

IMPACTS OF NON-TEACHING WORK LOAD OF GOVERNMENT TEACHERS UPON QUALITY EDUCATION

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ABSTRACT

Teachers are best known for the role of educating the students that are placed in their care. It is quite astonishing that teacher in India often remain engaged in non- teaching activities and roped in to do other work too. It takes a toll on them and affects teaching and then also impacts upon quality education through poor results, non-teaching duties like election invigilation, population counting census work, involvement in midday meal program, voter list preparation keep teachers away from school and affecting their primary duty.

Observations in relation with this study was done in 20 government schools from two district Gaya and Nawada including primary, secondary and high schools in which number of selected teachers was 300. In all of them only 14% were having high educational qualifications and 44% were graduate or undergraduate. In the total number of teacher only 42% was trained. Results showing, the most teachers not like to be engaged in non-teaching work in comparison with their class teaching work.

Keywords: - *Quality education, Government teacher, non-teaching duties, educational duty.*

INTRODUCTION

Teachers are more than just teachers, they are people who inspire and encourage students to strive for greatness to learn their potential needs and see the social builders in their selves. We live in an ever changing world where information and quality education are the primary demand. Today in this new millennium the explosion of technology, media revolution and rapid advances in knowledge sources (Mark ley, 2006; vogt, 1964), importance and the role of the teacher as a catalyst agent has become more critical. Teacher effectiveness in conceptualized as the joint function of what it contributes to student achievement outcome and what the teachers do in classrooms (Goe, Bells & little 2008). In the working environment and professional community of teachers having appropriate teaching assignment, enough access to information materials and technology, and adequate time to work (little, 1993).

To provide quality education teachers are meant to teacher first and hence any non-teaching work is not the priority. But in India Government teachers are usually roped in to do other work too and quite often it takes a toll on them and affects teaching. The non-teaching duties, such as election duties, ration card verification, pulse polio campaign, conducting cattle census, conducting human population census, engagement in midday meal, preparation of voters list etc, is imperative keeping teachers busy in all these non-so-fruitful activities are adversely impact upon quality education. According to a report recently released by NUEPA government school teachers in the country spend only 19.1% of their working hours in teaching only. The remaining hours are devoted to election duties, Pulse Polio campaigns and maintaining mid-day meal registers etc (NUEPA, Spet 2018). A part from government school teachers, even private schools make teachers multi-task, sometimes as clerical staff, travelling with children in buses and managing canteens.

MATERIAL & METHODS

In the present study 20 primary, Secondary and high Schools were selected randomly in Gaya and Nawada district. In which 300 teachers were selected as sample. First hand Data was collected by the help of

questionnaire having 10 questions and by personal interview also. The samples were selected randomly according to the having interest in share their personal opinion about this study. The selected questions were as follows:-

- (1) Are you in the favour of teaching in school or spent time in non-teaching activities?
- (2) Is the non-teaching duties affects education adversely?
- (3) Do you get enough time to complete the curriculum?
- (4) Did you ever completed 220 working days in school as RTE instructed?
- (5) Do you feel mentally prepared for take class after your non-teaching duties?
- (6) It is your responsibility to conduct population census, election duties, preparation of voter lists etc?
- (7) If you having to choose duty which one you will choose in teaching and non-teaching duty?
- (8) Should teachers roped in non-teaching duties?
- (9) Are you happy with the provision of non-teaching duties perform by teachers?
- (10) Not completing the curriculum due to non-teaching activities is like a threat of academic carrier of student or not?

RESULT AND DISCUSSION

The Prime Purpose of this study was to uncover the curtain and reveal the truth behind policies of educational frame work of government schools. The study incorporated the overall and each condition separately in the Questionnaire.

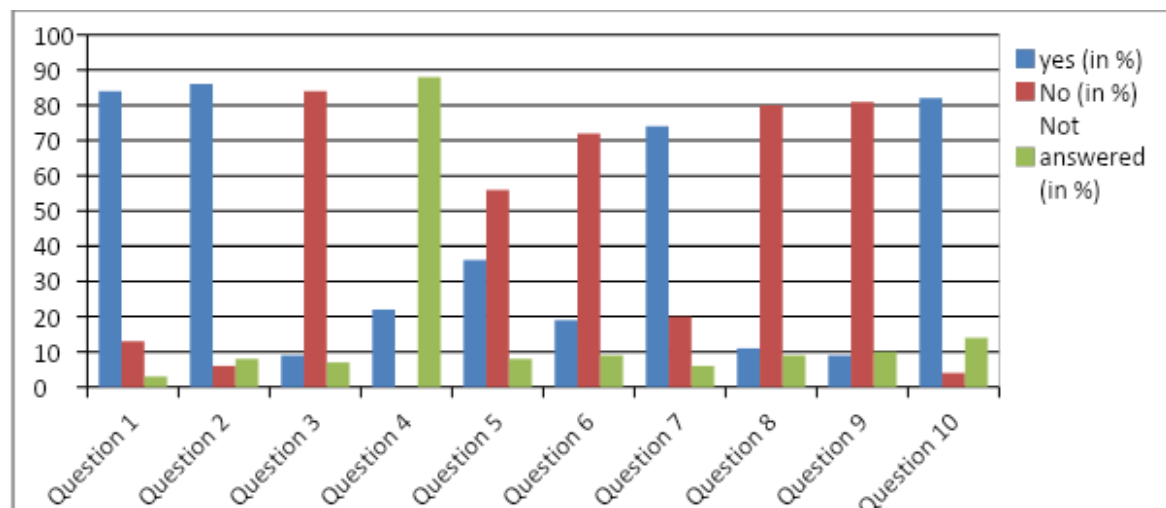


Fig. 1: - Graphical representation shows percentage of answers of each question given by the selected teachers.

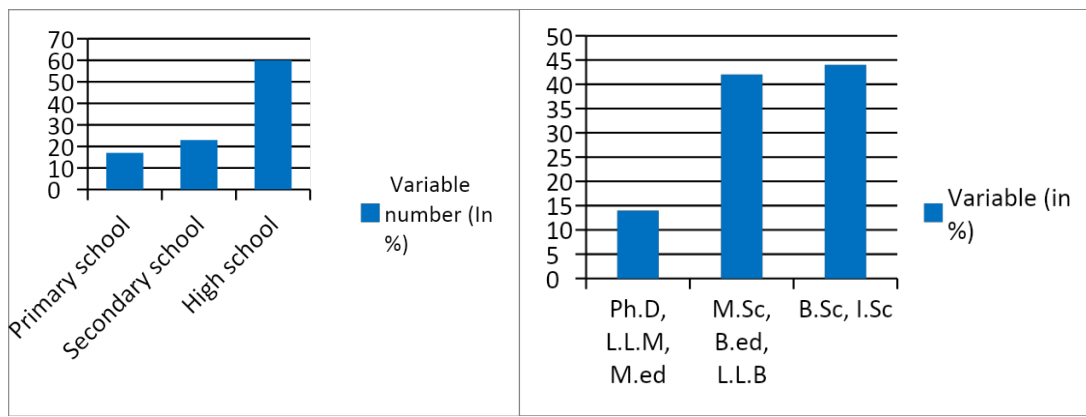


Fig. 2: - Graphical presentation shows percentage of different selected schools.

Fig. 3:- Graphical presentation shows percentage of educational qualification of selected teachers.

The findings of the study revealed that 68% (204) of the participants was male and 32% (96) was female. In the Selected teachers from different schools 17% (51) was primary, 23% (69) was secondary and 60% (190) was high school teachers, in which 14% (42) was highly qualified. 42% (126) was trained and post graduate, TET qualified teachers and 44% (132) was graduate or undergraduate and untrained teachers.

The results as well as personal opinion collected in the form of questionnaire shows that 84% teachers accepted that they were in the favour of only teaching duties in school while 13% was in the favour of non-teaching duties and 3% of them not answered first question. 86% teachers accepted that non-teaching duties affects education adversely while 6% not accepted and 8% was not answered the second question. On the view of completing curriculum 84% was agreed that due to non-teaching duties they were not able to complete curriculum while 88% not answered question four mentioned completing 220 working days in school. Due to the non-teaching duties 56% teachers not feel mentally prepared for taking classes which was asked in question five. In the question sixth while asking about the non-teaching duties responsibility only 19% were agreed positively and 72% answered it is not their duty. When a selective type duty mentioned in question seventh 74% were in the favour of choosing teaching duties while 20% were in the favour of choosing non-teaching activities and when question kept on the forceful engagement in non-teaching duties in question eight, Only 11% was agreed and 80% were denying it. In the question nine when asked about the provision of non-teaching duties and doing it willfully. Only 9% was willfully accepted it while 81% are not willfully supported non-teaching duties.

The most important question among the all ten question was tenth question asking not completion of curriculum due to non-teaching activities is a threat on academic carries of student, 82% were agreed only 4% were denied and 14% were not answered. The data clearly shows that majority among the teachers were not in favour of non-teaching duties. They heartly like their own profession in which they are carving the future of students.

CONCLUSION

The teachers are the nation building agents and we need to look teachers as a teachers and the attitude of government that the teachers are the government employees should be drawn back. The study on the impact of non-teaching work of teachers upon quality education clearly revealed that, on an average a teacher has to attend election duties, population census, voter list preparation etc and some days absence due to their entitle

leaves and assigned duties in the main reason to keep them away from school. Government being pivotal to quality education should not rope teachers in non-teaching activities and teachers should concentrate on teaching only and should not be assigned any non-academic work.

In new circular CBSE had already instructed the private affiliated schools to ensure that the teachers should not saddled with non-teaching duties and it is the right time for our government to take the same action to ensure quality education and nation building.

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