

SOCIO-ECONOMIC PROBLEM OF TEACHER IN SELF FINANCE EDUCATION SECTOR IN WEST BENGAL

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ABSTRACT. The significance of a teacher in the educational procedure is undeniable. In the field of instruction or in a particular teaching-learning circumstance, he is a definitive agent who administers information, frames the time schedule, chooses reading materials, assumes the job of a subject expert, and assesses learning results and help understudies to defeat their troubles and individual issues. At the point when teachers comprehend the fluctuated and complex factors that appear to impact the advancement of character in a youngster, they have the motivation to be unassuming in evaluating the significance of the teacher's. Here the investigation intended to dissect the social- monetary issue of teachers in the self-financed training division in West Bengal.

1. INTRODUCTION

Education is key to national turn of events and educational arranging is vital to national arranging. Use on education ought to be seen as an interest in human asset advancement, which is vital for the development of any nation [1]. Education can manage national turn of events and not just sub- serve its finishes; it can evaluate and pass judgment on its course as opposed to being only an apparatus of advancing it. In [2] found that education is a powerful procedure. Teacher execution is the most pivotal contribution to the field of education. A teacher ought to set himself up for this unique errand before tolerating the obligation

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of teaching. The spot and significance of teachers in a general public can never be overestimated. A teacher is a focal figure in the proper teaching- learning set up. He is a telescope through which individuals can see the far off tomorrows of the students. He is a definitive operator who apportions information, frames the time's schedule, chooses reading materials, assesses learning results, and encourages understudies to defeat their challenges and individual issues. He is who sets the measures, develops alluring perspectives. In [3] found that the nature of essential education is the most scrutinized and easy to refute issue in educational talk. The teachers are the mainstays of the education system. Frequently, they are accused for the poor nature of education. Notwithstanding, they are at the most reduced situation in the scholastic order. They need to play out a few non-teaching works. It builds up a quandary in the psyche of the teacher, regardless of whether to perform teaching work or non-teaching works. However, both the works are significant yet their principle work is teaching.

2. RELATED WORK

So far there is no widespread understanding among specialists about the idea of socioeconomic condition, and we figure it will never be. As indicated by Wikipedia; The Free Encyclopedia, socioeconomic condition is a monetary and sociological joined all out proportion of an individual's work understanding and of a person's or family's financial and social situation corresponding to other people, in view of pay, education, and occupation. So also Burden and Byrd [4] characterized socioeconomic condition as a proportion of a family's relative situation in a network, dictated by a blend of salary, occupation, and level of education. In the mean time, [5] saw socioeconomic condition as an expansive develop speaking to a family's entrance to social and financial assets, and most every now and again evaluate utilizing proportions of family salary, guardians' educational level, and occupation. It is commonly acknowledged that parental socioeconomic condition affects school adequacy and students' scholarly accomplishment the same.

Teachers job satisfaction and teachers's socioeconomic status. Different definitions have been given to work fulfillment at the same time, up until now, there is no general concession to how it ought to be characterized. In the creator [6] characterized work fulfillment a positive or negative demeanor of a worker

toward his/her activity. In the interim [7] characterized work fulfillment as the person's assessment of their own work as far as the specific situation and substance of the work, while, [8] saw work fulfillment as a full of feeling or passionate reaction on one's activity viewpoint. Spector (as referred to in [9], p. 27) recognized three motivations to legitimize how significant representatives' fulfillment is. In the first place, human qualities are basic in arranging the association by regarding and treating their staff reasonably, which thus will ponder emphatically their feelings and prosperity. Second, the conduct of the association's staff sway on its tasks, either decidedly or contrarily. Third, the evaluation of worker's fulfillment is essential in recognizing the territories needing improvement.

3. RESEARCH METHODOLOGY

3.1. Study Area. West Bengal, territory of India, situated in the eastern piece of the country. It is limited toward the north by the territory of Sikkim and the country of Bhutan, toward the northeast by the province of Assam, toward the east by the country of Bangladesh, toward the south by the Bay of Bengal, toward the southwest by the province of Odisha, toward the west by the conditions of Jharkhand and Bihar, and toward the northwest by the country of Nepal. West Bengal has an impossible to miss arrangement; its broadness differs from 200 miles (320 km) at one point to scarcely 10 miles (16 km) at another. Its around 1,350-mile (2,200-km) outskirts with Bangladesh, neither characteristic nor very much characterized, is of vital significance. In spite of the fact that in region West Bengal positions as one of the littler conditions of India, it is one of the biggest in populace. The capital is Kolkata (Calcutta). Region 34,267 square miles (88,752 square km). Pop. (2011) 91,347,736.

3.2. Research Design. The research of socioeconomic states of teachers was directed in West Bengal, in particular Bankura, Birbhum, and Burdwan District. The decision of these areas depended on the random sampling technique. In each region, the examination was directed in the self-financed education segment. We utilized a quantitative methodology utilizing a study plan as it tried to build up the impact of teachers' SEC on schools' life. Here we utilize 4 points Likert scale was managed to 230 self-financed organization' teachers of 3 areas

who are tests/respondents, out of 1000. Tests were attracted purposively because of that: (a) restricted research staff, and (b) numerous teachers were not at schools at the hour of information assortment.

3.3. Methods. Socio Economics Condition of Teacher's. Teachers' socio financial aspects condition was estimated by adjusting [9] descriptors into 26 positive proclamations which are conveyed more than three elements of socio financial matters condition (the accessibility of family essential needs, the accessibility of learning offices at home, and teacher's social situation in their particular network). The stock utilized a four point scale (4 = unequivocally concur and 1 = firmly oppose this idea). Respondents are mentioned to react every announcement on a size of four choices that are emphatically concur, concur, differ and firmly oppose this idea. Test of things incorporate "I am fulfill with the degree of pay I get", "Home where my family and I stay is our own", "my month to month compensation is sufficient to pay power overdue debts", "my month to month pay is sufficient for youngsters' education", "My pay is sufficient to give learning offices at home", "I feel bolstered, esteemed, and increased in value by my locale".

Employment fulfillment of Teachers'. Teachers' activity fulfillment was estimated utilizing the nine aspect of employment fulfillment (pay, advancement, management, incidental advantages, unforeseen prizes, working conditions, colleagues, the nature of the work, and correspondence). The stock utilized a four point scale (4 = firmly concur and 1 = emphatically oppose this idea). Respondents are mentioned to react every announcement on a size of four other options, that are concur, unequivocally concur, firmly differ and oppose this idea. Test of things incorporate "I am fulfill with the degree of pay I get", "I feel urged to think of new and better methods of getting things done", "I have the apparatuses and assets to carry out my responsibility well", "My work of teaching gives me a sentiment of individual achievement and pride", "I am esteemed by my head", "I am remunerated for the nature of my endeavors", "I experience self-improvement, for example, refreshing aptitudes of teaching", "I manage everything well with my co-teachers", "I am all around educated about any progressions inside this school".

Teachers' confidence. Teachers resolve was estimated utilizing the three aspect of confidence (belongingness, objectivity, and recognizable proof) set up

by Getzel and Guba. The stock utilized a four point scale (4 = unequivocally concur and 1 = firmly oppose this idea). Respondents are mentioned to react every announcement on a size of four other options, that are firmly concur, concur, differ and unequivocally oppose this idea. Test of things incorporate "I go to work early morning and don't leave the work before time", "My work of teaching gives me a sentiment of individual achievement and pride", "The obligations of my position are plainly characterized", "I truly feel as though this current school's issues are my own", "I am ready to get simple access to my head", "My work of teaching utilizes my aptitudes and capacities", and "I feel upheld, esteemed, and increased in value by my head".

Authoritative responsibility of Teachers'. Teachers' authoritative responsibility was estimated utilizing the three-dimensional Meyer, Allen, and Smith instrument initially created by Allen and Meyer. The full of feeling, duration, and standardizing authoritative duty scales each contained 5 things, altered from the first survey comprising of 24 things. The stock uses a four-point scale (4 = firmly concur and 1 = unequivocally oppose this idea). Respondents are mentioned to react to every announcement on a size of four other options, that emphatically concur, concur, deviate, and unequivocally oppose this idea. Test things incorporate "I would be glad to spend the remainder of my vocation with this calling", "It would be difficult for me to leave my calling at the present time, regardless of whether I needed to", "At this moment, remaining with my calling involves need as much as want", "One of the significant reasons I keep on working in this calling is that I accept devotion is significant and along these lines feel a feeling of good commitment to remain", and "I was instructed to accept the estimation of staying faithful to one calling".

4. RESULT AND DISCUSSION

The investigation expects to portray the impact of teachers' financial condition on self-finance establishment' life, with respect to teachers' activity fulfillment, teachers' assurance, and teachers' authoritative responsibility. So as to have exact aftereffects of information examination, we utilized programming of the Statistical Package for the Social Sciences (SPSS) program adaptation 20 for Windows.

Table 1: Tests of between-subjects effects

Source	Dependent Variable	Type III sum of squares	df	Mean Square	F	Sig
Corrected Model	Teacher job satisfaction	4152.76	15	252.10	20.86	.000
	Teacher morale	2178.36	15	152.89	3.50	.000
	Organizational commitment	1396.59	15	90.35	11.80	.000
Intercept	Teacher job satisfaction	1492780.53	1	1492780.53	1.32	.000
	Teacher morale	723335.19	1	723335.19	2.09	.000
	Organizational commitment	514416.47	1	514416.47	7.23	.000
Teacher SEC	Teacher job satisfaction	4152.76	15	252.10	20.86	
	Teacher morale	2178.36	15	152.89	3.50	
	Organizational commitment	1396.59	15	90.35	11.80	
Error	Teacher job satisfaction	2567.57	231	10.10		
	Teacher morale	8120.23	231	33.15		
	Organizational commitment	1659.79	231	5.89		
Total	Teacher job satisfaction	2334612.00	248			
	Teacher morale	1016816.00	248			
	Organizational commitment	754717.00	248			
Corrected Total	Teacher job satisfaction	6628.41	247			
	Teacher morale	11406.59	247			
	Organizational commitment	3166.17	247			

4.1. Discussion. Teachers are consistently 'a help to society' and are regarded as educated about various subjects of school. Teachers are even viewed as "guardians to information and coaches with a significant job in character advancement of youngsters, future gainful residents to add to the more extensive prosperity of a general public". Teachers are endowed with the duty to instruct the future heads of tomorrow and are fundamental to students' accomplishment. Teachers are even expected to effectively perform a wide range of jobs and obligations in their work, for example, being a helper, spectator, advisor, supervisor, school pioneer, asset supplier, guide for individual teachers, and a functioning operator of progress for themselves and their students.

As teachers' life and work is committed to create and improve the information, aptitudes, and characters of new age of countries, this current investigation centers around how teachers' SEC impacts the school's life viewpoints. Consequences of information examination show that teachers' SEC has a positive noteworthy impact on school's life, concerning teachers' activity fulfillment,

teachers' assurance, and teachers' hierarchical duty in the primary schools of Merauke region, Papua, Indonesia. This finding exhibits that transforms one point in free factor (teachers' SEC) would firmly impact on subordinate factors (teachers; work fulfillment, teachers; spirit, and teachers; authoritative duty).

Given the essential job of teachers in creating information, aptitudes and character, teachers' activity execution inside and outside of the study hall is of significant. Among different causes, for example, job struggle and vagueness, time pressure, student trouble making, associations with managers and enormous class size, we do accept the most habitually cause answerable for teachers stress and occupation disappointment in the primary schools of Merauke locale is lacking pay and seen low status. Teachers are still men or ladies who, much the same as others, "have an assortment of necessities, psycical, passionate, and profound". As men or ladies, teachers liable to feel progressively fit and appreciate in a SEC of which their needs are satisfactorily met both physical and mental, and socio-social. Much the same as different families, teachers are obliged to give all the family essential needs, such supper, garments, lodging, power, well-being, youngsters' education, profound and social-social exercises. Free of how society percept the life of teachers, yet our own experience shows of that issue.

Low-SEC teachers are at times entering the study hall with all the oppressive musings and sentiments of how to caring their wiped out relative, to lease lodging, to pay power unfulfilled obligations, to address kids' issue for school, etc. They looked by one way or another excessively worn out and depleted. This reality can straightforwardly affect on teacher's work of teaching and relations at school. Rather than teaching students to make progress, a significant number of primary schools' teachers in Merauke city leave the study halls for school's container extends to ensure that their selling materials are sold out. Also, remote grade schools' teachers have even been leaving the schools for an extensive stretch of time to manage all the more winning exercises.

CONCLUSION

In the current examination is restricted on the exertion of researching the impact of teachers' SEC on teachers' activity fulfillment, teachers' spirit, and teachers' hierarchical responsibility. In this way, a more report on the job of teachers' SEC as anticipating factor for the school's life viewpoints would be

completely suggested. At the end of the day, it is basic for the future scientists to expand more the impact of teachers' SEC on schools' life perspectives, for example, teachers' burnout, teachers' commitment, and students' scholastic accomplishment.

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