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SOCIO-ECONOMI CONDITIONS OF COLLEGE TEACHERS IN GULBARGA CITY

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INTRODUCTION:

Teachers are main contributors of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one's life. In fact, they are considered in a way as our nation builders. Teachers are one of the main pillars of a sound and progressive society. They had a long lasting impact on children in building up their future. They mold children with knowledge and values to prepare them for working life and to become good citizen of the nation. A good teacher shows his love and affections to his pupils and affects children in almost every way like manners, styles and actions. This indicates how a teacher becomes a role model to his pupils. So teachers should maintain stature and behavior that upholds dignity, good moral and professional etiquette. Having teachers with knowledge, wisdom and values are essential to achieve quality education. Classrooms are important to shield children while in the school, chairs to sit, pens to write and books to read but if there is no teacher in front of every classroom to motivate children to sit on their chair while listening, encourage them to write with their pen and teach them to read their books, the goal of having quality education will never be attained. The teacher's focus is on his students. His task is to convey a fixed body of knowledge to his students and to worry about the best way to do so. He normally follows a textbook and a "syllabus". A very important part of his job is to assign homework and to give tests to find out how much his students are learning. He pays attention to what the students think of him and his performance. He sympathizes with his students' worry about their grades. The professor's focus is on his subject. He "lives" his subject and cannot easily switch it off, even while lying in bed awake or on vacation. He recreates the subject in his mind each time he lectures on it.

He cannot know, in the beginning of a course, exactly how and in what order he will present the material. He may even, in the middle of the course, change his mind about what material to include or exclude. He always tries to find a new approach to and better insight into the subject of his course. He almost never gives a course twice in the same way, and he considers it anathema to have to follow a textbook and a syllabus. He is pleased if some students follow and appreciate his efforts, but he finds homework, tests, and grades a nuisance.



REVIEW OF LITERATURE

Khaja Rahamathulla (2003)¹ studied the teaching profession perception, teaching aptitude, and personality factors of secondary grade teachers. The sample consisted of 200 men secondary grade teachers and 200 women secondary grade teachers. The tools used were teaching profession perception scale, teaching aptitude scale and Cattell's 16 PF Questionnaire. There was no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching profession perception and all the areas of teaching aptitude except Interest and Scholarly Taste (TST) and fair-mindedness and Impartiality (FMI).

Sajan (2010) studied teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala.

Sharma's (1971) investigation aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predicting teacher success. Teaching aptitude appeared to be a sound predictor of teacher effectiveness.

Chaya (1974) investigated into certain psychological characteristics of an effective school teacher, which was conducted on 80 effective and 100 ineffective higher secondary teachers. The findings were that (i) effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers (ii) effective teachers did not show significantly more interest in teaching than ineffective teachers, (iii) effective teachers were significantly more emotionally stable than ineffective teachers (iv) effective teachers were not more extrovert than ineffective teachers.

OBJECTIVES OF THE STUDY:

1. To know the socio-economic conditions of college teachers in the study area.
2. To know the educational background of college teachers in Gulbarga city.
3. To study the harassment teachers at work place.
4. To know the attitude of students towards your professional status



IMPORTANCE OF THE STUDY

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation.

RESEARCH METHODOLOGY

A close study has been carried out by selecting the college teachers, male and female from both private and government in Gulbarga City and the methodology in social research comprise selection of study area, selection of sample and collection of both primary and secondary data for the study. The samples are simple random sample restricted to only teachers from both private and government colleges and the universe for data collection is restricted to the Gulbarga city.

A. PRIMARY DATA:

The study is mainly based on the primary data. The Primary data were collected through a questionnaire consisting both open and close ended questions. Necessary modifications were made in the questionnaires on the basis of testing. The questionnaires were personal interview method. Some of the respondents were also contacted personally. An in-depth discussion interview was also held with teachers in Gulbarga city.

I. SELECTION OF THE STUDY AREA:

The universe of the present study is Gulbarga city. This city is greater influence of other city since it lays within the radius of 8-15 k.ms the network of colleges. Industries connection and transport as and around Gulbarga city has a considerable bearing on the people of Gulbarga city, Gulbarga city is also the various, Arts, commerce, B.B.M, B.C.A and Science colleges.

II. SAMPLE:

The Researcher has taken 50 respondents were selected on purposive sampling method, Including 25 male and 25 female respondents in degree college teachers of Gulbarga city.



B. SECONDARY DATA:

The secondary data are drawn classified from the Govt. Publications of books, monthly journals of satisfaction in teaching. Report of the Education Commission, British Educational Research Journal, Journal of innovation in education and psychology, Job Satisfaction of Teachers, books, Attitude towards teaching profession and job satisfaction of teacher educators, Internet websites and apart from this, different edition of daily newspapers, such as the Hindu, Vijay Karnataka, Indian Express, Kannada Prabha, etc, were also used for the purpose of collection the information.

GENDER WISE DISTRIBUTION OF RESPONDENTS

For this purpose of present study a total of 400 respondents were chosen from the universe of present study. So selected sample comparing Socio-economic status 25 male and 25 female college teachers. These respondents were interview as well as observed. The sex wise distribution of respondents interviewed is presented in Table No. 1.

Table-1
Gender wise distribution of respondents

S.No.	Particulars	Respondents	Percentage
1	Male	25	50.00
2	Female	25	50.00
	Total	50	100.00

Source: field survey.

The Table No. 1 reveals clearly the gender wise distribution of respondents chosen for the present study. It is clear from the above table that 50% of respondents were belonging to male r and 50% were belonging to female.



AGE STRUCTURE OF RESPONDENTS:

The distribution of respondents chosen age wise for the present study and presented in the following Table-2.

TABLE.NO.2
AGE STRUCTURE OF RESPONDENTS:

S.No	Particulars	Respondents	Percentage
1	21-30 years	05	10
2	31-40 years	12	24
3	41-50 years	20	40
4	51-above years	13	26
5	Total	50	100.00

Sources: field survey

The Table-2 highlights age wise distribution of respondents in colleges including both govt. and added colleges of Gulbarga city of the present study area. 10 percent respondents were belonging to age category 21-30. It is clear from the above table that highest number of respondents 24 % were following in the age category of 31 to 40 years. It is followed by 40% in the age category of 41-50 years and 26 % in the age category of 51 and above years. It is astonishing to note that measure position of the respondents fall in the adult category.

RELIGION WISE RESPONDENTS:

College's teachers in Gulbarga city for a long time were only accessible to the 'twice-born to teach an historic event. After independence, a mass demand for education has emerged in India. The constitution guarantees opportunities to all, and favors some weaker sections of society with a view to uplift them. Today, higher education power has become a major avenue for satisfaction to society and one can expect some change in the traditional social structure. From the below table 3 Shows the religion wise respondents.



TABLE. No.3
RELIGION OF THE RESPONDENTS

Religion	Respondents	Percentage
Hindu	41	82
Muslim	02	4
Christian	01	2
Buddhist	04	8
Others(Jain, Sikh)	02	4
Total	50	100.00

Sources: field survey

From the above table researcher absorbed that, the religion of the teachers of the respondents 82% of respondents belong to Hindu religion, Muslim belongs to 4%, whereas 2% of the respondents are from Christian, followed by 8 % are from Buddhist, and remaining 4 % are from other religion in the study area.

Table NO.4
MARITAL STATUS OF THE RESPONDENTS

Particulars	No. of Respondents	Percentage
Married	39	78
Unmarried	8	16
Separated	02	4
Widow	01	2
Total	50	100

Source: Field Surveys

The above table shows that out of 50 respondents 78 percent Majority of teachers are married and 16 percent are unmarried and 4 percent women teachers are separated in the study area and only 2 percent widow women in the present study area.



TOTAL FAMILY ANNUAL INCOME:

Wealth, a set of economic reserves or assets, presents a source of security providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings income, age, marital status, family size, religion, occupation, and education are all predictors for wealth attainment. The data were collected in the distribution of respondents according to family income is presented in the below table No. 5

EDUCATIONAL WISE CLASSIFICATION OF RESPONDENTS:

It is needless to state that the level of education and their life are usually co-related in a positive way. But this contention may not be universally true. The present study shown the educational wise of respondents from following table No.6

TABLE. No.5
SHOWS THE EDUCATIONAL WISE CLASSIFICATION OF THE RESPONDENTS

Educational level	Respondents	Percentage
P.G and M.Phil	41	82
P.G and Ph.D	03	6
P.G and both M.Phil, Ph.D	02	4
P.G and NET/SLET	04	8
Total	50	100

Sources: field survey

The above table indicates that, most of the sample size possess post Graduate with M.Phil is 81.25% of the respondents, followed by 5.25% are P.G with Ph.D and 9 percent have both M.phil and Ph.D and 4.5 percent have P.G. with NET/SLET and presented on Graph No.2



LIMITATION OF THE STUDY

It is not possible in a single research study to cover every aspect of variables associated with the problem under investigation. Although, the problem is very natural and is prevalent everywhere yet due to shortage of time and resources all the aspects variables could not be covered and the study is limited in several ways. It had to be determined in terms of population covered, sample selected, scope of variables studied.

FINDINGS OF THE STUDY

1. It is observed that from the above table that 50 % of respondents were belonging to male gender and 50 % were belonging to female gender and as regarding religion wise 82 % of respondents belong to Hindu religion, 4% belongs to Muslim, 2% of the respondents are from Christian, followed by 8 % are from Buddhist, and remaining 4 % are from other religion in the study area.
2. An analysis in the study area 78 percent Majority of teachers are married and 16 percent are unmarried and 4 percent women teachers are separated in the study area and only 2 percent widow women in the present study area.
3. The teachers family income higher is the economic contribution in the family 68 percent respondents have Rs. 400000 to Rs. 600000, followed by 18 percent respondents have Rs. 600001 to 800000, family annual income and Rs. 800001 and above only 14 percent respondents have family annual income in the study area.
4. According to educational qualification most of the sample size possess post Graduate with M.Phil is 82 % of the respondents, followed by 6 % are P.G with Ph. D and 4 percent have both M. Phil and Ph. D and 8 percent have P.G. with NET/SLET.

SUGGESTIONS

1. It is suggested that to teachers improve Knowledge of pedagogy, subject areas, trends in education and curriculum; and drive for self-improvement (for example, commitment to lifelong learning; curiosity and research orientation; seeking intellectual stimulation, professional development opportunities.
2. It is suggested that teacher professional development is of utmost importance in ensuring quality in the educational programs. This aspect has been a matter of serious concern among world education community over the last two decades or so.



3. It is suggested that The Educationally Backward districts need more attention and resources, to bring them on par with the rest of the state. Starting of new colleges should be limited to only these districts it serves a great social purpose. Teachers carry responsibilities weighted with social purpose.
4. There is the need for improvement of academicians' salaries and allowances. In fact paying them living salaries is necessary to help motivate and attract quality teachers for quality education delivery and the Researcher strongly feel that you need a bunch of younger professors in there to have that mix of experience and youth in the system.
5. The teaching profession has won its well-deserved place in the social order through continuous cooperation in research, professional preparation and strict adherence to the Code of Professional Conduct, which obligates every teacher to treat each student within a sacred trust.
6. In the study area the Researcher suggested that teachers should have greater academic ability tend to have students who perform better. The suggestion hold up regardless of which indicator researchers use to represent teachers' academic skills: Grade point average or selectivity of college attended. However, because of the different measures, it is difficult to generalize about the magnitude of the effect on student performance and There is growing consensus that effective professional development can improve teacher quality.

CONCLUSION:

Teachers are expected to act as professionals who demonstrate the specialized knowledge, skills and judgment that are required to serve students' educational needs. In turn, however, teachers expect that they will be treated as professionals by students, parents, employers and the public. As members of the teaching profession, teachers also have a responsibility to act at all times in a manner that is worthy of this public trust. In turn, teachers believe that this kind of professional conduct on their part is worthy of respect from others. Teachers gain these qualifications in several ways, such as through completion of an approved teacher education program. Many will also participate in professional development opportunities throughout their careers. One very rewarding professional development opportunity within the teaching profession is the role of mentor, or cooperating teacher, for the internship program. For teachers, this arguably represents the ultimate in terms of lifelong learning: an opportunity to give back to the profession while at the same time being rejuvenated by those who are about to embark on their professional journey. As well as having certain qualifications, teachers throughout their careers also look for ways to strengthen their teaching practice and professionalism.



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