

## PERCEPTION OF POST BASIC SCHOOL TEACHERS DUTIES - A STUDY

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### ABSTRACT

*The present research study has been conducted on the theme of P. B. schools of Gujarat. The implied meaning of the research revealed that teachers are the producers of society. They have to show the community too, duty perception according to their economic condition in society along with the performance in class-room. A sort of some difference is being seen among the teacher community. It includes gender, educational experience, academic Qualification and the stream of the school in which he is working and the school in which he has studied. All these have an impact on his working method. The researcher has come to the conclusion that none of the above differences is effecting on teacher's duty perception. So a teacher is a teacher. He cannot be made. He is born as a teacher. I will be happy, if my research work reaches the teachers.*

### INTRODUCTION

Now a days we generally see persons in almost every Day field of the world, Performing movement (agitation), fasting etc. to show their inconsistency (opposition) directly or indirectly against their executives for their rights. Even the Education field is not an exception to this. At present we see the various types of unions of teachers who are active to help the teachers to get their rights.

Every union or organization fighting for the right of their members should also remember that rights and duties are the two sides of a coin, that means they are joined together. It is especially so in the field of education that duties are firmly attached with right because human duties (values) are attached with the statutory duties of teachers community has a special (unique) vision towards teachers of institutions run on Gandhian Philosophy in terms of their duties because Gandhiji has said

The best tool of education is teachers

So the present project has been taken up in context of duty perception of teachers working in post basic schools in relation of the above statement.

### POST BASIC SCHOOL

One of the valued contributions of Mahatma

Gandhi to India is the most important endowment of Post-Basic education. When congress Government prepared a programme for national resurrection in seven provinces of British India as a result of declaration of Government of India Act-1935, Basic education of was one of its 14 mile stones. Gandhiji understood Basic education as a tool (media) of social reconstruction. To him this was a major support of peaceful social revolution. He believed it as a major base of social revolution through reconstruction of individual's Physical, mental and spiritual aspects (development). He wanted a social revolution (Change) through individual's physical, mental and spiritual change (development). He considered self-confidence and self-reliance as the base of individual's comprehensive (all sided perfect) development. He believed that education was the birth right of every human being. That is why he believed it necessary (Important) that all the children of 7-14 age group including boys and girls should be imparted free and compulsory education. Secondary schools run on the base of above philosophy are called Post Basic Schools.

### OBJECTIVES OF RESEARCH

- 1 To Study the perception of P.B. School teachers duties.

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- 2 To hold a comparative Study of perception of male and female P.B. School teachers duties.
- 3 To Study the perception of P.B. School teachers duties in context of educational qualifications.
- 4 To Study the perception of P.B. School teachers duties in context of academic experience.
- 5 To Study the perception of P.B. School teachers duties in context of educational trends (stream).

| Zone            | Name of District | Number of Post Basic Schools |
|-----------------|------------------|------------------------------|
| North Gujarat   | Banas kantha     | 37                           |
|                 | Patan            | 43                           |
|                 | Mahesana         | 21                           |
|                 | Sabar Kantha     | 92                           |
| Central Gujarat | Gandhinagar      | 18                           |
|                 | Ahmedabad        | 25                           |
|                 | Kheda            | 62                           |
|                 | Dahod            | 26                           |
|                 | Panch mahals     | 41                           |
|                 | Vadodara         | 14                           |
| South Gujarat   | Narmada          | 03                           |
|                 | Bharuch          | 07                           |
|                 | Surat            | 22                           |
|                 | Tapi             | 20                           |
|                 | Valsad           | 11                           |
|                 | Dang             | 03                           |
| Saurashtra      | Bhavnagar        | About 90                     |
|                 | Rajkot           |                              |
|                 | Kutch            |                              |
|                 | Junagadh         |                              |
|                 | Amreli           |                              |

### HYPOTHESES OF RESEARCH

Following are the hypotheses of present research.

- 1 There will be no significant difference in the mean of scores obtained in the opinionnaire of perception of male and female P.B. School teachers' duties
- 2 There will be no significant difference between the mean of scores obtained in the opinionnaire of perception of P.B. School teachers with high and low educational Qualification.
- 3 There will be no significant difference in the mean of scores obtained in the opinionnaire of perception of P.B. School teachers' duties with long and short educational experience.
- 4 There will be no significant difference in the mean of scores obtained in the opinionnaire of perception of duties of P.B. School teachers' education in Basic stream and common stream.

### RESEARCH FIELD (SCOPE)

The field of present research is the teachers working in P.B. Schools of Gujarat State. The description of P.B. Schools working in Gujarat state at present is given in Table-1

**Table 1**  
**Post Basic Schools working in Gujarat State**

### LIMITATIONS OF RESEARCH

Present research is limited up to 165 teachers' opinion obtained through convenient sample selection of teachers working in P. B. Schools of Gujarat state. Teachers from 32 P. B. Schools are selected as sample. This is the second Limitation of research.

### RESEARCH SAMPLE

Sample for present research is given in Table 2. Selected teachers for the sample is given in Annexure 02

**Table-2**  
**Research Sample**

| Sr. No. | Variable                    | Description of Variable  |
|---------|-----------------------------|--|
| 1       | Gender                      | Male and Female Teachers   |
| 2       | Educational Qualification   | B.A., B.R.S., B.Ed., and M.A., B.Ed., M.Ed., M.Phil  |
| 3       | Educational Experience      | Experience less than 5 years and more than 5 years   |
| 4       | Educational Stream of Study | Teachers Educated from P. B. Stream and teachers educated from Arts, Commerce and Science Stream and others. |

### VARIABLES OF PRESENT RESEARCH

Variables of Present research are given under Table-3

**Table 3**  
**Variables of Research**

| Variable        | Gender |        | Educational Qualification |                          | Experience |             | Study Stream   |                  |
|-----------------|--------|--------|---------------------------|--------------------------|------------|-------------|----------------|------------------|
|                 | Male   | Female | B.A.,<br>B.Ed             | M.A.,<br>B.Ed.,<br>M.Ed. | 5<br>years | +5<br>years | P.B.<br>Stream | Common<br>Stream |
| No. of Teachers | 125    | 40     | 66                        | 99                       | 28         | 137         | 11             | 54               |
| Total           | 165    |        | 165                       |                          | 165        |             | 165            |                  |

### RESEARCH METHODOLOGY

Present research has been conducted through survey method. Convenient sample selection method was utilized for data collection.

### RESEARCH TOOL

The researcher has used duty perception opinionnaire used by Patel Sharmistha for the degree of M.Ed. in the year 2012. The opinionnaire used as a tool by her was originally in Gujarati. It has been translated in Hindi and necessary modifications have also been made. Sharmistha madam had studied the relevant literature necessary for Duty Perception to construct the tool. Besides basic elements of basic education, it included the necessary factors of teachers' duty perception. She constructed a self-made tool (opinionnaire) by mixing the fundamental elements of basic education and elements of teachers' duty perception. Two parts were given in the present tool to collect information. The first part contained the common general data of teachers. In second part statements were given on one side and on the other side boxes were given to point out the level of agreement viz Completely agreed, agreed, neutral, disagreed or totally disagreed against each statement. The teachers were expected to put a tick mark in the proper box to show their unanimity. For genuinity (reliability) of the tool constructed for present research it was got examined by various experts of nai taleem such as Shree Ramesh Barot, Dr. Bharat Joshi, Dr. Lalajibhai Patel, Shree Jesing bhai Dabhi, Dr. Nilesh Kapadia, Dr. Dipuba Devada, and Dr. Kokila Parekh. Then the researcher finalized the tool in the light of opinions sought from various experts. It is given in Annexure 01.

### DATA COLLECTION

First of all the researcher got the opinionnaire prepared for data collection filled in among the nearing P.B.Schools during Gram Shikshan Shibir. The researcher also got the opinionnaire filled in by teachers attending the training programmes in Education College. The researcher also got the opinionnaire filled in by teachers doing teaching work at present and who were the former students of Hindi/Shikshan Mahavidyalay. He sent them the instructions first and then by post received the opinionnaire sent to them. There were some P. B. Schools where their principals were researcher's friends. There also the researcher sent the opinionnaire by post and got it filled in by them. But the researcher got the greatest number of opinionnaires filled in when the students of his mother vidhyalaya were taken for centre residence for 15 Days. All of them were passed on perfect instructions how to fill the opinionnaire before the opinionnaire was sent to them. Thus the data were collected.

### DATA ANALYSIS

First of all 250 opinionnaire were sent for data analysis out of which 165 opinionnaires were filled in and returned by teachers of P. B. Schools. There were 50 statements in all the opinionnaires to test the duty perception. For those statements which were positive, the numbers given for all the options were 05 for completely agreed, 04 for agreed, 03 for neutral, 02 for disagreed and 01 for totally disagreed. For negative statement the numbers given for all the option were 01 for completely agreed, 02 for agreed, 03 for neutral, 04 for disagreed and 05 for totally disagreed. The numbers of all given opinionnaires were counted. Then its mean, standard deviation, t-value and its graph for pictorial presentation were prepared and t-value was found.

### PURPORT (GIST) OF RESEARCH

The formerly decided hypotheses were examined for the purport of research which yielded the following purports. Purport of Present research are given under Table-4

**Table 4**  
**Purports of Research**

| No. of Hypotheses | Variable of Research            | N   | Mean   | Standard deviation | Critical Ratio | Significant Level |
|-------------------|---------------------------------|-----|--------|--------------------|----------------|-------------------|
| Ho-1              | Male                            | 125 | 203.65 | 19.30              | 0.230          | Not Significant   |
|                   | Female                          | 40  | 202.88 | 15.28              |                | Significant       |
| Ho-2              | B.A., B.Ed.                     | 66  | 202.48 | 17.66              | 0.56           | Not Significant   |
|                   | M.A., B.Ed.                     | 99  | 204.11 | 18.88              |                | Significant       |
| Ho-3              | Less than 5 years Experience    | 28  | 199.39 | 21.26              | 1.29           | Not Significant   |
|                   | More than 5 years Experience    | 137 | 204.29 | 17.69              |                | Significant       |
| Ho-4              | Basic Education Stream Teachers | 111 | 205.24 | 17.26              | 1.80           | Not Significant   |
|                   | Common Stream Teachers          | 54  | 199.84 | 20.11              |                | Significant       |

**ACADEMIC IMPLIED MEANING**

1. No significant deference was found between the mean of scores on duty perception opinionnaire obtained by male and female teachers of P. B. Schools. Thus there was similarity between the duty perception of male and female P. B. School teachers. This shows that gender is not an effective variable on duty perception.
2. No significant deference was found between the mean of scores on duty perception opinionnaire obtained by teachers with low academic Qualification and higher academic Qualification working at P. B. School. So it can be said that academic Qualification is not an effective variable on academic Qualification.
3. No significant deference was found between the mean of scores on duty perception opinionnaire obtained by P. B. School teachers having experience of less than 5 years and more than 5 years. So Experience is not an effective variable on duty perception.
4. No significant difference was found between the mean of scores on duty perception opinionnaire obtained by P. B. School teachers coming from basic stream and common stream. This means that there is no difference in duty perception of P. B. teachers' no matter they are coming from any academic stream. Thus stream is not an effective variable on duty perception.

**CONCLUSION (EPILOGUE)**

The present research study has been conducted on the theme of P. B. schools of Gujarat. The implied meaning of the research revealed that teachers are the producers of society. They have to show the community too, duty perception according to their economic condition in society along with the performance in class-room. A sort of some difference is being seen among the teacher community. It includes gender, educational experience, academic Qualification and the stream of the school in which he is working and the school in which he has studied. All these have an impact on his working method. The researcher has come to the conclusion (received the gist) that none of the above differences is effecting on teacher's duty perception. So a teacher is a teacher. He cannot be made, He is born as a teacher. (Teachers are born, not made). I will be happy, it my research work reaches the teachers.

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