

Influence of Attitude, School Facilities and Teacher Characteristics on the Performance of Secondary School Teachers Working in Rural Areas

Veeli Christian Jacob

School Assistant (English), ZPP High School, Doddigunta, East Godavari District, Andhra Pradesh, India

Email: prasad.vijaya91@yahoo.com

Dr. P. Viswanadha Gupta

Assistant Professor

Department of Adult, Continuing Education and Extension, University of Pune, Pune, Maharashtra – 411 007.

E-mail: pvgupta@unipune.ac.in, drpvgupta@aol.in

Abstract

The successful running of any education system depends upon the teacher, the pupil, the curriculum and the facilities. Teacher is the most important one and the pivot on whom the entire educational structure rests. For many teachers this is earnestly to be hoped; with regard to others, it is a despairing thought. It seems reasonable to assume that good teachers – those who are skilful in developing understanding of the world in which man lives, in rightful with respect to the ways and means of stimulating intellectual appetites and capable of patience, understanding and sincere feelings for others – may pave the way for an enlightened and productive society. Poor teaching – contrariwise would seem to be significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

A teacher who is considered to be competent i.e. possessing all the desirable / required characteristics and attitude may also fail to perform his duties to the expected level. A competent teacher who works in a congenial atmosphere having all the facilities a standard school requires, stands a better chance of giving an amazing performance than a teacher who is equally competent but short of such a school atmosphere and school facilities. The secondary school education is a critical phase, as it is preparatory time for higher education or for vocational training. Moreover the pupils will be in their adolescence which is viewed as a crucial stage in their lives. The efficient teachers are essential during this period. Efficient teaching depends upon attitude, school facilities and teacher characteristics to some extent. Keeping this in view, the present investigation is proposed to study the influence of attitude, school facilities and teacher characteristics on the performance of teachers working in secondary schools located in rural areas of Visakhapatnam district, Andhra Pradesh State.

Introduction

Education is a pre-requisite for progress and development. The National Policy on Education (1986) considers education as an investment for national development and survival. Education has also been recognised as a precious source of development and survival of man's culture. Thus, it is obvious that education is the concern of both the individual and the nation. Since independence, vigorous attempts are continuously being made to reconstruct our educational system to suit the changing needs and conflicting demands of the society. The most important factors in any contemplated educational reconstruction are the teachers and the pupils, in other words 'the school'. The schools in the educational system play a vital role and as such, if there is any hope of reform it is from teachers because, it is usually assumed that what goes on among students in a classroom is dependent to a major degree on the teaching/learning process and the various activities initiated by the teachers. Virtually all educationists and even laymen believe that a school affects the intellectual and social development of the students. Further, schools with better facilities yield more positive effects and long lasting impressions on the students.

Though there are a lot of physical and financial resources invested on the secondary schools, yet they fall short of what may be considered as the essential minimum. Some may be related to products and others to processes of education and many to the physical characteristics of teachers and headmaster in relation to the pupils in the organisation. The pattern of interpersonal relationship and interaction with the situational variables determine a specific tone of climate in the school. In this existing climate, there rests the responsibility of guiding the youth in the pursuit of knowledge and skills so that they may acquire social responsibility, economic competence and moral strength.

The functions of a teacher in today's schools are not merely limited to the teaching of children and include many things i.e., the teachers have to participate in the in-service training programmes, purchase teaching / learning materials, check the dropouts and absentees, conduct the games and sports activities, involve the community in school activities, work towards the objective of hundred per cent enrolment, retention and continuation, make the classroom creative, attractive and innovative, so that the children will spend their time more time in the school. The teachers have to also participate in literacy programmes, pulse polio, family welfare activities, clean and green programmes, election duties and such other activities as entrusted by the government

from time to time. The responsibilities of teachers are growing day by day. Hence, it is necessary to know as to how the teachers are performing their wide and varied roles. The attitudes of the teachers are likely to play a major role in improving the performance of teachers. Different facilities available in the schools like physical facilities, teaching facilities, welfare facilities, support from headmaster and co-teachers are likely to influence the performance of teachers. The teacher himself / herself is yet an integral part of the school and his/her commitment, concern and dedication as well as characteristics like knowledge in the subject matter, interest in the profession are likely to enhance the performance of teachers. Keeping this in view, the present investigation is proposed to study the influence of attitude, school facilities and teacher characteristics on the performance of teachers working in secondary schools located in rural areas of Visakhapatnam district, Andhra Pradesh State.

Objectives of the Study

1. To study the influence of personal and demographic variables on performance of secondary school teachers.
2. To study the influence of personal and demographic variables on attitude, physical facilities and teacher characteristics.
3. To study the influence of attitude, physical facilities and teacher characteristics on the performance of secondary school teachers.
4. To know the amount of contribution of each of the independent variables to performance of secondary school teachers.

Selection of the Sample

Visakhapatnam District consists of 3 revenue divisions i.e., Visakhapatnam, Anakapalli and Narisipatnam. From the revenue divisions one Block selected randomly chosen for the purpose of the study. Randomness was followed in the selection of the sample. The names of the teachers were written in a serial order. Using Tippet's Random Numbers Table, the sample of teachers required for the purpose of the study were selected.

Development of Tools

In the absence of a specific tools, the investigator decided to develop these tools for assessing the dependent variables i.e. performance, attitude, school facilities and characteristics.

Analysis of the Data

The data / information gathered in the present research fall under two categories viz. 1) quantitative and 2) qualitative data. Therefore, for the quantitative data, the Statistical Package for Social Sciences (SPSS) was utilized for finding Mean, Standard Deviation, t-test, Analysis of Variance or F-test.

Findings of the study

More than half of the sample (53.92%) from female category and remaining 46.08 per cent are male. Majority (39.21%) of the teachers belong to 26-35 years age group followed by (25.49%) 36-45 years age group. 81 (79.41%) teachers are married. Regarding family background majority (55.89%) of the teachers coming from employed family, 16 (15.69%) of the teachers' family background is agricultural and others. In regard to spouse occupation, there are 81 (79.41%) of the teachers are married, 25 (24.50%) of the teachers' wives are housewife, 11 (10.78%) of the teachers' spouses are working as same profession i.e. teachers and 18 (17.64%) of the teachers spouse are doing as private jobs.

Regarding social class from the samples (50.99%) are belongs to Other Castes followed by backward castes (43.13%) and no Scheduled Tribe teacher available. Majority (90.19%) of the teachers are belongs to Hindus followed by Christians (6.67%) and (2.94%) Muslims. 69 (67.64%) teachers' native place is urban area

More than half of the sample (75.49%) are School Assistants followed by Secondary Grade Teachers (17.64%) remaining 6.86 per cent are Pandits. In case of experience maximum number of sample teachers (45.09%) is having below 5 years teaching experience. Only 27 (26.48%) teachers are having above 11 years of teaching experience. It is observed that the majority of the sample teacher are graduates (57.84%) and only 38 (37.257%) having post graduation. 70 (68.63%) of the teachers have a graduate professional (B.Ed.) qualification while those with postgraduate professional (M.Ed.) are only four (03.92%).

Influence of Personal & Demographic Variables on Performance of the Teachers

Male teachers representing the sample have obtained a mean performance score of 91.47. The mean performance score of female teachers is 85.20 in the mean scores. The obtained 't' value is 2.12 and significant at 0.05 level.

Teachers 26 – 35 years of age performed better than the other three groups. The teachers in the below 25 age group of performed better than 36-45 and above 46 years age. The differences between the mean scores

of the teachers with different age groups are not significant. Unmarried teachers have obtained better performance scores than the married teachers. The 't' test also value was not found significant.

The trend of the mean performance scores shows that the teachers with others (artisans) are found to be popular in terms of their performance followed by Business, Agriculture and Employed. In addition, the calculated 'F' Value shows that the difference between the mean performance of the four groups of teachers is not significant.

The teachers' spouse belonging to the house wives performed better followed by business, private job, teachers and government. In addition, the calculated 'F' value was found not significant.

The forward caste teachers' performance is better than their counterparts. The teacher belongs to Christian religion performed better than Hindus and Muslims.

The trend of mean performance scores shows that the teachers having tribal nativity are performed more than the others. The calculated 'F' value also shows that the difference is not significant.

The trend of the mean performance scores illustrates that the teachers belonging to the SGTs performed better followed by Pandits and School Assistants. In addition, the calculated 'F' value shows that the differences between the mean performances of the three groups of teachers were found significant at 0.01 level.

The teachers with 6 to 10 of years experience are more effective than other two groups. The calculated 'F' value shows that the difference between the mean performances of the three groups is found to be significant at 0.05 levels.

Teachers' academic qualifications of M.Phil / Ph.D. are found to be popular in terms of their performance followed by Post-Graduation, Degree and Intermediate. In addition, the calculated 'F' Value shows that the differences between the mean performances of the four groups of the teachers are significant at 0.01 level.

Teachers having M.Ed qualification performed better. The teachers working as Pandits performed better than TTC certificate holders and B.Ed. and mean performance values are not significant.

Influence of Independent Variables on Attitude of the Teachers

Male teacher has obtained a mean attitude score of 95.71. The women teacher of the sample has secured a mean attitude score of 92.15. 't' value 1.46 obtained to test the difference between the means is found to be statistically not significant.

Teachers below 25 years attitude score are better than the other three groups. The teachers in the 26-35 age group and 36-45 age group are same mean attitude scores and followed by above 46 years and above age. Further, it also was noticed that the difference between the mean attitude scores of the teachers with different age groups are not significant.

Unmarried teachers have obtained better scores than the married teachers. 't' test also shows that the difference between married and unmarried teachers is found to be significant at 0.05 level.

Teachers with business family background are found to be popular in terms of their attitude followed by Employed, other and Agriculture and calculated 'F' Value shows that the difference between the mean attitudes of the four groups of teachers is not significant.

Occupation of the spouse variable-wise, spouse working with the private organizations is better followed by government employee, housewife, teachers and business and calculated 'F' value shows that the difference between the mean attitudes of the four groups of teachers was found to be significant at 0.05 level.

Teachers belonging to backward class are better than the other two groups. Teachers from Hindu religion are better than Muslims and Christians. Teachers having rural nativity are more attitude scores than the others and 'F' value is not significant. Teachers working as the School Assistants having better attitude followed by SGTs and Pandits, The calculated 'F' value shows that the difference between the mean attitude of the three groups of teachers were found to be significant at 0.01 level.

Teachers with 6 to 10 of years experience are more effective than other two groups. The experience variable is found to be not significant. Teachers with Graduations qualification are found to be popular in terms of their attitude followed by Post Graduation, M.Phil. / Ph.D. and Intermediate and 'F' Value found no significant. The TTC teachers' shown better attitude than the other three groups and attitude scores are not significant.

Influence of Independent Variables on Facilities

Male teacher has obtained a mean score of 123.77 and Female teachers secured a mean score of 120.35 and 't' value is 0.548 and statistically not significant.

Teachers in below 25 years score is better than the other groups and age groups are not significant. Unmarried teachers have obtained better scores than the married teachers and 't' test shows that the difference between married and unmarried teachers is found to be significant at 0.01 level.

Teachers from employed family background are found to be popular in terms of their facilities scores followed by others, business and agriculture and calculated 'F' Value shows that the difference between the

mean facilities of the four groups of teachers is significant at 0.05 level. Teacher spouses doing business is better followed by private job, house wife, teacher and government employee. The calculated 'F' value was found significant at 0.01 level.

Teacher belonging to O.C. better than the other two groups and significant at 0.01 level. Teachers belonging to Muslim religion obtained better score than the other two groups. The teachers having tribal nativity are more than the others. The calculated 'F' value also shows that the difference is not significant.

A teacher working as SGTs better score followed by Pandits and School Assistants and calculated 'F' value shows that the difference between the mean facilities of the three groups of teachers was found to be significant at 0.01 level. Teachers with 6 to 10 years experience has effective mean scores than other two groups. The calculated 'F' value is found to be significant at 0.01 level.

Teachers', have M.Phil. / Ph.Ds are found to be popular in terms of their mean scores followed by Post Graduation, degree and Intermediate and 'F' Value shows that the differences between the mean facilities of the four groups of the teachers are significant at 0.01 level.

It was observed that the differences between the mean facilities scores of the teachers with different professional qualification are not significant.

Influence of Independent Variables on Teacher Characteristics

Male teacher has obtained a mean Teacher Characteristics score of 104.30 and female teacher of the sample has secured a mean Teacher Characteristics score of 98.25 and 't' value 5.462 obtained to test the difference between the means is found to be statistically significant at 0.01 level.

Teachers below 25 years teacher characteristics score are better than the other three groups. The teachers in the 36-45 age group of teacher characteristics score is better than the other 26-35 and above 46 years age. And differences between the mean Teacher Characteristics scores of the teachers with different age groups are not significant.

Unmarried teachers have obtained better scores than the married teachers and 't' test also shows that the difference between married and unmarried teachers is found to be significant at 0.05 level.

Teachers with business family background are found to be popular in terms of their Teacher Characteristics followed by agriculture, others and employed and calculated 'F' Value is not significant. Teachers spouse belonging to the business is better followed by house wife, private job, teacher and government employee and, the calculated 'F' value is not significant.

Teacher belonging to Open Category found to be better than the other two groups and statistically not significant. Teachers belonging to Christian religion are better than the other two groups and not significant statistically. Teachers having tribal nativity are more than the others. The 'F' value is significant at 0.05 level.

Teachers working as Pandits obtained better scores than their counterparts and the differences between the mean Teacher Characteristics of teachers was found not significant. Teachers with 6 to 10 years of teaching experience are more effective than other two groups.

Teachers with M.Phil. / Ph.D. are found to be popular in terms of their Teacher Characteristics than the others, the calculated 'F' Value is insignificant. M.Ed. teachers are better than the other three groups and the differences between the mean Teacher Characteristics scores with different professional qualification are significant at 0.05 level.

Influence of Attitudes on Performance

15 members in the low group, 73 members in the medium group and 14 members in the high group and low scoring group on attitude has obtained a mean performance score of 84.86 with a standard deviation of 22.76. Similarly, the mean performance scores and standard deviation of the medium and high group on performance are 86.30, 13.53, 99.80 and 22.76 respectively. In order to know whether there exists any significant difference in the mean performance scores 'F' test was employed. The calculated 'F' value of 5.796 is found to be highly significant at 0.01 level.

Influence of Facilities on Performance

17 members in the low group, 73 members in the medium group and 12 members in the high group and low scoring group on facilities has obtained a mean performance score of 75.24 with a standard deviation of 10.41. Similarly, the mean performance scores and standard deviation of the medium and high group on performance are 88.49, 13.66, 103.83 and 14.41 respectively. In order to know whether there exists any significant difference in the mean performance scores 'F' test was employed. The calculated 'F' value of 16.438 is found to be highly significant at 0.01 level.

Influence of Teacher Characteristics on Performance

15 members in the low group, 69 members in the medium group and 18 members in the high group and low scoring group on teacher characteristics has obtained a mean performance score of 73.33 with a standard

deviation of 15.41. Similarly, the mean performance scores and standard deviation of the medium and high group on performance are 87.72, 13.05, 106.78 and 10.00 respectively. In order to know whether there exists any significant difference in the mean performance scores 'F' test was employed. The calculated 'F' value of 19.826 is found to be highly significant at 0.01 level.

Implications of the Study

The quality of the educational system is determined to a marked extent on the performance of teachers. The various aspects of a teacher like academic qualifications, personal qualities, physical appearance, intellectual skills, articulating abilities, devotion and commitment to the profession, public relations, attitude towards the profession etc., have a major role to play in determining his/her performance. Further, the facilities of the school, management support, avenues available for professional growth also exert their contribution towards the performance of teachers. The performance of a teacher is determined by the extent to which the teacher performs his/her duties as a planner, educator, organiser, supervisor, guide, recorder, evaluator, community co-ordinator etc. When one talks about the performance of a teacher it should not be merely limited to the performance of children in the academic institution but many things more as can be observed from the job chart. District level Project has opened new gateways towards the promotion of quality education, better infrastructural facilities, training facilities, etc. Research has a major role to support the secondary education activities and the present study has generated certain valuable insights towards the performance of teachers. Variables like age, gender, caste, qualifications and experience have exerted significant influence on the performance of teachers. It was noticed that women's teachers performance is low and steps have to be taken to improve their performance. Training has a major role to play in improving the teachers. So, the performance of the teachers can be further improved by providing avenues for higher education and for gaining better experience through participation in seminars, workshops, etc. Steps should be taken to instill among the teachers a sense of co-operation and positive attitude so that the teachers will be able to perform in a better manner within the limited school environments especially in the rural settings. The secondary school teachers should also exhibit zeal and enthusiasm towards improving their qualities so that they will be able to make the educational system herald, symbolize and contribute to new development strategies.

Reference

- Anand S.P (1972) "School teachers and Job satisfaction", *Teacher education*, 7, 1, 16-23.
- Bhaskara Rao and Damera Sridhar (2003) "Job Satisfaction of School teachers", Discovery Publishing House, New Delhi.
- Bhatia, Chadham Kadyam and Sharma (1996) "Modern Indian Education and its problems" published by prakash brothers, Educational Publishers, Ludhiana.
- Buch, M. B. (Ed.), *Fourth Survey of Research in Education*, N.C.E.R.T., Vol.2, New Delhi, 1988.
- Buch, M. B. (Ed.), *Third Survey of Research in Education*, Society for Educational Research and Development, Baroda, 1983.
- Buch, M.B., *Survey of Research in Education*, III *Survey of Research in Education*, N.C.E.R.T New Delhi, 1985.
- Dash (2002) "Teacher and education in the emerging Indian society" volume-1, published by suresh Chandra sharma for Neel Kamal Publishers, Hyderabad.
- Padmanabhaiah, S. (1984) *Job satisfaction and teaching effectiveness of secondary school teachers*, unpublished Ph.D Dissertation, Sri Venkateswara University, Tirupati.
- Ramesh Ganta and Dash (2005) "Foundations of Education – Neelkmal Publishers Pvt. Ltd. Hyderabad.
- Virgil, L.F. (1989) *Teacher Efficiency and Selected Organizational Climate Variables in Urban and Sub-Urban School Settings*, *Dissertation Abstracts International*. 50, 1555-A.

Table – 1: Profile of the Sample Teachers

Sl. No.	Character	Variable	Number	Percentage
1.	Gender	Male	47	46.08
		Female	55	53.92
2.	Age	Below 25	17	16.67
		26 – 35	40	39.21
		36 – 45	26	25.49
		46 and Above	19	18.62
3.	Marital Status	Married	81	79.41
		Unmarried	21	20.59
4.	Family background	Agriculture	16	15.69
		Business	13	12.74
		Employed	57	55.89
		Others	16	15.69
5.	Spouse Occupation (N=74)	House Wife	25	24.50
		Teacher	11	10.79
		Govt. Employee	16	15.69
		Private job	18	17.64
		Business	11	10.78
6.	Social Class	O.C.	52	50.99
		B.C.	44	43.13
		S.C.	6	5.89
7.	Religion	Hindu	92	90.19
		Muslim	3	2.94
		Christian	7	6.67
8.	Native Place	Rural	32	31.38
		Urban	69	67.64
		Tribal	1	0.99
9.	Designation	School Assistant	77	75.49
		SGT	18	17.64
		Pandit	7	6.86
10.	Experience	Below 5	46	45.09
		6 – 10	29	28.43
		Above 11	27	26.48
11.	Academic Qualifications	Inter	3	2.94
		Degree	59	57.84
		Post Graduation	38	37.25
		M.Phil / Ph.D	2	1.96
12.	Professional Qualifications	TTC	4	3.92
		B.Ed.	70	68.63
		M.Ed.	4	3.92
		Others	24	23.52

Table-2: Influence of Independent Variables on Performance

Variable	Category	N	Mean	Standard Deviation	't'/F Value
Gender	Male	47	91.47	14.33	2.12*
	Female	55	85.20	15.40	
Age	Below 25	17	88.53	13.75	0.074@
	26 – 35	40	88.54	14.09	
	36 – 45	26	88.15	18.04	
	46 and Above	19	86.63	15.44	
Marital Status	Married	74	87.22	16.01	0.9432@
	Unmarried	28	90.39	12.65	
Family Background	Agriculture	16	88.31	9.12	0.0868@
	Business	13	88.46	16.02	
	Employed	57	86.46	17.27	
	Others	16	93.38	10.37	
Spouse Occupation	House wife	25	91.76	14.92	1.726@
	Teacher	11	79.91	13.38	
	Govt. Employee	16	83.63	17.07	
	Private job	18	86.11	15.55	
	Business	11	88.62	17.59	
Social Class	O.C.	52	89.48	16.04	0.461@
	B.C.	44	86.80	14.86	
	S.C.	6	85.50	9.12	
Religion	Hindu	92	87.96	15.23	0.725@
	Muslim	3	80.67	9.07	
	Christian	7	93.00	16.49	
Nativity	Rural	32	89.56	12.94	1.354@
	Urban	69	87.09	16.01	
	Tribal	1	110.00	-	
Designation	School Asst.	77	86.18	14.40	2.645**
	SGT	18	94.72	16.67	
	Pandit	7	92.00	16.25	
Experience	Below 5	46	88.52	14.34	2.089*
	6 – 10	29	91.66	14.65	
	11 and above	27	83.52	16.45	
Academic Qualifications	Inter	3	79.67	9.81	4.145**
	Degree	59	85.64	14.53	
	P Graduation	38	91.00	14.78	
	M.Phil/Ph.D	2	117.50	10.61	
Professional Qualifications	TTC	4	90.25	10.97	0.932@
	B.Ed.	70	86.57	15.38	
	M.Ed.	4	96.75	15.69	
	Pandits	24	90.71	15.02	

@Not significant * Significant at 0.05 level ** Significant at 0.01 level

Table-3: Influence of Independent Variables on Attitude

Category	Groups	N	Mean	S.D.	t/F Value
Gender	Male	47	95.71	14.05	1.46@
	Female	55	92.15	10.45	
Age	Below 25	17	97.71	16.17	0.909@
	26 – 35	40	93.35	11.37	
	36 – 45	26	93.35	12.36	
	46 and Above	19	91.00	10.08	
Marital Status	Married	74	92.09	11.83	2.32*
	Unmarried	28	98.29	12.60	
Family background	Agriculture	16	92.94	9.87	0.232@
	Business	13	96.38	17.24	
	Employed	57	93.61	12.54	
	Others	16	93.13	9.49	
Spouse Occupation	House Wife	25	92.80	12.67	2.219*
	Teacher	11	92.36	13.67	
	Govt. Emp.	16	93.75	11.25	
	Private job	18	94.67	9.34	
	Business	11	85.09	9.47	
Social Class	O.C.	52	93.12	11.33	0.399@
	B.C.	44	94.93	13.63	
	S.C.	6	91.17	11.29	
Religion	Hindu	92	94.22	12.82	0.645@
	Muslim	3	92.00	1.73	
	Christian	7	88.86	4.74	
Native Place	Rural	32	94.19	10.73	0.033@
	Urban	69	93.62	13.12	
	Tribal	1	92.00		
Designation	School Asst.	77	95.56	12.37	3.823**
	SGT	18	89.61	11.35	
	Pandit	7	85.00	7.77	
Experience	Below 5	46	95.67	13.98	1.432@
	6 – 10	29	90.76	10.10	
	Above 11	27	93.81	11.10	
Academic Qualifications	Inter	3	89.00	1.73	0.593@
	Degree	59	95.10	12.14	
	P. G.	38	92.24	13.21	
	M.Phil / Ph.D	2	91.50	0.71	
Professional Qualifications	TTC	4	100.00	9.09	1.559@
	B.Ed.	70	94.99	13.17	
	M.Ed.	4	88.00	10.20	
	Others	24	90.21	9.46	

@Not significant * Significant at 0.05 level ** Significant at 0.01 level

Table-4: Influence of Independent Variables on Facilities

Category	Groups	N	Mean	S.D.	t/F Value
Gender	Male	47	123.77	22.75	0.548@
	Female	55	120.35	23.69	
Age	Below 25	17	128.35	23.16	1.183@
	26 – 35	40	121.68	21.54	
	36 – 45	26	123.69	23.84	
	46 and Above	19	114.26	25.41	
Marital Status	Married	74	119.31	24.12	3.495**
	Unmarried	28	128.82	19.36	
Family background	Agriculture	16	113.56	21.57	2.578*
	Business	13	127.00	14.42	
	Employed	57	199.77	24.35	
	Others	16	133.81	22.73	
Spouse Occupation	House Wife	25	119.20	23.45	3.398**
	Teacher	11	112.64	26.49	
	Govt. Employee	16	106.88	28.89	
	Private job	18	129.67	10.73	
	Business	11	132.00	15.65	
Social Class	O.C.	52	127.73	18.42	4.568**
	B.C.	44	117.55	25.33	
	S.C.	6	103.67	31.39	
Religion	Hindu	92	121.91	23.44	0.111@
	Muslim	3	127.33	9.29	
	Christian	7	119.71	26.18	
Native Place	Rural	32	122.44	19.92	0.229@
	Urban	69	121.46	24.81	
	Tribal	1	137.00		
Designation	School Assistant	77	119.31	25.08	2.038*
	SGT	18	130.39	14.30	
	Pandit	7	128.86	12.76	
Experience	Below 5	46	119.65	26.40	4.564**
	6 – 10	29	132.10	11.78	
	Above 11	27	114.85	23.67	
Academic Qualifications	Inter	3	90.67	40.99	3.360**
	Degree	59	119.86	22.46	
	Post Graduation	38	126.82	21.15	
	M.Phil / Ph.D	2	146.00	12.73	
Professional Qualifications	TTC	4	119.75	36.25	1.339@
	B.Ed.	70	119.23	21.70	
	M.Ed.	4	122.00	36.75	
	Others	24	130.13	22.62	

@Not significant * Significant at 0.05 level ** Significant at 0.01 level

Table-5: Influence of Independent Variables on Teacher Characteristics

Category	Groups	N	Mean	S. D.	t/F Value
Gender	Male	47	104.30	13.03	5.462**
	Female	55	98.25	13.00	
Age	Below 25	17	103.41	14.78	0.240@
	26 – 35	40	100.70	9.86	
	36 – 45	26	100.92	16.45	
	46 and Above	19	99.79	14.31	
Marital Status	Married	74	99.82	13.35	2.277*
	Unmarried	28	104.25	12.86	
Family background	Agriculture	16	103.94	9.23	1.014@
	Business	13	105.15	12.11	
	Employed	57	99.25	15.06	
	Others	16	101.19	10.28	
Spouse Occupation	House Wife	25	102.44	12.37	0.980@
	Teacher	11	97.82	10.86	
	Govt. Employee	16	97.00	16.05	
	Private job	18	98.78	11.72	
	Business	11	104.00	15.03	
Social Class	O.C.	52	102.17	14.68	0.390@
	B.C.	44	99.95	11.90	
	S.C.	6	99.17	11.44	
Religion	Hindu	92	100.51	13.24	0.755@
	Muslim	3	104.67	12.34	
	Christian	7	106.43	15.02	
Native Place	Rural	32	102.69	13.58	2.157*
	Urban	69	99.93	12.95	
	Tribal	1	125.00	-	
Experience	Below 5	46	101.74	12.08	1.578@
	6 – 10	29	103.38	13.64	
	Above 11	27	97.33	14.60	
Designation	School Assistant	77	99.94	12.09	1.969@
	SGT	18	102.28	16.70	
	Pandit	7	110.00	14.93	
Academic Qualifications	Inter	3	99.00	13.86	1.755@
	Degree	59	99.31	13.11	
	Post Graduation	38	103.00	13.26	
	M.Phil. / Ph.D.	2	118.00	9.90	
Professional Qualifications	TTC	4	99.00	10.42	2.479*
	B.Ed.	70	99.50	12.77	
	M.Ed.	4	116.50	17.00	
	Others	24	103.29	12.45	

@Not significant * Significant at 0.05 level ** Significant at 0.01 level