

Academic Functions and Social Obligations of Regular and Contractual Teachers of Kulgam District

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ABSTRACT

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It starts from root to fruit. It teaches a man how to live, how to behave and how to do mark in this challenging world. It gives the scientific ideas to a man which makes his life comfortable.

Key Words : Contractual teacher, Academic functions, Ethics, Regular teacher, Kulgam, Social obligation, School

INTRODUCTION

Significance of the study:

There is great significance of studying academic functions and social obligations along with the work ethics and moral responsibility of regular as well as contractual teachers. It is obvious that in all over the world the students are being taught different subjects by different teachers including both regular and contractual teachers. Hence it is mandatory to examine the duties performed by these two categories in real sense of the term, so that necessary modifications can be taken into the account if needed.

Statement of the problem:

The researcher through the study entitled Academic functions and Social obligations of regular and contractual teachers in Kashmir valley to know the academic functions and social obligations in relation to regular and contractual teachers.

Operational definitions of the terms used:

Academic functions refer reading, writing, personal, extra curricular activities and numeracy etc. which contribute to a student's ability to function independently

in real-life situations.

Social obligations are referred responsibilities like moral, ethical, leadership, citizenship etc

Teachers are referred to a Kashmir employee, who guide and direct the learning experiences of students in an official educational setting (schools). These persons hold teaching certificates from the Colleges and universities

Regular Teachers refer to those teachers who are permanent teachers and have full life time security in teaching profession.

Contractual teachers refer to those teachers who are provided the job for fixed period of time depends on the selection after reselection of the job. In Kashmir reselection is made after completion of one year.

School refers to an organization where teachers are employed to guide and direct the learning experiences of students.

Work ethics is a set of values based on hard work and diligence. It is also a belief in the moral benefit of work and its ability to enhance character. It is very essential for everybody to have a sense of work ethics in every field we attempt to work.

Objectives of the study:

1. To study the academic functions of regular and contractual teachers.
2. To study the social obligations of regular and contractual teachers.
3. To study the work ethics and moral responsibilities of regular and contractual teachers.

Hypotheses:

1. There exists no significant difference between the academic functions of regular and contractual teachers at secondary level.
2. There exists no significant difference between the social obligations of regular and contractual teachers at secondary level
3. There exists no significant difference between work ethics and moral responsibilities of regular and contractual teachers at secondary level.

Delimitation of the study:

The study was carried out in district Kulgam of Jammu and Kashmir.

Data was collected from five secondary school teachers only

METHODOLOGY

Research is the process of arriving at dependable solution to the problem through planned and systematic collection, analysis and interpretation of data. The procedure refers to specific research techniques used in order to collect and analysis the data. Every piece of research must be planned and designed carefully so that the researcher proceeds ahead without getting confused at the subsequent steps of research Keeping in view the objectives and hypothesis Descriptive survey method was used by the investigator. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts discovered

Sampling:

A sample is a small portion of population selected for observation and analysis. A sample represents the whole data. It is used to indicate the characteristics of

population. In the present study the investigator took a sample of 100 teachers from six secondary schools of district Kulgam namely, Govt. Higher Secondary School, Yaripora, Govt. Higher secondary School, Frisal, Govt. Higher Secondary School Munad Guffan, Govt. Higher Secondary Bugam, Govt. Girls Higher Secondary Yaripora, Govt. Higher Secondary Kugam. In the present study purposive sampling technique was used by the investigator.

Sampling frame:

The sampling frame of the study comprises of six schools in which 100 teachers were taken; among them 50 regular and 50 contractual.

Sampling technique:

Keeping in mind the nature of the problem, purposive sampling technique was used for the present study.

Sampling design:

The present study comprises of descriptive research design. Data was collected from six government schools with the help of self constructed questionnaire.

Sampling area:

The sample was taken from the following senior secondary schools of District Kulgam.

- (a) Govt. Higher Secondary School, Yaripora .
- (b) Govt. Higher secondary School, Frisal.
- (c) Govt. Higher Secondary School Munad Guffan
- (d) Govt. Higher Secondary Bugam.
- (e) Govt. Girls Higher Secondary Yaripora .
- (f) Govt. Higher Secondary Kulgam.

RESULTS AND DISCUSSION

Results pertaining to academic functions of regular and contractual teachers:

The t- calculated value is 2.26 which is greater than the tabulated value of 2.06 at 0.05 level of significance and smaller than 2.79 at 0.01 level. Hence the null hypothesis that there exists no significant difference between the academic functions of regular teachers at secondary school level is rejected at 0.05 level of

Table 1 : Indicating the mean, standard deviation, and t- value of academic functions of regular and contractual teachers					
Variables	Number	Mean	S.D.	t-value	Remarks
Academic function (regular teachers)	50	152.98	6.05	t=2.26	Significant
Academic functions (contractual teachers)	50	169.94	7.5		

significance. Hence we can say that there exists significant difference in academic functions of regular teachers at the secondary school level (Table 1).

Table 2 shows the four levels of academic functions of regular and contractual teachers of namely poor, average, good and excellent. It also shows that 4% of regular teachers and 24% of contractual teachers are falling in higher level of academic functions, It also shows that 16% of regular teachers and 68% of contractual teachers are falling in good level, 40% of regular and 8% of contractual teachers are falling in average category and 0% are falling in poor category. It means majority of regular teachers are having average academic functions where as majority of contractual teachers are having good academic functions.

The t- calculated value is 2.61 which is greater than the tabulated value of 2.06 at 0.05 level of significance and smaller than 2.79 at 0.01 level. Hence the null hypothesis that there exists no significant difference between the social obligations of regular teachers at secondary school level is rejected at 0.05 level of significance. Hence we can say that there exists significant difference in social obligations of regular and

contractual teachers at the secondary school level (Table 3).

The t- calculated value is 0.19 which is smaller than the tabulated value of 2.06 at 0.05 level of significance and smaller than 2.79 at 0.01 level. Hence the null hypothesis that there exists no significant difference between the work ethics and moral responsibilities of regular and contractual teachers at secondary school level is rejected. Hence we can say that there exists significant difference in work ethics and moral responsibilities of regular teachers at the secondary school level (Table 4).

Table 5 the third objective to examine the work ethics and moral responsibilities of regular and contractual teachers of Secondary School teachers. There were ten items related to the at which were analyzed with the help of "Quartile Deviation". Data pertaining to work ethics and moral responsibilities has been depicted in table below.

From the Table 5 above it is interpreted that 80% among contractual teachers and 18% among regular teachers of Secondary School teachers were having high work ethics and moral responsibilities. It was also found that 18% and 26% of the Secondary School contractual

Table 2 : Indicates %age of academic functions of regular and contractual teachers

Regular teachers	Number	Percentage	Contractual teachers	Number	Percentage
Poor	Nil	0%	Poor	Nil	0%
Average	40	80%	Average	4	8%
Good	8	16%	Good	34	68%
Excellent	2	4%	Excellent	12	24%

Table 3 : Indicating the mean, standard deviation, and t- value of social obligations of regular and contractual teachers

Variables	Number	Mean	S.D.	t-value	Remarks
Social obligations (regular teachers)	50	49.5	2.25	t=2.61	Significant
Social obligations (contractual teachers)	50	57.08	2.9		

Table 4 : Indicating the mean, standard deviation, and t- value of work ethics and moral responsibilities of regular and contractual teachers

Variables	Number	Mean	S.D.	t-value	Remarks
Work ethics moral responsibilities (regular teachers)	50	20.24	5.25	t=0.019	Significant
Work ethics and moral responsibilities (contractual teachers)	50	28.8	5.03		

Table 5 : Results pertaining to the Attitudes of Secondary School teachers of district Kulgam work ethics and moral responsibilities

Work ethics and moral responsibilities (regular)			Work ethics and moral responsibilities (contractual)		
	Number	%		Number	%
High	09	18%	High	40	80%
Average	13	26%	Average	09	18%
Low	24	48%	Low	02	4%

and regular teachers were having average and high work ethics and moral responsibilities. Also, 4% and 48% having low work ethics and moral responsibilities, respectively. It indicates that majority of contractual teachers have high attitude towards work ethics and moral responsibilities where as majority of regular teachers have low work ethics and moral responsibilities

Conclusion:

The conclusion of the dissertation winds up with the discussion of the research and its final analytical report. Therefore it is the most important single part of it. All the materials collected and presented may mean nothing to the readers without the conclusion. It is in this section that the most important research findings are analyzed, evaluated and presented for the readers. It is also important to consider the consequences and general implications of the study. On the basis of the interpretation of results and analysis of items, the researcher is in the position to put forward the following findings. From the results pertaining to the study based on analysis and interpretation of data in the light of hypotheses framed beforehand, the present study enlists the following conclusions after calculating t- value.

1. There exists significant difference between the academic functions of regular and contractual teachers at secondary level.
2. There exists significant difference between the social obligations of regular and contractual teachers at secondary level
3. There exists significant difference between work ethics and moral responsibilities of regular and contractual teachers at secondary level having low social obligations.

Recommendations:

1. Upon seeing the implications of these findings, awareness of importance of academic functions and social obligations of regular and contractual teachers can be put forth to reduce high rate of failure in examination and retention problem in schools.
2. An extensive study should be carried out to find out what will be the effect of academic functions and social obligations of senior secondary school teachers.
3. Also, an extensive study should be carried out which would include a large number of variables that may have effect on academic functions , thereby making it possible to suggest some concrete steps towards improving academic functions.

4. Utilize appropriate technologies (e.g. voice recognition software) to improve ease of access for teachers with communication barriers resulting from their better academic functions.

5. The teaching learning process should link knowledge with day to day life activities of the child. The learning should be such that it comes from the surrounding and could be verified daily.

6. By linking the school learning with the daily life, it will definitely improve learning and development of problem solving abilities, creative thinking, insight, decision making and entrepreneurial talent of the children.

7. Teachers should organize monthly parent teacher meeting so that parents would be aware of the progress of the teachers in various school activities.

8. School administration should supervise properly the needs of the teachers and responsibilities of the teachers. They should take proper action to improve academic functions and social responsibilities, if there is need to improve it.

9. The Government should also take measures to improve the educational functions of regular teachers by providing them more and more facilities in the Government school.

10. It is strongly recommended that every senior secondary school should have guidance and counseling center run by qualified and trained counselors to enable the teachers to overcome their problems.

11. Lectures should be delivered on moral values and social values for the guidance of teachers for uplifting the morale and social adjustment power of the students.

12. Work ethics and moral responsibilities should be made mandatory for both regular as well as contractual teachers.

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