's Comparative Statistical Assessment With Special Reference To PTR, Corporal Punishment, and Work-Load Parameters

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## Abstract

Teachers play a vital role in educational development and educational reforms in the country. Therefore, for making the educational policies, programs, and system to be successful, the school's work culture and subsequently teachers' job satisfaction is of cardinal importance. Thus, the most pertinent question that comes forward is whether teachers are satisfied with their profession. Whether their service conditions and policies are adequately providing them with professional satisfaction?

To attain educational goals and to enhance the educational outcome, the dire need is to analyze the overall job satisfaction of teachers, keeping socio-economic, psychological, and administrative aspects of the problem in view. This study attempted to make a comparative study of the job satisfaction of government schools' teachers with that of private schools' teachers to ascertain their level of job satisfaction with special reference to PTR, Corporal Punishment, and workload provisions of the RTE Act. This study is an attempt to make a comparative study of satisfaction of schools keeping socioeconomic, psychological, and administrative aspects of the problem. In this study issues related to the academic responsibilities of teachers and other issues related to the teaching-learning process; development of school curriculum; working hours of the teachers; prohibition of deployment of teachers for non-educational work; Classroom- Teacher Ratio in schools, Pupil-Teacher Ratio have been studied in-depth to make a comparative assessment of Job satisfaction of Teachers in public and private schools in India. The school teachers are normally overburdened with non-teaching or administrative duties, consuming a lot of their time. Preparation of several reports and writing down every detail of expenditure resulted in a waste of teaching time. Besides this, teachers in government schools have to do other activities like census data collection, disaster relief duties, or duties related to elections. Teachers are mentally and physically exhausted/drained leaving little time for their personal or family obligations. The teachers' staff room with certain basic amenities for providing brief relaxation during hectic teaching schedules, an interaction opportunity with colleagues, and also to energize them as well as to infuse in their confidence, mutual support, and motivation.

**Keywords:** Teacher in India, Millennium Development Goals, 'Education for All initiatives, Primary Education, Educational Growth.

## 1. INTRODUCTION

Under the RTE Act, there were specific provisions for the improvement of infrastructural facilities in the school. It provided for the availability of equipment and support services which impacted significantly besides increasing school access, enrolment, and retention rate. The Right to Education has also laid down the norms for teacher-pupil ratio, and classroom-teacher ratio i.e., the proper proportion of classrooms in schools. Additionally, it emphasized school-working days, and teacher-working hours, which were also the indicators for measurement of the quality of education and effectiveness of teaching in schools. The RTE Act also negated the screening procedure for admission of children, capitation fee, and running of schools without recognition. It provided for the development of a curriculum which would ensure the wholesome development of the child, based on the child's knowledge, capability, and talent". Undoubtedly, India has made substantial progress toward achieving EFA goals during the last two decades. The RTE, 2010 has given further impetus to the nation's efforts for ensuring quality education for all in a time-bound manner. Access to school, along with enrolment, has improved for most of the children, as almost all over India, the schooling facility exists within close vicinity.

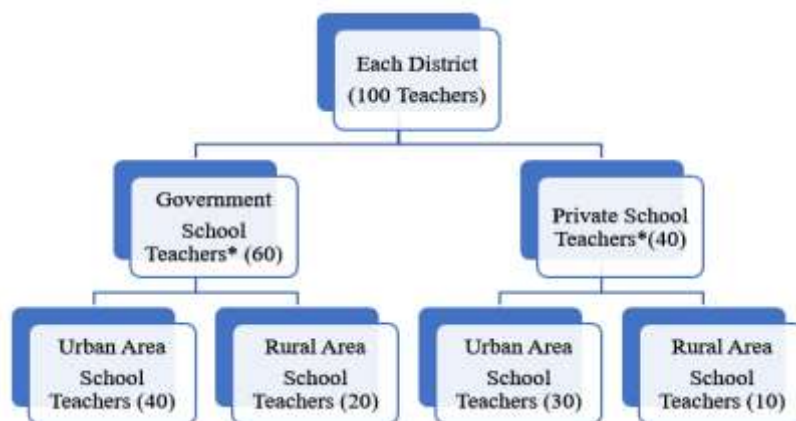
## 2. OBJECTIVE

The objective of the subject matter is to critically analyze the satisfaction and perception towards inter alia provisions related to teachers in the RTE act while stating other various other factors which impact the overall satisfaction of teachers in India.

## 3. METHODOLOGY

A total sample of 600 teachers with an equal sample size of 100 teachers from 6 districts by using the Stratified Random Sampling technique is selected as per the explanation given in following Chart 1.

**Chart 1** Strata used for extracting the sample from each District



(\* Government Schools are almost double the number of Private Schools)

An effort has been made to divide the sample into substrata like age, gender, the status of the job, academic qualification, marital status, and income.

The number of female teachers outnumbered the male teachers in the sampled schools but equal representation to gender remained a limitation of the present study. The sample included both permanent and contractual teachers. As many as 100 governments and 100 private primary schools were selected randomly to study the status of existing infrastructure facilities in the primary schools in Haryana (India).

### 3.1 Collection of Data

- **Interview schedule-** A set of interview schedules was prepared to study the comparative impact of various provisions of the Right to Education Act on job satisfaction of the government and private primary school teachers and to find out the comparative difference in job satisfaction between government and private school teachers concerning the impact of various organizational and personal factors on teachers.

- The interview schedule comprised both close-ended and open-ended questions related to teaching and its other aspects. Each question in the interview schedule had three answers; yes, no, and no comments. The interview schedules were developed by searching relevant literature, and various legislations by the government and by consulting the experts in the field of Public Administration, Education Administration, and allied disciplines. These interview schedules were translated into the Hindi language for the convenience of the respondents. The study employed both primary and secondary data.

- **Primary Data:** Primary data has been collected largely through a structured Interview schedule, in-depth interviews, discussions, and observations by the researcher.

- **Secondary Data:** For secondary data, various administrative reports, government documents, books, journals, the latest service rules, statistical abstracts, conference papers and proceedings, journal articles, newspapers, magazines, websites, and other relevant published data have been consulted. Various internet sites on educational and educational organizations at the international, national, and state level were searched for relevant material. The secondary data wherever used has been supported by the appropriate reference.

### 3.2 Data Analysis and Interpretation

#### Use of Pearson's Chi-Square and P-Value

Data collected through structured and unstructured research questionnaires were processed and analyzed using the **SPSS** tool. Besides using percentages, the researcher has used Pearson's Chi-square test result and p-value for processing the data. All these statistical tools have been used to discover the relationship between the categorical variables (gender, age,

educational qualifications, etc) and different organizational attributes and their relation to several issues related to teachers. The following parameters have been employed to analyze the data.

## Chi-Square Test

**Table 1:** Assumptions of Chi-Square Test Result in the Present Study

|                       |                    |
|-----------------------|--------------------|
| 0.00 to 0.01          | Highly Significant |
| Above 0.02 up to 0.05 | Significant        |

The assumptions considered while analyzing the primary data given in the Tables

The chi-square was computed where,

1. If P- value=0.01 it means there was a 99 percent confidence level and highly significant association (\*\*) among categories within the attribute variable and
2. If P- value is between 0.02 and 0.05 that means there was a 95 percent confidence level and significant association (\*) among categories within the attribute variable, and
3. While, if the P- value is more than 0.05 that indicates the relation was a non-significant association (ns) among categories within the attribute variable.

The attributes having significant or highly significant relations with different variables (i.e., questions) have been explained further. An attempt has been made to elucidate the statistical data quantitatively, as well as qualitatively based on interviews, discussions, and observations made by the researcher.

## 4. SATISFACTION OF TEACHERS

Job satisfaction is a feeling which can be explained in simple words as the extent to which an individual is satisfied with his or her job. Various scholars described job satisfaction in various terms. **E. Locke** (1976) acknowledged job satisfaction as a pleasurable or positive emotional state of one's job or job experience. **Andrew** (1988) described it as the amount of pleasure or contentment associated with a job. **Hoppock** (1935) defined job satisfaction comprehensively as any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'. **Davis and Newstrom** (1989) believed, job satisfaction, is a set of favorable or unfavorable feelings with which employees view their work.

**Schuster** (1997) stated that "employees in an organization should be managed in such a way that besides achieving organizational goals and objectives, they get job satisfaction in a non-discriminatory, affirmative, and effective manner. To sum up, job satisfaction is a positive attitude or feeling towards a job. Thus, job satisfaction is an art as well as a science in managing employees in an organization.

**Gurpreet Randhawa** (2005), highlighting the need for job satisfaction, acknowledged that employees with higher job satisfaction learn new job-related tasks easily and such employees also experience less job stress and unrest. **D.S Raich** (1975) found that it creates a feeling of belongingness, a sense of pride, and spirit amongst employees to make extra efforts to accomplish their tasks. **D.M. Pestonjee** (1973), observed in his study that highly satisfied employees tend to have better physical and mental health; which results in lesser work grievances and better maintenance of a positive ambiance, which leads to the achievement of organizational goals. *Steinhau et. all* and *Cranny et. all* also observed in their study that satisfied employees are more likely to be committed to their organizations and exhibit higher levels of performance and productivity which lead to the success of the organization. Thus, employees with a high level of job satisfaction are highly motivated towards their work and are more enthusiastic about performing their tasks.

## 5. INTER ALIA PROVISIONS RELATED TO TEACHERS IN RTE ACT

Besides specifying the duties and responsibilities of school principals, parents, and local authorities, *inter alia* the RTE Act also standardized the norms and standards related to teachers. Some of the significant provisions are mentioned as follows:

- ❖ **Academic responsibilities of teachers** and other issues related to the teaching-learning process.
- ❖ **Development of school curriculum.**
- ❖ **Working hours of the teachers.**
- ❖ **Prohibition of deployment of teachers for non-educational work**, other than decennial census, elections to the local authority, State Legislatures and Parliament, and disaster relief.
- ❖ The **classroom- Teacher Ratio** in schools.
- ❖ **Appointment of appropriately trained teachers**, i.e., teachers with the requisite entry and academic qualifications.
- ❖ **Pupil-Teacher Ratio:** PTR was one of the main factors in improving primary education quality. It also ensured that there was the adequate and rational deployment of teachers to ensure specified Teacher-Pupil Ratio (TPR) maintained at all levels at national, state, and local level schools, rather than just as an average for the State or District or Block, thus to ensure that there was no urban-rural imbalance in teachers' postings. The RTE has standardized the norms for the same.

- ❖ **Negation of the Physical Punishment and Mental Harassment** of school children. This Act has made a provision for 6 months imprisonment to the teacher for pupil abuse, physical punishment, or mental harassment.
- ❖ **Negation of Private Tuition** by the Teachers.

## 6. TEACHER'S SATISFACTION WITH RTE ACT: MAJOR FINDINGS AND REMONSTRANCE

### 6.1 Teaching Aids and Learning Equipment in Schools

The blackboard is one of the most simple and traditional visual aids available to the teacher in the classroom. It was, however; found that only 88.3 percent of respondents from the government schools reported that the condition of the blackboards in their respective schools was good (Table 2). While the rest of the 11.7 percent of respondents stated that the condition of blackboards in their schools was not good. There were patches or the black color of the board had faded. Surprisingly, in some schools, it was found that the position of the blackboard for the direction of the light was not appropriate. Some of the students in the classroom were facing a reflection of light on the blackboard making it difficult to read. Highlighting the significance of the blackboard in classroom teaching, one of the principals stated;

*“The blackboard visuals not only enhance students’ attention and interest in classroom lecture but also makes teaching job easier.*

**Table 2:** The condition of Teaching-Learning Equipment in Government Primary Schools

| Indicator   | Sub Category/ Type   | Government School |               | Private Schools |              |
|---|--|-------------------|---------------|-----------------|--------------|
|   |  | Good              | Poor          | Good            | Poor         |
| The condition of Teaching Learning Equipment in Private Schools | <b>Blackboard in Classrooms</b>                                      | 159<br>(88.3%)    | 24<br>(13.3%) | 115<br>(95.85%) | 5<br>(4.15%) |
|   | <b>Teaching Learning Equipment (like television, projector, etc)</b> | 146<br>(81.1%)    | 34<br>(18.9%) | 114<br>(95%)    | 6<br>(5%)    |
|   | <b>Furniture in Classrooms</b>                                       | 145<br>(80.6%)    | 35<br>(19.4%) | 112<br>(93.3%)  | 8<br>(6.7%)  |

**Source:** Computed from Primary data

The teaching-learning equipment was satisfactory in the government schools as per 81.1 percent of the respondents, as may be seen from Table 2. 18.9 percent of respondents from government schools expressed dismay at the availability of the learning equipment in their respective schools. Some of the respondents stated that either the equipment was not available in their school, and where ever it was available either was under lock and key or was not operative owing to lack of timely repair or electricity cut. One of the teachers explained that ‘the general condition of learning equipment was always more significant than its availability. The condition of electronic instruments like television, computers, set of top boxes, etc was in deplorable condition. (Sheokand, An Elucidation of Public Health Policy for People with Disability in India”, April 2018)

The condition of teaching aids and learning equipment was adequate in private primary schools as 95.85 percent of respondents observed that their respective school was having properly painted blackboards and 95 percent of respondents supported having good teaching-learning equipment (like television, projector, etc) and these were operative and 93.3 percent respondents stated that the furniture was in good condition, as may be seen from Table 2. It was thus, observed that private school teachers were satisfied and comfortable owing to the availability of adequate and essential teaching aids and furniture in each classroom and advanced learning equipment like projectors, computers, electronic games, etc. Thus, it can be stated that the basic teaching-learning equipment in private schools was more adequate as compared to government schools. Further, the Chi-square results ( $X^2=15.661$ ,  $p < 0.00$ ) were also found **highly significant** as there was variation in the proportion of responses among the government and private school respondents’ condition as may be seen from Table 3.4. Thus, it was inferred that **private schools had better availability of required teaching-learning equipment in classrooms as compared to government schools.**

### 6.2 SATISFACTION OF TEACHERS REGARDING PUPIL-TEACHER RATIO (PTR) NORMS IN SCHOOLS PTR NORMS IN SCHOOLS:

The RTE Act 2010, standardized the Pupil-Teacher Ratio, it was considered one of the main indicators of primary education growth.

Section 19 of the Act, states that the pupil-teacher ratio (excluding Head Teacher) shall not exceed 40 in primary classes. An analysis of the data indicates that 77.8 percent of government and only 37.5 percent of private school respondents, as shown in Table 3 opined that their school followed the ‘Pupil-Teacher Ratio (PTR), as prescribed by the RTE Act. It was further found that in government schools, there were either having very less number of students (for instance 15-20 students) in some of the classes, while in some of the other schools the strength of students was more than the prescribed limit (i.e. more than 40 students in a class).

**Table 3:** Is the ‘Pupil-Teacher Ratio (PTR)’ as prescribed by RTE Act followed in your school?

| Type of school |       |       |             |        | Chi-square | p-value |
|----------------|-------|-------|-------------|--------|------------|---------|
|                | Yes   | No    | No Comments | Total  |            |         |
| Govt. School   | 140   | 38    | 2           | 180    | 10.668     | .005*   |
|                | 77.8% | 21.1% | 1.1%        | 100.0% |            |         |
| Pvt. School    | 45    | 65    | 0           | 120    |            |         |
|                | 37.5% | 62.5% | 0.0%        | 100.0% |            |         |
| Total          | 215   | 83    | 2           | 300    |            |         |
|                | 71.7% | 27.7% | 0.7%        | 100.0% |            |         |

**Source:** Computed from Primary data p- value<0.05 is significant to denote \*

It was found from 64.16 percent of private school respondents and 22.22 percent of government school respondents that there were more than 40 students in various classes in their respective schools, as may be seen in Table 3.

**Table 4:** Number of Students per Class

| Indicator                     | Type of School     | Less than 40 Pupils per Class | More than 40 Pupils per Class |
|-------------------------------|--------------------|-------------------------------|-------------------------------|
| No. of Students in Each Class | Government Schools | 140<br>(77.77%)               | 40<br>(22.22%)                |
|                               | Private Schools    | 47<br>(39.16%)                | 77<br>(64.16%)                |

**Source:** Computed from Primary data

During informal discussions, some of the teachers expressed that instead of making class sections with less number of students; teachers had to teach a larger number of students. Normally, it was difficult for a teacher to manage classes with a larger number of students. The teachers were put under a lot of pressure and extra workload. (Sheokand, Uma Sheokand “An Elucidation of School Administration and Work Culture of Schools in Relation to Teacher’s Satisfaction” , July 2017)<sup>1</sup>

It was observed that schools located in urban areas had better facilities. Resultantly, the schools (both government and private) located in urban areas had a higher strength of students. During informal discussions, the government school teachers expressed that due to the lack of an adequate number of teachers in schools, they had to merge the various sections of a class thereby causing indiscipline and a lack of appropriate teaching in the classroom. The principal of a government school shared;

***If the class size will be larger, there will be more disruptions, more noise, more indiscipline, lesser will be individual attention to the students, and more will be stress for the teacher. The average student who needed more learning time will suffer the most."***

Yet another Principal of a private school stated;

***“An overcrowded class reduces not only social interaction amongst the students but also access to equipment and technology. We are however under several other constraints to raise the class strength.”***

In addition to this, the government school teachers had to carry out and finish lots of other activities within the fixed schedule. Needless to mention they have to supervise and distribute midday meals to a large number of students; thus, leading to overburdening and burnout of the teachers’ physical and mental strength. This served as a double-edged weapon, on one side there was a loss of studies and on the other hand causing stressful conditions for the teachers.

The preceding discussion and data indicate that the Pupil-Teacher ratio norms were followed better in government schools. Further, the Chi-square results ( $X^2=10.668$ ,  $p < 0.05$ ) were found **significant**, there was variation in the proportion of responses among the government and private school respondents. Thus, it was inferred that the **‘Pupil-Teacher Ratio (PTR) norms as prescribed by RTE were followed more strictly in government schools as compared to private**

**schools** (Sheokand, Uma Sheokand “An Elucidation of School Administration and Work Culture of Schools in Relation to Teacher’s Satisfaction” , July 2017).

### 6.3 PROVISION OF 'NEGATION OF CORPORAL PUNISHMENT AND TEACHER'S SATISFACTION Teachers' Perception Regarding Provision for Corporal Punishment'

Corporal punishment is used in schools by the class teacher to punish the students indulging in some form of misbehavior or poor conduct. It has been in vogue in India for a long time and sadly it continues to thrive in some form in certain schools despite strict government regulations. Corporal punishment can be awarded by way of; spanking, slapping, pinching, hitting with or without a rod (wooden or some other material) on the palm, back of the body, buttocks or knuckles, etc. with the sole intention of causing fear, discomfort or pain to the guilty student. Corporal punishment leads to adverse physical and psychological outcomes which - include increased aggressive and destructive behavior, poor achievement, and low self-esteem. 'It hurts the child in all dimensions viz. Physical, mental and social and above all comes in the way of wholesome development of the child,' said one of the senior teachers.

The RTE Act has banned corporal punishment for children in schools. Section 17(1), of the Act, prohibits physical punishment and mental harassment of children in schools. Whosoever negates the provision of 17(1) shall be liable to disciplinary action under Section 17(2). Even after several years of implementation of this Act, there were many cases of corporal punishment in schools. Several outdated social norms like “spare the rod and spoil the child” were still prevalent. Besides these, there were several other psychosocial reasons causing teachers to resort to corporal punishment in school. During informal discussions, the respondents stated that schoolchildren without some sort of punishment were not easy to manage. The teachers acknowledged that corporal punishment helped maintain discipline, though it harmed teacher-student relations, students' mental ability, and creativity. Most of the teachers agreed that beating a student for amending their behavior or conduct was a temporary solution. The teachers too voiced their concern and expressed that they too wanted the children to grow as good human beings and responsible citizens. They insisted that the teachers had to act strictly when the students continuously ignore their warnings for maintaining discipline in the classroom. Supporting the need for punishment for maintaining discipline in the class, 50.6 percent of government and 34.2 percent of private school teachers opined that the provision of 'negation of corporal punishment should be removed from the RTE Act, as may be seen from the data in Table 5

**Table 5:** Do you feel that provision of ‘negation of corporal punishment should be removed from the RTE Act? Yes/ No/No Comments

| Type of school |       |       |             |        | Chi-square | p-value |
|----------------|-------|-------|-------------|--------|------------|---------|
|                | Yes   | No    | No Comments | Total  |            |         |
| Govt. School   | 91    | 85    | 4           | 180    | 8.595      | .014*   |
|                | 50.6% | 47.2% | 2.2%        | 100.0% |            |         |
| Pvt. School    | 41    | 73    | 6           | 120    |            |         |
|                | 34.2% | 60.8% | 5.0%        | 100.0% |            |         |
| Total          | 132   | 158   | 10          | 300    |            |         |
|                | 44.0% | 52.7% | 3.3%        | 100.0% |            |         |

**Source:** Computed from Primary data p-value <0.05 is significant to denote\*

In government schools, most students come from poor socio-economic backgrounds and a good number of them were in the habit of using abusive language and occasionally fighting with each other. Some of the government school teachers articulated that they found it difficult and challenging to handle habitual student offenders creating trouble and irritation for the teachers or the rest of the class. (Sheokand, Uma Sheokand “An Elucidation of School Administration and Work Culture of Schools in Relation to Teacher’s Satisfaction” , July 2017) They further said that at times finding no other recourse the harassed and frustrated teacher would resort to some form of punishment to maintain discipline in the classroom. Sometimes the punishment used to be harsh and severe to get over teachers' stress and frustration.

The private school teachers, however, opined that there were not many occasions when the teacher felt the need to discipline their students, so they did not resort to harsh punishment of the children. The majority of their students showed good conduct in the classroom. Moreover, the school authorities send regular circulars to the teaching staff warning them against resorting to corporal punishment the students. Some of the private schools have taken written undertaking/ assurance from the teachers that they would not resort to corporal punishment. Echoing her views against corporal punishment for school children, the principal of a private school observed;

***“It’s cruel to subject school children to corporal punishment in the name of discipline. Corporal punishment not only undermines the dignity of a child but leads to maladaptive behavior in later life. Instead of resorting to violent measures, a teacher should endeavor to discipline the child through counseling and creative measures.”***

Yet another Principal shared;

*"Students' conduct can be disciplined through constant interaction and by building trust with such students; at times their parents or friends can also be involved. The teacher should be appropriately trained from time to time to develop requisite skills in class management."*

It was also found that the majority of the respondents were aware that disciplinary action could be taken against teachers if students were abused, punished, and harassed physically or mentally by them. However, most of the respondents were not aware of the nature of the punishment mentioned in the RTE Act.

In the end, it may be stated that it's beyond doubt that some of the students do indulge in poor conduct or indiscipline in the classroom. Punishment is neither a permanent solution nor in the interest of the student offender. It lowers their dignity and may affect their overall growth. Therefore, instead of resorting to corporal punishment, a teacher should be skillful in molding the behavior of the student in the right direction. More creative and innovative teaching methodology; positive and constructive classroom teaching-learning practices can be the right solution for overcoming the problem of poor conduct and indiscipline by some students in the classroom.

The school authorities should organize seminars from time to time to train the teachers in tackling such students as well as class management. The teachers can seek the help of parents if need be. Appropriate action under the Act can be taken against the teachers indulging deliberately in giving corporal punishment to the school children.

An analysis of the data and discussions in the preceding pages revealed that the government school teachers found it more difficult to handle such students without some form of punishment. Further the Chi-square results ( $X^2=8.595$ ,  $p < 0.014$ ) were found **significant** as there was variation in the proportion of responses among the government and private school respondents. Therefore, it can be elucidated that **a higher number of government school teachers desired that the provision of 'negation of corporal punishment should be removed from the RTE Act than private school counterparts.**

#### 6.4 WORKLOAD

The RTE Act has prescribed 200 working/instructional days for an academic year. This Act specified minimum working hours for teachers i.e., 45 hours per week, which also included preparation hours. The 'Preparation Hours', referred to the preparation which was to be done by the teachers before taking up scheduled classes. The data in Table 6 shows that 92.2 percent of government and 70 percent of private school teachers agreed that they were satisfied with their school workload.

**Table 6:** Are you satisfied with the workload? Yes/ No/No Comments

| Type of school |       |       |             |        | Chi-square | p-value |
|----------------|-------|-------|-------------|--------|------------|---------|
|                | Yes   | No    | No Comments | Total  |            |         |
| Govt. School   | 166   | 13    | 1           | 180    | 27.804     | .000**  |
|                | 92.2% | 7.2%  | 0.6%        | 100.0% |            |         |
| Pvt. School    | 84    | 36    | 0           | 120    |            |         |
|                | 70.0% | 30.0% | 0.0%        | 100.0% |            |         |
| Total          | 250   | 49    | 1           | 300    |            |         |
|                | 83.3% | 16.3% | 0.3%        | 100.0% |            |         |

**Source:** Computed from Primary data p- value<0.01 is highly significant to denote \*\*

The government school teachers during discussions observed that their workload was as per the RTE Act. Although they had to overview mid-day meal-related activities during lunchtime by skipping their lunch, they were managing the same with the co-operation of other staff members. A limited number of teachers, however, opined that their principal was cooperative and did not overload the staff with frequent meetings, and other miscellaneous or repetitive functions. The private school teachers, on the other hand, were burdened with extra work in their respective schools. They were feeling unsatisfied due to frequent staff meetings and several other activities and additional duties involving a lot of paperwork. Most of the meetings were held without advance notice to the staff, causing thereby a lot of inconvenience to the staff as well as their family (Sheokand, U. 2017a, 2017b, 2016c). The government school teacher looked more comfortable concerning their workload as compared to private school teachers.

Even the Chi-square results ( $X^2=27.804$ ,  $p < 0.01$ ) were found **highly significant** that there was variation in the proportion of responses among the government and private school respondents as may be seen in Table 6 It is thus, inferred that **government school teachers expressed satisfaction about their workload in the school as compared to private school teachers.**

#### 6.5 Interference of Additional Duties with Teachers' School Duties and Personal Life.

According to RTE Act, a teacher shall not be deployed for non-teaching activities other than the census, disaster relief duties, or duties related to elections of local authorities/ State Legislature / Parliament, as the case may be. The present study endeavored to check whether additional duties in school interfered with teachers' normal school duties and personal life. The data reflected in Table 7 explains that 63.3 percent of government and 70 percent of private school teachers admitted that additional duties in school interfered with their work and caused stress on a day-to-day basis.

**Table 7:** Do Additional duties interfered with your normal School work and Personal life? Yes/ No/No Comments

| Type of school |        |       |             | Total  | Chi-square | p-value |
|----------------|--------|-------|-------------|--------|------------|---------|
|                | Yes    | No    | No Comments |        |            |         |
| Govt. School   | 114    | 66    | 0           | 180    | 22.935     | .000**  |
|                | 63.3 % | 36.7% | 0.0%        | 100.0% |            |         |
| Pvt. School    | 84     | 25    | 11          | 120    |            |         |
|                | 70.0 % | 20.8% | 9.2%        | 100.0% |            |         |
| Total          | 198    | 91    | 11          | 300    |            |         |
|                | 66.0 % | 30.3% | 3.7%        | 100.0% |            |         |

**Source:** Computed from Primary data p- value<0.01 is highly significant to denote \*\*

The private school teachers opined that they were over-engaged in co-curricular, and extra-curricular activities, frequent staff meetings, annual functions, etc., which increased their workload. One of the teachers from the private school mentioned, 'It was awful to maintain a lot of registers, prepare numerous lists, and fill a lot of forms on daily basis.' Yet another teacher mentioned, ' (Sheokand, Millennium Development Goals (Goal 2): Public Policy Initiatives in India” , August 2017)A lot of mechanical but administrative work was entrusted to each teacher thereby consuming a lot of teaching time and leaving too less time to focus on academics or to justify the teaching schedule.' Besides this, traveling a long distance to reach school and then back home, always consumed a lot of time, thereby leaving little time to attend to social and family life. These expressions were indicative of causing stress to the teachers at the workplace.

The government school teachers admitted their deployment for non-teaching activities like purchasing and collecting items, various provisions, and vegetables (condiments, potatoes, etc.) from the market for the preparation of mid-day meals. Cooking and distribution of Mid-day meals resulted in the wastage of teaching hours of teachers. Moreover, it was a very cumbersome and time-consuming task to maintain a detailed account of every purchased commodity and its consumption. They had to skip their lunch as they had to supervise the proper distribution of mid-day meals during lunchtime in school. Preparation of several other reports and writing down every detail of expenditure resulted in a waste of teaching time. Besides this, teachers in government schools had to do other activities like census data collection, disaster relief duties, or duties related to elections. The government school teachers specifically mentioned that when they had to perform activities related to mid-day meals in school; it became very hectic and tiresome for them.

The foregoing discussion vividly makes it clear that the additional duties viz. non-teaching or administrative duties not only consumed a lot of teachers' time but also drained their energies. There was an absolute need to recharge their energies by balancing work-life engagements with the active cooperation of the school authorities. The school authorities can try to involve certain NGOs or responsible, alert, and active, senior and local citizens through the platform of SMCs in the preparation and distribution of mid-day meals and certain other allied activities including supervision of the school maintenance and minor repairs, etc.

The preceding discussion also brings forth the fact that the teachers in private schools were more burdened with additional duties than the government school teachers. Further, the Chi-square results ( $X^2=22.937$ ,  $p < 0.01$ ) were found **highly significant** as there was variation in the proportion of responses among the government and private school respondents as can be seen from Table 7. Therefore, it was highlighted that **more of the private school teachers stated that additional duties interfered with the teacher's normal school work as also their personal life as compared to government school teachers.**

#### CONCLUSION:

School teaching was a challenging job. Besides teaching a teacher attended to a few allied administrative activities, class management, and solving several students' problems. A positive school culture and congenial environment not only increased students' learning and academic achievements but also facilitated the teacher to make a positive contribution toward students' educational outcomes and above all saved the teacher from physical and mental burnout. According to studies, students from underprivileged and tribal backgrounds require additional intervention programmes in order to

keep them up to more advantaged students at school (Mishra et al 2000, Vajpayee, et al 2003, Vajpayee, 2017a,2017b,2017c). Unfortunately, instructors are recurrently burdened to carry out these programmes.

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