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The Karnataka Teacher Study: Understanding the Status of the Teaching Profession

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RESEARCH BASED THESIS

*The Karnataka Teacher Study:
Understanding the Status of the Teaching
Profession*

Tristha Kacharakannahally Ramamurthy

Doctorate in Education

School of Education, Communication and Society

King's College London

Declaration



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PROGRAMME: Doctorate in Education (International Programme)

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Abstract

Attention to improving the status of the teaching profession is not new in India. National reports from as early as the 1960s have emphasised the need to professionalise and improve teacher status to positively affect recruitment and retention. The Karnataka Teacher Study (KTS) is a quantitative research project executed in one state of India to explore teachers' perceptions of their status and how this could be improved. By using Hoyle's (2001) three dimensions of status (prestige, status and esteem) and the survey instrument from the United Kingdom's Teacher Status Project (2006), this paper finds that teachers view their profession positively and are motivated by intrinsic rewards from the service-orientated nature of their work. While feeling respected by their immediate circle, changes such as salary increases, better working conditions and more professional development opportunities were found to impact status. The KTS teachers also viewed increased teacher specialisation, autonomy and reduced control and regulation of teaching work positively. While the professionalisation of teaching work has been recommended by the landmark judgment – the Right to Education Act (2009) and most recent policy documents, including the National Policy on Education (2016) and the Karnataka State Education Policy (2016), the enhancement of occupational esteem of the profession through the efforts of teachers themselves is a missing viewpoint from both teachers and policymakers. In today's changing educational scenario, teacher status can be improved if teachers initiate the effort to bridge the gap between how they view themselves and how they feel they are viewed externally. In this paper I make a case for improved teacher status by giving teachers opportunities to understand, internalise and communicate the complexity of teaching work, which will additionally have implications for school leaders and policymakers.

Keywords

India, insider perception, intrinsic rewards, prestige, esteem, profession, professional knowledge, service-oriented, teacher status, teacher retention

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List of Abbreviations

| | |
|-------|---|
| B.Ed. | Bachelors in Education |
| BEO | Block Education Officer |
| CBO | Community Based Organisations |
| CBSE | Central Board of Secondary Education |
| CTE | Colleges of Teacher Education |
| D.Ed. | Diploma in Education |
| DfES | Department for Education and Skills |
| DIET | District Institution for Education and Training |
| DISE | District Information System for Education |
| DoE | Department of Education, Karnataka |
| DPI | Department of Public Instruction |
| DSERT | Department of State Education Research and Training |
| EBB | Educationally Backward Blocks |
| EFA | Education For All |
| GTC | General Teacher Council |
| IASE | Institutes of Advanced Study in Education |
| ICSE | Indian Council for Secondary Education |
| ICT | Informational Communication Technology |
| IFS | Institutional Focus Study |
| ILO | International Labor Organization |
| ISEI | International Socio-Economic Index |
| KMO | Kaiser-Meyer-Olkin |
| KSEP | Karnataka State Education Policy |
| KTS | Karnataka Teacher Survey |
| LSW | Low-occupational Status Working |
| M.Ed. | Masters in Education |
| MHRD | Ministry of Human Resource Development (India) |
| NCERT | National Council of Educational Research and Training |
| NCFTE | National Curriculum Framework for Teacher Education |
| NCTE | National Council for Teacher Education |
| NIOS | National Institute of Open Schooling |

| | |
|--------|--|
| NPE | National Policy of Education |
| OECD | Organisation for Economic Cooperation and Development |
| PCA | Principle Component Analysis |
| PGCE | Post Graduate Certificate in Education |
| PTR | Pupil Teacher Ratio |
| QTS | Qualified Teacher Status |
| RIE | Regional Institute of Education |
| RTE | Right to Education |
| SC | Schedule Caste |
| SCERT | State Councils of Educational Research and Training |
| SES | Socio Economic Status |
| SIOPS | Standard International Occupational Prestige Scale |
| SSA | Sarva Shiksha Abhiyan |
| SSLC | Secondary School Leaving Certificate |
| ST | Schedule Tribe |
| TCH | Teacher Certificate Higher |
| TEI | Teacher Education Institutions |
| TET | Teacher Eligibility Test |
| TSP | Teacher Status Project |
| UEE | Universalising Elementary Education |
| UK | United Kingdom |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USA | United States of America |

Chapter 1: Introduction

Overview

The [UNESCO \(2006, p. 21\)](#) report finds that 27.3 million teachers are needed worldwide to achieve universal primary education by 2030. Of the 93 countries surveyed in this report, India alone needs over 3 million teachers, and there is a growing concern that this figure cannot be achieved. Globally, numerous researchers and policy bodies ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006](#); [R. M. Ingersoll & David, 2008](#); [Kane & Mallon, 2006](#); [MHRD, 2011a](#); [OECD, 2005](#); [UNESCO, 1966](#)) have drawn attention to the need to study status to inform recruitment and retention of teachers. My doctoral research (termed as the Karnataka Teacher Survey - KTS) set in the Indian state of Karnataka uses a quantitative methodology to study teachers' perception of their status, and to understand demographic and school factors which influence this perception, and provide recommendations as to how status could be improved.

A study of this scale and perspective, giving voice to the opinions of teachers, has never been undertaken before in India. In 2014, I collected 1843 completed surveys and analyzed them for this purpose. Responses were collected from teachers at a total of 198 schools, which included government, private and private-aided institutions across 22 districts of Karnataka. This research aimed to inform stronger educational policies, improve organisational culture within schools, and contribute to the international literature on teacher status.

As the founder of a chain of progressive K-12 schools and as the provost of an Indian university, I have spent the last ten years engaged deeply in the Indian education sector. My professional setting afforded me the opportunity to interact with numerous teachers, parents and students, from all walks of life. I noticed multiple phenomena that prompted my interest in further exploring and understanding the teaching profession. On one hand, teaching as a profession was not the first choice for most teachers I met. Teachers stated that they were entering the teaching profession for its convenient nature and to be able to interact with children. Parents on the other hand, in multiple instances, displayed disregard and an evident lack of understanding or appreciation for teaching work. Lastly, and by far most importantly, none of my students expressed the desire to become teachers in the long run, even though they were academically exemplary and extremely ambitious as individuals. These

observations often made me wonder, who is going to teach the future generations of India and how are they going to be perceived? Therefore, I wanted to study the perception of the teaching profession and its potential to raise teacher status and improve teacher morale, self-esteem and motivation in order to serve the growing needs of students. Through my research journey it has become evident that teaching holds an important but ambiguous place in the way it is defined, understood and perceived. To become a high status profession, shared and coordinated efforts of school leaders, policymakers and teachers themselves are essential.

The KTS has two key influencers. *First*, I have used Hoyle's (2001) seminal work to construct key terminology to define teacher status. According to Hoyle (2001), status is the generic term for social standing and comprises three main categories: (a) occupational prestige (b) occupational status and (c) occupational esteem. An in-depth exploration of these categories has been undertaken in the literature review of chapter 3. *Second*, I use the Teacher Status Project (TSP) conducted by [Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al. \(2006\)](#) in England to guide the KTS in terms of the survey instrument, methodology and data analysis. I focused on the 2006 version of the instrument since it was well tested and the most recent one available. Chapter 3 and 5 further explains how the TSP framework is used in the KTS. The TSP instrument led to my pilot survey, which was further fine-tuned to become the KTS instrument. In a study to understand how teachers see their role changing in the 21st century, the General Teaching Commission (GTC) found that the item "improve status and image of teaching" was chosen by 45 percent of the respondents. In that light, in order to study the impact of governmental policies on teachers' sense of own status and to redefine teacher professionalism, the Department for Education and Skills funded a four-year study conducted by Cambridge University Faculty of Education. The research took place between 2002 and 2006 and studied the perspectives of teachers, governors, parents, teaching assistants and the media on the status of teachers and teaching. Using surveys, case studies, interviews and a media study, the TSP explored factors, which influence the perception of status and also teacher attitudes. While the TSP was a broad based large-scale study, the KTS focuses on studying teachers' perceptions alone.

I believe the study of teacher status is vital in the Indian context for various reasons. India is one of the most populous countries in the world and more than 50% of the population is below the age of 25 years. This young population requires higher quality of education to prepare for the future workforce. However, as teacher attrition, especially in the private sector

continues to rise ([Verma, 2012](#)), we also have a shortage of millions of teachers in the country. Moreover, as found by the National Council for Teacher Education, 772,000 teachers currently are not trained and over 250,000 are under qualified for the job. In addition, there has been a shift in the way India views its teachers. They were considered to be *gurus*, holding a very revered place in society, but over the years, teachers are being looked down upon and society and media alike criticize their work. Against this backdrop, how a teacher sees himself or herself is central. [Turner \(1988, p. 5\)](#) further discusses how the individual perception of rank or prestige (subjective status) limits the socio-legal entitlements of the individual (objective status), thereby having far-reaching consequences to the nature of the profession itself. Not only is teacher self-perception of status lacking from a research viewpoint, but it is especially complicated to unpack due to the ambiguous nature of how the teaching profession is viewed and the lack of clarity in defining teaching work. Nonetheless, the importance of understanding the profession to shed light on attracting and retaining better teachers is undisputed. Towards this effort, the research questions listed in the next section were explored.

Research questions

The primary question addressed was:

- How do teachers perceive the status of the teaching profession and what factors do they think would change this status?

My research sub-questions studied to inform the primary question were:

- How do teachers define a high status profession?
- Do individual teachers consider teaching to be a high status profession or not?
- What is the relationship of demographic variables and school factors to the perception of status?
- What is the relationship of demographic and school variables to factors which teachers feel could improve status?
- What levels of respect do teachers receive from various groups both inside and out of school?
- How do teachers rank the status of teachers compared to other occupations?

- Do teachers see themselves continuing in the teaching profession?

Research method

The questionnaire used in the KTS included sections to understand characteristics of a high status profession compared with the teaching profession; factors that would increase status; respect teachers receive from individual or groups; comparative status of teachers and other professions and an open-ended section. The study employed a quantitative research approach and uses a probability stratified sampling method. Stratification was based on the school location (urban and rural) and school type (private, government-run¹ and private aided), as these schools vary in terms of infrastructure, fees, the teachers' background, salary structures etc.

Data analysis contained factor analysis using Principal Component Analysis (PCA) with direct oblimin rotation. Standard scale construction techniques were used to establish reliable scales, which allowed for the labeling of factors. I used *t*-tests and ANOVAs to further analyse the findings. To maintain validity, I used a conservative significance level of 0.01. For the responses to the open-ended question, data was analysed based on themes drawn from Hoyle's framework and the literature review. The interpretation and analyses are aimed at being objective, neutral, and maintain standards of reliability and validity. The final understanding of teacher status in India is *conjectural* and not absolute in nature ([Phillips & Burbules, 2000, p. 29](#)). In an attempt to reject false positives and to further "advance the relationship among variables" (Creswell, 2003, p. 8), a quantitative approach has helped reduce large data sets into simpler sections and allowed for generalisations to emerge. The next section highlights the main conclusions of the KTS.

Findings

- Teachers in the KTS defined a high status profession by three factors – status through *service and respect*, *control and regulation* and *reward and authority*. They felt that the teaching profession differed from a high status profession in terms of *control and regulation* wherein teaching work lacked autonomy and was overly regulated. Nonetheless, the profession's service-orientated nature, noble intent and its role in

¹ By the Department of Education (DoE)

nation building appealed to the teacher's intrinsic motivation and influenced their perception of status positively.

- Even though teachers viewed their work to predominantly resemble that of a high status profession, they also acknowledged that stakeholders outside the profession might not view teaching work as favorably. In the survey and the open-ended section, teachers expressed the need to influence this external perception by improving school resources, improving student-learning outcomes and increasing public understanding of teaching work. However, according to teachers, their immediate professional circle (pupils, school, colleagues, support staff at school), the stakeholders with direct and frequent exposure to teaching work, held them in the highest respect.
- Whilst the importance placed by the Indian government on teachers' perceptions of status was evident, recent policy initiatives have focused on increasing teacher professionalism but have consistently ignored the role teachers play in this. Consistent with Hoyle's hypothesis, the KTS found the increase of *occupational esteem* of the profession by the involvement of teachers themselves would have a positive effect on the perception of their overall status.
- Teachers expressed the view that a focus on role specialisation, opportunities for professional development and increased professional autonomy would improve overall teacher status. Remuneration and better working conditions were very important to teacher's perception of status. Moreover, even though only a small percentage of teachers from the sample were considering leaving the profession (11 percent), their decisions were influenced by factors such as salary and working conditions.
- Demographic variables such as gender and educational qualifications influenced the perception of teacher status and perception of factors needed to improve status. Similarly, school location (urban/ rural) or school type (public i.e Department of Education schools, private aided, private unaided) were found to influence perception.
- Findings from the KTS mirrored the TSP in many ways, demonstrating that perceptions of status and how it might be improved are similar across geographical and cultural contexts.

Thesis development and structure

The paper is divided into seven chapters. The first chapter sets the stage by introducing the main research questions, the research design, and the importance of such a study. Chapter 2 sets context to the Indian educational landscape, presenting relevant policy initiatives and the country's existing governance structure. This chapter is intended to inform a more global audience of current Indian policies at play. Chapter 3 examines the key discussions about teacher status in addition to the meaning and making of status. The literature review selectively covers the different viewpoints and research findings about status based on Hoyle's three categories – *occupational prestige*, *occupation definition* and *occupational esteem*. Key findings from the TSP are also highlighted here. The chapter concludes by presenting the rationale and need for this research in the Indian context. Chapter 4 explains the research methodology, including the study's sample, reliability, and steps for instrumentation. Additional details supplementing this chapter are included in the appendix section. Chapter 5 sets out important survey results and the data analysis, including descriptive data and analysis of each research question. The findings from the open-ended section are also explored here. Chapter 6 is the discussion section of the paper that synthesises the key research findings and overall implications or contribution to our current understanding of teacher status in India. The TSP findings are compared to the KTS throughout this chapter and juxtapose the findings from the two countries. Hoyle's framework are also discussed. This chapter focuses on the answering the main research question by using the findings from the sub-questions in chapter 5. Chapter 7 presents the concluding remarks, implications of the findings for school leaders, policymaker and teachers themselves and a personal reflection on the research process and its impact on my own professional practice. It also outlines scope for future research and draws the thesis to a close.

Chapter 2: Setting the Policy Context

Tracing teacher status in India

Indian policy documents ([Kothari, 1966](#); [MHRD, 2009b](#); [NCERT, 2009](#); [V. P. Ramachandran, Jain, Shekar, & Sharma, 2005](#)) have acknowledged that status of teachers plays a significant role in attracting and retaining capable people in the teaching profession, and that Indian youth from top tier colleges are currently not motivated to become teachers. The Ministry of Human Resource Development (MHRD) finds that in government schools, low teacher social status, low self esteem and lack of understanding of student diversity are among the obstacles to achieving quality education ([MHRD, 2009b](#)). In this section, I trace some critical policies pertaining to teacher status in India beginning from the 60s, not long after Indian independence in 1947.

In 1964, the Kothari Commission set up twelve task forces, one of which was focused on “Teacher Training and Teacher Status”. It proposed facilities for teachers, including retirement benefits, central government assistance, welfare services, remuneration, awards, and better conditions for work and housing.

The Kothari report clearly stated –

..it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession, and to retain them in it as dedicated, enthusiastic and contented workers. This can be done, to a very limited extent only, through appealing to motives such as love of children or of teaching, interest in academic work or research, idealism and desire for social service, which attract a small proportion of able young persons to the teaching profession. There can, however, be no doubt that the provision of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work, are the major programmes which will help to initiate and maintain this “feedback” process ([Kothari, 1966, p. 74](#)).

Over time, similar policy level changes were proposed to increase teacher status and to attract and retain quality teachers. In 1972, the National Council for Teacher Education

(NCTE) was formed to implement teacher training and professional development in order to improve teacher knowledge and qualifications. The 1983 Chattopadhyaya Committee recommended a five-year integrated teacher education course along with internship to better train teachers ([Report of the National Commission of Teacher - I, 1983](#)) and consequently advance their status. The National Policy on Education (NPE) 1986 acknowledged that “improvement in status and professional competence of teachers is the cornerstone of educational reconstruction” ([National Knowledge Commission - Report to the Nation, 2009, p. 52](#)). The Ramamurthi Committee in 1990 also agreed that teacher status needed to be revamped since teachers are at “the bottom of a vast bureaucratic machinery,” and they suffer from a low social status and are consequently losing their desire to continue in the profession ([Ramamurti, 1990, p. 138](#)). Moreover, he stated that -

Unless the level of professional competence does not rise along with betterment of material conditions, the status of teachers will not improve ([p. 280](#)).

At an international conference held in 2010 at Bhubaneswar, India, to assess the in-service development of elementary teachers, a focus was placed on the status of teachers. It was agreed that the –

status of teachers must be improved. For this, teachers must be professionally secure, respected, continuously motivated and enabled to learn as well as consolidate their experiences ([MHRD, 2011a, p. 2](#)).

Globally, with mounting international pressure for quality education, developing countries including India have come under scrutiny. The Dakar Education For All Framework for Action specified that all children, particularly girls, should have access to and should complete free and compulsory primary education of good quality by 2015 ([VSO, 2002, p. 7](#)). It placed particular emphasis on teachers’ contribution to quality. Additionally, with a stress on Education for All (EFA) and the introduction of the Right to Education Act (RTE)² in 2009 in India, that the improvement of educational standards and student learning by attracting more capable and motivated individuals to the teaching profession was essential. As [V. Ramachandran et al. \(2016\)](#) aptly states –

² A landmark judgment addressing teacher quality, broad curricular expectations, school facilities and governmental role in achieving desired educational outcomes. Discussed in more detail in the upcoming section.

Hiring more teachers may not solve the learning problem unless governments ensure that teachers have the requisite skills, the right environment and the motivation to guarantee that every child learns ([p. 1](#)).

Nationally, issues affecting teacher status include “delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline of inspectorate services, and insufficient involvement of teachers’ representatives in policy making” ([Bennell & Akyeampong, 2007, p. 39](#)). A further issue unique to India relates to teachers’ involvement in non-teaching activities, in particular manning polling booths and collecting surveys as this reduces their teaching time and school responsibilities ([Bennell & Akyeampong, 2007, p. 8](#)). In addition, Indian teachers expressed dissatisfaction with high teacher-pupil ratio, problems of infrastructure, erratic salary disbursement, irregular student attendance and difficult pupils ([V. P. Ramachandran et al., 2005, p. 29](#)).

In 2013, the state of Karnataka, the focal point of this study, saw a teacher vacancy rate of 18,253 ([U-DISE, 2013](#)) in government institutions alone. To take account of a 5 percent retirement rate, the new teacher requirement is around 22,424 annually. By 2013, out of 705, 297 D.Ed. colleges had closed down due to lack of enrolment or non-compliance to stipulated standards ([Karajagi & Sarangapani, 2013](#)). The state has a total of 74,230 recognised schools of which 73.96 percent are in rural areas ([U-DISE, 2013](#)). With the aim of equipping schools in at-risk areas, the government has focused efforts towards counselling and sending teachers to these rural schools. Twelve thousand guest teachers have been approved to fill the teacher requirement in public schools. Moreover, in the 2015-16 state budget, primary and secondary education were allocated the largest share of 16,204 crores³ ([Reporter, 2015](#)) compared to all other sectors. Despite these efforts, the learning rates of students in Karnataka are very poor. Only 56.63 percent of pupils of Grade III-V can read a Grade I text ([ASER, 2013](#)). The teacher shortage and poor student achievement further signals the need for a policy and attitudinal change in order to attract and retain quality teachers.

This study has thus been undertaken in a contextual setting where, due to the enormous size of the country, effective educational implementation has taken time. However

³ Approximately 1894.2 million pounds (currency conversion as on 25th December 2017)

it is evident that policymakers and researchers have established the need to raise teacher status in order to increase teacher professionalism on one hand, and improve their quantity and quality. Understanding teachers who are at the heart of these changes is vital.

This chapter outlines key attributes of the Indian educational system and provides the context of this study of teacher status. For reasons of space, it focusses on the most relevant information and does not attempt to provide a detailed or comprehensive picture of what is a complex system. The chapter seeks only to understand the landscape of Indian education by exploring governance, schools, education policies, and teachers.

Governance structure

India is a sovereign, secular, and federal parliamentary democratic republic with a central government and regional state governments - both of which derive their powers from the constitution. The Indian parliament has a bicameral legislative system consisting of - Rajya Sabha⁴ - the Council of States or the Upper House, and the Lok Sabha⁵ - the House of People or the Lower House. While the President is the head of state, the power lies with the Prime Minister who is the head of the Central or Union Government. As a country that follows the multi-party system, the party holding the majority seats in the Lok Sabha forms the government. The state government, formed through state legislative assembly elections, governs the respective states.

With a total of twenty-nine states, seven union territories and a population of 1.2 billion people, of whom 398 million ([Population of India Census, 2011](#)) are under the age of 15 years old, India has the second largest system of education in the world. One out of every three out-of-school child in the world resides in India. However, educational levels are extremely poor. Only an estimated 70 percent of children between the age of 6 and 14 attend school in India ([Cheney, Ruzzi, & Muralidharan, 2005](#)) and the literacy rate of children in the seven plus age group is 73.0 percent. The child literacy rate for males is 80.9 percent, and for females is 64.6 percent ([MHRD, 2014](#)).

⁴ The Rajya Sabha can have up to 250 members. 12 members are known as the nominated members and the remaining 238 members are chosen by the state and territorial legislatures in proportion to the populations.

⁵ The Lok Sabha can have 552 members, each of whom represents people from the states and union territories of the country, including representatives from different backward and Anglo-Indian communities.

The Ministry of Human Resource Development (MHRD) was created in 1985 as the body entrusted to formulate and implement the National Policy on Education (NPE); ensuring disadvantaged groups have access to quality education and driving research, partnerships and educational advancements. The MHRD currently has two key departments - the Department of School Education & Literacy and the Department of Higher Education. One of the MHRD flagship programmes in school education is the Sarva Shiksha Abhiyan (SSA), which has been operational since 2001 for Universalising Elementary Education (UEE) in the country. Its goals include universal access and retention of students, bridging of gender and social gaps in education and the enhancement of learning levels of all children ([MHRD, 2011b](#)).

In regard to teachers, the Centrally Sponsored Scheme on Teacher Education was launched in 1987 to provide an institutional infrastructure for pre-service and in-service training of teachers and to increase academic support to schools. The centre currently provides assistance to the state governments by setting up DIETs (District Institutes of Education and Training), Colleges of Teacher Education (CTE) and Institutes of Advanced Study in Education (IASE). Today, a revised version of the scheme continues to plan teacher induction programmes, introduce technology in teacher education and drives the professional development of teacher educators, among other activities.

In the state of Karnataka, the Department of Public Instruction (DPI)⁶ oversees educational policies and initiatives. The Minister for Primary and Secondary Education spearheads the portfolio, assisted by the Principal Secretary. In addition to various governmental authorities such as the State Project Director, Sarva Shiksha Abhiyan and Commissioner for Public Instruction, the numerous Block Education Officers (BEOs) manage the administrative functions of the government schools and maintain oversight of all schools in their designated area. Supporting the DPI are the CTEs, DIETs, B.Ed (Bachelor in Education) colleges, Regional Institutes of Education (R.I.E) and the Department of State Education Research and Training (DSERT). It is important to note that this section of the paper does not evaluate the effectiveness of these governmental bodies, but rather outlines the existing structural mechanisms at play within the educational ecosystem.

⁶ Referred also in this paper as the Department of Education (DoE).

School types

The KTS addresses school type as an important variable in understanding status, with differences in, for example, school structure and teacher background. There are broadly three main types of schools in India – government, private unaided and private aided. Government schools are run by the Department of Education (DoE). Private unaided institutions are privately run and privately funded. Private aided institutions are privately run but publicly funded i.e. teachers are paid by the government according to the stipulated salary norms. Karnataka has approximately 70 percent government schools, 25 percent private unaided institutions and 5 percent private aided ([U-DISE, 2013](#)). In 2014, there were a total of 1,425,564 recognised schools in India. They were divided as follows, according to division levels -

| Type of Institution | N | Percentage |
|---------------------|-----------|------------|
| Primary | 790,640 | 55.5 |
| Upper Primary | 401,079 | 28.1 |
| Secondary | 131,287 | 9.2 |
| Senior secondary | 102,558 | 7.2 |
| Total | 1,425,564 | 100 |

Table 1 *Number of recognised schools in Karnataka by divisions*

In 2014-15, there were 27,729 unrecognised institutions with an enrolment of 3,300,000 in the elementary level. “Recognised” means to be affiliated and registered with one of the many boards of education in the country so that students may receive a valid certificate of matriculation. The role of unrecognised institutions cannot be underplayed in India due to the prevalence of such schools in urban and rural areas. However, for the scope of this study and considering I used the resources of the state department, my data reflects only the perceptions of teachers from recognised institutions.

In addition to international boards, for example the International Baccalaureate or the International General Certificate for Secondary Education (IGCSE), there are three main national boards and 28 state boards. The Karnataka state board of education is the Secondary School Leaving Certificate (SSLC). The three national boards that grant the Secondary School Certificate (SSC) are -

- The Central Board of Secondary Education (CBSE)
- The Council for the Indian School Certificate Examinations (CISCE)

- The National Institute for Open School (NIOS) for distance or open education

All three bodies conduct standardised tests at Grade 10 and Grade 12 level. These boards propose the curriculum and expect that schools follow the prescribed objectives.

Recent educational policies

Key recent educational policies are outlined in the following section to highlight relevant national initiatives for the teaching profession as a whole.

Right to Education Act (2009)

The Right to Free and Compulsory Education Act (RTE) is a landmark piece of Indian legislation, which entitles all children in the age group of 6 to 14 years to free and compulsory education as a fundamental right. “Compulsory” education means that the government must, in addition to free elementary education, ensure admission, attendance, and completion. It clarifies that “free” implies that school fees should not prevent a child from completing their elementary education. RTE has triggered a huge debate among the numerous stakeholders. Some of these questions are - should a reservation system⁷ be introduced in elementary education? How will the government fund this policy – is it the responsibility of the centre or the state? Should the policy differ between urban and rural areas? What is meant by quality education and how does one ensure its delivery? Such concerns remain unanswered in the Act and draft rules. Other key aspects specified by the RTE are ([MHRD](#)):

- The Central Government (with the help of academic authorities) will construct the national curriculum framework and develop and enforce standards for training of teachers (Section 7, sub-section 6a)
- The government and local authorities must ensure that students from weaker sections of society or disadvantaged backgrounds are not discriminated against on any grounds (Section 8, sub-section c)

⁷ Reservations based on SES, caste, religion etc. is made to ensure that opportunity are given to marginalised sections of society. Debates about the continued implementation of the reservation system are widely discussed nationally and in the RTE, there have been noted issues of identifying the reservation criteria and allocating benefits accordingly.

- Private schools “shall admit in Class 1, to the extent of at least twenty-five percent of the strength of that class, children belonging to weaker sections and disadvantaged groups in the neighbourhood” (Section 12, sub-section 1c)
- No child shall undergo a screening procedure or is required to pay capitation fee to gain admission into a school (Section 13)
- An academic authority authorised by the Central Government shall lay down the minimum qualifications required for a teacher. A teacher who at the commencement of the Act does not possess the mandated qualification shall acquire the same within a period of five years (Section 23). The authority will ensure there is no urban-rural imbalance in teacher postings and that teachers meet the required qualifications including Teacher Eligibility Test (TET) and criteria for admittance
- Appoint appropriately trained teachers with the requisite entry and academic qualifications
- Standards for Pupil Teacher Ratios (PTR), buildings and infrastructure, school working days, and teacher working hours

Twelfth Five-Year Plan (2012-2017)

Since independence, India has carried out Five-Year plans which are developed, monitored and executed by the Policy Commission. The main educational targets in the Government of India’s Twelfth Five Year Plan ([*Twelfth Five Year Plan \(2012–2017\): Social Sectors, 2012*](#)) include -

- Universal access to education and to execute this in the letter and spirit of the RTE Act
- Improve attendance and dropout rates at elementary level
- Reduce dropout rates to below 10 percent across the population
- Reduce out-of-school children at the elementary level to below 2 percent in all States

- Raise Gross Enrolment Ratio (GER) at secondary level to over 90 percent and the senior secondary level to over 65 percent
- Raise overall literacy rate to over 80 percent and reduce gender gap in literacy to less than 10 percent
- Provide at least one year of well-supported and well-resourced preschool education
- Improve learning outcomes for all children, particularly those in Educationally Backward Blocks (EBBs)
- Ensure that children master basic reading and numeracy by grade 2 and master critical thinking, expression and problem solving by grade 5

The Twelfth Five-Year Plan (2012-2017) proposes to achieve these objectives by unifying RTE and SSA based governance to achieve UEE. Particularly mentioned is the need to improve teacher training. The plan recommends a focus on pedagogy, giving teachers a good understanding of the realities of Indian classrooms and ensuring that professional development is needs driven as opposed to centrally imposed. Recommendations include –

- Ensure performance-based internal and external accountability for teachers and administrators
- Strengthen ongoing and continuous field-based systems of academic support to schools and teachers
- Provide supportive environment for innovative teaching practices
- Share best practices across states and districts
- Ensure convergence with *panchayats*⁸, Community-Based Organisations (CBOs) and other sectors at school level

⁸ A panchayat is a form of local self-government in small villages, which is led by an elected official. There are 250,000 panchayats in Indian currently.

National Policy on Education (2016)

The first National Policy on Education (NPE) was formulated in 1968. In addition to universalisation of education, it stated that steps must be taken to ensure that teachers are accorded an “honored place in society”. Since that time however, the focus on status has been missing. The NPE 2016 was created by the Committee for Evolution of the New Education Policy under the MHRD. The broad objectives of the NPE 2016 are tackling issues such as - teacher absenteeism, poor teacher training, rote learning, the lack of focus on ICT skills, the growth of private coaching, and rampant corruption in the system. It also addresses issues such as teacher management, establishment of transparent norms for teacher recruitment, appointment of headmasters, ICT, evaluation of teacher performance based on student outcomes. The NPE also recommends an improvement in professional development for teachers by improving the current standard of teacher education courses such as the B.Ed by increasing the entry requirements for B.Ed candidates. Additionally, NPE proposes establishing four-year integrated training courses for teachers and an alternative model for pre-service training for teachers in remote areas.

The NPE (2016) ([*Report of the Committee for Evolution of the New Education Policy, 2016*](#)) states that unless serious changes are made in improving the credibility of the teachers in the system, there is no possibility of improving the quality of school education. The report outlines some of the main issues to be addressed by the system. For example, to address teacher shortages, an estimated 500,000 additional teachers are required in elementary schools. Close to 14 percent of secondary schools do not have the necessary amount of teachers. Teacher vacancies are most prevalent in tribal areas of the country. Additionally, the unionisation of teachers as well as the use of political influence have created a situation wherein there is no easy political or administrative solution to the problem of teacher absenteeism. Though methods of biometric recording have been put into place, the situation has not improved significantly. Teacher recruitment and transfers is also an issue - the process of recruitment and transfer of government teachers is unclear in most states, and thus subject to unethical use. A lack of efficient means of addressing teacher concerns has resulted in a backlog of thousands of unaddressed teacher grievances. This has led to low morale among teachers. Lastly, establishing a separate school leadership role such as the Headmaster has only recently come into effect in most state governments – the lack of structured and efficient leadership has contributed to the other prevailing problems.

Recommendations pertaining to teachers include:

- Well thought-out teacher preparation systems
- Effective monitoring of teacher performance based on measurable outcomes, with incentives for example preferred postings
- Care in selection of Principals and vesting appropriate freedom for action
- Extending the B.Ed. course duration from one to two years

The NPE (2016) proposed a comprehensive revamp of the educational system but without mention of critical aspects such as teacher motivation, teacher status and organisational support. Although the policy document alludes to an increase in teacher professionalism, the words “profession”, “professional” or “professionalism” are not present. It would appear that the NPE has placed little importance on teachers’ thoughts, beliefs and identity, while at the same time increasing their accountability and expected contribution. This seemingly unfair exchange mandated by the policymakers would seem to invite systemic failure.

Karnataka State Education Policy (2016)

The Karnataka State Education Policy (KSEP) proposed in October 2016 placed an emphasis on 21st century skills. Specifically for teacher education, recruitment and training, it was proposed that a B.Ed degree should be the sole eligibility criterion for all schoolteachers, and the D.Ed (Diploma in Education) course should to be scrapped due to its poor quality. Pre-service teacher education should be brought under the purview of the Higher Education Department so that it can incorporate latest curricular and research initiatives. Moreover, stand-alone Teacher Education Institutions (TEI) should be phased out, teacher education becoming part of multidisciplinary undergraduate and graduate programmes. The KSEP also proposes that existing TEIs should be used for ongoing or practical training.

The emphasis on in-service teacher development highlighted the need to increase the quality and academic calibre of teacher educators, and the need for continuous certification of all teachers. The KSEP also proposed lateral entry of exemplary teachers into prestigious governmental roles as domain experts. A provision for rewards and recognition was also mentioned to “help return (the teaching profession) to respectability in society” ([TaskForce](#),

[2016](#)). The report stated that peer recognition and respect is “the key to returning the pride and self-esteem of teachers” (p.8).

The KSEP proposes an immediate reorganisation of the system. Unlike the NPE (2016), the KSEP considers teacher status when discussing the “paradigm shift” required for the creation of a student-centric education system –

Teachers are returned to the status in society which they once enjoyed, and every teacher is supported and assisted in becoming thought leaders, in contributing to the challenge of overhauling the education system ([TaskForce, 2016](#)).

The KSEP provides a progressive viewpoint in terms of teachers. Aspects include –

- Provide a platform that enables teachers to interact among themselves as “professionals” (p.49)
- Increase opportunities for professional growth through seminars, conferences, peer learning
- Set state standards for learning outcomes and give teachers considerable freedom to use their professional knowledge and expertise
- Schools to be given adequate funds to replace and replenish their resources such as library books, teaching aids
- Administrative duties for teachers must be kept to the minimum so that they can focus on student learning

Preparing teachers

This section focuses on highlighting the key points regarding the policy bodies and relevant policies in terms of teacher education, professional knowledge and training.

National Council for Teacher Education (NCTE)

The Chairperson of NCTE, Mohammed Akthar Siddiqui, begins the National Curriculum Framework document with a quote from the University Education Commission

report (1948), which states – “People in this country have been slow to recognise that education is a profession for which intensive preparation is necessary as it is in any other profession” ([NCFTE, 2009](#)). The National Council for Teacher Education (NCTE), constituted under the National Council for Teacher Education Act 1993, in 2009 prepared the National Curriculum Framework of Teacher Education (NCFTE). The NCFTE, a crucial proposal for teacher education, was finally released on 31st December 2009, a few months after the Right to Education (RTE) Act. This includes reform in teacher education with reference to India’s political agenda for the Universalisation of Elementary Education (UEE). It stresses the need for improved teacher education programmes, pre-service education as well as in-service training. NCFTE states that teacher education must tie-in the requirements of National Curriculum Framework⁹ (NCF) and RTE, in order to produce a teaching workforce capable of handling contemporary educational challenges. Teachers are expected to design a curriculum, which engages, challenges and absorbs students into a world of learning that is enjoyable and fun. It includes the following key points ([MHRD](#)) -

- To make teacher education a reflective practice
- Provide opportunities for prospective teachers for self-learning, reflection, assimilation and articulation of new ideas
- Increase the opportunities for teachers to work collaboratively and pursue self-directed learning.

The NCFTE sets out four areas of teacher education – the curriculum for the elementary programme - the Diploma in Education (D.Ed); the secondary education programme - the Bachelor in Education (B.Ed) degree; and Masters and Doctoral streams for teacher educators. It proposes to extend the period of study for each of the education degrees. There is also a proposal to incorporate a 4-year initial teacher education after senior secondary called Bachelor in Elementary Education (B.El.Ed). This policy document demonstrates that the government recognises the need for increased support for teachers to improve their professional capacities. There is, however, no mention of how teachers could stay more invested in their profession and continue to build bonds in their profession through productive conversations with the parent community, collaboration with peers, and support

⁹ One of the four national curriculum frameworks produced by the National Council for Educational Research and Training (NCERT). It provides a framework for the construction of school syllabi.

being provided for handling student behaviour in order to increase their overall impact. There is no mention of teacher status or perception of the profession either.

Teacher qualifications

The NCTE ([Minimum Qualifications for Appointment as Teacher, 2010](#)) stipulates that –

- For Grade I – V, teachers must complete their senior secondary education (with prescribed minimum marks) and either a 2 year D.Ed, a 2 year Diploma in Elementary Education (Dip.El.Ed), a 4 year Bachelor in Elementary Education (B.El.Ed) or a 2 year Diploma in Special Education
- For Grades VI – VIII, teachers must possess a Bachelor’s degree and a 2 year Dip.El.Ed or 1 year B.Ed
- For Grades VI – VIII, teachers require a Senior Secondary certificate and a 4 year B.El.Ed
- All teachers must pass a Teacher Eligibility Test (TET) conducted by the appropriate state governments
- Teachers appointed before 3rd September 2001, in accordance with the NCTE recruitment rules, need not acquire the minimum qualifications specified

These minimum qualifications serve to set the standard for all teachers. The TET is a new introduction for the teaching profession and lends a degree of professionalism, more so by restricted entry. Similarly, teachers must undergo a six months of a special programme to continue teaching in elementary schools. Nevertheless, the content for this 6-month programme is unclear and whether it will build professional knowledge to handle diverse classrooms is unknown.

Summary

While the stated intention to increase teacher status and improve the teaching profession is a positive sign, and all policy bodies over the last five decades have shared this vision, the translation of these initiatives into practice has been less than satisfactory.

[Karajagi and Sarangapani \(2013\)](#) aptly identify a gap between policy and practice, in that

often teachers are excluded from the professional discourse and policymaking. The scale and scope of work needed to achieve educational mandates cannot be done without involving the teachers' opinion and perceptions. While policy documents such as the NCFTE (2009) and NPE (2016) set objectives and targets in general, specific policies towards improving teacher status or perception of the profession is missing. However, encouragingly, the KSEP (2016) as a policy document is positive in nature and places sufficient focus on teachers.

With the RTE, the need for UEE and the international pressure to improve outcomes, the requirement of better and more teachers is undeniable. It is relevant for this study to understand how teachers feel about their profession and about what could affect teacher status. The literature review in chapter 3 explores the various opinions in understanding teacher status to date. This includes the importance of professional knowledge, professional development and changing the dynamics within the profession and how these influence status and overall teacher perception. Further discussions about teacher status in the Indian context based on Hoyle's categories are also addressed in chapter 3. Furthermore, chapter 7 outlines the implications of this study for policymakers specifically in relation to the policies discussed here.

Chapter 3: Literature Review

Overview and selection of literature

My research focuses on understanding the status of the teaching profession from the perspective of teachers. The broad research question the KTS hopes to address is - How do teachers perceive the status of the teaching profession and what factors do they think would change this status? In order to begin a study of this topic, it is important to understand what status is and how we can explore this issue specifically to the teaching profession. This literature section is focused on exploring: what do we know about the concept of status; what does the literature tell us about the factors that influence the status of a profession, especially the teaching profession; if and how the teacher perspective is relevant for status; and finally traces teacher status in India. In this section, I also outline the various components, debates and perspectives of teacher status and highlight the influential domains involved. Included is a summary of the findings from the TSP and the rationale for a study of this nature in India. Through the literature review, I attempt to trace the debates and research gaps in this area and provide a rationale for why a study of this scope is needed in the Indian context. To structure my review, I have used a combination of chapter 2 of the TSP and [Hoyle \(2001\)](#) to guide the sections and sub-sections.

It is important to note here that a study of this scale and scope has not been undertaken in India before. Although policy documents have talked about the need to increase teacher status, there is significant lack of research and theory in India. This literature review further highlights the complexities in defining teaching work, measuring status globally and the varying perspectives involved. The KTS studies the contours of status from a teachers' viewpoint and in order to do so, it is imperative to first trace existing research in the area and clearly define the parameters of the study.

The literature is selected from research on the teaching profession in different countries including Singapore, Taiwan, New Zealand, the United Kingdom and the United States of America. I have used multiple sources, including JSTOR, EBSCO and Google Scholar to access this information. Research on status, definition of profession, and debates about the philosophical and sociological bases of these definitions, is drawn from articles about education and related fields. Reports from international agencies have helped shed light on policy standpoints and national agendas. I have tried to draw perspectives from research

articles published in the last 30 years, but have also quoted a number of earlier sources. Indian research has been used to better understand the localised history of status and how it links to current national policy structures and proposed plans. Reports from the MHRD and government-appointed agencies such as NCERT, NCTE have been useful in highlighting India's position in the field of teaching. It is important to note that I have not been able to identify sufficient and authoritative research in India about teacher status or profession. I have therefore relied on international research to inform the topic.

The meaning of status

There is no clear definition or agreement about the definition of status as it encompasses many cultural and epistemological nuances. UNESCO (1966) in its report on recommendations to improve the teaching profession considers status to be the position relative to other professions based on a number of criteria. It defines status of a profession to be -

(..) the standing or regard accorded to them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups ([UNESCO, 1966, p. 3](#)).

Weber, a sociologist, uses the word "status", which is derived from Latin, meaning "standing" ([Gerth & Wright Mills, 1991](#)). He proposes "status groups" as groups that experience social esteem and honor in varying degrees based on their lifestyle interests. Status, derived from an individual's occupation is influenced not only by the type of profession, but also by the cultural context, cultural interpretation and how that profession is viewed. For example, Turner points out -

By status I mean firstly a bundle of socio-political claims against society which gives an individual (or more sociologically a group) certain benefits and privileges, marking him or her off from other individuals or groups... This cultural aspect of status gives rise to a second dimension, namely the notion of status as a cultural lifestyle, which distinguishes a status group with a special identity in society ([Turner \(1988, p. 11\)](#)).

Therefore, status is an outcome of societal perception towards a group of individuals – the work they do, their contribution and their economic position, leading to its perceived standing in comparison to other professions. With so many influencing factors, both in terms of how status is constructed and how its interpreted, there is still no single widely accepted definition. [Faunce \(1990, p. 267\)](#) aptly summarises the various dimensions in defining status -

objective vs. subjective definitions, structuralist vs. cultural perspectives, and socioeconomic vs. prestige measures that attests not only to lack of agreement regarding the meaning of occupational status but also to the range of difference among the various meanings currently in use (p. 267).

Teaching as a profession enjoys a unique blend of economic, esteem, lifestyle and societal contribution. Due to the varying definitions of status and the lack of a widely accepted definition of teacher status, I focus on Hoyle’s classification to guide the KTS. According to [Hoyle \(2001\)](#), *status* is the generic term for social standing. He divides status into three main categories: (a) *Occupational prestige* (b) *Occupational status* and (c) *Occupational esteem*. Hoyle begins his article by clarifying that “this terminology has the sanction neither of common usage, in which the terms are treated as synonyms, nor of sociological theory” ([Hoyle, 2001, p. 139](#)). *Occupational prestige* is defined as the public perception of the relative position of the occupation in the hierarchy of occupations. *Occupational status* is defined by Hoyle as “the category to which knowledgeable groups allocate to a particular occupation” ([Hoyle, 2001, p. 144](#)). Lastly, *occupational esteem* refers to “the regard in which an occupation is held by the general public by virtue of the personal qualities which members are perceived as bringing to their core task” ([Hoyle, 2001, p. 147](#)). Hoyle’s seminal work explores the various perspectives of teacher status and presents one of the most comprehensive frameworks. However, one of the key limitations of this framework is that he does not propose ways of measuring status or how sociologists can better gauge status. The discussion is not analytically substantiated, and relies on philosophical and theoretical interpretations. Nonetheless, this theoretical outline has been helpful to understand the relevant debates and enabled me to layer this perspective on other existing research.

The making of teacher status

Influential domains

A growing body of literature has examined the constant interplay between factors such as perception of profession, professional knowledge, salary, image, ethics, and autonomy, and how they influence the perception of status for different stakeholder groups such as government, media, society and most importantly, teachers. In this section, I consider some of these factors briefly.

Hoyle (2001) argues that public opinion influences perception of status. Organisations such as the MORI in the United Kingdom or researchers such as [Watt and Richardson \(2008\)](#) in Australia, [Inagaki \(1993\)](#) in Japan or [Fwu and Wang \(2002\)](#) in Taiwan have further acknowledged the role of the public. Some researchers state that the public regard teachers very highly ([Everton, Turner, Hargreaves, & Pell, 2007](#); [Hallgarten & Johnson, 2001](#)) whereas others have found that the public have a poor opinion of teachers ([Goldstein, 2014](#)). The way this public perception is formed or the specific factors affecting perception is however beyond the scope of this paper as I focus on teacher perception only. What is relevant to consider is that public perception affects teacher perception too. Research has also found that family members influence the entry into and perception of the teaching profession. For example, [Gordon \(2000\)](#) states that many Asian Americans do not choose to enter teaching because of the pressure from parents to opt for professions with greater financial reward. Similarly, in Thailand [Hayes \(2008, p. 483\)](#) found that parents dissuade potential candidates from becoming teachers due to the status they attribute to teaching work. [Zembylas \(2003, p. 216\)](#) writes that teacher identity is closely connected to emotions and these emotions are an outcome of “social relations and systems of value in their families, cultures, and school situations”. He also finds that identity is built through what is called as “emotional affinities” with others. Thus, the public not only influences the status of teaching broadly, but also influences the immediate network of teachers.

Over the years, the media has played an important role in presenting the role of teachers to the public through widespread dissemination of information and through debate or discourse about issues. Researchers¹⁰ have conducted longitudinal analysis of press reports to measure the media opinion. However, a clear evaluation of media perception might not

¹⁰ For example, see [Wiklund \(2003\)](#) for Swedish teacher representations in media since 1980s.

always reflect status accurately. For instance, the TSP found that although teachers felt that the media held a low opinion of the profession, the media in fact ranked teaching much higher. [Cameron \(2003\)](#) states that even though the effect of media is a recurring influencer for decreasing teacher status, the role of films and televisions particularly have been less impactful and there is no evidence supporting their role in influencing teacher status. For a more holistic understanding of media opinion, one needs to consider the range of media definitions and perspectives presented, including the accuracy and relevance of the opinion.

The role of government in the making of status cannot be ignored. Especially in creating an *occupational status* of teaching, government mandates - be it recruitment policies, national education initiatives or departmental decisions - all interact in complex ways to shape perception in the long run. As rightly stated -

...most of the debate on the future of the profession is taking place outside the profession ([Hallgarten & Johnson, 2001, p. 3](#))

[Evans \(2008\)](#) suggests that there are three types of professionalism – demanded, prescribed and enacted. I focus on the enacted professionalism which is “practice as observed, perceived and interpreted by any observer from outside or within the relevant professional group, including those doing the *enacting*” (p.29). Outsider perspective is built on public opinion, government policies and media, here referred to as the public perception, whereas insider perspective stems from teachers themselves. This self-perception impacts teachers’ views of their work and, as a consequence, guides their motivation to continue in the teaching profession. Self-perception could be influenced by school factors or demographic variables, both of which have been studied in this paper.

The status of teaching is complex and intertwined with that of other factors such as social, political, economic advancements, improvements in per capita expenditure and average household income, inflation, affordability and access. For the scope of this study, I have focused on teacher perception alone and have not explored other influential domains. In the following sections, I use Hoyle’s categorisations to present debates on how status is formed. I begin by exploring the various components of *occupational prestige*.

Occupational prestige

According to Hoyle (2001), *occupational prestige* is the relative position of an occupation. Here, *occupational prestige* is influenced by image, which is formed due to various interacting dimensions. Figure 1 is taken directly from Hoyle's (2001) paper and presents this.

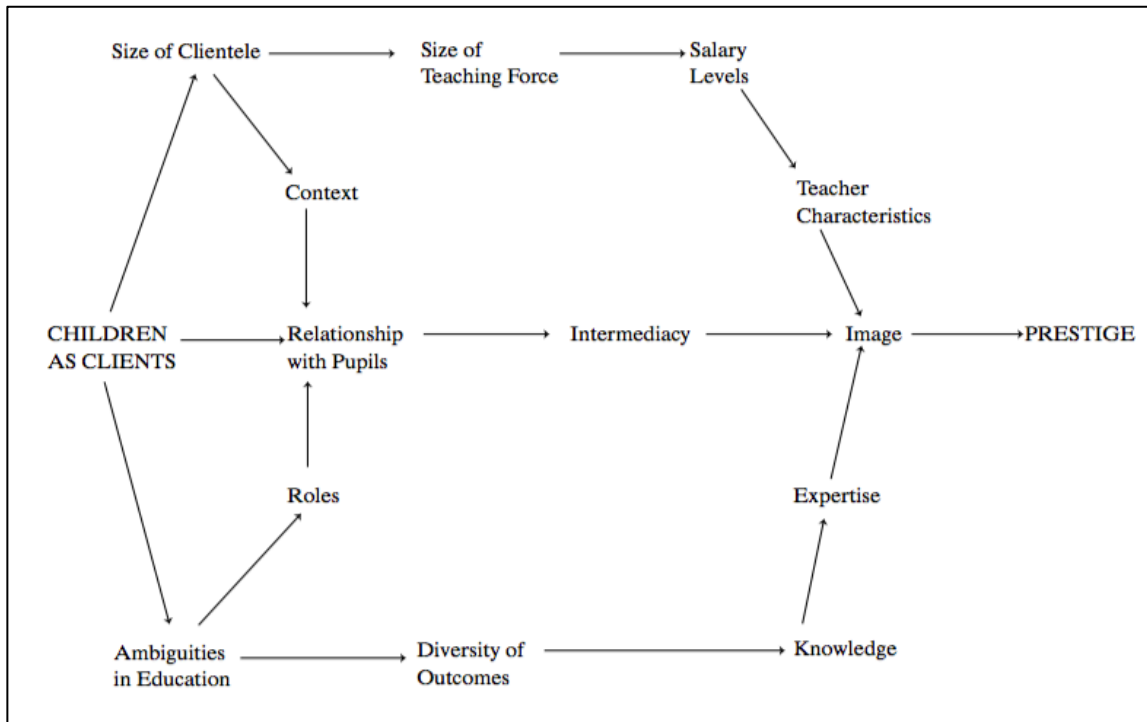


Figure 1 Factors that influence occupational prestige of teaching (Hoyle, 2001, p. 142)

Hoyle proposes that the image for the teaching profession is primarily formed by teachers' clients being children, in addition to factors such as knowledge, ambiguities in education, salary. Referring to the upper dimension, Hoyle states that in every country with a large number of children to be served, the size of the teaching force is affected, and this in turn affects the ability to sustain the workforce on high salary levels. As a consequence, the entrants into teaching often have lower school leaving certificates or lack high qualifications as compared to those entering other major professions. This impacts image and consequently how the teaching profession is perceived relative to other professions, lowering its overall *prestige*.

In the central dimension, and which Hoyle considers to have the highest impact on image, are two "barriers" to enhanced *prestige*. *First*, since the clients (students) are at school

on an involuntary basis, the relationship with teachers has the potential for disorder (loss of class control) which affects image. This lowers prestige in the public view because teachers do not see clients on an individual basis as for example doctors, lawyers or dentists. Rather, teaching work lacks “professional exclusivity” as most members of the public have had long and continuous exposure to the teaching profession. *Second*, Hoyle (2001) also suggests that the role of teachers is unique and teachers are seen as intermediaries only present during students’ more vulnerable and younger ages. Intermediacy about teaching work arises from teachers preparing students for lives that teachers will no longer be a part of in due course. Society perceives schools to be a cocoon where teachers role model behaviour that is value-rich but not essentially realistic. Teachers are also seen as knowledge transmitters and not knowledge creators. Such distinctions in the teaching profession influence the way it is viewed relative to other professions, impacting its *occupational prestige*.

The last dimension proposes that there is no clarity about the role of a teacher, whether the focus is on learning outcomes or personality development or nurturing of the “whole child”. Thus, these ambiguities in education impact the relationship with pupils and result in a diversity of outcomes. There is a further lack of clarity about teacher knowledge, teacher expertise, whether teachers use their professional expertise to discharge their responsibility. Unlike other professions, teaching work appears rather vague, which influences the image and consequently *occupational prestige*.

The remaining section of the framework sets out some of these themes proposed by Hoyle, particularly, the notion of social standing of professions and debates around professional knowledge for teachers. This section also explores how entry qualification, salary levels, teacher characteristics, ambiguities in teacher roles and professional autonomy affect *occupational prestige* and therefore status.

Social position of teaching

Research has been conducted into social hierarchy and the relative position of professions, including the category of teachers. [Treiman \(1977\)](#) converted occupational prestige hierarchies from 85 studies in 60 countries into a single metric called the Standard International Occupational Prestige Scale (SIOPS). A high correlation was found between all the studies, suggesting that occupational hierarchies exist and that they are stable over time. Social standing of teachers varies across the world and research has identified different opinions. On one hand, teaching has not ranked highly, as demonstrated by Treiman who

found that the occupation title schoolteacher was located amongst semi-professions like social work, librarianship etc just below major professions. Similarly, [Etzioni \(1969\)](#) wrote about the International Socio-Economic Index (ISEI) where teaching was ranked low on status due to the high female workforce. [Levine \(2006\)](#) classified teachers as belonging to a semi-profession along with nurses and social workers. In the early 1960s, sociologists working on the General Social Survey found that teachers (secondary school, elementary school and kindergarten) ranked below professions such as physicians, judges, lawyers, and psychologists but above actors, social workers, police, bank tellers (refer Table 2) ([R. M. Ingersoll & David, 2008](#)). These examples demonstrate two things. *First*, that teaching as a profession has previously been considered in research where social positions of professions are studied. *Second*, teaching has not ranked highly relative to other professions.

| Occupation | Score | | Occupation | Score | |
|---------------------------------|-------|------|---------------------------------------|-------|------|
| | 1972 | 1989 | | 1972 | 1989 |
| Physicians | 82 | 86 | Funeral directors | 52 | 49 |
| Professors | 78 | 74 | Athletes | 51 | 65 |
| Lawyers | 76 | 75 | Bank tellers | 50 | 43 |
| Judges | 76 | 71 | Police | 48 | 60 |
| Physicists & astronomers | 74 | 73 | Secretaries | 46 | 46 |
| Dentists | 74 | 72 | Mail carriers-Postal service | 42 | 47 |
| Architects | 71 | 73 | Plumbers | 41 | 45 |
| Aerospace engineers | 71 | 72 | Tailors | 41 | 42 |
| Psychologists | 71 | 69 | Carpenters | 40 | 39 |
| Chemists | 69 | 73 | Barbers | 38 | 36 |
| Clergy | 69 | 69 | Bakers | 34 | 35 |
| Chemical engineers | 67 | 73 | Truck drivers | 32 | 30 |
| Secondary school teachers | 63 | 66 | Cashier | 31 | 29 |
| Registered nurses | 62 | 66 | Painters, construction, & maintenance | 30 | 34 |
| Elementary school teachers | 60 | 64 | Cooks | 26 | 31 |
| Authors | 60 | 63 | Waiters & waitresses | 20 | 28 |
| Pre-K and kindergarten teachers | 60 | 55 | Maids | 18 | 20 |
| Actors & directors | 55 | 58 | Garbage collectors | 17 | 28 |
| Librarians | 55 | 54 | Janitors/Cleaners | 16 | 22 |
| Social workers | 52 | 52 | | | |

From *General Social Survey*, 1972 and 1989. Washington, DC: US Census Bureau.

Table 2 *Relative prestige of selected occupations (ranked by 1972 scores)*

In contrast, in countries such as Singapore, New Zealand and Finland, teachers enjoy a high status. The governments of these countries make a conscious effort to promote a positive perception of teachers through national level policy initiatives which impact teacher status and professional outlook. They have been able to build a status of exclusivity and quality within the profession. Some of the ways this has been achieved include – a clear definition of teaching work, teacher professional development, good salary, entry incentives,

service perks, among others. The competition to enter the profession is also very high making it more exclusive and sought-after. This shows that social standing and prestige may be improved, for example, through large-scale socio-political attention to the profession and by changing the way prospective entrants as well as the general public perceive it.

Professional knowledge in teaching

Occupational prestige appears to be determined by factors such as specialised knowledge, cost of training, length of training and the complexity of knowledge, as discussed in Hoyle (2001). There is to date no agreement on whether the teaching profession possesses this specialised knowledge base.

[Beck \(2008\)](#) argues that teaching uses practical or moral knowledge, and that expertise is not distinctive. Similarly, [Alderman and Beyeler \(2008\)](#) maintain that professional knowledge has different “degrees of difficulty and lengths of acquisition” and teaching is at the lower end of that continuum. They state that teachers are technicians, and that the national curriculum restricts teachers what can be taught and how students will be assessed. [Winch \(2004, p. 182\)](#) compares teaching to law or medicine and proposes that professional knowledge in teaching is difficult to quantify, particularly in relation to prestige. Furthermore, teaching lacks a clear body of rules which could, at the least, classify teaching work as technical in nature. [Winch \(2004\)](#) proposes that the nature of professional knowledge¹¹ is both essential and problematic to an understanding of the nature of teachers’ work. He discusses whether teachers’ knowledge is systematic. Winch argues that teachers have a body of subject knowledge but this has grown increasingly less exclusive as society at large has easy access to information and better education. Moreover, the professional knowledge of teachers is diluted because society expects the profession to add to the existing body of knowledge and teachers are not equipped to do so easily. [Winch \(2008\)](#) states that “teaching could only be a profession in waiting” ([p. 10](#)) due to two main issues – *first*, due to the current lack of concrete empirical body of knowledge, teachers do not have a solid base to rely on, which makes a claim of professionalism difficult to sustain; *second*, even if this base existed, teachers are unable to add to it, which places the profession in a unique position where it is outside the accepted notion of profession. He states that despite the National Curriculum in England, this does not detail how each lesson should be implemented.

¹¹ [Winch \(2004\)](#) used [Wall \(1998\)](#) to define professional knowledge as being abstract, massive, hard to acquire, complex and difficult to put into practice.

Teachers need to use their knowledge base to design learning and therefore enhance teachers' professional expertise with repeated use of their knowledge.

The lack of distinct knowledge adversely affects teacher quality and interest in entering the field ([Barber & Mourshed, 2007](#)). In 2010, the Fifth Annual Commonwealth Teachers' Research Symposium in South Africa discussed status, mobility and recruitment of teachers. Delegates expressed the view that across the Commonwealth, of which India is also a part, a lowering of status of teachers has occurred and there persists a notion that "anyone can teach anything". Likewise, the idea of teaching has been often associated with practical wisdom or *phronesis* ([Carr, 2003](#)) and its craft-based nature further dilutes and threatens the status of teachers.

In contrast, [Starr \(1982, p. 15\)](#) consider teaching, like law or medicine, to utilise technical knowledge and expertise gained from pedagogic approaches and obtained through occupational credentials awarded by higher educational institutions. [Darling-Hammond, Wise, and Pease \(1983\)](#) define profession to be a vocation based on the "understanding of theoretical structure of some department of learning or science", which in their view teaching embodies. Similarly, [Cogan \(1953\)](#) discusses "practitioner's knowledge", developed by teachers, which is detailed, concrete, specific and integrated, and which has been developed through a combination of scientific educational research with findings from classroom practices. The act of teaching is deemed a "serious intellectual activity" by [Griffin \(1988, p. 76\)](#).

From the range of theoretical and epistemological research, it is seen that society, government policy, teachers and practitioners influence how professional knowledge is defined, and therefore how *occupational prestige* is constructed. The question, which remains unanswered, is whether teacher theoretical knowledge exists, and if so, is it – 1) distinct, 2) specialised 3) hard to attain and 4) universally recognised. Do teachers employ their moral judgment rather than professional or technical knowledge? What types of *theories* do teachers use in their daily practice and what evidence is there to suggest that these theories have a positive or negative impact on learning? Overall, there is no consensus on this matter ([Hoyle, 2001](#); [Hoyle & John, 1995](#); [Winch, 2004, 2008](#)). The lack of clarity on these issues exacerbates the problem of defining teaching work, its *occupational prestige* and overall status in society.

Entry qualifications

Opinions differ over the type of certification needed by teachers, whether teacher educators must be researchers or practitioners, and if the curriculum must consist mostly of coursework or fieldwork ([Levine, 2006, p. 17](#)). This further accentuates the debate on whether teachers' professional knowledge is unique and specialised or more practical in nature. The perception of the official qualifying degree, the quality of the coursework (theoretical knowledge) and its formal recognition has a bearing on whether teaching is seen as a profession, a hobby or a semi-profession.

Hoyle (2001) proposes that the size of the clients (children) affects the size of the teaching force needed. In order to sustain the required large workforce numbers, the quality of the entry qualifications and the required training is compromised. Moreover, the UN report on EFA places emphasis on the relationship between educational qualifications and status ([UNESCO, 2014, p. 38](#)), and finds that because lesser qualified are entering the profession, the status is lowered. There is consensus in the research and country reports (NPE, RTE) on the need to improve teacher education and raise the bar of incoming teachers to improve educational outcomes and overall status.

In most countries, teachers require special certification before entering the classroom. However, the quality of the programmes varies greatly and this influences *occupational prestige*. Higher education institutions do not place as much emphasis on teacher training courses as they do to other specialisations. Often, education courses are underfunded or undersubscribed. The Education Schools Project in the USA found that many universities use teacher preparation programmes as “cash cows” to fund other programmes. Therefore, this reduces the quality of the programme, lowers admission standards and graduation requirements ([Levine, 2006](#)). [Winch \(2004, p. 182\)](#) draws attention to the need for faculties at schools, colleges or departments of education to see more similarity between themselves and faculties of medicine and law, rather than departments of arts and sciences. There is an emphasis on changing teacher-training courses to increase specialised knowledge and expertise. In America, [Auguste, Kihn, and Miller \(2010, p. 14\)](#) state that many teacher education programmes are held in low regard and that in order to prepare for a career in education, teachers are not ably equipped to be thinkers in their field but rather implementers of predefined programmes. Consequently, teacher education is reduced to technical procedures and teachers are restricted within limited frameworks ([Furlong, Barton, Miles,](#)

[Whiting, & Whitty, 2000](#)). Moreover, even after candidates enter the profession, they lack access to quality professional development programmes, further hampering their professional knowledge and lowering status. Since there is disagreement among researchers on whether or not teaching uses specialised knowledge, it further blurs what the entry requirements to the field should be.

Role of teachers

There is a lack of clarity in terms of teaching work. Hoyle states that ambiguities in education and diversity of student outcomes make it difficult to attribute credit to teachers alone. While standardised test scores are the most straightforward measure of teacher impact, it fails to encapsulate the softer aspects, which a good teacher brings into the classroom, such as building character, developing student personality etc. Due to the dearth of ways to showcase tangible teacher contribution, to increase prestige, Hoyle (2001) argues for specialisation in teaching work. Similarly, the TSP proposes that policies should emphasise teaching rather than pastoral care. [MacBeath, Galton, Steward, Page, and Edwards \(2004\)](#) conducted a survey of secondary school teachers in the UK to understand their role in terms of, for example, supervision duties, directed meetings, non-timetabled work, statutory commitments. They found that teachers spend a large amount of their time addressing student behaviour instead of planning, preparing or teaching. This affects the way teaching work is viewed, not just by parents and students, but also by teachers themselves. In India, [Pitroda \(2006\)](#) observe that teachers are supposed to provide academic, pastoral, emotional, psychological support to students, while simultaneously navigating and often balancing different student learning styles, classroom diversity and resource constraints. There is also an increasing need for all students to engage in high-order thinking ([Darling-Hammond & Bransford, 2005, p. 2](#)), which requires more from teachers in terms of preparation. In reality this is difficult to achieve due to the practical and logistical challenges teachers face on a daily basis.

[Kale \(1970\)](#) examines teaching profession in India where teaching work was considered noble and highly respectable, but simultaneously is underpaid, underappreciated and lacking in status. She talks about the *guru ideal* describing the projected, perfect symbol of a teacher. Here, teachers consider themselves as gurus, where “the idea of a *Guru* who was respected not (only) for his learning or his ability to teach, but for his inspirational qualities” ([p. 372](#)). Historically, *gurus* were revered, respected and held an unquestioned authority. But

with national independence, standardisation of the educational curriculum, textbooks, and the image of the teacher as a bureaucratic employee tasked with nation-building ([p. 375](#)), the objective reality of their profession differs from the projected symbol. This mismatch affects the status of the profession, both externally and internally. Moreover, the ancient and historic texts have talked about the *guru*, and the existence of the *gurukul* system of education wherein students from royalty stayed with their teachers for years to live closely and learn. With the democratisation of education, and increased access, this system has deteriorated and over time, so has the perception of the *guru*.

With changing systems and processes, we see that the teacher's role is unclear and there is pressure to achieve wide objectives – from academic excellence to nation building, which in reality are hard to measure and significantly hard to clearly achieve.

Professional autonomy

[Rowan \(1994\)](#) examines the nature of teachers' work in US and compares it with the work performed in other occupations, finding that the status of teachers is tied to the complexity of their work and often status is formed according to the professional autonomy accorded to the individuals and trust placed on them to make decisions at work. In a UNESCO survey of ten countries, only 23 percent of teachers thought that they had an influence on policy or practice ([UNESCO, 2014, p. 36](#)). Teachers in the US, especially in large school systems, reported feeling very dissatisfied and disempowered because of their lack of a voice in decision-making ([Block, 2008](#); [Drudy, 2008](#); [Lortie, 2002](#)). An “image of impotence” therefore emerges ([Joseph & Green, 1986](#)) impacting perception of the profession and *occupational prestige*. The lack of professional freedom for teachers is seen also to influence higher attrition in the field ([Müller, Alliaata, & Benninghoff, 2009](#)). [Johnson \(2006\)](#) studied workplace characteristics and their relation to teacher quality and found that teachers with a greater sense of autonomy were more likely to stay in in the profession.

Teacher autonomy is not a straightforward issue. Societal expectation to achieve educational outcomes on one hand, coupled with a lack of professional qualification or pre-service training, leads to questionable quality. There is no easy way to address this on a large scale. While governments play a key role in setting curriculum, assessments and mandating programmes, this could further limit the professional autonomy of teachers, de-skill them and lead to high dissatisfaction in the workplace ([Grossman, 2003](#)). By comparison, in other

professions, the perception is that of comparative autonomy and frequent use of professional knowledge in day-to-day practice.

[Day \(2002\)](#) finds that the changes in educational standards and policies in recent years in the form of increased national tests, measurement, high stakes testing, have created an intensification of work which is “eroding” teachers’ sense of autonomy and collective professional and personal identities (p. 678). Research by [Helgøy and Homme \(2007\)](#) in the Nordic countries of Norway and Sweden found that in Norway, where teachers lack visible autonomy and their day-to-day working lives are controlled by a prescribed national curriculum, the teachers had a very strong collective professional identity but not particularly professionalism. In Sweden on the other hand where teachers are regulated through a “goal-oriented” national curriculum that accords more flexibility, teachers rely on a more personalised type of professionalism emphasising teachers' knowledge, competence and performance as individual properties ([Helgøy & Homme, 2007](#)). This research further demonstrates the connection between autonomy, professional knowledge as well as how this affects teachers’ identities within a school and between their colleagues. Increased freedom in curricular implementation could lead to shared identities and could strengthen understanding of each other's professional challenges.

[Winch \(2004\)](#) proposes that – “Uncertainty about the extent to which teachers should control their work is related a considerable extent to the uncertainty about their occupational knowledge” (p. 180). [V. Ramachandran, Bhattacharjea, and Sheshagiri \(2008\)](#) found that teachers in India hold an idealised opinion about their role in helping students learn, but in reality merely follow orders from those “higher up”. This resulted in teachers not having control over what and how they teach and feeling no responsibility for the learning outcomes achieved by their students. This is similar to the view discussed in Hoyle that teachers are “transmitters” of knowledge and not creators of it ([Hoyle, 2001](#)). [V. Ramachandran et al. \(2008\)](#) state -

Teachers generally hold an idealised vision of the importance of the teacher's role in shaping future generations. At the same time, teachers today rarely view their objective as helping children learn. Rather, their objective is to follow orders ([p. 22](#)).

This brings us to question - to what extent and how should school systems accord autonomy to teachers while maintaining quality? How does professional autonomy affect perceptions of teaching work and its status? One of the key themes discussed in this section points to the importance of teacher autonomy in increasing retention and improving status while encouraging teachers to expand their role and expertise.

Teacher characteristics

There is considerable literature on the influence of teacher characteristics, especially gender, on prestige and status. The highly feminised nature of the teaching profession adversely affects *occupational prestige*. Teaching is especially perceived to be feminised in the United States, Ireland and the United Kingdom where 80 percent of primary teachers and between 56 percent and 59 percent of lower and upper secondary teachers are women (as cited in Drudy, 2008). This gender biases affects the perception of the profession as well as its status. [Roberson, Keith, and Page \(1983\)](#) find that gender roles and bias tend to push women with limited educational backgrounds into teaching, resulting in a lack of competition to enter the field and overall lowering of *occupational prestige*. [Basten \(1997\)](#) echoes the view that due to feminisation, the teaching profession as a whole has been devalued. Female teachers are seen as being a low-occupational status working wife (LSW) ([Schaninger & Allen, 1981](#)) in order to support a dual income family. Moreover, [Foster and Newman \(2005, p. 346\)](#) find male teachers face “identity bruising” for pursuing a career that is looked down upon, where parents, friends, partners and colleagues felt that they “could do better” than be primary teachers. In America, until the 1950s, teaching was considered to be short-term for men while they were in transition into “real” professions, and for women it was a break before family obligations of marriage and children ([Johnson & Birkeland, 2003, p. 583](#)). [Drudy \(2008, p. 312\)](#) find that the more feminised a profession is, the lower the pay is, and married women were more likely to be teachers than married men, further adding to the skewed feminised nature of the teaching profession. In terms of grade level variations, early childhood education and primary schools are believed to be more feminised ([Bennell & Akyeampong, 2007](#); [Drudy, 2008](#); [Hayes, 2008](#); [Murray, 2006](#); [Rust, 1993](#)) and their contribution is termed as “women’s work” ([Anliak & Beyazkurk, 2008, p. 309](#)).

Other influencing characteristics include the grade taught which further impacts status ([Bernbaum, Noble, & Whiteside, 1969](#); [Everton et al., 2007](#)). In Zimbabwe, for example, students prefer to train as secondary teachers as opposed to primary teachers ([B. R. S](#)

[Chivore, 1986, p. 241](#)). Teaching primary students is viewed as lacking in specialised knowledge. Furthermore, Hoyle (2001) argues that the younger the children taught, the lower the status of the teacher.

Impact of remuneration and other benefits

Salary and extrinsic motivations are important to consider when understanding the status of a profession. [Bennell and Akyeampong \(2007, p. 10\)](#) find that salary does not have a strong influence on the decision to become a teacher, and that teachers enter the profession for the service-oriented nature of the work. Here, teachers' work is seen as a noble endeavour and the idea of being altruistic does not match with external material benefits or monetary rewards ([Lortie, 2002](#); [Morales, 1994](#)). Similarly, in India, the "guru ideology" does not align with the pursuit of material benefits as the role of the teaching is considered to be far more inspirational ([Kale, 1970](#)).

On the other hand, the importance of salary on status and to attract teachers into the profession has been highlighted in research. High performing countries are seen to have higher pay structures ([Auguste et al., 2010](#); [OECD, 2013](#)) which implies that teachers are influenced by salary. In Singapore, the government monitors market salaries and ensures that teachers are competitively paid. The country also offers retention bonuses, merit based incremental increases, outstanding contribution awards, and performance based bonuses or promotions. These benefits ensure that teacher attrition rates are as low as 3 percent annually ([Auguste et al., 2010, p. 17](#)). In South Korea where teachers are held in high regard, they enjoy attractive salaries, job security and vacations. In developing countries such as India, [Bastick \(2000\)](#) finds that extrinsic motivation has a higher impact than altruistic and intrinsic motivation. [Yong \(1995\)](#) finds that even though previous research in Brunei Darussalam supported intrinsic motivation for entry into the profession, extrinsic motivation factors were also important, specifically salary was the dominant determinant for teacher trainees entering the profession. The EFA report ([UNESCO, 2014](#)) and [Ingersoll \(2001\)](#) both state that low salaries are one of the main reasons for the high attrition rates and general lack of motivation for teachers to stay in teaching long term. The Bureau of Labor Statistics in the US ([Statistics, 2005](#)) found that the average annual salaries of teachers were far below those of traditional professionals such as pilots, scientists and lawyers, thus affecting status.

Working conditions also appear to have an influence on the perception and status of teaching. Better facilities, infrastructure and technology integrations affect how teachers and

onlookers perceive the professional nature of teaching work ([Bacolod, 2007](#); [Hanushek, Kain, & Rivkin, 2004](#)). Job security and occupational benefits were also found to affect status. For example, in Taiwan, [Fwu and Wang \(2002, p. 215\)](#) find that teachers with job security are more satisfied and feel they have higher status in society. Additionally, the well-organised Taiwanese curriculum, instructional material and defined assessment standards make a teacher's job less stressful and more satisfying. In terms of entry into the profession, teachers in Taiwan are offered higher salaries, fee waivers for professional development, subsidised books and access to tuition-free pre-service education. Moreover, they are given a government-funded pension. These benefits have served to increase the status of the teaching profession considerably.

In summary, many findings underscore the importance of remuneration in workforce management. Although on one hand, we observe that teachers prefer to be disassociated with money, on a humanistic level material benefits are validators of worth and service.

Occupational definition

The next category in Hoyle's (2001) framework is *occupational status*. *Occupational status* is defined as "the category to which knowledgeable groups allocate a particular occupation" ([p. 144](#)). Here two differentiations are introduced – formal status and semantic status. The formal status encompasses the authoritatively demanded and prescribed status of teaching including the formal legal status. On the other hand, semantic status is the determined by the way groups refer to teaching as a "profession", as a matter of language and perception rather than official categorisation ([p. 145](#)). Teaching work faces different obstacles to being viewed as a profession and these debates are explored in the next section. I have added "professional representational body" and "code of conduct" as influencing factors to the policymakers, although Hoyle has not explicitly discussed this. As Hoyle's terminology of *occupational status* as a subset of status is slightly confusing due to the same words being used, I will use *occupational definition* in place of *occupational status* in the KTS paper from now on.

Formal status accorded to teaching work

Another way of classifying a profession is the formal legal status with specific rights and responsibilities which come from a "professional mandate" ([Carr, 1999](#)). In the United Kingdom, [Whitty \(2000, p. 283\)](#) describes the "professional mandate" as the agreement

struck between the state and the occupation. Teaching does not enjoy such mandate in all countries. In New Zealand, for example, teacher education is very fragmented and there are many approval bodies, unlike countries with more efficient systems such as Canada or Australia (Cameron, 2003) which legally recognise teaching as a profession and assert that one of society's objectives is to raise the status of the teaching profession (Wise, 2005). Moreover, Winch (2004) writes that there needs to be closure to the profession, wherein there is a publically recognised degree level qualification awarded (p. 186). Many researchers, including Winch, have stressed each country's respective need for a governmental single accrediting body to oversee national teacher preparation programmes and standards. These agencies could advance the academic quality and accountability of teaching (p. 187), further professionalising it. The need for a single accrediting body to oversee the national teacher preparation programme and standards has also been stressed. Hitz (2008) states that in the US, each state should set up a professional standards board and clearly determine standards of excellence for teachers. This initiative could establish teaching as a profession and validate its "formal status". It is proposed that a professional body could further help in establishing agreement on what entry-level practitioners should be able to do, thus setting a context for teacher preparation programmes. Koff (1988, p. 298) feels that this effort by a focused and collective body would help to resolve the issue as to whether teaching is a craft or a profession. Furthermore, it could help teachers feel a sense of empowerment and consequently improve perception of the profession from the inside.

In India, although the NCTE oversees the teacher education process and accreditation of institutes offering degrees, there is no overarching organisation with the ability to set ethical expectations and defend the profession at a national level. A further obstacle to the achievement of a unified national mandate is the differences in state and federal legislation for education in many countries. The lack of a mandate could affect the perception of profession, and consequently the perception of status.

Semantic status of teaching profession

As early as 1966, the UNESCO gave particular consideration to teacher status. In response to the growth of the teaching profession in developing countries, a special intergovernmental conference adopted the UNESCO/ILO Recommendation on Status of Teachers. It stated –

Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialised skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge ([UNESCO, 1966, p. 4](#)).

In a study of teacher status in New Zealand, [Cameron \(2003\)](#) lists different characteristics that define a profession. These characteristics include a specialised body of knowledge, specific entry certification, a clear code of conduct and ethics, emphasis on workplace environment, high remuneration, a legal mandate establishing the profession, and specific professional preparation to enter. Another framework, with many similar characteristics, is the Trait theory, which asserts that a profession should satisfy the systemic theory, community sanction, authority, an ethical code and a professional culture, including an altruistic grounding and a desire to serve the interests of the community ([Jones & Joss, 2005](#)). [Millerson \(1964\)](#) defined a profession as having four key attributes – a skills based theoretical knowledge, training in those skills certified by exam, code of professional conduct and a powerful professional organisation. Similarly -

Profession is said to embody professionalism which is a set of professional knowledge, attitudes and values which determine and articulate the character of teacher educators' practice. ([Murray, 2006](#))

Comparably, [Evans \(2008\)](#) defines the concept of professions as –

practice that is consistent with commonly-held consensual delineations of a specific profession and that both contributes to and reflects perceptions of the profession's purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession, as well as the general ethical code underpinning this practice ([p. 29](#)).

As demonstrated above, profession is a key contested term, especially in the educational context. While the Trait theory and Murray (2006) emphasise values and contribution to society through the profession (for which teaching profession is high), Cameron (2003) and Millerson (1964) focus on the technical aspects of professions.

More than four decades since the UNESCO initiative, theories and societal perceptions about what constitutes a profession vary. In defending the standing of teaching, researchers have debated the numerous defining attributes of a profession. These debates are often country-specific and arise from philosophical, scientific, political or economic standpoints. The way in which the occupation is viewed within existing frameworks reflects the confused and uncertain place the teaching profession finds itself. Even though theorists define what a profession stands for, there is no academic consensus on whether teaching is a profession or not ([Evans, 2008](#); [Hoyle, 2001](#); [Shulman, 1998](#)), or what type of occupation it is ([Winch, 2004](#)). Some consider it to be a profession, others a vocation, calling or hobby. [Talbert and McLaughlin \(1994\)](#) state that teaching is best compared to a religious vocation whereas [Hansen \(1995, p. 3\)](#) called teaching a vocation where it is considered to be “work that results in service of others and personal satisfaction in rendering that service”. Other definitions include, teaching as a “craft work” ([Huberman, 1993](#); [Troman & Peter, 2000](#)), as an “artistic endeavor” (Eisner, 1978), teaching as “labour” ([Apple, 1983](#)) or teaching as service where teachers are on a “special mission” ([Lortie, 2002](#)). Some researchers claim teaching to be a semi-profession or a quasi-profession ([Etzioni, 1969](#); [R. M. Ingersoll & David, 2008](#); [Lortie, 2002](#)). Therefore, researchers are divided on whether teaching is a profession or not. This leads to a lack of semantic definition for the teaching profession, which adversely affects *occupational definition*.

Professional representative body

The ability to influence policy collectively is relevant for the teaching profession because of its large workforce. The existence of unions and teachers’ organisations with a strong say in determining public policy is a characteristic aspect of the teaching profession ([Hoyle, 2001](#)). However, this factor could also affect the perception adversely. [Bennell and Akyeampong \(2007\)](#) state that teachers have low occupational solidarity because trade unions are incapable of fighting on their behalf. In England, Beck (2008) writes that teaching has been prone to governmental intervention and is too fragmented to achieve any form of self-governance. Because of the large number of teachers, the transitory nature of the work and the increased feminisation of the workforce, teachers might not be able to unify at all.

Professional code of conduct and ethics

Another component in the perception and public perception of the teaching profession is the existence of a formal code of conduct and set of ethical principles structured in a similar

way to other established professions ([Cameron, 2003](#); [Millerson, 1964](#); [Whitty, 2000](#)). [Carr \(2003\)](#) finds that teaching is a vocation because of the lack of defined professional ethics, and [Winch \(2004\)](#) agrees. The teaching profession faces a particular challenge in defining and enforcing a standard code of ethics. [Dawson \(1994\)](#) stresses the importance of setting ethical standards in order to avoid misunderstandings and to achieve consistency of action between professionals ([p. 146](#)). He argues however for an inside-out instead of an outside-in approach, and further states that any structure super-imposed on individuals might not achieve the desired effect and the role of moral agency would be reduced. Due to the sheer size of the teaching profession, monitoring teacher standards is structurally and logistically difficult. Although defining a clear code of conduct and ethical standards could help raise teacher status, its practical implementation could be difficult.

Thus, while understanding the *occupational definition* of the teaching profession, the overarching question is whether teaching can be considered a profession at all, and to what extent should it be accorded a formal status. As a consequence to this deliberation, the need for a code of ethics or professional representative body is uncertain. While the need for all (semantic, formal, ethics and representative bodies) are highlighted by researchers, the practicality in implementation and the top-down push for its enforcement might sometimes be lacking, which has an adverse effect on status.

Occupational esteem

Hoyle's *occupational esteem* refers to "the regard in which an occupation is held by the general public by the virtue of the personal qualities which members are perceived as bringing to their core task" ([Hoyle, 2001, p. 147](#)). It encapsulates three qualities – dedication, competence and care and centres on interpersonal skills rather than technical abilities. "Dedication" in Hoyle's framework stands for the "diffused nature of the teacher's role and a generosity of the giving of time". "Competence" refers to the general notion of classroom management, taking care of students and managing logistical issues and keeping students engaged. Lastly, "care" refers to pupil welfare. Hoyle (2001) accepts that *esteem* is the "most diffuse" of the three categories, and even though it overlaps with *occupational prestige* and *occupational definition*, it plays such a critical role that it warrants special attention. *Occupational esteem* encompasses a strong sense of service-orientation and intrinsic rewards - both these characteristics differentiate teaching from other professions. The service-orientated nature of teaching and *occupational esteem* category are further discussed below.

Teaching has been indicated to be a “caring profession” ([Lortie, 2002](#); [Nias, 1996](#)), one that is noble and in service of others ([Kale, 1970, p. 374](#)). However, this image of teaching affects its status positively and negatively. On the positive side, unlike solo professions such as designers, accountants or architects, the contribution of educators to schools is “greater than the sum of the individual parts” ([Darling-Hammond & Bransford, 2005, p. 13](#)) - teachers are considered to play a crucial role in nation building. Similarly, research has also found that teachers are inspired to work due to intrinsic rewards ([Lortie, 2002](#)), which explains the respect and high status teachers attribute to the profession because of this. Hoyle (2001) refers to the status which teachers in Asia and Africa attribute to their own teachers, their *guru*, because of the high esteem teachers enjoy. *Occupational esteem* serves to attract teachers to the profession due to intrinsic reasons ([Joseph & Green, 1986](#); [Yong, 1995](#)), referred by researchers as “interpersonal” ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006, p. 5](#)), “self-realisation” or “altruistic” ([Lortie, 2002](#)) or “humanistic” values ([Krečić & Grmek, 2000](#)) or a calling that is a “dream ambition” ([Watt & Richardson, 2008](#)). Desire to work with young children has been found to be an important reason to stay in teaching by other studies ([NEA, 2010, p. 84](#)).

[Ganzeboom, De Graaf, and Treiman \(1992\)](#) (as cited in Tamir, 2009) state that teaching is “work that results in service to others and personal satisfaction in the rendering of that service”, it is an enactment of an individual’s urge to contribute to the world and thus cannot be termed as a profession, lowering its perceived status. Relatedly, teaching is linked closely with mothering - historically, both were considered to be essentially the same job but in different settings ([Goldstein, 2014](#)). Moreover, teaching is considered to provide ancillary rewards ([Lortie, 2002](#)), a profession which provides women flexible working conditions and the ability to raise children comfortably. As a consequence, teachers’ work is attractive because of its service-oriented nature and the nobleness of the profession, and simultaneously trivialised because of its perceived lack of professionalism or specialised skill. Here again, it is evident that the teaching profession exhibits a duality in its structure and perception. Teaching is appreciated for its altruistic nature, the care, competence and dedication teachers bring to their jobs, but at the same time looked down upon for its lack of professional purposefulness.

Occupational esteem also has significant impact on recruitment and retention. [Johnson and Birkeland \(2003, p. 595\)](#) found that one of the main themes for teachers to stay in the

profession was "success in the classroom". The leavers in their study listed issues with principals who were arbitrary, abusive or neglectful. Some leavers stated that they would have been willing to endure lower pay and status if teaching had been intrinsically rewarding. [MacBeath et al. \(2004\)](#) found that secondary school teachers in the United Kingdom, although burdened by curriculum overload and high stakes testing, drew greatest job satisfaction from evidence of pupils' learning (p. 5). Teachers were more likely to stay in the profession if they felt a "sense of success", achieved by having a positive impact on students ([Coughlan, 2012](#)). [Johnson and Birkeland \(2003\)](#) propose that another factor for leaving the teaching profession is frustration due to the inability to meet personal expectations in the workplace. Teachers are likely to drop out if their decision to teach was motivated by the desire to serve ([Goodlad, 1984](#)), but are eventually disappointed with the many challenges of the work, which [Lortie \(2002\)](#) termed as "endemic uncertainties" of teaching.

From all of the above literature covering *occupational prestige*, *occupational definition* and *occupational esteem*, it is evident that there are varied, mixed and ambiguous interpretations of teachers, teachers' work and the teaching profession. The indistinct definition of teaching as a profession influences the status and perception of teachers. In addition, the definition of status as used in this study comprises of various smaller dimensions, which each have great depth and influence perception of status in different ways. Hoyle's categorisation examines the most prominent discussions while studying teacher status. It is evident that in influencing status, the relationships between *occupational prestige*, *occupational definition* and *occupational esteem* are fluid and there is significant interplay between the factors and the influential domains.

This paper investigates the perception of teacher status in Karnataka, India and what teachers feel influences their status and how status could be improved. Despite the interest in the literature to understand teacher status, there has been a lack of research into the Indian teacher mindset. In the following sections, I outline the international literature on the importance of studying teacher status and make a case for why the study of teacher status in India is of key importance and long overdue.

Importance of teacher status

Following on from existing literature on the importance of teacher status ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006](#); [R. M. Ingersoll & David, 2008](#); [Kane & Mallon, 2006](#); [MHRD, 2011a](#); [OECD, 2005](#); [UNESCO, 1966](#)) this section re-examines whether the study of teacher status is relevant at all, and if so how. I present two broad areas of discussion: *first*, the role of status in influencing teacher self-perception, and *second*, relationship of status to the recruitment and retention of quality teachers.

Influencing teacher self-perception

Teachers' self-identity is influenced by historical, sociological, psychological, political and cultural factors, including the social perception of their work ([Chong & Low, 2009](#); [Zembylas, 2003](#)). Understanding how teachers perceive themselves is important because it reflects their professionalism, work ethic and job satisfaction. As [Nias \(1996\)](#) points out, studying teachers' emotional experiences is essential, as the work of teachers is not only technical in nature but also closely linked to their emotions and personal lives. In Hughes' definition, the term "profession" is a symbol for a desired conception of one's work, and hence of one's self, and illustrates the close link between conception of work and self ([Hughes, 1958, p. 44](#)). Professional identity is formed and evolves over time. [Kelchtermans \(1993\)](#) suggests that the professional and personal self consists of five inter-related parts – *self-image* (how teachers describe themselves through their career stories), *self-esteem* (evolution as teacher and defined by self or others); *job-motivation* (choosing the profession, deciding to stay or leave); *task perception* (how teachers define their job); *future perspective* (expectation of future of their jobs). An interplay between these aspects affect teacher motivation, job fulfillment and self-efficacy (p.683). Here, teacher self-esteem is influenced by how they feel their work is perceived, which includes the status (both prestige and definition) of the profession.

In India, self-perception of teachers reflects the profession to society, therefore influencing the profession's ability to attract prospective teachers. The note by the Director of Education of the state of Sikkim, north-eastern state in India ([Jangira, 1975](#)) –

Teacher should build up a healthy self-concept about himself as well as about the profession he has adopted. Unless we have self-respect for the profession we have adopted, others are also likely to take it lightly.

[Singh and Sarkar \(2012\)](#) find that rather than teacher experience, content knowledge, subject specialisation, it is what a teacher “believes and does” in terms of his or her perception of the school, that has a higher impact on learning outcomes. Therefore, attention towards understanding teacher perception in the context of their schools cannot be ignored. The teaching profession globally faces uncertainty and lacks public support due to the misconceptions about the work teachers do. Although efforts are being made to improve the educational ecosystem, the voice of teachers, despite being essential for improvement, is the least heard ([Goldstein, 2014](#)). Research has found that teachers globally suffer from low self-esteem, pessimistic opinions about themselves ([Bennell & Akyeampong, 2007, p. 31](#)) and grossly underrate and underestimate the public respect for their profession ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al.](#)). Thus, investigating the perspectives of teachers and allowing them to vocalise ways to improve their status and self-perception might further support policymaking. In order to attract or retain quality manpower in the teaching profession it is important to understand and give importance to issues of status, starting with teachers first.

Informing recruitment and retention

Teacher shortage is not a new issue. [Huberman \(1993\)](#) finds that on average new teachers leave the teaching profession within five years. He claims that “exhaustion, over-investment, tensions and the uncertainties of trial and error in the classroom, difficult pupils and feelings of isolation from colleagues”, make the first few years of teaching strenuous and contributes to a speedy exit with teachers leaving their jobs within a few years because of “burnout” ([Sinclair, Dowson, & Thistleton-Martin, 2006](#)). [Ingersoll \(2001\)](#) indicates that school staffing can be a problem, as only 12 percent of teacher turnover was due to retirement. [Beijaard \(1995\)](#) and [Nias \(1989\)](#) note the impact of the school environment on teachers' sense of satisfaction, commitment, motivation and construction of identity ([Day, Kington, Stobart, & Sammons, 2006, p. 605](#)). [Beijaard \(1995\)](#) notes the interplay between teachers and their pupils, the school environment and the following relationship between these factors for an increased stability or instability of identities. Although teachers find stability within their profession, they are still influenced by how the profession appears from

the outside. No reform or change can be instituted if it affects the forming and maintaining of the perceptions of *self*.

It is observed that entry to the teaching profession is influenced by numerous factors, ranging from career aspiration, remuneration and motivation. While it is evident that the teaching profession is not attractive for new entrants, improving how the profession is viewed could raise interest and lead to external validation of teaching work ([B. R. S. Chivore, 1988](#); [Hallgarten & Johnson, 2001](#); [Ramamurthy, 2009](#); [Woodworth et al., 2009](#)).

Is status important to prospective teachers? There is substantial evidence that while teachers enter the educational sector as a result of a variety of intrinsic and extrinsic motivations ([Lortie, 2002](#); [Müller et al., 2009](#); [Richardson & Watt, 2006](#); [Watt & Richardson, 2007](#)), status does not feature highly as a motivator. Attributes of teaching such as the ability to contribute to society and the opportunity to work with young children are rated higher. Nonetheless, this does not mean that teachers do not desire a higher status for their profession ([Auguste et al., 2010](#); [Cameron, 2003](#); [Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006](#)). [Jenson, Sandoval-Hernandez, Knoll, and Gonzalez \(2012\)](#) found that teaching can be made an attractive career choice if the image and status of the profession were improved. Additionally, among the top two-thirds of college students not entering the teaching profession in America, 91 percent felt that the most important job attribute was prestige and peer group appeal ([Auguste et al., 2010, p. 6](#)).

Although teaching is one of the oldest professions, as previously discussed, the lack of a system of professional knowledge, code of ethics and other factors dilute its overall perception. There is a significant gap in our understanding of the mechanisms which could help teachers (in Karnataka) stay motivated and within the profession. There is a lack of significant data on teacher attrition in India, but as mentioned in chapter 1, the country is experiencing a shortage of high quality teachers entering the profession. It is paramount therefore to determine teacher perception of status, and how this can be leveraged for the improvement of the current educational system and for the sake of a large and more contented workforce.

Improving teacher status

In this section, I trace some of the policy and research recommendations on the improvement of teacher status and the profession in general. This includes, *first*, changing the role of teachers, *second*, changing the dynamics of the workforce and *finally*, by introducing a sense of renewed professionalism to the field.

Changing the workforce

Hoyle's upper dimension of *occupational prestige* focuses on the size of the teaching force which employs the largest workforce in any country, five times as many people as compared to the profession of law or medicine ([Goldstein, 2014](#)). The sheer size of the profession demands high volumes of entrants, restricting salary levels and qualifications. To influence the workforce and to attract better teachers into the profession, propositions include - increase teacher pay ([Cameron, 2003](#); [Hanushek, Rivkin, & Kain, 2005](#); [UNESCO, 1966](#)), provide teaching assistants ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006](#)), decrease class size, and increase teacher entry qualifications ([Darling-Hammond, Berry, & Thoreson, 2001](#)). Other ways to improve the quality of the workforce include better pre-service education ([Beare, 1992](#)), introducing a professional code of conduct ([Beare, 1992](#)), improving working conditions and increasing opportunities for more men to join the profession ([Cameron, 2003](#)). The OECD (2002) also recommended defining certification standards for teacher education with a controlling body to oversee quality ([Cameron, 2003](#)).

Changing teacher role

As mentioned earlier in this chapter, *occupational prestige* is affected by a lack of clarity in terms of teachers' work. Several authors have discussed ways in which the government and school systems could improve the quality of work teachers do. Hoyle's (2001) central dimension states that *occupational prestige* is affected by the low status of the clients (children), teachers being seen as intermediaries between children and their future world. One common suggestion has been to reduce teacher workload to a more manageable and structured level. Additionally, the TSP suggests changing teacher roles to have increased interaction with adults to improve status. Moreover, support from the teachers' colleagues and superiors, set within a professional culture, could further encourage teachers to remain in the profession. [Johnson and Birkeland \(2003, p. 607\)](#) find that including regular feedback and

high quality targeted professional development, effective mentorship programmes, peer instruction and review are essential in supporting teaching work, increasing teacher interaction with adults rather than only children. Moreover, [Hoyle \(1969, p. 20\)](#) states that teacher satisfaction and perception of their work could improve if there were more opportunities to speak, write and interact with other teachers, increasing contact and intellectual exchange. [Zembylas \(2003\)](#) states that -

the development of mentoring relationships among teachers; the establishment of teacher-teams as forums for creating emotional and professional bonding; and the encouragement of teachers to engage in (action) research on their practices and on the emotional aspects of the self that are inextricably related to practice ([p. 230](#)).

[Geer \(1966\)](#) notes that, “teachers are denied the opportunity of obtaining satisfaction from demonstrating their professional skills to an adult audience”. National, as well as state level publicity and awareness of the complexities of teaching work, is required to enable public understanding of teaching work. Other reform recommendations include increasing teacher role and responsibility ([Beare, 1992](#)) and creating career ladders so that teachers can grow in their professional path. [Williams and Forgasz \(2009\)](#) state that policymakers should try to provide opportunities for career change to individuals to enter teaching in fast-track positions based on their capacity in order to bring qualified teachers into the ecosystem.

Changing teacher expertise

The lower dimension of prestige in Hoyle’s (2001) framework suggests for professional knowledge in the profession and specialization, teaching work should focus on educational outcomes that are more measurable in nature. A focus on teaching rather than pastoral or clerical work is proposed. Increased duration of preparation, more professional development programmes, and autonomy in implementation of the curriculum are recommended to improve prestige of the teaching profession.

The [SABER \(2012\)](#) report by the World Bank presents a comprehensive picture of the scope of teacher policies aimed at building a more effective teaching profession. The recommendations highlight the need for specialisation, expertise and support. The report focuses on “8 Teacher Policy Goals” which include –

- Setting clear expectations for teachers
- Attracting the best into teaching
- Preparing teachers with useful training and experience
- Matching teachers' skills with students' needs
- Leading teachers with strong principals
- Monitoring teaching and learning
- Supporting teachers to improve instruction
- Motivating teachers to perform

Changing teacher professionalism

The words profession, professionalisation¹² and professionalism are seen in literature about status. For the purpose of this paper, I discuss the idea of professionalism. Initially, [Hoyle \(1974\)](#) referred to professionalism as “those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions”. He proposed “restricted professionalism” denoting the unstructured and intuitive expertise of teachers wherein autonomy was very high. On the other hand, “extended professionalism” refers to teachers work going beyond the classroom into interactions with other groups. In 2001, he proposed a “new professionalism”, which asserts that for enhancement of status the quality of service must improve (p.148). It implies that by increased managerialism, efficiency in processes, technology interventions and increased accountability there will be an increase in professionalism and thereby overall status. Accordingly to Hoyle, *occupational esteem* has the highest likelihood of influencing overall perception of the teaching profession versus improvements in *occupational prestige* (primarily because children will always remain as clients) or *occupational definition* (because government mandate must change). He concludes that by redefining what we mean by professionalism and our expectations of teachers, we may influence status. Moreover although teachers feel that improved status and social

¹² The process by which occupations become profession-like and are in pursuit of increased status (Hoyle, 2006, p. 146)

importance is critical, the intrinsic rewards of teaching are far more influential, and teachers themselves can impact status by influencing *occupational esteem*.

With international attention on improvement of education, there is increasing discussion about what the profession is and should be. The idea of “new professionalism” ([Evans, 2008](#); [Hoyle, 2001](#); [Swann, McIntyre, Pell, Hargreaves, & Cunningham, 2010](#)) is taking shape, which prompts teachers, policy-makers and schools to define the best way forward. What changes should the teaching profession undergo to maintain the delicate balance of maintaining teacher autonomy while improving quality and professionalising the work? These questions are pertinent to the study of status and to making recommendations for change.

Findings from the Teacher Status Project

Teachers in the TSP defined a high status profession by *reward and respect* and some external *control and regulation*, whereas they saw the teaching profession as being highly characteristic of *external control and regulation* without certainty for *reward and respect*. Teachers also felt that greater public awareness of the demands of the teaching job and greater autonomy to exercise professional judgment, reduction in workload, time for collaboration and an expanded community role would lead to an increased in overall status. In case studies, teachers shared the view that personal esteem expressed by people who came into contact with the school environment was more important to teachers than the status itself.

As the TSP states “status is not a word teachers used comfortably and frequently” (p. 9). However, status derived from *occupational esteem* was central to teachers wherein they felt deep commitment towards their students and work. TSP found that teachers were not very concerned with external status, but gained overall status when they felt trusted, appreciated and rewarded by parents (p.2). Enhancing their status in the eyes of parents and public through improved school facilities was also seen as positively impacting their *occupational esteem*

Chapter 4 of the TSP Evidence Base ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006](#)) focuses on the teachers’ perception of their status and on the overall status of the teaching profession. In 2003 and 2006 teachers were asked to rank teaching in comparison to other occupations. The 2006 survey found that teachers’ rating of the profession had increased significantly since 2003 (small effect size, $p < 0.01$). This showed

that teachers were rating their profession higher than they did just three years ago, a move in a positive direction. The TSP studied groups that teachers felt most responsible for, and groups that they perceived the most respect from. This was based on the hypothesis that the greater the sense of responsibility towards one group, the more that group's respect would enhance teachers' sense of status. Teachers' sense of responsibility for *within school* group was significantly higher than towards *external bodies*. Teachers stated that the *school* (teachers, senior managers, support staff, school governors, the teaching profession, the local authority) was the highest source of perceived respect leading to *occupational prestige*. Teacher rating of teacher status found that the profession, once considered similar in status to doctors, had decreased to service sector professionals in the recent years (p. 5).

Through factor analysis of 50 items studying potential strategies to raise the status of teachers, the TSP in 2006 found seven main factors accounting for 45.7 percent of the total variance. The factors were –*workload reduction, pupil partnership, teachers as active reformers, re-orientation as leaders, expanded community role, public appreciation and teachers as workers*. *Workload reduction* accounted for 23.9 percent variance. Younger teachers were more positive about all factors compared to older teachers. Specifically, younger teachers were more positive ($p < 0.01$, small effect size) (p.110) about *public appreciation* and *pupil partnership*. Older teachers (4.28 ± 0.45) were more positive about *teachers as active reformers*, which would seem to demonstrate that older teachers want more autonomy and opportunity to contribute to educational policy making. Women were seen to be more positive about all factors except *teachers as reformers* (where there was no difference). Respondents in the TSP that were planning on leaving the profession were more positive about *workload reduction, expanded community role* and *teachers as active reformers*, whereas teachers remaining in the profession were more positive about the other factors. These three factors were also considered to be those most likely to generate changes in status.

The TSP also found that teachers had a strong sense of teaching as a vocation, and held the belief that their jobs could make a difference in the lives of children (p. 88). Rather than discussing status, teachers in the TSP described their work in emotional terms such as passion, “sacrificing themselves for the good of their students” and aiming to inspire change (p. 173). Working with children contributed to this sense of pride and purpose was the defining source of *occupational esteem*. Teachers used their work with the children as being

central to their definition of the teaching profession and drew great satisfaction from it. The themes of dedication, care and competence reflected in the way teachers viewed their work and influenced their decision to stay or leave.

Status of teaching profession in India

There is growing attention, albeit sporadic, on developing and improving the qualification of teachers in India. In 1987 a centrally sponsored scheme, “Restructuring and Reorganisation of Teacher Education” was launched to prepare “professionally trained teachers” but did not clearly define the specific professional knowledge required. Similarly, the NCTE has made the B.Ed compulsory and set minimum qualifications for teachers ([Chatterji, 2011](#)). While the quality of this degree is questionable, its obligatory completion demonstrates that policymakers now acknowledge the importance of teacher certification. Additionally, the introduction of the Teacher Eligibility Test (TET¹³), emphasis on training, the establishment of more regional teacher training institutes and increasing the number of teacher educators capable of delivering in-service and pre-service modules, demonstrates that Indian policymakers are starting to accept that a certain level of teacher knowledge needs to be attained before entering the profession. The MHRD report ([MHRD, 2009a](#)) stated that candidates with “aptitude for teaching” must be appointed, i.e. defined as those with the desire to understand concepts, the curiosity to explore, and patience to listen and allow others to develop their logic ([Sharma, 2012, p. 24](#)) without emphasis on teacher knowledge. However, the RTE Act does not explicitly mention teacher professionalism, technical knowledge or ways to improve teachers’ skills ([MHRD, 2010, p. 10](#)).

In terms of entry qualifications, India has recently taken new steps towards improving pre-service and in-service teacher education. Initiatives have been introduced to improve the professional knowledge of teachers through structured coursework and teacher certification programmes. Alternative paths to teacher certification have been introduced to increase the number of trained staff ([MHRD, 2009b, p. 8](#)). Improvements in teacher standards, including improved attendance, pedagogical innovations and content knowledge for teachers have been proposed. The challenge lies in the implementation of these proposals in a sustainable manner nationwide. The international conference proceedings paper listed three critical policy choices

¹³ TET is the Teacher Eligibility Test mandated for teachers to qualify in the profession.

to attract the best people into teaching, one of which was “carefully managing the status of the teaching profession” (p. 24).

The [Report of the National Commission of Teacher - I 1983](#)) states that for teachers to be active participants in the social development of the country, status, material benefits and environment are critically important. An international conference held in 2009 also addressed the issue of remuneration not only to attract “promising young people to the teaching profession” but also acknowledged that a “reasonable balance must be achieved” between the salaries of teachers and other civil servants, as well as socio-economic standards of the communities where teachers work ([MHRD, 2009b, p. 3](#)). The paper further notes the importance of teacher self-perception and the need to change from that of a “secure government wage-earner to a respected professional in the local community” ([MHRD, 2009b, p. 5](#)).

Evidence of *occupational definition* is seen in the NCERT policy report, which contains expert observations about education as a profession. However this definition is vague and makes no mention of specialised knowledge, only serving to establish that teaching is unlike other professions –

Education as a profession needs to be distinguished from other professions such as the managerial and bureaucratic professions. The latter are professions, which treat human beings primarily as means to a different end. Education as a profession must treat human beings primarily as ends and objects of respect in and for themselves ([NCERT, 2009](#)).

Although there has been no governmental mandate to define teaching as a profession, NCTE proposes that teachers should be bound by clear codes of conduct ([NCTE, 2010, p. 11](#)). New teaching candidates must take an oath stating that they will observe the Code of Professional Ethics in letter and spirit. The government also acknowledges that the successful enactment of RTE would be impossible without the support of teachers’ personal ethical standards and high professionalism. By addressing the introduction of an ethical code of conduct, the Indian government has demonstrated support for the idea of teaching as a profession from the ethical standpoint. However, the implementation of ethical standards in education in India is no small task. The work of teachers is so broad and undefined that laying

ethical and moral boundaries to practice is a challenge. Challenges include a lack of initiative from Indian policy-makers, difficulty in enforcing remedial measures, the sheer size of the workforce in question and lack of consensus on what constitutes ethical teacher behaviour.

[Pandey \(2012\)](#) states that in India the collective bargaining of teachers is restricted because they are considered to be public servants with little autonomy. Even though public school teachers have strong unions and involvement in politics has been historically intrinsic to them, their interests are catered to only when the respective party is in power because the unions are aligned to different political parties ([Beck, 2008, p. 121](#)). This subsequently affects the perception of teaching as a profession. In addition, evidence has shown that full time teachers enjoy higher status than para-teachers ([Goyal & Pandey, 2009](#)). Para-teachers are defined as “contract teachers” appointed on different conditions and entry qualifications than regular teachers. This could also be due to the difference in educational qualifications of teachers, as stated by [Govind and Josephine \(2004\)](#).

The Indian government’s stand on the formal status of teaching is still unclear. In terms of retention and recruitment, the National Council for Teacher Education (NCTE) and the Ministry of Human Resource Development (MHRD) have acknowledged the need to professionalise and improve teacher quality ([NCFTE, 2009](#); [NCTE, 2010](#)). They consider the effect of low teacher status on the entry and retention of quality personnel -

The status of the teachers is one of the basic underlying premises to attract and retain persons of ability to the profession. With low professional status, therefore, the choice of becoming a teacher is not the primary option amongst the Indian youth ([MHRD, 2009a, p. 5](#))

The International Conference for Teacher Management ([MHRD, 2009b, p. 24](#)) laid down five main areas to enable effective teachers within the system. These are physical infrastructure, administrative, professional learning, motivation, and social and cultural factors. The conference proposal highlighted the importance of teacher status in society and the need for societal recognition of teaching work. The role of the media, rewards, teacher forums, platforms and community support was also shown to be integral in increasing teacher status and perception.

In terms of *occupational esteem*, although historically teachers have held a place of high esteem in society and the guru-pupil ideology has been prevalent (Kale, 1970), the

situation has now changed, especially in urban areas. With increased media portrayal of teachers in a negative light, the teaching profession is under scrutiny, and the dedication, intention and competence of teachers is questioned. Teacher status in India is affected adversely for reasons such as decline in teachers' strong intrinsic service motivation and limited vocational commitment to teaching.

Rationale for the KTS

Across the world there are two opposing trends - the rising demand for quality teachers and the decreasing availability of qualified staff. This has created a shortage, which needs to be filled urgently and sustainably. In the Indian context, the National Curriculum Framework (2006) states, "for many students enrolled for teacher education courses, school teaching is not a preferred choice of profession". This has been mainly attributed to the low status of teaching as a profession ([Curriculum Framework for Teacher Education, p. 8](#)). Furthermore, amidst many changes occurring within the education system, Indian teachers have borne intense criticism for their failure to impart quality education. They have been derided on issues such as absenteeism ([Gupta, 1997](#); [Hoyle, 1995](#); [Verhoeven, Aelterman, Rots, & Buvens, 2006](#)), lack of professionalism, and effectiveness ([Kremer, Muralidharan, Choudhary, Hammer, & Halsey Rogers, 2004](#)). Although no empirical evidence is available to attribute low teacher status to the prevalent issues of the profession, increased absenteeism and lack of professionalism have encouraged a poor public narrative of teachers. Along the same vein, the policy document discussing teaching education ([Curriculum Framework for Teacher Education, 2006](#)) finds that the social status of the teaching profession in India is under threat affecting the quality and quantity of persons entering this line of work. The mounting disproportion between the number of trained teachers and the requirements of the Indian education system ([V. P. Ramachandran et al., 2005](#)), gives rise to the frightening possibility of thousands of untrained teachers shaping tomorrow's citizens. In fact, according to NCTE data, 772,000 teachers are without any training certification, and more than 250,000 teachers are under-qualified in India.

Evidence from [V. P. Ramachandran et al. \(2005, p. 12\)](#) suggests that teachers are being asked to do more today than ever before. With the changing environment of the teaching profession and the dire need to recruit and retain better candidates, the way prospective and current candidates view the profession is important. With dipping self-esteem, lowering status and an ever-increasing need for more teachers, perceived status is a

vital component in influencing teachers' decision whether to enter or remain in the classroom. The study of teacher status and perception of the profession is long overdue in India. Moreover, India alone accounts for 6 million teachers out of a total of 54 million primary and secondary teachers in the world (UNESCO, 2006, p. 21). It is the largest annual contributor to the global population (UN, 2001). Over 50 percent of the country is under the age of 25 years, making India the world's youngest country; therefore a focus on quality education, delivered to the large masses is essential. In order to address this need, in the 2012 Indian Budget, the Government of India increased the budgetary allocation for education by 18 percent.

In summary, it is observed that within the Indian educational landscape, stakeholders are discussing ways of improving the status of the profession. These conversations have been occurring since the early 1960s, but little impact has been seen. India being a populous and democratic nation, strong and united policy initiatives must be taken. With looming budgetary challenges and the necessary coordination between the state, centre and educational administrative bodies, a translation from policy to on the ground reality is needed. Therefore, understanding the nuances of the teacher perceptions, particularly in the state of Karnataka, proves useful in the larger exercise of improving teacher status. The voice of teachers has not been sufficiently heard amidst policy propositions. The KTS serves as a consolidation of teacher opinion of status and aims to address this shortfall.

Summary

In this chapter, I have presented some of the perspectives towards the understanding of teaching work. The lack of a universal definition of profession, teaching work or status affects the way policy changes are designed, implemented, negotiated and understood. Although this paper covers a narrow part in the larger scope of exploration essential for comprehensive educational progress, the literature review portrays how every aspect of change contributes to a larger whole. Every stakeholder in the system has a role to play in increasing teacher status, and status is being built by taking all opinions into consideration. To achieve long-term positive impact on the perception of teaching work, every aspect of the profession and its place in the changing social fabric is significant. In the KTS, I focus on understanding how Indian teachers perceive their status and how this perception varies based on demographic and external influences. By using Hoyle's (2001) framework of classifying status, I hope to achieve a greater understanding of what status means to teachers.

The exploration of the literature resulted in a number of key insights. *First*, in India, research on social standing or teacher status has not been undertaken. Although the government acknowledges the need to raise teacher status, the understanding of what constitutes teacher status is low. *Second*, more specifically, teachers' opinion on their own status is a perspective that is not evident and commonly heard. *Third*, the influence of school type variables or demographic variables is observed in the research, therefore it is an important lens to study. Moreover, there is a lack of theoretical frameworks defining status and cultural references to how status is constructed in India and in comparison to Hoyle's framework and the three categorisations proposed, Indian literature does not reflect prior research in creating a nuanced understanding of status itself. Overall in India, there has been a lack of consensus in terms of 1) what status is 2) how it can be measured and 3) the importance of its measurement.

Status is a broad area of study and at this point it is important to note that I have not delved deeply into the effect of public policy on teacher opinion. Neither does the KTS address other aspects that could affect public perception or teacher self-perception. Although I acknowledge the relationship between intrinsic rewards of teaching and self-perception, I do not specifically aim to draw this connection in my study. Moreover, I do not focus in my literature review or discussion on semantic definitions and debates of concepts such as educational outcomes, teaching work and ethics, nor have I delved deeply into theories of retention and recruitment, or the process and policies around them - the focus remains on whether teachers define teaching as a high status profession and factors they see which could improve their status. The next chapter sets out this study's methodology and research strategy to analyse in limited scope of teacher status in the Indian state of Karnataka.

Chapter 4: Research Strategy and Methodology

Research strategy

In the pilot study, also titled the Institutional Focus Study (IFS), I built and piloted a questionnaire derived from the Teacher Status Project (TSP). For the Karnataka Teacher Survey (KTS), I chose a quantitative survey method. The surveys helped in providing relational analysis, ascertaining correlations and further standardising information ([Cohen, Manion, & Morrison, 2007](#)) so that data could be generalised to other parts of the country. I used the Teacher Status Project (TSP) as foundational research to guide the design of my India focused work. This section further details how my final study, the Karnataka Teacher Survey (KTS) was based on the cumulative learnings from three key components – the IFS, TSP and application of both to the Indian context. It also traces the research methods, data sampling and overall strategy used.

Quantitative design

For my pilot study, I opted for a mixed methodology. The instrument could therefore be tested and triangulated between the findings of the interviews as well as the survey. Through the IFS, I was able to gain understanding of how participants constructed perceptions, further helping me build the final KTS instrument. Quantitative data enabled identification of statistical correlations and provided more numerical data for testing and validating theories. Questionnaires helped capture the views of the teaching profession. Moreover, the interviews helped “explore participant views with the intent of using these views to develop and test an instrument with a sample from the population” ([Cohen et al., 2007, p. 97](#)). Mixed methods drew on the strengths of both qualitative and quantitative methodologies, building a stronger and more multilayered approach to understanding teacher status, increasing the potential of the data to be generalised ([Creswell, p. 100](#)).

To answer my main research question and to understand perception of teacher status through the KTS, I considered a mixed method, qualitative or quantitative approach. My decision to employ a quantitative approach stems primarily from three aspects – the research problem, my personal experiences and the audience ([Creswell, 2003, p. 23](#)). In terms of the research question of understanding teacher status in India, and specifically within the state of Karnataka, a large number of data points (public, government, parents, students, teachers) need to be considered. Although the scope of the study was narrowed to the perception of

teachers, gathering representative data from across the whole state was challenging. For the findings to reflect the variations across the state and lend authenticity and credibility, I decided that a quantitative data analysis would be best suited. Additional reasons are listed below.

First, the availability of the TSP, a tested and validated instrument, which had been used on over 8,000 teachers in the England to collect data about teachers' opinions, influenced me to favour a quantitative method.

Second, the convenient access to samples and my personal familiarity with the methodology further strengthened my choice. Through the help of the Principal Secretary of the State Department of Education and his resources, implementing a large-scale study was possible. Logistical and language barriers to qualitative data collection were additional issues to consider. Although I can understand the local language (Kannada), I am unable read or write it. To implement a qualitative study would have required a much higher level of conversational skills, including understanding the dialect and knowledge of specific vocabulary. Therefore, to limit the possibility of errors and misrepresentation, I chose to employ a quantitative approach.

Third, the study's intention was to propose broad implications for policymakers and school leaders. With this audience in mind, by working with the Department of Public Instruction (DPI) to gather data from across the state, and exploring the impact of school factors on participant perception, in my view the study would directly relate to the intended groups through appropriate representation and involvement.

Lastly, a mixed methods study would have meant covering a large sample, where many participants were in the rural areas. This would have been too time-consuming and hard to access given my research timeline. Thus, the research problem, personal experience and audience all favoured a quantitative approach. In order to understand teachers' perception of status, across a state like Karnataka and to draw comparison to the TSP, quantitative data appeared the best choice. Additionally, as these findings hope to inform our understanding of teachers and I felt that analysing a large sample set would provide a better context.

The Teacher Status Project

In the United Kingdom, the TSP questionnaires were sent by post, and an overall response rate of 45.5 percent was achieved. After eliminating incomplete surveys, a total of 5340 surveys were used for analysis. The questionnaire began with demographic questions specific to the English context. Information was collected on school sizes, training routes and ethnic origins of the participants. Section 1¹⁴ compared high status profession with the teaching profession on similar categories. The formatting in section 1 was on one page for easier comparison. Section 2 listed 50 items on key areas of possible change in order to improve the status of teachers. Many of the items were very focused on country specific points, such as reduction in the amount of national testing, differential pay and conditions. Since it was a longitudinal study, the TSP included a question where teachers could rate the status of teachers over the period of their relevant personal experience, from 1967 to 2006, on a five-point scale of “very low status” to “very high status”. Section 4 consists of a list of occupations and status ratings from 1-7, 7 meaning high status. Section 5 elicited information on the extent of responsibility to each group, or the respect teachers feel is attributed to them by individuals or group. This includes “teachers at my school”, “the local community” etc., rated on a three-point scale of “none”, “a little”, “a lot”. Section 6 lists 33 statements where participants had to state their agreement or disagreement on a five-point scale according to their sense of teaching as profession or teacher professionalism. The last section sought career aspirations for teachers in the next five years and left extra space for teachers to share additional comments. The instrument used in the TSP on teachers was built using oblique factor analysis and standard scale construction techniques to reduce the data and create reliable scales under each factor.

The advantages of using the TSP were many. Among them was the ready instrument available to implement. The items were clearly laid out and a single instrument included questions to collect data about various aspects leading to teacher status, including respect, occupational rating etc. On the other hand, the TSP instrument, at the time of using had not been replicated or tested in the Indian setup. Changing the language, items and structure of the questionnaire was needed in order to implement in Karnataka. It was also unclear from the instrument how the items were derived, but Hoyle’s and trait theory appeared to have influence.

¹⁴ “Definitive Status” section of the TSP

Instrumentation in IFS pilot study

I used the pilot to build and test my instrument in order to use it more effectively. Preparation of the questionnaire was in multiple phases. *First*, I used the 2006 TSP questionnaire items of high status profession. I included the section where teachers were asked to rate a high status profession against the teaching profession on the same items in order to draw comparisons between the two (Section A). *Second*, I conducted a short survey of ten teachers in my professional setting to understand the various categories and to establish preliminary validation of the TSP instrument within the Indian context. The themes were further validated using a small focus group with two teachers. Based on the pilot (refer Appendix III) and focus group, a new category was added to the survey - “enjoys respect and appreciation from the general public”. Similarly for section B of the questionnaire, some of the items were deleted, as they did not apply to teachers in India, for example “the visibility and impact of the GTC”, “expansion of the Extended Schools Scheme” and “impact of Teachers TV”. Instead, items such as “teacher involvement in local politics and elections”, “competition to become a teacher”, “the standards of the curriculum prescribed by the Board” were included based on the findings of the pilot survey and suggestions by the teachers. Demographic variables also differed from the TSP questionnaire. I included an SES (Socio-Economic Status) scale as well as more school information. Further sub-sections included: respect for teachers, factors that may change status of the profession, and demographic data. I chose not to use the section about characteristics of teacher professionalism¹⁵, responsibility factor¹⁶ and the status over the years¹⁷. *Third*, I tested this survey on three teachers within my institution to check phrases which might need clarification, as well as the length and complexity of questionnaire as recommended by [Jones and Joss \(2005, p. 17\)](#). I observed the teachers as they filled out the questionnaire, watched for hesitation or skipping of questions, and asked for verbal feedback. This initial testing helped me determine if participants provided realistic or contradictory responses. It was useful in fine-tuning the instrument to clarify the categories under the demographic section. *Fourth*, the questionnaire was translated into Kannada, the local language in Karnataka. Translation and back-translation procedures

¹⁵ Although I have addressed teacher professionalism in my literature review, I chose not to collect teacher perception, as I want to focus my attention on their perception of status and areas of improvement.

¹⁶ KTS preferred to focus on perception of respect rather than responsibility and helped keep the questionnaire within the time limit.

¹⁷ The KTS was not longitudinal in nature

were used to ensure efficacy and reliability. Refer Appendix IV for evidence of back-translation. *Fifth*, I tested the Kannada version of the questionnaire on two teachers to ensure clarity. *Sixth*, I worked on formatting the paper and concentrated on the font, spacing, and colouring. I used grey tones for the paper and put alternate questions in a different colour to increase comprehensibility and readability. *Finally*, I prepared an Excel sheet for data entry and coding, but the data analysis was conducted using SPSS 20. I printed the questionnaires on A3 size paper in booklet form so that sheets would remain intact. Each questionnaire contained English and Kannada, with cover page instructions, and participants were asked to use their preferred language.

The IFS questionnaire (refer Appendix III) was divided into six sections – section A focused on rating a high status profession against the teaching profession. For example, they included items such as – “enjoys positive media images”, “has members who are a recognised authority in their area of expertise”, and “is subject to strong external controls”. These categories were rated on a Likert scale of “Strongly Agree”, “Agree”, “Not Sure”, “Disagree” and “Strongly Disagree.” Section B rated the items that would improve the status of the teaching profession on scales from “very negative” to “very positive” and included items such as “parental support for the school” and “salary level closer to those of comparable professions”. Section C collected information about how much respect teachers receive from stakeholders such as pupils, school authorities, family, support staff, principal or headmaster and the government. Section D focused on demographic variables, background information, gender and marital status. Section E collected information about the participant’s school, and section F was an open-ended question where participants were asked to write their opinion or include additional information.

The IFS pilot study was a mixed methods study where the focus was on teachers from Grade 1-12, employed full-time in public as well as privately run schools in and around Bangalore. Refer Appendix I for the key findings. I used non-probability convenience sampling for the pilot. A total of 133 completed questionnaires were received from seven school sites. The sample was stratified based on school type - rural, urban-private with high fee structure, and urban-private with low fees. The questionnaire had an option that allowed participants to opt-out from the interview sample, but- less than one-third of the participants did not want to be contacted. By random convenience sampling, I interviewed four teachers

from four distinct school sites using an aide-memoire (Refer Appendix V), which lasted about 20-25 minutes each.

For the quantitative analysis, I used [Field \(2013\)](#) as a methodological guide. I conducted exploratory factor analysis for three main reasons – to understand the structure of a set of variables, to measure underlying variables, and to reduce the number of categories into smaller and more manageable sizes. This technique facilitated a comparison to results from the TSP. I used direct oblimin rotation and chose factors with Eigenvalue greater than 1. I used other statistical tools such as descriptive data, effect size calculation and Mann-Whitney tests. I narrowed the scope of demographic variables to age, gender and socio-economic status (SES). For school types, I also studied differences between urban and rural schools. The purpose of the pilot was to test the instrument, my analysis was therefore not as in-depth as I expected the KTS to be. For the qualitative analysis using NVivo I developed categories from the exploratory interviews. Using the approach described by [Field \(2013, p. 666\)](#), I began by breaking down the content into “linguistically constituted facts” of four classes – attributions (demographics characteristics), social relationships (perception by others, family backgrounds), public behaviours (self-perception, motivation for entry) and institutional realities (school characteristics and influence). In the IFS pilot, as proposed by [Krippendorp \(2004\)](#), the content analysis is used more as a mechanism to test and confirm a pre-existing theory and validate the survey instrument.

The KTS questionnaire

For the KTS I used the piloted questionnaire with minor changes (refer Appendix IX for the final instrument). The cover page included some changes in order to clearly explain to the participants about the scope and objective of the research. Every school site required the signed permission of the headmaster or principal, and participants gave informed consent to participation ([Cohen et al., 2007, p. 490](#)) (refer Appendix X) . Teachers were given until 15/05/2014 to withdraw their questionnaire if they changed their mind about taking part in the study. The instrument remained broadly the same as for the pilot, apart from minor changes in the occupational rating and demographic section.

Changes in the demographic section included altering the questions on B.Ed and D.Ed and teaching grade from individual questions to a common one. Additional options were added to the category and educational qualifications question. To calculate SES, in the IFS

pilot the name of the head of household was included. However as this question served no purpose, it was deleted in the KTS questionnaire. In Section F more details about the school were asked, such as location and district of school. Two new sections were included from the TSP study – rating of other occupations and career aspirations. The career aspirations questions asked the participants their plans for the next five years. This section was included because it would directly reflect the issue of retention in the profession. Moreover, the pilot study interviews found that teachers entered the profession because of lack of other choices. It would therefore be appropriate to explore how many participants across Karnataka would opt for a change in the profession in the coming years. Occupation rating was taken from the TSP, but items such as architect, engineer, professor were added to better suit the Indian context. A seven-point scale was used, with 7 denoting highest status. Formatting remained the same, however a whole page was dedicated to the open-ended section where they were asked, “please feel free to include any other comments that you may have on the status of the teaching profession and/or ways in which we can improve teacher status.”

The KTS questionnaire included the following sections:

- Definitive status¹⁸ - characteristics of a high status profession compared with the teaching profession
- Factors that would increase status
- Respect from individuals or groups
- The comparative status of teachers and other professions
- Demographic variables
- School data
- Participant comments

¹⁸ Taken from the evidence base of TSP

Research sample

The study was conducted in Karnataka, a southern state in India with a population of 61 million, making it the ninth most populous state in the country. The state's literacy rate in 2011 was 75.6 percent compared to the national rate of 74.4 percent. Men in Karnataka (82.85 percent) enjoyed higher literacy than women (68.13 percent), similar to national figures of 82.14 percent and 65.46 percent respectively. There are four divisions covering 30 districts in Karnataka, where each district is a geographical unit governed by district magistrates.

I finalised my sample for the study based on four key factors – sampling strategy, achievable sample size, access and representativeness of the sample. The sampling frame ([Cohen et al., 2007, p. 100](#)) for the study was to draw a representative group of schoolteachers from urban and rural areas, across various school types. To that end, I used a probability stratified sampling method. The two strata (namely location and school type) were important. I chose a limited number of strata - for example, I did not include school types such as religious minority, *Madrasas* as this would complicate data collection and sampling. Stratified sampling allowed for safer generalisation and high external validity ([Cohen et al., 2007, p. 112](#)).

It was important for the sample to mirror the heterogeneity of the teachers in Karnataka and India as a whole. Since Section B had 45 items, in order to maintain the ratio of items to participants with a safe margin, the target size was about 2000. For urban and rural representation, I chose to use Karnataka's density of population data from the 2011 Census (refer Appendix VI), where five density-distribution categories were proposed based on number of persons per square kilometre (Table 3). The study aimed to achieve equal distribution between the five categories.

Respective distribution of school types was also considered when deciding on the sample. Assuming an average of 10 teachers per school, a total of 2750 teachers from 272 schools were initially randomly shortlisted by a key official from the DoE. Questionnaires were sent with instructions to the respective education officers (BEO) of each district for implementation. These officers used convenience sampling to collect data and achieved coverage of approximately 73 percent of the proposed schools. Of the 30 districts, 7 districts were not covered in the data collection (Chikkaballapur, Kolar, Bagalkot, Gadag, Koppal,

Raichur and Udupi). A total of 1843 surveys were completed and returned from 198 schools (with a total of 1963 teachers), with an average of 9 respondents per school. Questionnaire response rate was approximately 93.8 percent in the selected schools.

| Category | 1 | 2 | 3 | 4 | 5 |
|--------------------------|----------------------|------------------|------------------|------------------|----------------------|
| Persons per sq km | 200 and below | 201 – 275 | 276 – 350 | 351 – 425 | 425 and above |
| | Uttara Kannada | Gulbarga | Bidar | Belgaum | Dharwad |
| | Chickmangalur | Yadgir | Bagalpet | Mandya | Bangalore Urban |
| | Chitradurga | Bijapur | Bellary | Kolar | Bangalore Rural |
| | Kodagu | Raichur | Haveri | | Mysore |
| Districts | Chamrajnagar | Tumkur | Davangere | | Dakshin Karnataka |
| | | Koppal | Udupi | | |
| | | Hassan | Chikkaballapur | | |
| | | Gadag | | | |
| | | Shimoga | | | |
| Sample (N) | 258 | 266 | 383 | 120 | 801 |
| Percentage of sample | 14 | 15 | 21 | 7 | 43 |

Table 3 *Classification of districts based on population density, sample distribution, state average is 319*

| | Department of Education | Private Unaided | Private Aided |
|------------|--------------------------------|------------------------|----------------------|
| Population | 70 | 25 | 5 |
| Sample | 71 | 22 | 7 |

Table 4 *Percentage population and sample distribution based on school type*

Representativeness of the sample across different school types was sufficiently achieved. There was not however equal representation from urbanisation categories, with category 4 having the least. Category 5 saw the highest representation. This was potentially because Bangalore is the capital city and access for the Block Education Officers (BEO) might have been easier in these thickly populated areas. Moreover, there are more schools in densely populated districts, impacting the number of teachers.

Research methods

Data collection

Data collection for the KTS began in February 2014 before schools closed for summer break in April. After sample selection, packets were created for each district (refer Appendix VIII). Each packet included the participant questions, the school head consent form, a copy of the approval letter and instructions for data collection. Packets were colour-coded and labeled for easy dissemination. The designated Block Education Officer (BEO) in the district distributed the individual school packets with instructions. Since the department was

accustomed to similar forms of data collection, teachers also found it very easy to use the packets. Participation was entirely voluntary, and this was mentioned at multiple junctures to all the relevant stakeholders. Completed surveys were collected from the collection box and placed in the extra envelopes that were sent to each school, and this anonymity increased teacher comfort. Data collection was completed in March 2014 (refer Appendix II for research timeline).

Data entry

Data entry was an ongoing process as soon as a survey was received. I used Google Forms (refer Appendix XI) to enter the data so that the file could be safely saved. Data was entered in the raw format as Google Forms allowed for this. However, final completed sheet was imported into SPSS for further analysis. For sections that had no responses, entries were made as “no response”. Multiple answers to the same question were also separately coded with the number 99 to help identification during analysis. Surveys that were missing or entered twice were checked and removed from the final list. The name column was also deleted to maintain the anonymity of surveys during analysis. Data such as school name, location (urban/ rural), school type (private unaided/ aided/ department of education), teacher strength and student strength and classes offered were extracted from the DISE (District Informational System for Education) database of the state based on the school code. Items such as socio-economic status, category, head of household educational qualifications, urbanisation code, and teaching experience were recoded to reduce the number of categories and aid analysis. For example, refer Appendix XII. The open-ended question was entered verbatim into the data entry form. In the case that it was written in Kannada, the translation was sought from two independent sources to summarise the content.

Data preparation

Some items needed to be recoded before analysis. These included the Head of Household (HOH) educational qualification, caste category (refer Appendix XIII). The SES calculation was based on the Kuppaswamy scale ([Kumar, Gupta, & Kishore, 2012](#); [Mishra & Singh, 2003](#); [Patro, Jeyashree, & Gupta, 2012](#)). The scale was built in 1976 and has been frequently updated to adjust for inflation. It uses the educational and occupational background of the head of household, and monthly family income to classify respondents into five classes - upper, upper middle, lower middle, upper lower, lower. Specific attention was given to

checking missing data, missing surveys and information. The section where teachers mentioned their school names were crosschecked with the Head of School form to cross-verify the number of surveys collected in each school and against the department records in terms of whether they were urban, rural, government run or private. Labelling of variables in SPSS was conducted to help in analysis. For the open-ended section, although the responses were available in SPSS, they were used and analysed separately on Google Sheets (refer Appendix XVI)

Data analysis

I chose SPSS as the analytical tool due to its ease of usage. For the plotting of graph and charts, I preferred Apple Numbers. To address the research questions, I closely followed the data analysis technique used by the TSP. Comparison of high status profession and teaching profession was carried out by subjecting the 20 items in Section A to principal component analysis (PCA) using SPSS version 22. Similarly, 45 items from section B describing changes that improve the status of teachers were broken down into smaller elements. Prior to performing PCA, it was important to determine two key attributes for factor analysis as described in [Cohen et al. \(2007, p. 51\)](#). Firstly, to access the suitability of sample and strength of relationship among variables, a minimum of 300 participants ([Pallant, 2010, p. 183](#)) or a ratio of participant to item of 20:1 was required ([Tabachnick & Fidell, 2007, p. 613](#)). In both cases, with the sample of 1846 and a ratio of 41:1, thresholds were more than achieved. cursory inspection of the correlation matrix was undertaken and found many coefficients more than 0.3. The determinant value was also explored to ensure it was greater than the required value of 0.00001 as per [Nunnally \(1978\)](#). The Kaiser-Meyer-Oklin (KMO) was checked to ensure that it exceeded the recommended value of 0.6 as recommended by [Field \(2013\)](#), following which the Bartlett's Test of Sphericity was also checked for significance ($p < 0.05$), supporting the factorability of the correlation matrix.

In order to reduce the correlated observant variables to a smaller set of independent composite variables, similar to the TSP, I conducted PCA with direct oblimin rotation, cases excluded list-wise. In order to determine the number of factors to extract, factors with Eigenvalue of 1 or above were considered. The scree plot's inflection point was an important consideration in addition to Horn's parallel analysis ([Hutcheson & Sofroniou, 1999](#)) in order to determine the number of factors to retain. Alpha maximisation was applied ([Horn, 1965](#)) following which further PCA and set factor extraction ([Youngman, 1979, p. 185](#)) was applied

to ensure unidimensionality and internal consistency of the item scale ([Pallant, 2010, p. 198](#)). Factors were then labelled. I have referred to [Field \(2013\)](#) extensively to help understand statistical methods and using SPSS for the same.

In terms of comparing means, I used *t*-tests and ANOVAs where appropriate. To maintain validity, I used conservative significance levels. Based on the Bonferroni adjustment, the significance level should have been 0.0028, which was too conservative, I therefore chose to use a significance level of 0.01. Although approximately 18 ANOVA tests were run, and using a more conservative value would have controlled for false positives, a conservative number of 0.01 also balanced the risk of generating false negatives. Moreover, since I began this study with broad hypotheses, the Bonferroni adjustment was not as crucial ([Perneger, 1998](#)). I used key themes, which supported previous literature findings to understand the data. At the appropriate junctures I have used Tukey's HSD and the Kruskal-Wallis test. Effect size calculation was done using the CEM (Centre for Evaluation & Monitoring) online calculator because of its freely available comprehensive tool. This allowed for the calculation of raw difference, a standardised effect size and the adjustment of *p* value.

For the response to the open-ended question, I analysed the data based on themes drawn from Hoyle's framework and the literature review (refer Appendix XV). I used Google Sheets to mark the number of times each theme was occurring by response. It is important to note that I did not code these responses based on demographic or school variables. As a result, the analysis does not reflect this. I chose to identify patterns and trends by collating this information, keeping notes in my journal to help synthesise the answers. I chose this simplistic methodology because most responses to the questions were short and sometimes in bullet format. Pertinent quotes were further used to illustrate the themes in chapter 5 and 6.

Reliability and validity

To enable a degree of external validity, the sample represents diverse syllabuses across schools in the city of Bangalore. Generalisation of the information can occur within other schools set in similar locations. Reactivity was minimised to a large extent during the data collection process, and standard and similar methods of collecting data were used in all sites of study. To ensure the validity of the questionnaire, a pilot study was conducted so that questions were sound and clearly understood. In the qualitative analysis, subjectivity ([Cohen](#)

[et al., 2007, p. 144](#)) during interpretation and analysis were both given prime importance. Throughout the process, I maintained a research journal, which contained all relevant information required during the writing stage of the report. I also made short notes on the data collection processes, which I took into account during analysis.

Internal validity was an important consideration. Since I tested the instrument in my pilot stage, the mixed methods served as a crucial foundation for the study. In the KTS, I checked consistency between the data and the answers written in the open-ended question. Great care was taken to crosscheck findings with two industry experts. Sensitivity towards data handling and data interpretation was employed. However, as discussed in [Hauser and Warren \(1996\)](#), *occupational prestige* ratings lack criterion validity¹⁹, therefore I undertook the study with the understanding that status is a difficult concept to fully understand.

In terms of the reliability of the data, triangulation of data could not be achieved since the KTS was a quantitative study. As I could not be physically present to check that data collection took place as per listed instructions, I had to trust that the school authorities were accustomed to similar surveys. These instructions were created based on the advice of the officials at the Education department. As the information collected in the questionnaire was not sensitive or against school policies, I expected that teachers would answer as honestly as possible. Nonetheless, there may have been discrepancies on site during data collection. In the event of such issues, I included my contact details for teachers to reach out. I have not received any communication thus far. To ensure reliability of data, random checks for every 50th questionnaire were carried out. Data entry errors were found to be minimal.

Sites not included in the sample are schools run by tribal or local bodies, central government and other managements - these constitute only a small percentage (less than 2 percent) of total schools in the state. Kindergarten or pre-primary schools were also excluded because they do not need government recognition to function. Moreover, teacher certification is not compulsory to teach in preprimary schools. Differentiation between school boards was not taken into consideration (Central Board of Secondary Education, State Board or Indian Council for Secondary Education).

¹⁹ Which is also why Treiman (1977) found few takers for his Standard International Occupational Prestige scale.

Methodological limitations

No study is without its limitations. In the KTS, in the open-ended questions, a robust qualitative analysis could not be employed, and therefore although responses were coded, frequency and association to demographic or school variables was not carried out. I had hoped to rely mainly on quantitative data analysis, however I found that the open-ended question was where most participants felt comfortable sharing because they felt their opinions could make a difference. This was something that I had not anticipated because I had assumed government and rural teachers might not be comfortable sharing additional information or responses to open-ended questions. Participants felt that the survey gave them a voice to express themselves to the government, particularly since I collected data through the Department of Education. This further demonstrates that a mixed methods understanding might have been more robust.

Since the KTS was quantitative in nature, I was dependent on the field officers and BEOs (Block Education Officers) for data collection. Although the response rate was high, it is fair to assume that this could have been because the BEOs collected data from each school based on regular government protocol. Participants might be accustomed to this and may have felt in some way obligated to participate, even though they were given clear instructions that participation was voluntary. On the other hand, it is important to acknowledge that I, as a researcher, could not fully control on the ground implementation of the study. I ensured that participation was voluntary by explicitly stating this to the BEOs, head of schools and participants - they were given the opportunity to withdraw from the study if necessary. These were some of the methodological challenges in employing a quantitative method.

This study is the first of its kind in Karnataka and in India, and the data collected is of significant value. Nonetheless, it is important to discuss other key methodological limitations of the study. *First*, the sample might not fully represent the population. Since schools were chosen based on the convenience of the BEOs, there could be a bias in the data. However, further analysis of the data showed that the sample, on many parameters, reflected the population. *Second*, the use of only a quantitative method may have limited the results leading to a lack of data triangulation. Moreover, using information from one open-ended question might be insufficient in understanding teacher status in comparison to a mixed methods study. However, to achieve a large sample, a mixed methods approach could not be pursued. *Third*, concerns about the lack of researcher presence on site might bring about

variability in data collection methods. Although I tried to mitigate this, it is relevant to take this into account. *Lastly*, language translation might vary and affect the final result. Since I did not speak or read the local language, this was one of the limitations of the study.

In terms of the theoretical framework used, some limitations exist. The definition of status has been drawn from Hoyle's (2001) work. However, a number of researchers also discuss status in different lenses such as relative deference, hierarchy, dimensions of stratification, formalised standing etc. While the framework has attempted to encapsulate as much as possible these dimensions, the exploration is still broad in nature and might not cover all areas.

Ethical considerations

Ethical approval from King's Research Ethics Office (REP(EM)/13/14-22) was obtained prior to the study's implementation. Similar formal ethical procedures do not exist in India, however the Department of Education of the State of Karnataka was instrumental in allowing access to the schools across the state. After official approval from the Principal Secretary (refer Appendix VII), I was able to work with the census department and education officers to collect data. With a single point of contact in the department, data collection was systematic and uniform across the various districts. In terms of ethical procedures I used the six principles proposed by Trochim (2000) namely – voluntary participation, informed consent, risk of harm, confidentiality, anonymity and right to service. Firstly in the questionnaire it was important to indicate to the participants that all data would be anonymised for reporting (Peshkin, 1993) and that data collected would not affect their employment or capabilities within the organisation. Coding of open ended questions in the survey (Oppenheim, 2000) was undertaken to further obtain high quality material in order to bring to light individual patterns, opinions and trends. As suggested in Weber (1990), the demographic variables were collected at the end of the paper. Informed consent was confirmed at the start of the survey itself. The heads of institutions also gave written permission to conduct the study at their schools. Participants were informed that the final paper would be available for their reference. Each questionnaire was numbered to enable subsequent identification (Gorard (2001, p. 89). A “promise of confidentiality” (Cohen et al., 2007, p. 57) was made to the participants regarding the handling of data and protection of privacy. The questionnaire clearly communicated to the participants that they had the right to refuse or withdraw their questionnaires within a stipulated time period.

In totality, the study was implemented by being cognisant of participant comfort, researcher logistical capability and available resources and assistance extended by the Karnataka Department of Education. Chapter 5 covers the survey results and data analysis, followed by chapter 6, which summaries and discusses the findings.

Chapter 5: Survey Results and Data Analysis

In presenting the survey results, I follow a format similar to the TSP, first addressing how the sample defines high status profession. I then examine impact of demographic and school types on this perception, look at factors that participants think could increase status, perceived respect by others, and prestige by comparison to other professions. I further examine the impact of status on retention. I begin by presenting the description statistics in order to better understand the sample. Although the data analysis does not specifically illustrate the nuances of teacher status according to the conceptual framework, I will further explore the various distinctions in chapter 6.

To address the broader research aim, this chapter answers the following questions –

- How do teachers define a high status profession?
- Do individual teachers consider teaching as a high status profession or not?
 - o What is the relationship of demographic variables to perception of status?
 - o What is the relationship of school variables to perception of status?
- What factors do teachers think would change their status?
 - o What is the relationship of demographic variables to factors which teachers feel could improve status?
 - o What is the relationship of school variables to factors which teachers feel could improve status?
- What levels of respect do teachers receive from various groups both inside and out of school?
- How do teachers rank the status of teachers compared to other occupations?
- Do teachers see themselves continuing in the teaching profession?

Characteristics of the respondents

The sample consists of 1843 teachers. Of that, 72.3 percent were female and 27.3 percent male. The median age is 44 years and majority of them were married (88.3 percent) and Hindu (80.5 percent). Overall, about 61.6 percent of those who responded held a B.Ed. and the socio-economic background of the participants was good. Majority of the sample

belonged to the general caste (65 percent) and close to 98.5 percent were full-time teachers. The survey focused on teachers from public (DoE), private unaided and private aided institutions only. The average age of the sample was 43.11 ± 9.45^{20} years, and only 2.4 percent of the teachers omitted to mention their age. The age range was between 15 – 60 years, 44 years was the median age with 66.2 percent in the range of 35 – 54 years.

| Age range | N | Percentage |
|------------------|-------------|-------------------|
| 14 – 24 years | 44 | 2.4 |
| 25 – 34 years | 320 | 17.8 |
| 35 – 44 years | 592 | 33.0 |
| 45 – 54 years | 598 | 33.3 |
| 55 – 64 years | 242 | 13.5 |
| Total | 1796 | 100 |

Table 5 *Age range distribution (47 non-respondents)*

Majority of the participants were married (88.3 percent), while 8 percent were single and 3.3 percent widowed. 72.5 percent were women and 63.5 percent of the participants were married women. In terms of religious diversity, three key religions were represented. According the 2011 census data, India has 80.5 percent Hindus, 13.4 percent Muslims and 2.3 percent Christians. The sample reflected more Christians than the national distribution ([Census, 2011a](#)).

| Religion | N | Percentage |
|------------------------------|-------------|-------------------|
| Christian | 141 | 7.8 |
| Hindu | 1374 | 75.6 |
| Muslim | 294 | 16.2 |
| Others (Buddhist, Jain etc.) | 8 | 0.4 |
| Total | 1817 | 100 |

Table 6 *Religion distribution (26 non-respondents)*

²⁰ Standard deviations

| Qualification | N | Percentage |
|---|-------------|-------------------|
| SSLC (Secondary School Leaving Certificate) | 34 | 1.9 |
| PUC (Pre-University College) | 96 | 5.3 |
| TCH (Teaching Certificate) | 644 | 35.9 |
| Bachelors | 467 | 26.0 |
| Masters | 513 | 28.6 |
| Others | 42 | 2.3 |
| Total | 1796 | 100 |

Table 7 *Educational qualification distribution (47 non-respondents)*

A large number (46.7 percent) of the teachers omitted to include their additional education degree, and of those who did mention, 61.6 percent had a B.Ed. and 16.4 percent had D.Ed. A small percentage, 4.1 percent had a M.Ed. 27.8 percent of the sample had completed their Masters and 25.6 percent had a Bachelors degree. However, the largest portion had a TCH certificate (34.9 percent). The reason so many teachers did not choose the D.Ed. or B.Ed. question could be because they only have a TCH certificate, which does not qualify them for specialist degrees such as B.Ed. or D.Ed. programmes. Due to the outdated nature of the TCH and the fact that the state government has discontinued this course and specifies the D.Ed as a primary teaching degree, I have not included the TCH candidates under the same category as B.Ed. or other education focused specialisations.

| Highest education specialisation | N | Percentage |
|---|------------|-------------------|
| Diploma in Education (D.Ed.) | 302 | 30.8 |
| Bachelors in Education (B.Ed.) | 605 | 61.6 |
| Masters in Education (M.Ed.) | 75 | 7.6 |
| Total | 982 | 100 |

Table 8 *Highest educational certificate or degree earned (861 non-respondents)*

While analysing socio-economic status, 24.9 percent of the questionnaires could not be considered due to missing data. Overall, the sample belonged to good SES background. This could also be due to a large portion of the participants from Bangalore urban area (31 percent). The group, 35 – 44 year olds accounted for 15.1 percent of the total sample that belonged to the upper class. 83.3 percent of the participants in lower class were men and upper lower class saw equal distribution of men and women. 17.7 percent belonging to the upper class had a Master's degree a total of 81.8 percent TCH holders belonged to either upper (28.9 percent) or upper middle (52.9 percent) class.

| Socio Economic (SES) classification | N | Percentage |
|--|-------------|-------------------|
| Upper (I) | 546 | 39.5 |
| Upper Middle (II) | 569 | 41.1 |
| Lower Middle (III) | 184 | 13.3 |
| Upper Lower (IV) | 73 | 5.3 |
| Lower (V) | 12 | 0.9 |
| Total | 1384 | 100 |

Table 9 *Socio-Economic distribution using Kuppuswamy scale (861 missing data)*

One of the important demographic variables for consideration is the caste category²¹ of participants. I wanted to explore whether caste impacts perception at all. About 20.3 percent of them chose not to mention their category; where as 2.7 percent of the answers were unclear. Of the remaining, Table 10 shows the distribution. Nearly 65 percent of the sample belonged to the general category.

| Category distribution | N | Percentage |
|------------------------------|-------------|-------------------|
| 2A | 60 | 4.2 |
| 2B | 56 | 3.9 |
| 3A | 34 | 2.4 |
| 3B | 62 | 4.4 |
| C1 | 17 | 1.2 |
| General | 920 | 64.9 |
| Schedule Caste (SC) | 206 | 14.5 |
| Schedule Tribe (ST) | 63 | 4.4 |
| Total | 1418 | 100 |

Table 10 *Participant's caste category based on Karnataka State regulations (425 non-respondents)*

Of the 1742 that answered the relevant question, 98.5 percent were full time teachers. 89 percent of the teachers said they would stay in school for the next five years, whereas only 7.3 percent wanted to take career break. A total of 3.7 percent of the teachers wanted to pursue a career outside teaching. Teachers had served in their current school for an average of 9.0 (7.4) years and had an average teaching experience of 16.9 (8.9) years. Of them, 35.1 percent taught upper primary²² alone, 64.6 percent taught either primary, upper primary or both. Secondary teachers accounted for 19.3 percent. Only 50.5 percent of the respondents completed the open-ended question.

²¹ Refer to Appendix XII for information regarding caste and its categorization. Caste is a classification of classes followed in Hinduism.

²² The elementary school option was merged with primary school since they cover the same grade levels.

| Classes taught | N | Percentage |
|------------------------|-------------|-------------------|
| Primary | 385 | 21.3 |
| Primary, Upper Primary | 224 | 12.4 |
| Upper Primary | 634 | 35.1 |
| Secondary | 355 | 19.3 |
| Higher Secondary | 70 | 3.9 |
| Mixed | 138 | 7.6 |
| Total | 1806 | 100 |

Table 11 *Distribution of classes taught by participants*

In comparison to the KTS, in the TSP sample (n = 5340), 43 percent teachers had a PGCE, 20 percent with a QTS and 21 percent had a certificate in education. It appears that in Karnataka the majority of the sampled teachers had a TCH (34.9 percent) and only 32.8 percent had a B.Ed. Therefore, the teachers in the TSP were better trained and professionally qualified. This aspect could affect the way they perceived the profession. *Second*, in the TSP primary teachers accounted for the largest group (51.4 percent) followed by secondary teachers (40.2 percent), whereas in the KTS sample the distinction of primary was further broken down into primary and upper primary. The sample also included higher secondary and mixed grades. *Lastly*, demographic variables such as religion, caste category and SES were not taken into consideration in the TSP, but were included in the KTS for their relevance in the Indian context.

A total of 198 schools were a part of the sample yielding 1843 completed surveys. Total number of teachers in the sample schools was 1963 and these schools had 65,524 students. Each school had an average of 10 teachers and 336 students. A large proportion of the sample (71.5 percent) belongs to government schools under the Department of Education, 20.9 percent private unaided schools and 7.6 percent private-aided schools. Majority (90 percent) of the participants belonged to the urban area. Also, the majority of the schools were co-ed (94.4 percent) and 5 percent were girls-only.

| Location | School type | | | Total |
|-----------------|--------------------------------|----------------------|------------------------|--------------|
| | Department of Education | Private Aided | Private Unaided | |
| Rural | 173 | 4 | 0 | 177 |
| Urban | 1135 | 135 | 383 | 1652 |
| Total | 1308 | 139 | 383 | 1830 |

Table 12 *Distribution of school type and location (13 missing data)*

Bangalore division had the highest representation mostly due to the high population density of Bangalore urban and rural.

| Division/ District | Completed surveys | | |
|---------------------------|-------------------|-------------|--------------|
| | N | Percentage | School sites |
| Bangalore division | 660 | 35.8 | 65 |
| Bangalore rural | 4 | 0.2 | |
| Bangalore urban | 569 | 30.9 | |
| Davanagere | 15 | 0.8 | |
| Ramangara | 7 | 0.4 | |
| Shimoga | 32 | 1.7 | |
| Tumakuru | 33 | 1.8 | |
| Belgaum division | 288 | 15.6 | 28 |
| Belgaum | 60 | 3.3 | |
| Bijapur | 33 | 1.8 | |
| Dharwad | 79 | 4.2 | |
| Haveri | 41 | 2.2 | |
| Uttara Kannada | 74 | 4.0 | |
| Gulbarga division | 407 | 22.1 | 49 |
| Bellary | 249 | 13.5 | |
| Bidar | 71 | 3.9 | |
| Gulbarga | 45 | 2.4 | |
| Yadgir | 42 | 2.3 | |
| Mysore division | 488 | 26.5 | 56 |
| Chamarajnar | 59 | 3.2 | |
| Chikamangalur | 77 | 4.2 | |
| Dakshina Kannada | 74 | 4.0 | |
| Hassan | 81 | 4.4 | |
| Kodagu | 50 | 2.7 | |
| Mandya | 73 | 4.0 | |
| Mysore | 74 | 4.0 | |
| Total | 1843 | 100 | 198 |

Table 13 KTS sample distribution district-wise

The KTS also tries to compare findings between a diverse and developing country such as India and a developed nation such as the United Kingdom. It is necessary to acknowledge the differences between the two. These variations include socio-economic structures, cultural mindsets and the heterogeneity of the population. The speed of policy implementation might also differ based on financial resources, availability of manpower, ideology and its alignment to the political agendas. This further influences the effectiveness of administrative systems and impact on the ground. According to the CIA world fact book, in 2015 India had only 32.7 percent urban population compared to 82.6 percent in the UK,

with rates of urbanisation at 2.38 percent and 0.88 percent respectively. The degree of urbanisation is more marked in the Indian context and is therefore studied in the KTS. India has 60.6 percent female literacy rate and a female school life expectancy (SLE²³) of 11 years as compared to 17 years in the UK. Overall total literacy rate in Karnataka is 75.60 (between region and gender) ([Census, 2011b](#)). Public expenditure on education in India was only 3.8 percent of the GDP in 2012, compared to 6 percent of the GDP in UK. Socio-economic differences included a high number of people below the poverty line in both countries, with 29.8 percent in India but half that percentage in the UK. GDP per capita is USD \$6300 as compared to USD \$41,200 in the UK. These differences could affect perceptions towards work and status of teaching profession. The influence of demographic variables could differ between the two countries. The next section addresses the research sub-questions.

²³ School life expectancy (SLE) is the total number of years of schooling (primary to tertiary) that a child can expect to receive, assuming that the probability of his or her being enrolled in school at any particular future age is equal to the current enrolment ratio at that age.

How do teachers define a high status profession?

Teachers were asked to rate the characteristics of a high status profession based on 20 descriptive items (refer Table 16). Participants rated the degree to which they agreed to each statement on a Likert-scale. Similar to the TSP, the responses were subjected to principal component analysis (PCA) to arrive at attributes that best describe a high status profession. Teachers were also asked to rate the teaching profession on the same items. This allowed for a comparison of the status characteristics against the definition of high status profession and teacher profession.

First, factorability was assessed. The determinant value was .024, which is greater than the necessary value of 0.00001. The Kaiser-Meyer-Oklin value was at 0.87, which substantiated that factor analysis was appropriate for the data set. The Bartlett's Test of Sphericity was also significant ($p < 0.05$). By PCA and direct oblimin rotation, followed by reliability analysis, three factors were finally extracted. I also used Horn's parallel analysis ([Hutcheson & Sofroniou, 1999](#)) as well as the scree plot to determine factors.

| Component number | Actual eigenvalue from PCA | Criterion parallel analysis | Decision |
|------------------|----------------------------|-----------------------------|----------|
| 1 | 4.725 | 1.186 | Accept |
| 2 | 1.605 | 1.155 | Accept |
| 3 | 1.311 | 1.131 | Accept |
| 4 | 1.074 | 1.110 | Reject |

Table 14 *Horn's parallel analysis for high status profession*

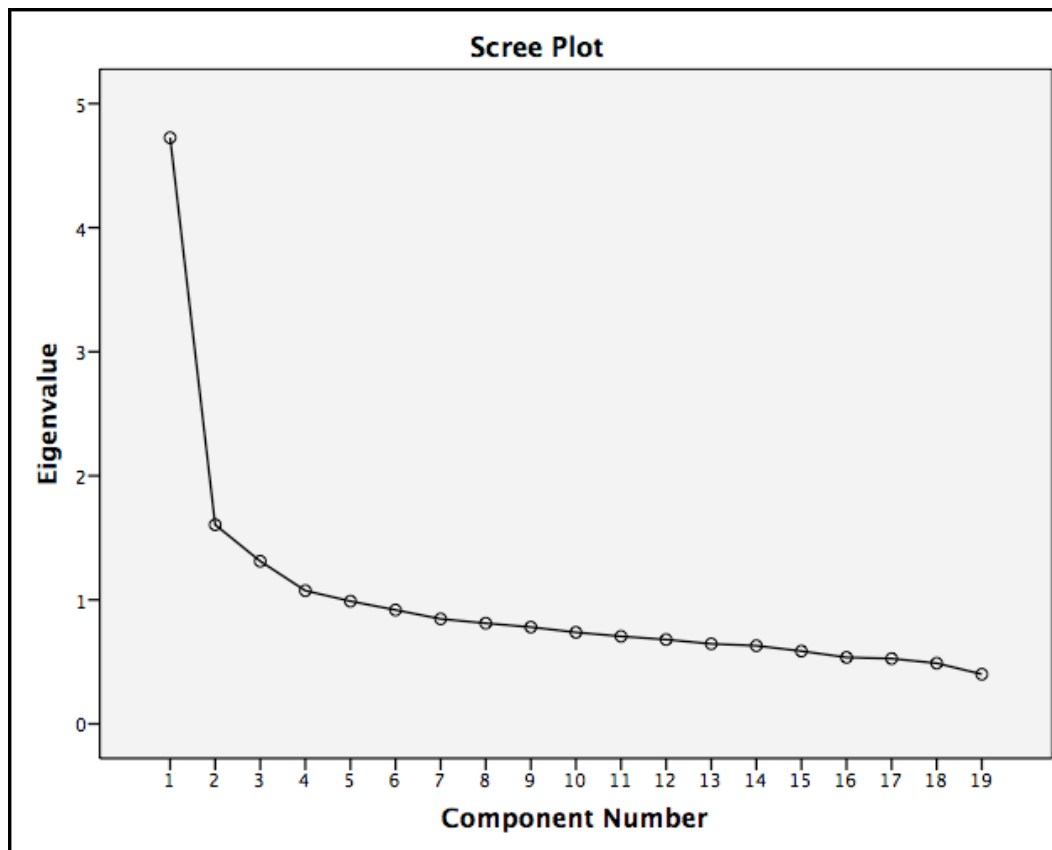


Table 15 Scree plot of factor analysis of high status profession

Three factors accounted for 40.2 percent of variance. Item 12 which defines high status profession to be “one for which there is a strong competition to join” was deleted to increase reliability. Three other items (“offers an attractive life-long career”, “enjoys positive media images”, “has a powerful and independent professional body”) formed factor 4, which was not considered in this analysis. While identifying the factors, I used the items signifying a particular theme. I also tried to use similar terminology from the TSP as this helped in comparing and defining the categories.

The three factors that define a high status profession are –

- I. Status through respect and service
- II. Status through control and regulation
- III. Status through reward and authority

| Factor | Items | Variance Explained (%) | Mean Score \pm Std. Dev. | Alpha Reliability | N |
|--|---|------------------------|----------------------------|-------------------|------|
| Status through respect and service | Has mutual respect between colleagues | 24.8 | 4.12 \pm .44 | .80 | 1628 |
| | Has the respect of clients (in case of teachers, pupils) | | | | |
| | Is valued by the government | | | | |
| | Has members who have lengthy professional training | | | | |
| | Is trusted by the wider community to perform a service for them | | | | |
| | Has a responsibility for an important service | | | | |
| | Maintains high levels of performance | | | | |
| Status through control and regulation | Enjoys high quality of working conditions | 8.4 | 3.42 \pm .83 | .59 | 1697 |
| | Enjoys respect and appreciation from the general public | | | | |
| | Is subject to external regulation | | | | |
| Status through reward and authority | Is subject to external controls | 6.9 | 3.56 \pm .57 | .58 | 1646 |
| | Enjoys high financial remuneration | | | | |
| | Has members who are a recognised authority in their area of expertise. | | | | |
| | Has high status clientele. | | | | |
| | Has members who have the autonomy to exercise their professional judgment in the best interest of their clientele | | | | |
| Enjoys substantial non-financial rewards. | | | | | |

Table 16 *Rotated component matrix for high status profession using PCA; Rotation Method: Direct Oblimin with Kaiser Normalisation.*

TSP found two key factors, namely, *status through reward and respect* and *status through control and regulation*, and 16 out of 19 items contributed to a highly reliable factor of *status through reward and respect*. While respect and reward were common between the KTS and the TSP, both studies also found the factor *status through control and regulation*. Teachers in the KTS categorised reward as an important aspect for a high status profession, therefore a third factor emerged.

Do individual teachers consider teaching as a high status profession or not?

In comparing descending mean scores of items describing a high status profession and teaching profession, the top six defining statements are common. Similarly, the lowest two items are also the same, namely, “is subject to strong external controls”, “enjoys substantial non-financial rewards”. This shows that teachers define a high status profession and teaching profession using the same key items.

| High Status profession | Mean ± Std. Dev | N | Teaching profession | Mean ± Std. Dev | N |
|--|------------------------|----------|--|------------------------|----------|
| Has responsibility for an important service | 4.34 ± .62 | 1773 | Has responsibility for an important service | 4.37 ± .59 | 1762 |
| Maintains high levels of performance | 4.19 ± .67 | 1760 | Maintains high levels of performance | 4.20 ± .65 | 1747 |
| Has mutual respect between colleagues | 4.17 ± .66 | 1778 | Has mutual respect between colleagues | 4.19 ± .62 | 1790 |
| Is valued by government | 4.16 ± .76 | 1764 | Enjoys respect and appreciation from the general public | 4.17 ± .67 | 1772 |
| Enjoys respect and appreciation from the general public | 4.16 ± .69 | 1770 | Is valued by government | 4.16 ± .73 | 1768 |
| Has the respect of clients (in the case of teaching, pupils) | 4.09 ± .65 | 1758 | Has the respect of clients (in the case of teaching, pupils) | 4.11 ± .64 | 1750 |

Table 17 Comparison of descending means of items for high status and teaching profession

Comparing means of the three factors (Figure 2), effect size for factor 1 ($d = -0.07$) and 3 ($d = 0.05$) were too small for differences to be significant. However, for factor 2, there was a small effect size in mean comparison of the factors ($p < 0.001$, $d = 0.23$), wherein teachers found that *status through control and regulation* was more defining in the teaching profession (3.46 ± 0.15 , $N = 1658$) than high status profession ($3.42 \pm .16$, $N = 1697$). This further shows that teachers see the teaching profession falls under greater regulation wherein their professional autonomy is curbed due to governmental or organisational policies. In terms of reward, respect and service, teachers in the KTS felt that teaching resembled a high status profession.

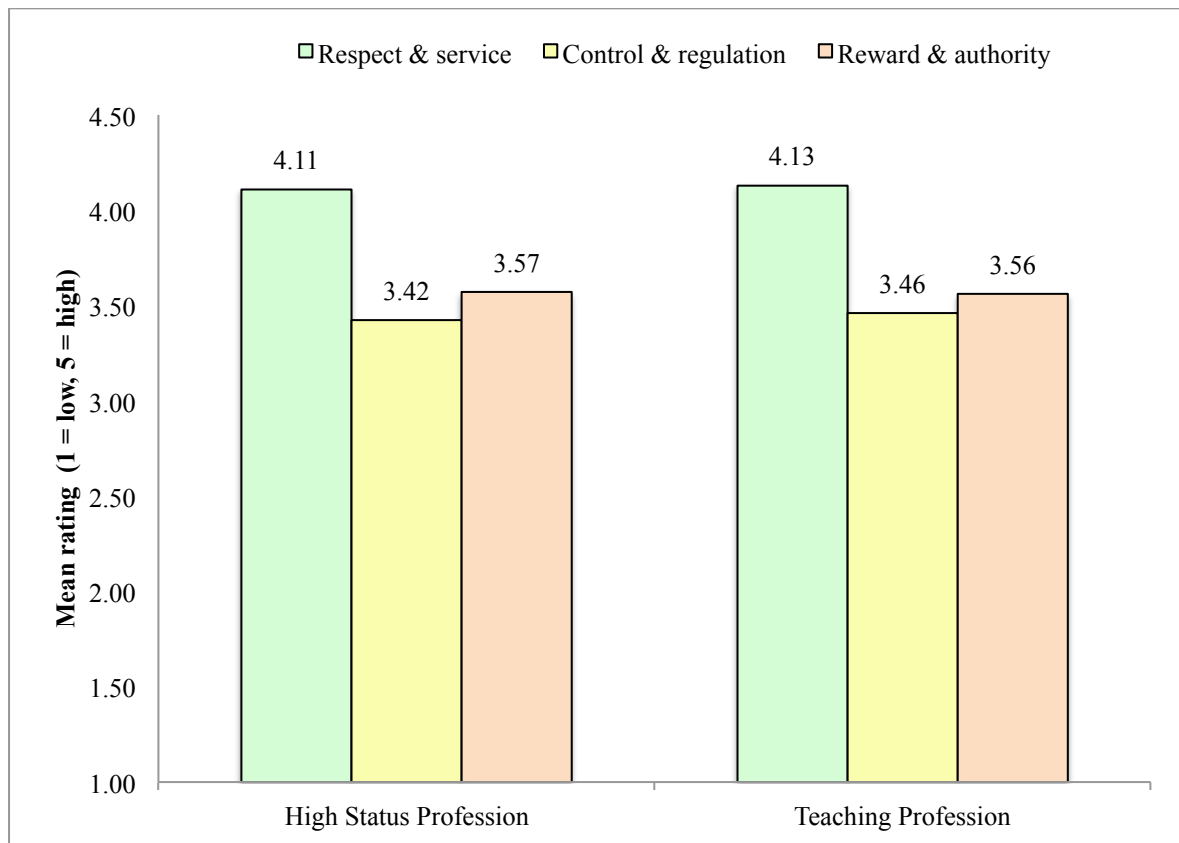


Figure 2 Comparison of means for three factors for high status and teaching profession

Using paired *t*-test, item-wise differences between the perception of high status profession and teaching profession were statistically significant ($p < 0.05$) for five items – offers attractive life-long career, has a powerful independent professional body, high financial remuneration, has members who have a lengthy professional training, enjoys high quality working conditions. Two items had higher means in high status profession, but negligible effect size. Only “enjoy high financial remuneration” had a small effect size.

| | Offers an attractive life-long career | Has a powerful and independent professional body | Enjoys high financial remuneration | Has members who has lengthy professional training | Enjoys high quality working conditions |
|-----------------------------|---------------------------------------|--|------------------------------------|---|--|
| High status profession | 3.95 ± .86 | 3.68 ± .98 | 3.44 ± 1.07 | 3.87 ± .86 | 4.06 ± .80 |
| Teaching profession | 4.01 ± .86 | 3.64 ± 1.01 | 3.33 ± 1.07 | 3.94 ± .78 | 4.00 ± .80 |
| Significance ($p < 0.05$) | .001 | .048 | .000 | .000 | .003 |
| Effect Size (<i>d</i>) | -0.069 | 0.040 | 0.102 (small) | -0.085 | 0.074 |

Table 18 Significant item-wise differences

What is the relationship of demographic variables to perception of status?

Independent t-tests were conducted to understand the differences between groups for categories such as gender (male/ female), location (urban/ rural) and age (old, young²⁴). Marital status had no impact on how teachers perceive the teaching profession. Neither did the category or SES that the participants belonged to. Detailed below are other demographic variables worthy of note.

Gender

Males felt more positively ($M = 3.52$, $SD = 0.81$, $N = 471$) about the status through *control and regulation* factor of the teaching profession than females ($M = 3.43$, $SD = 0.82$, $N = 1226$), conditions $t(1695) = 2.08$, $p = 0.03$, $d = 0.11$ (very small effect size).

Age

Younger teachers ($M = 3.60$, $SD = 0.57$, $N = 806$) were more positive about the *reward and authority* status of teaching profession than older teachers ($M = 3.51$, $SD = 0.60$, $N = 800$), conditions $t(1596.2) = -2.97$, $p = 0.003$, $d = 0.25$ (small effect size).

Religion

There was a statistically significant difference between participants belonging to different religions as determined by one-way ANOVA, $F(3, 1622) = 6.20$, $p = .001$. Tukey post-hoc tests were used to identify differences between multiple groups and revealed that Hindus ($M = 3.51$, $SD = 0.60$, $N = 1238$) were more positive about *reward and authority* factor of teaching profession than Muslims ($M = 3.42$, $SD = 0.54$, $N = 263$, $p = 0.000$, $d = 0.15$, very small effect size).

Educational qualifications

In terms of educational qualifications using ANOVA ($F(5, 1573) = 4.916$, $p = .000$), groups with a Masters ($M = 4.05$, $SD = 0.43$, $N = 485$) degree were more negative about *respect and service* factor compared to groups with TCH (Teacher Certificate Higher) ($M = 4.16$, $SD = 0.40$, $N = 572$, $p = 0.001$, $d = 0.26$, small effect size) and Bachelors ($M = 4.15$, $SD = 0.45$, $N = 435$, $p = 0.007$, $d = 0.22$, small effect size). Groups with SSLC (Secondary

²⁴ Old and young were coded based on the mean age of the sample i.e. 43 years. All participants below the age of 43 were coded under the “young” category.

School Leaving Certificate) and PUC (Pre-University College) also had means much higher than group with Masters but significant differences were not found due to the small sample in the group.

Years of experience

Teachers with less experience (less than 10 years) (M = 4.08, SD = 0.47, N = 468) were more negative about the *respect and service* factor than the group with most experience (31 - 40 years) (M = 4.21, SD = 0.38, N = 154), $F(3, 1696) = 4.64, p = .003, d = 0.30$ (small effect size).

Education degree

Significant difference was observed between groups based on specialised education degree. Teachers with D.Ed were more positive about status through *respect and service* factor, $F(2, 869) = 10.86, p = .000$, as compared to those with B.Ed ($p = 0.001, d = 0.27$, small effect size) and M.Ed ($p = 0.000, d = 0.51$, medium effect size). However, there were no statistically significant differences between the B.Ed and M.Ed groups ($p = .078$).

| Status through respect and service | | | | |
|---|----------|-------------|-----------------------|--|
| Education Degree | N | Mean | Std. Deviation | |
| B.Ed | 525 | 4.07 | 0.42 | |
| D.Ed | 274 | 4.19 | 0.41 | |
| M.Ed | 73 | 3.96 | 0.48 | |
| Total | 872 | 4.10 | 0.43 | |

Table 19 Analysis of the influence of education degree on respect and service

This shows that demographic and school variables have an impact on whether teachers see teaching as a high status profession or not. Teachers with higher educational qualification or education degree felt the teaching profession did not resemble a high status profession in terms of *status through service and respect*. Primary teachers, in comparison to teachers handling higher grades, felt that their work did not resemble a high status profession due to the lack of service and respect, and also increased control and regulation. However, they felt more positively about rewards and authority of their occupation. This supports Hoyle's premise wherein primary teachers perceive lower status, as their clients are very young children.

What is the relationship of school variables to perception of status?

Setting: urban or rural

Rural teachers ($M = 3.61$, $SD = 0.77$, $N = 168$) were more positive about the *control and regulation* status of the teaching profession than urban teachers ($M = 3.44$, $SD = 0.82$, $N = 1521$), conditions $t(211) = -2.72$, $p = 0.007$, $d = 0.21$ (small effect size).

Classes handled by teachers

Significant differences were seen between groups that teach different grade levels for the *respect and service* factor, $F(6, 1590) = 5.784$, $p = .000$. Teachers handling secondary school ($M = 4.05$, $SD = 0.48$) were more negative about the teaching profession than primary, upper primary ($M = 4.24$, $SD = 0.39$, $p = 0.000$, $d = 0.43$, medium effect size), upper primary ($M = 4.16$, $SD = 0.40$, $p = 0.001$, $d = 0.2$ - small effect size). Primary teachers ($M = 4.09$, $SD = 0.40$) were more negative compared to the primary and upper primary group ($M = 4.24$, $SD = 0.39$, $p = 0.001$, $d = 0.37$, small effect size).

| Classes taught | Status through respect and service | | |
|-------------------------|------------------------------------|------|----------------|
| | N | Mean | Std. Deviation |
| Primary | 341 | 4.09 | 0.40 |
| Primary & upper primary | 198 | 4.24 | 0.39 |
| Upper primary | 562 | 4.16 | 0.40 |
| Secondary | 310 | 4.05 | 0.48 |

Table 20 Analysis of the influence of classes taught on respect and service

The status through *control and regulation* factor violated the homogeneity of variance, $F(5, 1676) = 4.512$, $p = .001$. Secondary teachers group were more negative compared to primary ($p = 0.001$, $d = 0.31$, small effect size), upper primary teachers ($p = 0.000$, $d = 0.28$, small effect size) and mixed ($p = 0.016$, $d = 0.31$, small effect size).

| Classes taught | Status through control and regulation | | |
|----------------|---------------------------------------|------|----------------|
| | N | Mean | Std. Deviation |
| Primary | 346 | 3.61 | 0.54 |
| Upper primary | 592 | 3.52 | 0.81 |
| Secondary | 332 | 3.26 | 0.94 |
| Mixed | 129 | 3.54 | 0.77 |

Table 21 Analysis of the influence of classes taught on control and regulation

For status through *reward and authority* factor, significant differences ($F(5, 1619) = 3.075$, $p = .000$, $d = 0.23$, small effect size) were found between the positive outlooks of

primary teachers ($M = 3.61$, $SD = 0.54$) compared to secondary teachers ($M = 3.47$, $SD = 0.64$).

School type

In terms of the factor status through *respect and service*, private unaided institutions were more negative than DoE schools, $F(2, 1604) = 7.34$, $p = .001$, $d = 0.20$ (small effect size). For *control and regulation* factor, private aided institutions were significantly more negative ($F(2, 1686) = 9.84$, $p = .000$) compared to private unaided ($d = 0.45$, medium effect size) and DoE schools ($d = 0.36$, small effect size).

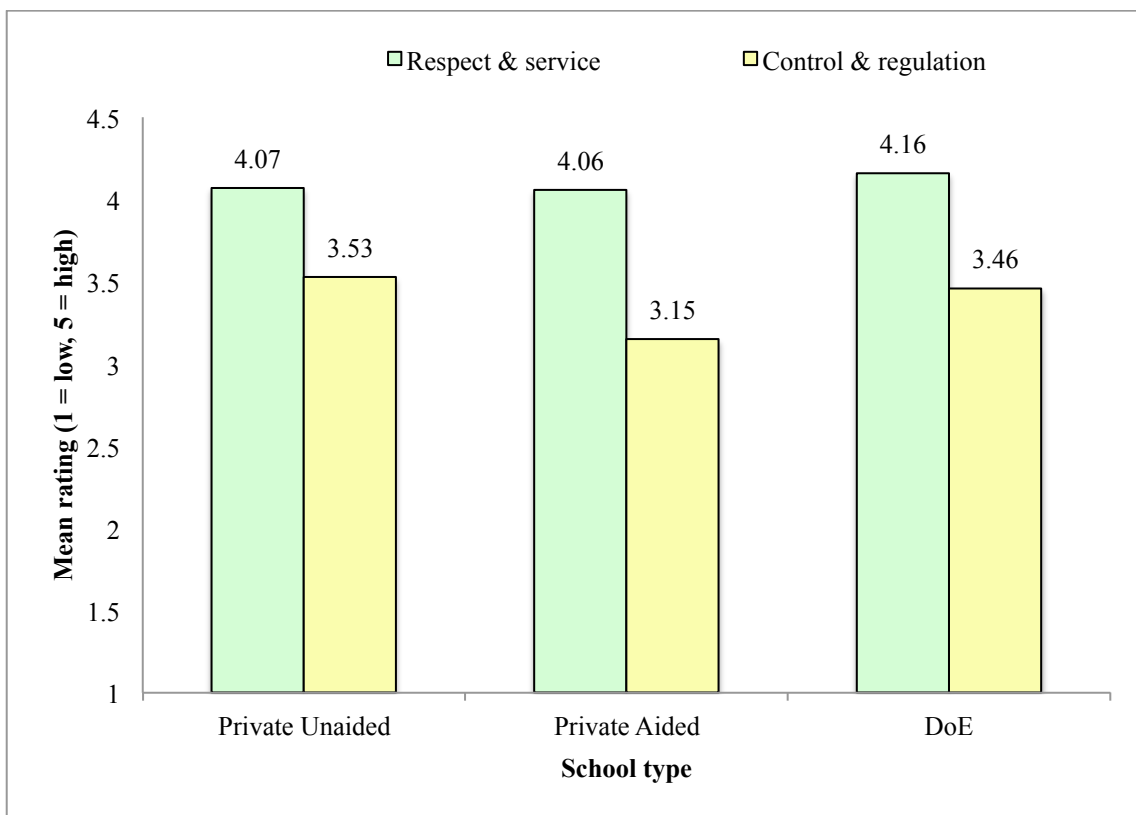


Figure 3 Analysis for respect & service, control & regulation for school types

What factors do teachers think would change their status?

The survey included 45 items of current practice and possible policy changes in the teaching profession. Respondents were asked to rate the extent to which the policies would impact their status. Items that appeared to have the highest impact on the status of the teaching profession are shown in Table 22.

| TSP findings | Mean | Std. Dev | KTS findings | Mean | Std. Dev |
|--|------|----------|--|------|----------|
| Salary levels closer to those of comparable professions | 4.63 | 0.60 | Improvements to school resources and facilities | 4.39 | 2.37 |
| Understanding by policy makers of the practicalities of classroom life | 4.62 | 0.60 | Learning focused on individual pupils' needs and abilities | 4.36 | 1.12 |
| Improvements to school resources and facilities | 4.56 | 0.59 | Engage in high quality teacher training programmes | 4.35 | 0.58 |
| Public understanding of teachers' responsibility | 4.52 | 0.59 | Disciplined behavior by students in the classroom | 4.34 | 0.66 |
| Public appreciation of teachers' contribution to society | 4.51 | 0.60 | Public understanding of teachers' responsibility | 4.32 | 1.85 |

Table 22 Comparison of descending means of items for TSP and KTS

The dispersion in data is much higher in this sample as compared to the TSP findings. This could be due to the variation between opinions of teachers across schools and urban or rural areas. The item “public understanding of teachers’ responsibility” featured highly in both samples. The TSP study in 2006 offered 50 items, explained 45.7 percent of variance and resulted in seven key factors: *workload reduction, pupil partnership, teachers as active reformers, re-orientation as leaders, expanded community role, public appreciation, teachers as workers.*

In this data, PCA with direct oblimin rotation of 45 the Likert scale questions from the survey was conducted. The Kaiser-Meyer-Olkin (KMO) measure was .884 and Bartlett’s test was significant, qualifying the sample adequacy. A three-factor analysis was conducted because of the scree plot inflection. Although Horn’s parallel analysis determined that eight factors could be extracted, I chose to follow the scree plot results. The themes of the factors from the three-factor analysis ran closely in parallel to the findings of the open-ended question. Additionally, fewer factors also allowed for deeper analysis of the data.

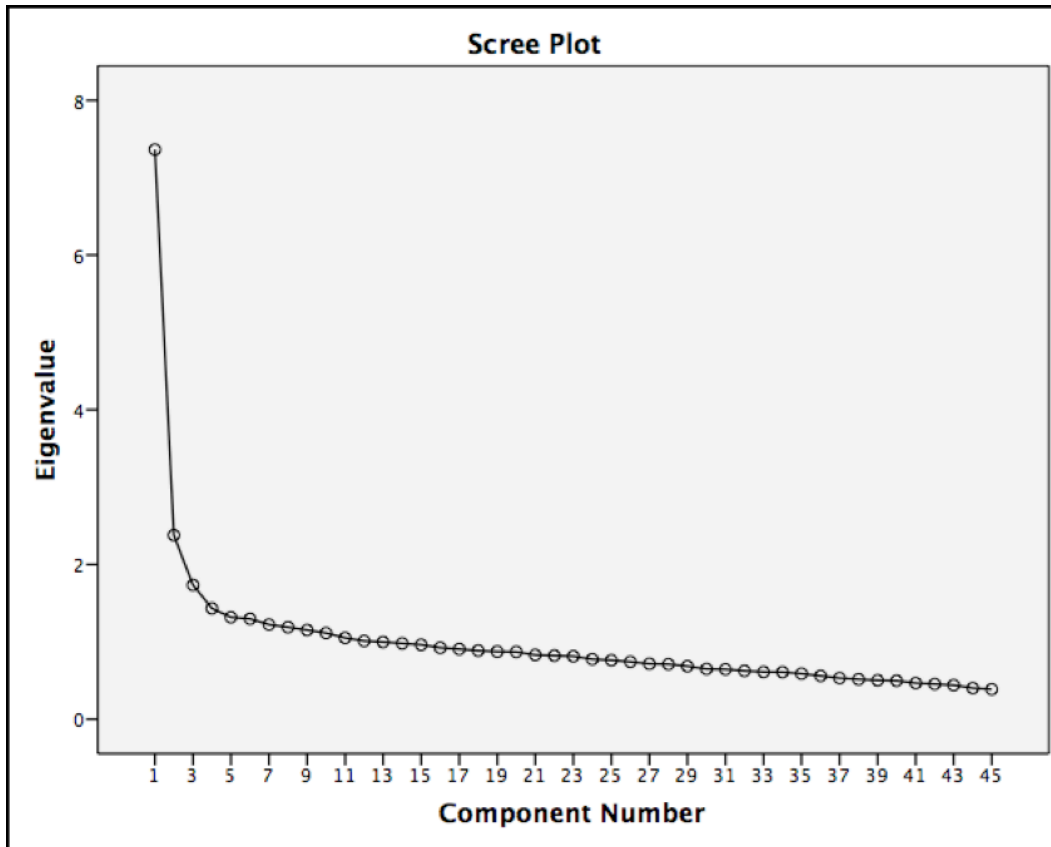


Figure 4 Scree plot of factor analysis of items that will increase status of teachers

| Component number | Actual eigenvalue from PCA | Criterion parallel analysis | Decision |
|------------------|----------------------------|-----------------------------|----------|
| 1 | 7.363 | 1.30 | Accept |
| 2 | 2.379 | 1.27 | Accept |
| 3 | 1.734 | 1.25 | Accept |
| 4 | 1.433 | 1.23 | Accept |
| 5 | 1.318 | 1.21 | Accept |
| 6 | 1.298 | 1.20 | Accept |
| 7 | 1.223 | 1.18 | Accept |
| 8 | 1.189 | 1.17 | Accept |
| 9 | 1.152 | 1.15 | Reject |
| 10 | 1.114 | 1.14 | Reject |
| 11 | 1.050 | 1.13 | Reject |
| 12 | 1.010 | 1.11 | Reject |

Table 23 Horns parallel analysis to determine factors for Section B

The three factors explained 25.5 percent of the variance. The main factors and their sub-factors are listed below. Refer Table 24 for the items under each sub-factor.

I. Expanded teacher role

- a. Improvement in school facilities and resources
- b. Public appreciation and understanding of teacher role
- c. Professional training and autonomy
- d. Remuneration

II. Influence of external factors

- a. School based professional influences
- b. Other stakeholder involvement

III. Professional work of teachers

- a. Towards professionalising and improvement
- b. Pupil focus
- c. Restructured workload

| Factor | Items | Variance Explained (%) | Mean Score \pm SD | Alpha Reliability | N | | | | | | | | | | |
|------------------------------|--|------------------------|---------------------|-------------------|------|---|-----|-----------------|------|------|---|-----|-----------------|------|------|
| Expanded teacher role | Improvement in school facilities and resources Use of technology (internet, video-conferencing, etc.) in teaching Availability of classroom support (e.g. assistants, technicians) | 16.3 | 4.04 \pm 0.03 | 0.72 | 1475 | | | | | | | | | | |
| | Public appreciation and understanding of teacher role Parental support for the school. Support for managing difficult pupil behaviour Understanding by policymakers of the practicalities of classroom life Public appreciation of teachers' contribution to society Public understanding of teachers' responsibility Public awareness of the intellectual demands of the job | | | | | | | | | | | | | | |
| | Professional training and autonomy Initial professional training based in school Time for professional collaboration with colleagues Teacher input into framing of policy. Scope for teachers to engage in critical thinking. Amount of professional autonomy Opportunities to engage with educational research Engage in high quality teacher training programmes Opportunities for teachers to exercise professional judgment | | | | | | | | | | | | | | |
| | Remuneration Increase in pay and remuneration Salary levels closer to those of comparable professions | | | | | | | | | | | | | | |
| | Influence of external factors | | | | | School based professional influences Engage in high quality teacher training programme Teacher involvement in school activities School fee Working hours of the schools | 5.2 | 3.59 \pm 0.60 | 0.45 | 1645 | | | | | |
| | | | | | | Other stakeholder involvement Local community access to school facilities Public appreciation of teachers' contribution to society Disciplined behaviour by students in the classroom | | | | | | | | | |
| | | | | | | Professional work of teachers. | | | | | Towards professionalizing and improvement Teacher involvement in defining professional standards Ways for personal improvement of teachers Emphasis on a professional code of ethics for teachers Quality of teacher training programmes (B.Ed., D.Ed.) Regular professional development and training programmes Types of school facilities Competition to become a teacher Feedback and appraisal system Opportunities to show subject knowledge expertise | 3.8 | 4.01 \pm 0.03 | 0.78 | 1528 |
| | | | | | | | | | | | Pupil focus The level of pupil scores in final exams Disciplined behaviour by students in the classroom The standard of curriculum prescribed | | | | |
| | | | | | | | | | | | Restructured workload Official recognition for teachers' work (e.g. awards) Availability of administrative support outside the classroom | | | | |

Table 24 Rotated component matrix for PCA; Rotation Method: Direct Oblimin with Kaiser Normalization.

What is the relationship of demographic variables to factors which teachers feel could improve status?

Similar to findings of Section A, marital status, education degree and years of experience did not have any impact on how teachers perceived factors for improvement of status.

Gender

Comparison of means between gender groups found that male teachers ($M = 4.08$, $SD = 0.38$, $N = 496$) were more positive about the *expanded teacher role* factor than female teachers ($M = 4.02$, $SD = 0.39$, $N = 1322$). The difference was significant, $t(1816) = 2.87$, $p = 0.004$, $d = 0.15$ (very small effect size). For factor *influence of external factors*, males ($M = 3.91$, $SD = 0.41$, $N = 500$) were significantly more positive $t(1823) = 3.98$, $p = 0.000$, $d = 0.21$ (small effect size) than females ($M = 3.82$, $SD = 0.42$, $N = 1325$).

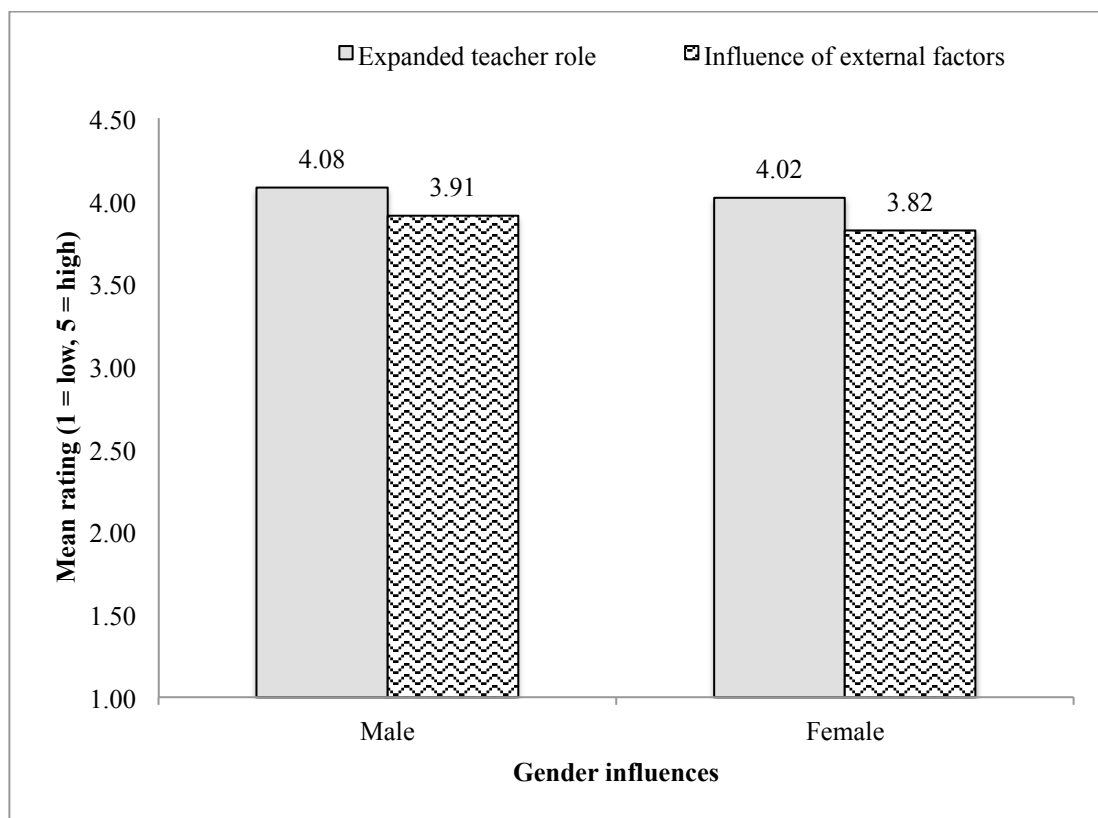


Figure 5 Comparison of means for gender influences

Age

Between age groups, 25 – 34 years were more positive about *professional work of teachers* than 35 – 44 years group, $F(4, 1778) = 3.04, p = .006, d = 0.35$ (small effect size).

Religion

One-way ANOVA showed differences in perception for *expanded teacher role* factor between the Hindus ($M = 4.06, SD = .389, N = 1367$) and Muslims ($M = 3.96, SD = .42, N = 286$), were statistically significant, $F(3,1797) = 4.53, p = .004, d = 0.24$ (small effect size).

Socio-Economic Status

Participants belonging to Upper SES group ($M = 3.81, SD = .43, N = 545$) were negative than those belonging to the Upper Lower SES group ($M = 3.98, SD = .35, N = 73$) for the factor *influence of external factors*, $F(4, 1376) = 2.757, p = .027, d = 0.43$ (medium effect size).

Educational Qualifications

One way ANOVA showed that the differences between educational qualifications of TCH, PUC ($p = 0.008, d = 0.37$, small effect size) and Bachelors ($p = 0.001, d = 0.11$, very small effect size) groups were statistically significant, $F(5,1783) = 4.80, p = .000$.

| Educational Qualifications | N | Influence of external factors | |
|-----------------------------------|----------|--------------------------------------|-----------------------|
| | | Mean | Std. Deviation |
| Teacher Certificate Higher | 644 | 3.79 | 0.41 |
| Pre-University College | 96 | 3.94 | 0.39 |
| Bachelors | 463 | 3.84 | 0.42 |

Table 25 Analysis of the influence of educational qualifications on external factors

What is the relationship of school variables to factors which teachers feel could improve status?

Setting: urban or rural

The *professional work of teachers* factor was perceived more positively by urban teachers ($M = 3.98$, $SD = 0.40$, $N = 1638$) than rural ($M = 3.87$, $SD = 0.35$, $N = 176$), conditions $t(1812) = 3.45$, $p = 0.001$, $d = 0.27$ (small effect size).

Group with an urbanisation score²⁵ of 276-350 yielded significant differences between other areas. For *expanded teacher role*, 276-350 group was more positive than 426 and above group, $F(4, 1817) = 2.93$, $p = .006$, $d = 0.20$. *Influence of external factor* found significant differences within the group $F(4, 1825) = 6.37$, $p = .000$. Wherein, 201-275 group had the highest value compared to other groups.

| Urbanisation score | N | Influence of external factors | |
|--------------------|-----|-------------------------------|----------------|
| | | Mean | Std. Deviation |
| 200 and below | 257 | 3.82 | 0.41 |
| 201 – 275 | 264 | 3.90 | 0.45 |
| 351 – 425 | 133 | 3.78 | 0.49 |
| 426 and above | 797 | 3.81 | 0.40 |

Table 26 Analysis of the influence of urbanisation score on external factors

For the factor *professional work of teachers* $F(4, 1820) = 2.31$, $p = .000$, 276-350 group was more positive than 426 and above group ($p = 0.000$, $d = 0.45$, medium effect size) as well as 351-425 ($p = 0.000$, $d = 0.49$, medium effect size) and the 200 and below group ($p = 0.000$, $d = 0.33$, small effect size).

| Urbanisation score | N | Professional work of teachers | |
|--------------------|-----|-------------------------------|----------------|
| | | Mean | Std. Deviation |
| 200 and below | 257 | 3.95 | 0.44 |
| 276- 350 | 378 | 4.09 | 0.39 |
| 351 – 425 | 133 | 3.89 | 0.42 |
| 426 and above | 794 | 3.92 | 0.36 |

Table 27 Analysis of the influence of urbanisation score on professional work of teachers

School type

Influence of external factors are perceived positively by private unaided institutions compared to DoE schools, $F(2, 1816) = 16.66$, $p = .000$, $d = 0.33$ (small effect size).

²⁵ Refer chapter 4 for details on how urbanisation score was calculated

Similarly, factor *professional work of teachers*, private unaided institutions were significantly more positive, $F(2, 1811) = 6.59, p = .003, d = 0.29$, small effect size) compared to aided schools.

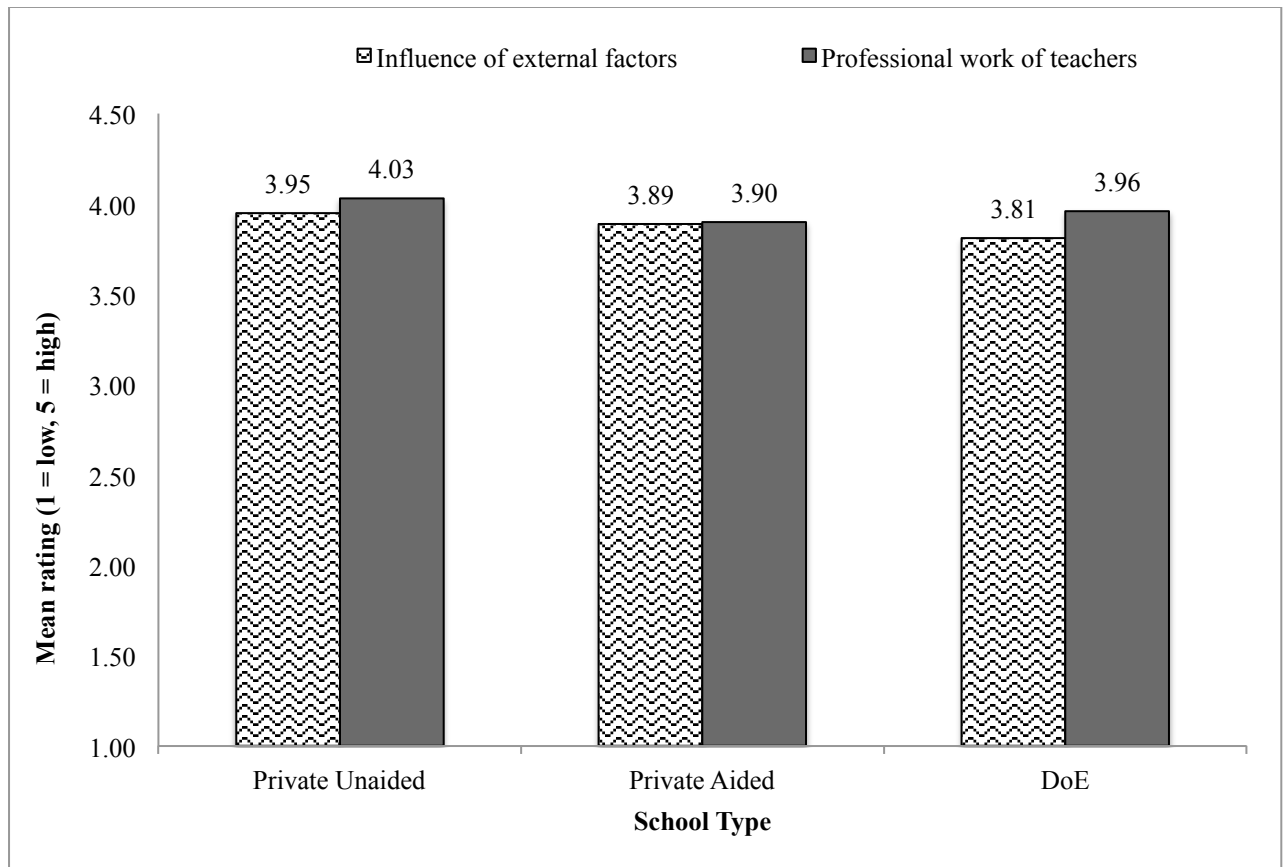


Figure 6 Comparison of means for school type

What levels of respect do teachers receive from various groups both inside and out of school?

Teachers were asked to rate on a three-point scale (none, a little, a lot) the amount of respect they receive from different stakeholders, including pupils, parents, authorities, support staff and colleagues. It was observed that highest means belonged within the close network of the participants. Lowest means were reflected from the media, which was also similar to the TSP finding.

| Perceived respect from | Mean | Std. Dev | N |
|-------------------------------------|-------------|-----------------|----------|
| My own family | 2.88 | 0.59 | 1803 |
| My pupils | 2.87 | 0.36 | 1822 |
| My school | 2.85 | 0.36 | 1816 |
| Teachers at my school | 2.83 | 0.38 | 1813 |
| Principal/ Headmaster/ Headmistress | 2.76 | 0.44 | 1793 |
| Support staff at my school | 2.74 | 0.50 | 1791 |
| The parents of my pupils | 2.70 | 0.48 | 1815 |
| Non-teaching friends | 2.70 | 0.49 | 1812 |
| People in other professions | 2.61 | 0.52 | 1807 |
| Government | 2.59 | 0.58 | 1793 |
| The local community | 2.52 | 0.56 | 1807 |
| General public | 2.45 | 0.56 | 1806 |
| The local authorities | 2.35 | 0.58 | 1796 |
| The media | 2.23 | 0.95 | 1765 |

Table 28 Sources of perceived respect arranged in descending order

Factor analysis found three clear factors that can be classified as – *external bodies, within school, other individuals*. These three factors explained 57.9 percent variance with KMO (Kaiser Meyer Olkin) of .846 and a significant Bartlett’s test. Items “my own family” and “the media” were deleted to increase reliability. Friedman’s test showed that there was significant variation between groups ($p < 0.01\%$). Teachers’ perceived sense of respect from within school group had the highest mean. Differences between the group were found where “within school” group was overall higher ($p < 0.01\%$, Wilcoxon pairs, small effect size).

| Perceived respect from | Rotated Factors | | |
|---|-------------------------------|-----------------------------|---------------------------------|
| | External bodies (N = 1732) | Within school (N = 1734) | Other individuals (N = 1795) |
| My pupils | | 0.46 | |
| My school | | 0.60 | |
| Teachers at my school | | 0.58 | |
| Principal/ Headmaster/ Headmistress of my school | | 0.55 | |
| Support staff at my school | | 0.45 | |
| The parents of my pupils | 0.49 | 0.41 | |
| The local community | 0.69 | | |
| General public | 0.64 | | |
| The local authorities | 0.65 | | |
| Government | 0.39 | | |
| My own family | | | |
| Non-teaching friends | | | 0.53 |
| People in other professions | | | 0.53 |
| The media | | | |
| Variance (%) | 35.2 | 13.2 | 9.4 |
| Alpha Reliability | 0.79 | 0.76 | 0.69 |

Table 29 Factors for perceived respect from others

Female teachers were significantly more positive about the *within school* ($p = 0.014$, Mann-Whitney, $d = -0.10$, very small effect size) and *other individuals* group ($p = .007$, $d = -0.13$, very small effect size) than males. However, the *external bodies* factor was more positively perceived by younger teachers ($p < 0.05$, Mann-Whitney, $d = -0.14$, very small effect size). It was more positively perceived by teachers with a TCH than a Masters degree holder, and by teachers teaching primary and upper primary classes as opposed to those handling secondary and higher secondary. This appears to be counter-intuitive but could be due to the mismatch in how teacher self-perception is to how society perceives them. Similarly, teachers in government schools perceive higher respect from *external bodies* than private aided or unaided institutes.

How do teachers rank the status of teachers compared to other occupations?

Teachers were asked to rate various professions on a scale of 1-7 where 7 means high status. The relative status of primary teachers was higher than secondary teachers rather than vice versa, as in the TSP (refer Table 30). Mean scores of primary teachers in the KTS were 5.85, and for secondary school teachers 5.82. This high ranking of primary teachers is unexpected, and can be explained by the sample consisting of 68 percent teachers from the primary, upper primary levels. The findings from this section are important because KTS teachers are rating themselves much higher than the TSP. It is also interesting to note that school headmasters and principals were rated lower than secondary and primary teachers.

In the KTS teachers scored higher than all other professions including doctors and surgeons. Lawyers had the lowest mean score (4.40). In contrast, the TSP ranked status of members of various professions very differently.

| TSP | | | KTS | |
|------|-------------------------|-------------|-----------------------------------|-------------|
| Rank | Occupation | Mean rating | Occupation | Mean rating |
| 1 | Surgeons | 6.6 | Primary teachers | 5.85 |
| 2 | Barristers | 6.4 | Secondary teachers | 5.82 |
| 3 | Doctors | 6.3 | Doctors | 5.75 |
| 4 | Solicitors | 5.6 | Surgeons | 5.73 |
| 5 | Vets | 5.6 | School headmasters/ principals | 5.71 |
| 6 | Secondary head teachers | 5.0 | Professors | 5.48 |
| 7 | Accountants | 5.0 | Engineers | 5.10 |
| 8 | Primary head teachers | 4.6 | Nurses | 5.08 |
| 9 | Management consultants | 4.5 | Social workers | 5.05 |
| 10 | Police officers | 4.5 | Architects | 5.03 |
| 11 | Secondary teachers | 4.0 | Police officers | 4.86 |
| 12 | Nurses | 3.9 | Managers | 4.75 |
| 13 | Web designers | 3.8 | Veterinarians | 4.68 |
| 14 | Primary teachers | 3.7 | Librarians | 4.51 |
| 15 | Social workers | 3.3 | Accountants | 4.49 |
| 16 | Librarians | 3.1 | Lawyers | 4.40 |

Table 30 Comparative ratings of teaching and other professions

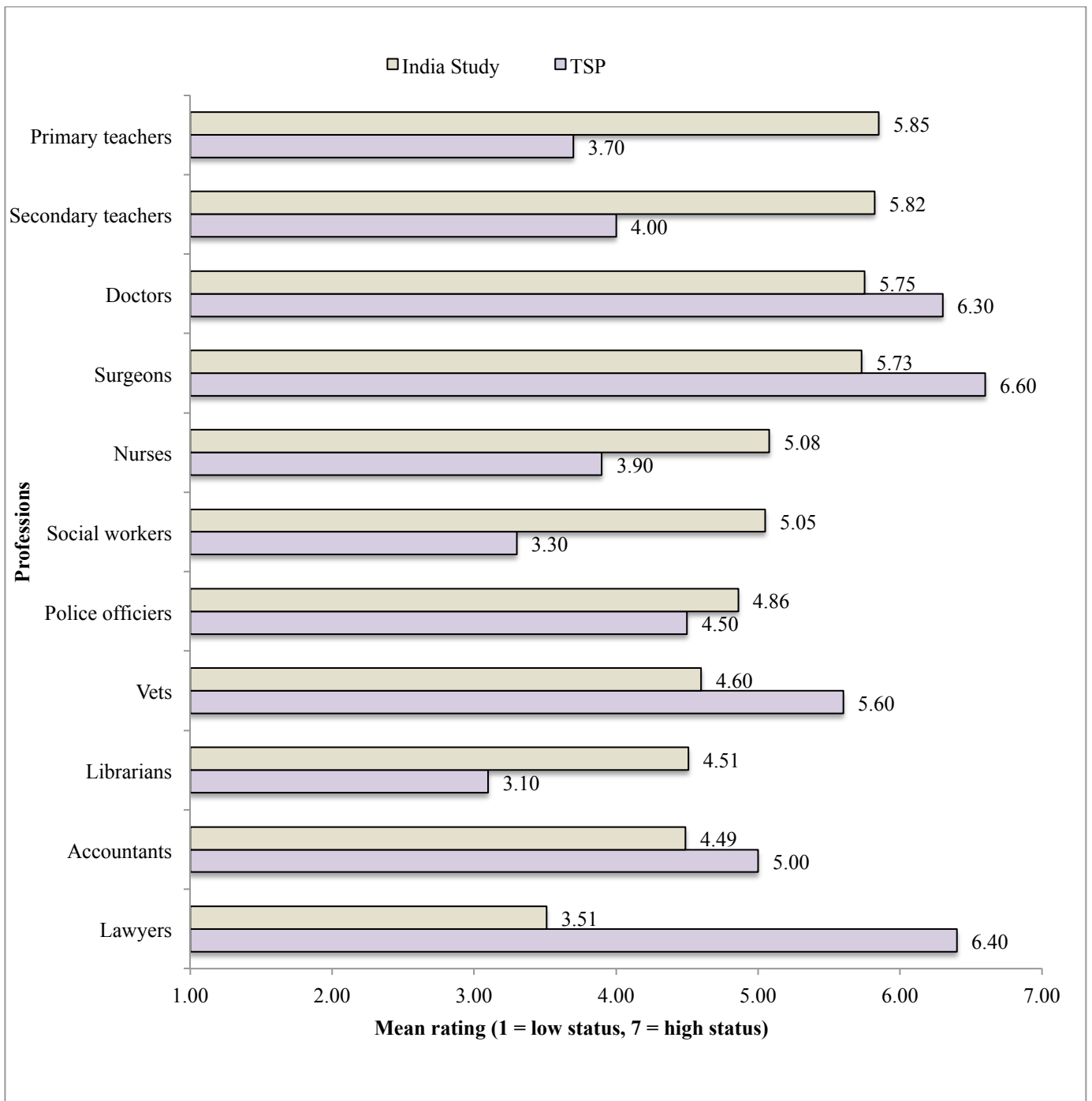


Figure 7 Comparison of means for professions between KTS and TSP

Do teachers see themselves continuing in the teaching profession?

A total of 89 percent of the sample stated that they plan on staying in the profession. The remaining participants felt that they would either quit teaching to pursue a career outside (3.7 percent) or take a career break (7.3 percent).

A one-way ANOVA yielded significant differences for the *reward and authority* factor between groups. Those who chose to pursue career outside teaching ($M = 3.16$, $SD = 0.62$) felt more negatively, $F(2, 1594) = 4.916$, $p = .000$) than teachers who wanted to stay in teaching ($M = 3.58$, $SD = 0.58$, $p = 0.000$, $d = 0.69$) and take a career break ($M = 3.53$, $SD = 0.60$, $p = 0.000$, $d = 0.60$). Significant differences between the factors for improvement of the profession were not found.

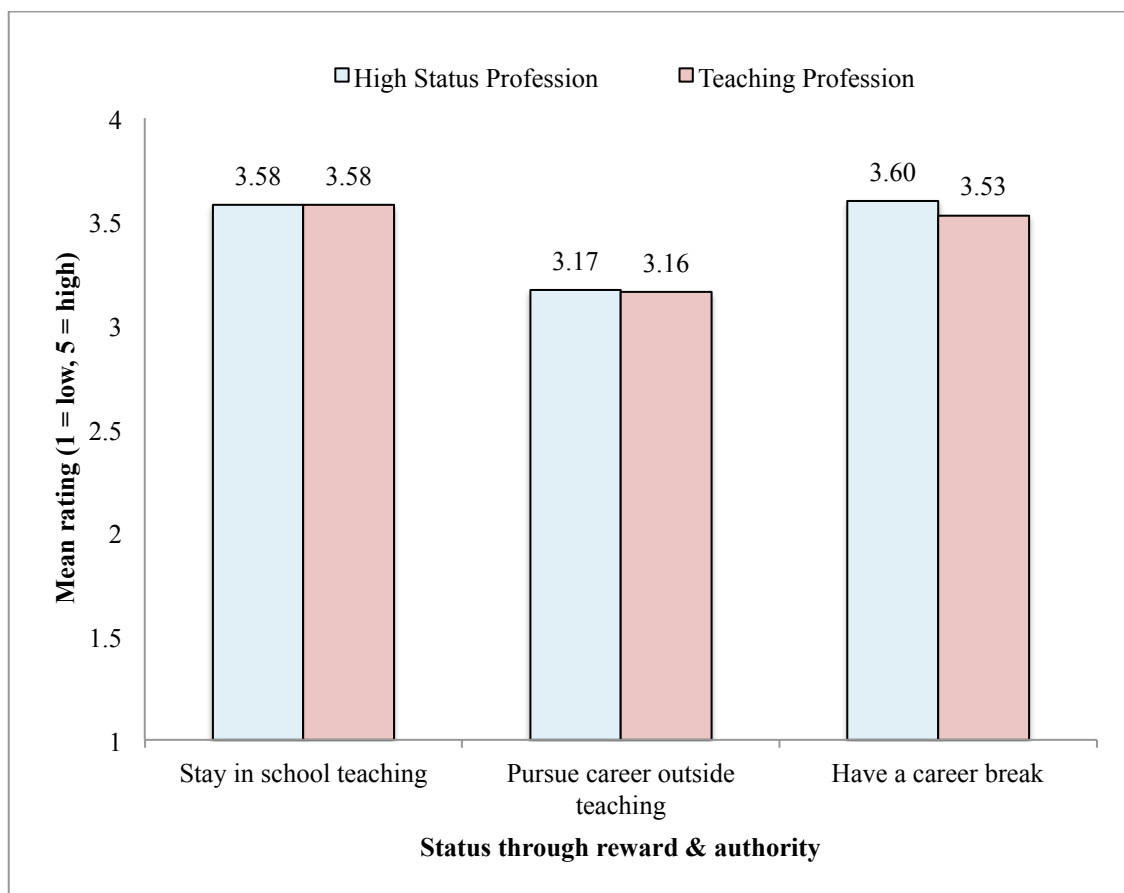


Figure 8 Comparison of means for status through reward and authority

There was a significant difference however between teachers who wanted to stay versus leave the profession in terms of how they perceived respect from the *external bodies* (p

= 0.022, $d = 0.17$, small effect size) factor and *within school* factor ($p = 0.003$, $d = 0.24$, small effect size).

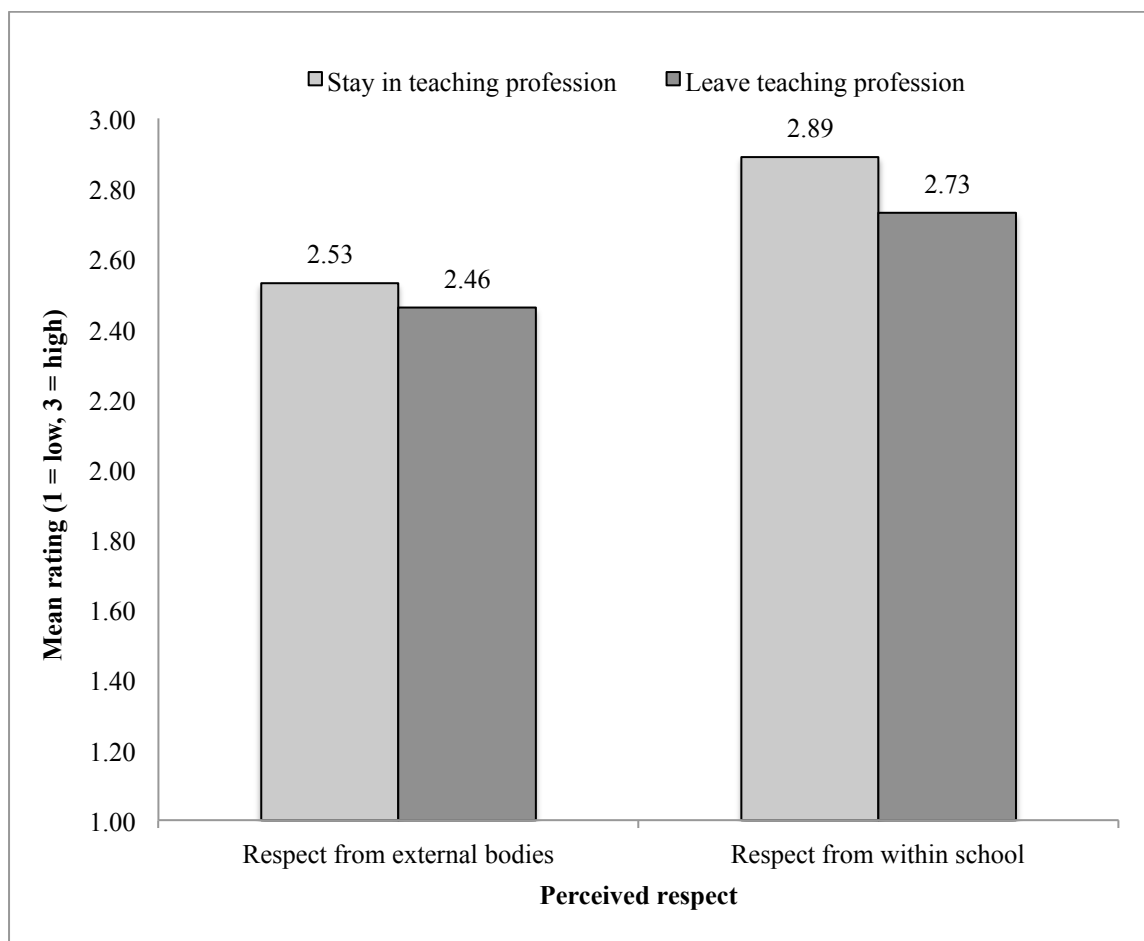


Figure 9 Comparison of means for perceived respect and impact on retention

Teachers that wanted to leave the profession were influenced by the rewards (salary and working conditions). Although they rated the respect they receive within their schools as being more positive than external bodies, it was not sufficient to make them want to remain in the field.

Analysis of open-ended section

50.5 percent of the participants responded to the open-ended section. They were asked for their comments about teacher status and how it might be improved. Four broad themes based on Hoyle's framework and twenty-three sub-themes were analysed (refer Appendix XV). Additional synthesis of each theme is given in chapter 6. A total of 1577 points from 930 respondents were categorised between the themes and sub-themes.

| | Sub-themes | N | Percentage |
|---|--|----------|-------------------|
| | Improve teacher role through specialisation | 450 | 28.5 |
| Provide opportunities for training and professional development | | 288 | 18.2 |
| | Improve working conditions – school facilities | 231 | 14.6 |
| | Improve teaching resources – books, aids | 133 | 8.4 |
| | Increase salary | 89 | 5.6 |
| | Need for parent mindset to change | 75 | 4.7 |

Table 31 *Percentage of responses across sub-themes*

Occupational prestige category was evident in the open-ended section. Clarifying the ambiguities of a teacher's role emerged as an important aspect. Especially in the Indian context, enabling teachers to focus on teaching work rather than administrative work was important. The open-ended section showed that teachers in the KTS care about material benefits, including salary, working conditions, teaching aids etc. The next sections highlights the evidence gathered in the top rated themes and what it says about the KTS. The themes are briefly presented here and chapter 6 consists of further discussions of the findings of the study.

Teacher specialisation

The most frequently occurring theme was the need for specialisation in the role of teachers (28.5 percent) and for their work to be focused on teaching only. In describing this, respondents used phrases such as “appoint clerks in the office”, “clerical work”, “wasting time”. They stated -

Please do not engage teachers to non-teaching activities. If we need to enhance the standard of our students and their education, teachers have to be in school and not outside.

Election duty, overseeing school sanitation, ensuring implementation of mid-day meal schemes further reduce time from lesson planning and classroom instruction. One teacher wrote – “we have joined to teach, please allow us to teach”. Another wrote –

Government officials say that election work is very important and teachers have to attend to it. If we say no, they threaten us by saying that they complain to the DC²⁶. Further for doing all these jobs, our BEO and DDPI have already confirmed our participation. Being teachers we are in a helpless state. Months together we are unable to attend to school/ classes because of which there are many dropouts.

Other examples include –

Please allow teachers to do teaching job only and don't utilise them for election work.

No teacher can perform his job satisfactorily with unnecessary work like election, census, midday meals etc.

They should be allowed to spend most of their time with children. Instead, teachers spend most of their time in other activities. Please do not engage teachers in other activities apart from teaching.

Census duty, for which teachers are used, has also been highlighted in the teacher responses.

I think that there is no free atmosphere to teach the student in the way that we want. There is a lot of work burden on teachers, such as trainings, meetings, census work and other work etc. We want free atmosphere to teach the children and no restriction. Record filling is very burdensome work for the teachers and this work is harmful for children's education. As this work is increasing day by day, the quality of teaching decreases. We can't concentrate on children while filling the records.

²⁶ District Commissioner

These responses show that teachers strongly see their role in the classroom as impacting the students. Improved student outcome were associated with increased teacher status wherein they felt teachers can adequately contribute if they could spend dedicated time focused on students and learning. It was felt that subject specialist teachers such as physical education, music and language experts were also needed as dedicated resources to the school. This theme highlights the need for clearer understanding of teaching work and teacher role. The lack of consensus on what teacher professional knowledge is and what the teaching work entails could be clouding the way teaching work is perceived. As a consequence, teachers feel that by decreasing the ambiguity, their status will improve.

Teacher professional development

Professional development and need for training was another important theme with 17.1 percent of the responses. The need for on ongoing professional development in addition to opportunities to pursue higher studies during their teaching tenure was put forward.

Respondents wrote –

Training is required for the teachers based on the new textbooks printed.

Teachers should be encouraged every now and then by providing various training programmes.

Teachers should be trained from the experts.

The teachers of classes 6, 7, 8 are only B.Ed., if provided help they can do M.A, M.Com, M.Sc., which will be better.

There should be technical training for all lecturers.

With the B.Ed. degree as a mandatory requirement to teach in secondary schools, one participant expressed the need for professional support mechanisms for teachers to pursue certifications while doing their job.

I have completed my BA and MA exams, and I need to pursue B.Ed.

Please provide assistance so that I can complete B.Ed.

Here, we observe the need for professional development in addition to the need for the quality of the programmes to improve (content and type of teacher trainers). The need for improving pre-service education was highlighted by 1.6 percent responses, which included –

The earlier training programmes undergone by the teachers may find difficulty in the present day syllabus. Hence, teachers have to be given trainings from time to time so that they can be at par with the current syllabus.

For teachers job, minimum B.A, B.Ed., or B.Sc. B.Ed. is required and it should be made mandatory. Training programmes should be increased.

Additionally, better-equipped teachers with adequate training and experience must be hired. There is currently no clear procedure for teachers to pursue further education to enhance their job profile and knowledge. Government support for continuing teacher education appears to not only affect the quality of the teaching force, but overall perception of the status of the profession. One participant wrote -

Government policy on the education system is not in the right direction. Teachers have to be well trained, and training is not in order.

Over all, the need for improved professional development and increase in the modes of such engagement emerged important. Teachers' need for varied tracks for growth was evident. More so, the gap between the programmes offered and their impact appeared large and in need of attention.

Improved teaching conditions and materials

Participants listed many areas where the status of teachers could be increased. Among these proposed areas, improvement in the school facilities and working conditions (15.3 percent) emerged as important. Basic sanitation, tidiness, cleanliness, drinking water facilities are in question.

Please provide chemicals in our science lab. Most of the time, the chemicals are with expired date in our lab.

I am a PT²⁷ teacher and the following facilities are not available in our school – playground, sports equipment, band sets, playing equipment (indoor/ outdoor)

To improve our standard of education, first school environment should be clean and tidy.

I need internet in all classes or at least in the office room.

We need good facilities like teachers, staff room, bathroom, toys for kids, play ground, benches, classrooms and computer education. School van/bus facilities, drinking water facilities and supporting head mistress, head master or principal with associate teachers.

The need for good teaching resources such as books, teaching aids etc. were found in 7.6 percent of the total responses. A mismatch between the curriculum and the capacity of the students was repeatedly expressed, especially with the children sitting for Grade 10 state exams, wherein the effectiveness of the teacher come to the fore.

The questions given in the 5th standard exercise book are very complicated. Children are unable to understand and it is taking lot of time to make them understand. These types of exercises are creating difficulties in teaching also. Please simplify these exercise books.

Frequent changing of textbooks and the material children are tested on affects teacher efficiency, and therefore in the minds of teachers, their status. Moreover, a lack of training to implement the changing curriculum further hampers the teachers - “If new textbooks are published, teachers need to be given at least 15 days training on it”. Other opinions included -

There should be proper textbooks for effective teaching.

Before implementing any programme by the education department, please give the necessary trainings like usage of Internet, picture graphics etc., in the specified time to update teachers’ knowledge.

²⁷ Physical Training

Good quality AV materials like projector, CDs, computers, cordless mikes etc., should be provided to the schools. Now the materials are there but not of good quality.

These statements by the participants imply a connection between educational environment and resources to how they feel about their status.

Remuneration and material benefits

In terms of remuneration and perks (5.0 percent responses), teachers felt that pay should be based on criteria such as years of service, hard work, dedication and qualifications. They expressed dissatisfaction in terms of the lack of respect and specialisation seen in their role.

Teachers have to be provided with good salary as per their hard work and dedicated service.

In fact in the society the teachers' status is already in high esteem but still as compared to other states, we are lagging behind in getting good, equivalent and comparable salary levels.

Benefits such as housing and transportation, especially those allocated to areas that are hard to reach were good incentives. Moreover, salary discrepancies were shared.

Government should recognise teachers by rewards and increase their pay scale too, only then teachers will be motivated to perform better.

Timely disbursement of monthly income by administrators and non-standard salary structures followed in private schools were a cause for dissatisfaction for some participants.

Professional autonomy

Autonomy in professional implementation of their day-to-day activities was also expressed by 4.2 percent of respondents.

Teachers should be independent in their work.

Government has bought in various programmes to bring up the standard of education. Children in primary classes are of different mind-sets and abilities and hence, teachers have to teach their students keeping their capabilities in mind. For this, teacher should be left independent in their work.

If we want to improve the standard of teaching profession, we have to give full independence to our teachers to perform without any restrictions.

This theme is along the same lines as the *control and regulation* factor and supplements the findings from the factor analysis too. The need for reduced supervision and increase in trust towards teachers to use their professional expertise was also evident.

Influential domains

In terms of the influential domains, teachers mentioned the parents of their students most number of times (4.06 percent), while surprisingly only one respondent mentioned their families. Teachers felt that parents played a key role in influencing educational outcomes, which in turn influenced teacher status. They stressed increased parental involvement in school and in monitoring learning at home which would help learning at school, leading to better outcomes. The success of students is therefore seen a strong indicator of how teachers perceive their status is derived. Responses also show that teachers feel that parents need to ensure students attend school. They wrote –

To increase the standard of education, there should be support and guidance from parents also.

The status that a teacher enjoyed in the yesteryears is not true enough nowadays. It can be improved if there is mutual understanding between teachers, parents and the society.

The role played by their stakeholders (parents of the students) is interesting to note. Teachers hoped for an open dialogue and better understanding, and for parents to actively engage with the school and work as partners in ensuring student growth. Student attendance, seen as needing great attention, for example, could be solved through the efforts of parents too.

Service oriented

A small proportion (3.2 percent) of the responses stated that teaching is a noble and “valued” profession that impacts future citizens of the country. Statements included –

Teaching profession is the most respectable profession.

First of all, I thank God that instead of becoming a doctor (my dad’s wish), I became a teacher.

Teaching profession is very noble and strives hard to provide good education to children. Apart from providing good education, we have to bring in discipline, moral values, and well mannerisms in our students.

Teaching profession is a noble profession. We have to respect our profession first because teacher is the builder of our society and the nation. The progress of nation depends upon the hard working of the teachers. Teachers are the backbone of the nation. The teachers play an important role in framing the future of every citizen.

While teacher in the KTS felt that teaching profession resembled a high status profession in terms of its service-orientated nature, the theme was not as prominent in the open ended section. Due to the broad nature of the open-ended questions, teachers focused on what is needed to improve the profession rather than sharing characteristics of the profession itself. However, it is valuable to note that service-oriented nature of the profession is still important to the teachers in the KTS and they derive value and a sense of pride from this aspect of the profession.

Summary

The significant themes that have emerged focus on teacher specialisation, defining the role of the teacher and need for parent mindset to change. These findings point towards the increasing need to define teaching work and for a better understanding of the profession by all stakeholders. The open-ended answers showcase the nuanced sentiments of the participants and areas that they see as needing change.

I hope to use the next chapter to tie in the findings from these sub-questions to answer the main research questions - How do teachers perceive the status of the teaching profession and what factors do they think would change this status? In order to do so, I have tried to consolidate the main themes gleaned from chapter 5.

Chapter 6: Discussion

Overview

Based on the survey results analysis, I have structured the discussion into seven sub-sections categorised under three main themes - teacher perception of status, influential domains, and how status could be improved. In relation to teacher perception of status, I begin by highlighting one of the key findings of the KTS – the service-orientated nature of teaching work and how it influences teacher perception. I then present the effect of demographic variables and school factors on perception followed by a discussion on the *control and regulation* factor. In the section focusing on the influential domains, I delineate the important role played by the government in shaping teacher perception of status. In the next section I discuss teachers' perception of how status could be improved. Here, the importance of qualifications, professional development opportunities and school support is highlighted. The need for better financial incentives, improvements in working conditions and how these changes might inform teacher recruitment and retention is covered. The discussion also includes direct comparison with TSP findings and other pertinent research where relevant. To note is that all the above aspects were also findings in the TSP.

This chapter also discusses the broad findings of the KTS and how this relates to the Hoyle (2001) framework. The final section of this chapter addresses the implications of the findings and presents recommendations for the way forward. These are categorised for school leaders, policymakers and teachers. Discussion of Hoyle's "new professionalism" or the idea of professionalism itself is not explicitly addressed in this paper. Nonetheless, the changing definition of professionalism is briefly touched upon. The intention of this chapter is not only to draw conclusions regarding teacher status in Karnataka, but also to demonstrate how methodological decisions have influenced the findings, and might inform future research studies. It is important to note at this juncture that while comparing the findings from the KTS and the TSP, the differences that exist between the two countries in terms of demographic variables, school policies, urbanisation divide and specific cultural contexts might vary and I have tried to be sensitive to these differences. However, overall the findings between the two studies have been consistent showing the strength of the TSP instrument in terms of replicability as well as being a useful tool in different geographical and cultural contexts.

Discussion of findings

How do teachers perceive the status of the teaching profession?

According to the KTS, three factors describe a high status profession – *respect and service, control and regulation* and *reward and authority*. No significant differences were found in ratings of the teaching profession versus a high status profession (refer Figure 3) except for *control and regulation*, where teachers felt that they faced excess scrutiny by the governing authorities and lacked the freedom to use their professional expertise in their roles. The TSP found two key factors that characterised a high status profession - *reward and respect* and external *control and regulation*. The teaching profession was highly characterised by *control and regulation* in 2003 as well as in 2006. *Control and regulation* however was exactly the same between the TSP and the KTS in terms of the items in the factors, which were “is subject to external regulations” and “is subject to external controls”. The KTS found a third factor, which covered aspects of reward (high financial remuneration, non-financial reward, positive media images, high status clients) as well as authority signified by professional independence (professional autonomy, independent professional body). For the KTS teachers the idea of reward was independent of notion of the teaching profession as being a service. Moreover, the third factor illustrates that in the Indian context, *occupational prestige* due to its focus on salary, expertise and knowledge was an important aspect leading to status. A more in-depth discussion on financial incentives and improvements in school conditions is presented later in this chapter.

Respect is a significant theme to consider. *Respect and service* included items such as – “has mutual respect between colleagues”, “has the respect of clients” and “enjoys respect and appreciation from the general public”. Teachers in the KTS felt that teaching profession resembled a high status profession in terms of this factor. Additionally, in the survey section where teachers were asked to rate respect received from different stakeholders (public, parents, students, government etc.), the average mean across items were between “a little” (2) and “a lot” (3) on a three point Likert scale. It is worth questioning here – is this true? Do these stakeholders respect teachers to the degree that the teachers feel? While the TSP conducted interviews and surveys to collect external perceptions of the teaching profession, the KTS was only able to address internal teacher perception and therefore this question cannot be adequately answered based on the information available. However, setting aside the issue of whether this is true or not, the next issue to be addressed is – what aspects of the

teaching profession could influence stakeholders to have high respect for teachers? There appear to be two possible reasons for why teachers think there could be public respect for the profession. *First*, respect received could be an outcome of *occupational prestige* of the profession. For example, in terms of educational qualifications, the perception of status was observed to be more positive in rural areas. This could be because of the relative educational levels of others (parents, community members). With low educational and literacy levels, a teacher might often be one of the few people with a formal degree. This relative position gives the teacher a heightened sense of status or respect. The second rationale could be *occupational esteem*. Teachers could feel respected by the various stakeholders as a response to the care, competence and dedication they exhibit in their role.

Teaching – A service-oriented profession

Overall, teachers described the profession in positive terms. The service-oriented nature of the profession was evident in the KTS findings. Participants rated the item, “has responsibility for an important service” very highly and as a defining statement for both high status profession and teaching profession. Correspondingly, in the open-ended section, some teachers stated that their work was fulfilling because they dealt with children and they felt teachers were active change-agents shaping the future of the nation. Participants also stated that teaching work is “noble” and “respectable”. This was similar to [Lortie \(2002\)](#), where teachers were inspired to work due to the intrinsic rewards, which explains the *respect and service* factor and the high status teachers attributed to the profession.

Drawing comparisons between the KTS and TSP findings, there was a similarity in the way teachers defined teaching work. The TSP found that teachers had a strong sense of teaching as a vocation, and they held the belief that their jobs could make a difference in the lives of children ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006, p. 88](#)). Rather than discussing status, teachers in the TSP interviews explained their work in emotional terms such as “sacrificing themselves for the good of their students” and aiming to inspire change ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006, p. 173](#)). Working with children contributed to this sense of pride and purpose and is the defining source of *occupational esteem* similar to the findings from the American context ([NEA, 2010](#)). Teachers used their work with the children as central to their definition of the teaching profession and drew great satisfaction from it.

If KTS teachers did consider teaching to be a high status profession, then realities like Indian teacher absenteeism, low learning levels ([ASER, 2013](#)) or general perception of low teacher status ([MHRD, 2009a](#); [NCERT, 2009](#)) are difficult to explain. With 25 percent of the teachers missing from schools and only about half of them teaching at any point ([Kremer et al., 2004](#)), there appears to be no definite connection between those teachers who considered the profession to be of high status and the quality of their work output. Is it possible that status through *respect and service* is not sufficient to motivate a teacher to attend school or impact learning significantly? Moreover if teachers perceived their profession to be of high status, then why is the general perception by policy makers, researchers and some teachers different? Various research and policy documents have pointed out the low status of teachers. [V. P. Ramachandran et al. \(2005\)](#) found that there is a lack of accountability and poor motivation of teachers, especially in government schools which are increasingly viewed as “schools of the poor” ([p. 1](#)). As previously detailed (see chapter 2), the Kothari Commission also strongly stated that status was important in attracting teachers into the profession, and that teachers faced low status and social standing ([MHRD, 2009b, 2010](#); [Ramamurti, 1990](#)). Furthermore, in the open-ended section of the KTS, teachers expressed opinions underlining the deterioration of status. One participant stated –

Teaching profession is very respectable profession but we do not get the required status for it in our society.

I propose two reasons for why the insider perception of teaching is high status (especially in terms of reward, respect, service and authority) whereas it appears from the research and from public and government perception that this is not the case. *First*, insider perception could be positive due to the service-oriented nature and intrinsic rewards inherent to the teaching profession. In the study teachers believed their work had a valuable contribution to society, and previous research ([MORI, 2002](#)) has also found that teachers choose to enter the field due to the impact they believe they can have, rather than the status the profession holds. Members of the educational ecosystem further reinforce positive insider perception. For instance, when participants rated the respect they received from others they felt that their immediate circle respected them the most, whereas people in other professions and the media respected them the least. The firm bond amongst colleagues and within school groups could further solidify their purpose and validate their unified mission to serve the country through teaching, thus creating a perception of high insider status.

Second, [Kale \(1970\)](#) discusses the idea of the teaching profession in India where the opposing opinions were observed – that teaching work is noble and highly respectable, but simultaneously underpaid, underappreciated and lacking in status. Earlier, teachers were called gurus and held an important responsibility - gurus were revered and respected. In time, due to standardisation and professionalisation of the role and workforce, the image of the teacher as a bureaucratic employee has prevailed ([p. 375](#)). While teachers could continue to draw their sense of identity from the “guru” ideal, the erosion of this perception by external players may have occurred over time, leading to the teachers’ insider perception differing from the external one. This finding further illustrates that to understand the status, both insider as well as external opinion is critical. In summary, the strong insider perception strengthens the status of the profession by influencing the *esteem* of the work they do and the service-orientation nature of teaching, where teachers are required to take responsibility for young children and treat them with care, concern and dedication. Having high *occupational esteem* affects retention and contributes to the profession by impacting teacher self-perception and motivation. In the next section I explore the influence of demographic and school variables on perception of teachers.

Influence of demographic and school variables

There were significant differences in perception of status based on demographic variables. In terms of the respect received, women for example were more positive about the *within school* factor than men. With teaching being a highly feminised profession ([Bennell & Akyeampong, 2007](#)), the societal support to pursue a career in teaching could be higher for women. The second income of a workingwoman in a “safe” profession like teaching could garner increased support from the married women's husband their families. [Gadassi and Gati \(2009\)](#) stated that women's aspirations to establish and nurture a family lead them to lean towards more traditional feminine occupational fields - men assign greater importance to income level whereas women prioritise working with people. Women preferred standard but flexible working hours ([p. 905](#)), which the teaching field accords. The current KTS sample was mostly women, therefore findings strongly reflect this sentiment. However with more research we could better understand the interaction and influence of gender on decision to enter the profession. Moreover, it would help to determine how truly feminised the profession is - if it is feminised because there are many women in it, or there are many women in it because of the feminised nature of teaching work.

In the KTS, men were more influenced by the factor *external bodies*²⁸, validating the premise that men seek external approval for their work. Given that the sample felt misunderstood by the public, men in particular could feel the backlash for this. It is uncertain whether this is an outcome or reason for the feminisation of the profession, but it is essential to consider. Building on the theory that teaching is a feminised profession and attractive for married women to be able to add to the family income while finding enough time to manage household responsibilities, in the KTS it does not appear that married women feel teaching is high status as compared to teachers that are unmarried. Marriage and consequently a right professional fit do not signify more motivation or desire to stay in the profession either.

Teachers with less than ten years of experience placed less importance on status through *respect and service* as compared teachers with 31 - 40 years of experience. This finding indicates that length of exposure to the profession reinforces service-orientated involvement in the profession, heightening *occupational esteem*. Therefore, more experienced candidates were less negative about *respect and service*, which demonstrates two things - the longer they remain in the profession the more positively teachers could be influenced, and also those teachers who felt negatively about teaching have long left the field.

Teachers with higher education degrees or teachers handling higher classes, although given more respect and perceived highly externally, differed in their views. These teachers rated their satisfaction and perception lower. This gives rise to the questions – why do teachers from rural areas feel more positively about teacher status, whereas as better educated and more qualified individuals feel negatively. Some of the reasons could be - *first*, teachers with high educational qualifications might feel that the amount of respect they receive is short of their real expectation on how they should be treated given that their educational level. *Second*, they might feel that teaching higher classes (as found in Zimbabwe by [B. R. S Chivore \(1986\)](#)) or obtaining an additional degree should affect their status. The value expected from these additional qualifications might have been higher than what is actually received, thus leading to mismatch in expectations. Difference in opinions by school type were also found. In private unaided institutions teachers felt less respected and more controlled as compared to working in a high status profession.

²⁸ Including parents of pupils, the local community, general public, the local authorities and the government.

The way in which status was viewed varied significantly according to the impact of demographic variables such as gender and school type. However, differences in urban and rural schools were not so evident. This could be attributed to the fact that only 177 of the participants worked in rural schools, thus biasing the sample towards urban schools. Additionally, the study found that demographic variables of marital status, caste category, SES, and age did not significantly impact perception of status. However one sub-category tended to dominate in the samples. For example, 88.3 percent were married, 64.9 percent of the sample belonged to the general caste category. This predominance could have affected the significance of the data.

Perception of control, regulation and autonomy

In the TSP, teachers saw the teaching profession to be dominated by the *control and regulation* factors, whereas *reward and respect* were found mostly in a high status profession. Similarly, in the KTS, *control and regulation* were more defining of the teaching profession than of a high status profession. Comparison between TSP and KTS found that teachers in England experienced *control and regulation* more positively than the teachers in the KTS sample. One reason could be that as the teacher education programme in England is much better structured than the Indian B.Ed, the professional knowledge gained could further influence teachers in England to demand less regulation and more autonomy. As long ago as fifty years ago in India, teachers felt the influence of external *control and regulation*, for example, in [Kale \(1970\)](#), teachers regarded their work as a “morally desirable activity in which altruistic motivations and devotion are emphasized” (p. 375). However, they felt they were labeled as “intellectually mediocre” and “academic salesmen” because of standardisation and cumbersome bureaucracy.

In the KTS, teachers working in urban (as compared to rural) areas felt that the teaching profession had a higher level of control and regulation. Here again, there is a mismatch between how urban teachers perceive themselves and the level of existing autonomy and regulation. In comparison to other categories, urban teachers were more influenced by societal and contextual factors in their perception of autonomy. This could be for four main reasons – urban teachers might face a higher expectation level from parents and community for better test scores. The urban community may have higher educational levels and thus higher expectations for their children. Pressure to excel in standardised tests and national level exams could be greater due to high number of students from urban areas

wishing to enrol in higher education degrees. *Second*, this sample represented the urban population a large extent (90 percent, n = 1652), so the data might be skewed to highlight their perceptions. *Thirdly*, urban schools might be easier to reach and monitor for the BEOs and other authorities because of their convenient setting. This could mean teachers are under greater scrutiny than in rural areas. *Lastly*, the urban teachers were better educated (56.5 percent had a Bachelors degree at least) thus expecting to be less controlled or monitored.

Qualitative analysis found that *control and regulation* was also a crucial factor affecting perception. A perceived lack of respect from higher authorities demonstrated a complicated relationship between bureaucracy and teachers, also affecting the status they receive from the public. Over-interference, micromanaging of teaching work and lack of independence also affected the participants' perception of status. One viewpoint included -

The involvement of higher authorities should be reduced. Most important, the higher authorities should give respect to this profession.

Men felt more negatively about *control and regulation* as compared to women. As a male-dominated society, in India there appears to remain a need for different gender rules. [UNESCO \(2011, p. 6\)](#) set out the broader issues that affect feminised workforces in the proportionate under-representation of women across the teaching hierarchy. In Karnataka, 53.4 percent are female teachers across different managements. However, there is a 56.4 percent representation in elementary schools versus 46.3 percent in high schools ([Census, 2011b](#)). Teaching especially is a very strongly gendered profession, and men dominate the career hierarchy even in places where female teacher numbers are high ([p. 14](#)). Unlike states such as Rajasthan, Madhya Pradesh, Bihar, the proportion of female teachers in Karnataka is above the Indian average of 50 percent. Nevertheless, women are socialised to believe that men are better leaders ([Samson & De, 2011](#)) - the higher proportion of women in the workforce does not translate to the profession as a whole demanding more autonomy. Traditional gender roles and stereotype behaviours further affect not only the choice of profession but impact career decisions and how individuals hope to lead their professional lives ([Gadassi & Gati, 2009](#)). This could further pressure male candidates to conform to external expectations and see teaching work differently from female candidates, thus impacting their perceptions.

Participants from DoE schools felt more positively about *control and regulation* compared to aided institutions. This can be evidenced from the administrative set-up in the government system, which oversees the implementation of the prescribed curriculum. In comparison, the aided institutions have more freedom and flexibility, as they do not come under regulatory purview. Although the topic of para-teachers was not addressed in the KTS and participants made no mention of this in the open-ended section, in relation to teacher autonomy, the role of para-teachers is worth discussing. Para-teachers in India are defined as ‘contract teachers’ appointed on different conditions and entry qualifications than regular teachers. There are now over 300,000 para-teachers in India. In 2015, the government of Karnataka further sanctioned the appointment of more para-teachers into the system to fill vacant positions. Often, these teachers are poorly qualified and do not have the required qualifications or academic experience. Para-teachers are expected to follow a more scripted curriculum and this could be another reason why the DoE teachers feel strongly about *control and regulation*. Even though evidence has shown that full time teachers enjoy higher status than para-teachers ([Goyal & Pandey, 2009](#)) due to the difference in educational qualifications of teachers, as substantiated by [Govind and Josephine \(2004\)](#), with an increase in the number of para-teachers and the hiring of untrained personnel, the status of the profession could be further reduced in the DoE schools.

Unaided (private) institutions feel very positively about *control and regulation* considering they are the least regulated by the authorities. Due to the large variation in terms of the accountability frameworks that private schools operate under, and the significant lack of research in the area, it is difficult to clearly understand what type of control private teachers come under. However, could the introduction of the RTE Act have affected the way private institutions view control? Do private schools believe that since the government does not fund them, the authorities exert undue control in their insistence on record keeping and end-accountability? Or because private educational institutes are run as single units, typically by a registered trust or society, do teachers feel that they are under increased scrutiny because clear processes set by school management and trustees are missing? This aspect needs additional focused research to further understand the nuances in accountability framework and how they differ across school types. Interestingly, with the introduction of the RTE and changes in monitoring mechanisms, the changes are still to be seen.

Research ([Grossman, 2003](#); [Lortie, 2002](#)) on teacher autonomy has found that the freedom to implement curriculum and teachers' ability to influence school policies are important motivation factors. Teachers with a greater sense of autonomy are more likely to stay in teaching ([Johnson, 2006](#)). With the National Policy of Education (NPE) proposing to set mandatory curriculum and teaching standards, it is questionable whether teachers will feel supported in their role or if this will be viewed as reducing their autonomy. Even though *occupational esteem* and internal prestige is high, the teachers' scope is limited and the extent to which they can influence policy and change is small. The findings on school conditions further illustrate the need for teachers to have a say in the curriculum, textbooks and educational implementation in the classroom because they have a sound understanding of what works. A disconnect exists between policymakers, government authorities and school governance bodies and in the way that they monitor teachers or actively build professional learning communities. Across the teaching profession, the notion of *control and regulation* is firmly entrenched. On the one hand, with a lack of quality teacher training institutes or certification programmes, giving full autonomy to teachers is difficult. The challenge is therefore how to strike this delicate balance between teacher accountability and independence. Measures to monitor in a non-intrusive, encouraging way portraying a positive intention are critical.

Influential domains

The literature review delineated how teachers' self-perception is influenced by outsider perception of teaching work. In this section, three key influential domains on teacher's perception are discussed, namely - the government, the public, and teachers' immediate network (pupils, teachers, headmaster, support staff).

First, there was an evident incongruity between how KTS participants would like to be viewed by the government and how they think they are viewed. In Section A, to describe both high status profession and the teaching profession, the item "is valued by the government" was rated very highly (ranked in the top five). On the other hand, findings from the respect section found that teachers felt that the categories "government" and "the local authorities" had extremely low ratings (ranking in the bottom five). Considering that 71.5 percent of the participants sampled worked at government schools, the importance they placed on their need for appreciation from government officials was high - they might feel undervalued in their relationship with government authorities. One reason might be due to the

fact that the authorities are frequently assigning non-teaching jobs, which teachers feel undermine their professional expertise. As shared by one participant -

We are unable to concentrate on teaching because most of the time, teachers are out with BLO²⁹, Census or election works.

Moreover, as mentioned in the NPE (2016), there are political and bureaucratic inefficiencies in the governmental education departments, including delay in addressing teacher grievances, red tape and lack of support. This could further heighten teachers' sense of lack of respect and appreciation by the government. Participants stated that a system of "threats", officiousness and overbearing leadership was demoralising to teachers.

In relation to *occupational definition*, Hoyle's framework outlined the importance of the semantic and formal status of the profession and its impact on teacher status. However, the KTS found that teachers did not express the need for the government to formally define the teaching profession. Teacher unions or ethical bodies were not mentioned in the open-ended section, even though the NCTE proposes that teacher status would improve if teachers followed a common ethical standard.

In terms of public perception, teachers felt that the general public also did not understand or respect their profession. Teachers rated "public understanding of teachers' responsibility", in the top five items necessary to improve perceptions of the teaching profession. Additionally, KTS found that *expanded teacher role* was one of the factors that needed to improve the status of teaching profession. This demonstrates that by first targeting incremental changes within the profession (for example growing facilities, remuneration, public understanding), teachers could feel a significant improvement in status. Participants complained about the lack of resources in schools, from toilets to books, to classroom supplies. Overall, improvement in general public perception was seen as an important medium to improve the status, similar to other research findings ([Everton et al., 2007](#); [Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006](#); [Swann et al., 2010](#)).

²⁹ Booth Level Officer is a representative of the Election Commission of India at the grass-root level and coordinates the polling work in the allocated area.

In the TSP, the role of media was significant. Media influences both government as well as general public. In the KTS, participants felt that the media held them in the least respect. As media opinions are vocalised and projected shaping the public narrative, teachers can feel this the impact on their lives. Unlike the findings from the TSP, the KTS did not allow for crosschecking of this assumption. It nonetheless demonstrates that teachers potentially tend to underestimate how they are viewed, especially by an important external section of stakeholders like the media.

The status *for* the profession, officially accorded by the government and apparently given by the public is not evident in the KTS. The status *of* the profession is consequently an interpretation of what teachers perceive the government and public think of their work through various individually observed data points. This could include accurate or inaccurate presumptions when trying to decipher external perceptions, further influenced by perceived history of the profession's semantic construction. Participants have consequently assumed the lowest perception. The actual status for the profession and perceived status of the profession affects how teachers view *status* and create an *identity* of self. Based on the findings from this study, teachers drew a great sense of identity internally from the *occupational esteem* of their work. However, external validation would increase their motivation for teaching work and showcase it in a better light to the general public.

An important finding consistent between the KTS and TSP was the positive sense of status teachers experienced within their schools and immediate circle (peers, students). In the KTS the factor *within school*³⁰ had the highest rating as the group which teachers felt they had the most respect from. Teachers felt that their work was better understood and easily appreciated by those who had close contact with them. People at school were considered to best understand the challenges of teaching work. Is this because teachers perceive that the public has little understanding of teaching work? Conversely, do teachers feel that only those close to teaching have a better understanding from the inside? To understand this better, future research could study public perceptions of teaching work and explore if there exists a mismatch between how teachers think the public views their work and how the public in fact views teaching work. Teachers' *occupational esteem* is also affected by the personal experiences, including how their colleagues treat them at work. A congenial school

³⁰ This group included pupils, the school, teachers, principal/headmaster/headmistress, support staff, parents of pupils.

atmosphere helps teachers feel a sense of camaraderie among their professional peers, providing support and understanding to each other - only another teacher could understand the struggles and complications of teaching work. A better understanding by their peers and the importance teachers place on this shows that they have developed strong bonds in these circles.

Some KTS participants mentioned the role of parents of the students in the ecosystem in the creation of status. They expressed that in today's age, parents have less respect for teachers and "do not know the importance of education" (participant quote). They do not lend cooperation to teachers in enforcing school rules and expectations. Parents in rural areas were expected to value attendance at school and send their children every day. Thus, participants drew on the community's involvement in education as a way of improving teaching standards and status. They wrote -

If we want to improve the level of teaching, everybody i.e. student, teachers and parents should contribute equally

Two complementary findings from TSP and KTS were that participants felt that public understanding of teaching work was lacking, and respect from within schools was high. A theme that emerged from the TSP was that teachers felt high status with their participation in schools that were run by principled leadership, where they were appreciated for their work and clear responsibilities were assigned. Democratic leadership was seen more favourably where teachers felt ownership of their development, training, and support. The TSP assessed teachers' sense of responsibility towards various groups and found that male, secondary and older teachers rated lower responsibility to both in-school and external bodies. Teachers with more responsibility (head teachers, deputies, etc.) felt more responsibility towards external and in-school factors, in comparison to regular teachers. KTS data could not reflect similar findings, as it was beyond the scope of study, nonetheless these findings emphasise the need for a strong support system for teachers. The ecosystem begins with the school community, school leadership and eventually the parents.

What factors do teachers think would change their status?

Qualifications, professional development and support

The need for professional development was a key finding in the IFS pilot study, the TSP as well as in the KTS. Respondents in the KTS expressed a need for technology and “internet training” so that they could access more resources for teaching. Training to help teachers access "low cost and no cost teaching material" was also mentioned. It is important to note that in KTS sample, a vast majority of participants (35 percent) had the TCH certification as their highest educational qualification. Only 32 percent stated that they had a B.Ed. degree and about 53 percent of the sample held a teaching certificate which implies that many teachers have not undergone training to prepare them for the challenges of the classroom and have had to learn to teach through experience. In schools, a systematic teacher orientation and feedback mechanism could help the teachers understand their areas for development. The quality of trainers and training programmes were also mentioned so that teaching and learning processes could improve, thereby impacting students and status. For example, participants stated -

But at present teachers are losing their efficiency due to unscientific teaching methods planned by self-declared educationalists who would not have had any classroom practical experiences and problems. Thus, now teachers are feeling that the teaching profession is a burden.

In this context, do teachers feel that professional development increases professional knowledge and therefore entitles them to more autonomy? Do teachers value professional development because it supports the idea that teaching is a profession which has a specialised body of knowledge which showcases to the external stakeholders that teaching work is unique requiring training and skill sets designed for the dynamic settings of classrooms?

The need for subject specialisation and the training to be subject specialised was also expressed (“Please appoint subject-oriented teachers”). Although this study cannot determine with certainty whether or not the teachers felt that the teaching profession had a professional body of knowledge, the importance laid on the need for progress through training was evident. Teachers with TCH and D.Ed. also aspired to either gain additional qualifications or have access to training programmes. Interestingly, the factor *respect and service*, which

included the item “has members who have lengthy professional training” to describe a high status profession, was rated more positively by teachers who did not have a high educational standard. Teachers with TCH were significantly more positive than those with a Bachelors or Masters degree. Similarly, teachers with D.Ed. felt that *respect and service* was more defining of the teaching profession than did those with B.Ed. or M.Ed degrees. Overall, the item “engage in high-quality teacher training programmes” was rated among the top five items that teachers thought would help improve the status of the teaching profession. Moreover, the factor *opportunities to contribute and improve* accounted for 16.3 percent of the variance and covered aspects of influencing policy initiatives and professional development.

Respondents also mentioned the quality of teacher educational programmes such as the B.Ed. and D.Ed. The low expectations and lack of preparation of the programmes for the challenges of classroom teaching were said to adversely affect status. Moreover, the ease of entry into teacher education courses and lack of competition to enter the teaching profession further reduced perceptions of status by influencing *occupational prestige*. A participant stated –

there should be a strict selection process for teachers as done for the KPSC or UPSC³¹.

With the ease of entry, lack of quality teacher training programmes and ongoing professional development, teachers in the KTS felt that the quality of output and their contribution were negatively affected. The fundamental desire of the participants for more training is a positive sign in itself. They anticipated an increased specialisation of their professional abilities would further increase the output, improve public perception and consequently internally validate the existence of a professional body of knowledge and practices unique to teaching. Enhanced training programmes could showcase to the public the changing, dynamic nature of teaching work.

The HRD Ministry’s initiative to introduce Block Resource Center (BRC) and Cluster Resource Center (CRC) was to improve school quality and ongoing teacher support ([Rao et al., 2011](#)). However, the resources in terms of time and training for the BRC and CRC

³¹ Karnataka Public Service Commission (KPSC) and Union Public Service Commission (UPSC) is India's central agency authorised to conduct the examinations for the selection of individuals into the prestigious public service roles across the country. These are considered to be the toughest examinations in India with a success rate as low as 0.1%.

authorities are limited. In Karnataka, they are overloaded with data collection and lack time for supervision or mentoring of teachers. The travel allowance is insufficient and too many programmes make their work harder (p. 17). Nonetheless, according to DSERT data, in 2013-14 226,624 teachers underwent an average of 6.37 worker-days of training as against seven worker-days as proposed. Karnataka is used as an example in [Rao et al. \(2011\)](#) to demonstrate how teacher training is well-integrated in the state. A 24-hour helpline for all government teachers to address their challenges in the implementation of the Nali Kali³² Method has been set up in the state. The BRC and CRC are chosen differently in each state, and unlike through direct advertisement in Goa, in Karnataka they are picked from invited applications from existing teachers followed by a test and interview. These practices reflect an effort to support teachers through school improvement programmes and in-service professional development. However, the KTS did not identify differences in perception of a teacher from DoE schools and private schools in terms of professional development. Private schools do not have access to the structures and expertise that a BRC or CRC might bring to teaching practice, however private teachers, like DoE staff wanted more professional development and support. The low academic content in B.Ed., TCH or D.Ed. certifications coupled with the lack of good ongoing support are generally unsatisfactory in relation to what teachers also need.

The TSP found that status was enhanced when teachers were “skilled up” ([L. Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006, p. 71](#)) and their esteem and professionalism improved because it made them feel more productive in their work. Additionally, the TSP listed a range of reasons why continuing professional development was considered the most important factor for high status. *First*, teachers saw this as a reward which showed that the school valued their growth and advancement. *Second*, these workshops helped teachers reflect on their practice. This engendered a perception of higher status, appreciation for their work and “gave them back a sense of professionalism in the face of its potential reduction through having to follow generalised work schemes” (p. 71). Interaction with colleagues, sharing best practices and engaging in discussions about their work increased status for teachers and esteem (p. 72). It contributed to their sense of development and growth. In the same way, teachers in the KTS sample regarded ongoing

³² Nali Kali system is a methodology adapted in Karnataka in 1995 in multi-age, multi-grade classrooms where self-paced learning is encouraged. The curriculum is divided into smaller units that are more manageable. Activity cards are used for instruction, learning, reinforcement and evaluation. The system is designed to impact formal education using informal methods ([SSA](#)).

professional development as an opportunity to grow and learn about the advancements in teaching, which they could bring into the classroom. Improving their contribution to the students' growth would further build on their service-oriented outlook and increase the sense that they were affecting the lives of children through their work. Thus additional professional development opportunities not only help teachers improve their practice, but increase their esteem and consequently their perception of status. Both in the TSP and the KTS, teachers clearly expressed the need for help to face the daily challenges of the classroom. Teachers needed strong support both at the start and during their teaching career, in a manner that is encouraging, continuous and of high quality.

Financial incentives

Teacher salary has been much discussed while addressing teacher entry as well as retention in the profession. Unlike the TSP, the KTS factor analysis of teachers' definition of high status profession found the third factor – status through *reward and authority*. This centered on rewards meaning high financial remuneration as well as non-financial rewards. Furthermore, a comparison of item-wise differences in participants' definition of high status and the teaching profession, the items “enjoys high financial remuneration” and “enjoys high quality working conditions” had significantly higher ratings in the high status profession than in the teaching profession. In the qualitative analysis it was noted that the participants also expressed the need for salary reconsiderations.

Although research from many countries ([Huat, 2004](#); [Johnson & Birkeland, 2003](#); [Lortie, 2002](#); [Watt & Richardson, 2008](#)) as well as general perception in India is that teachers are not well paid, the [V. P. Ramachandran et al. \(2005\)](#) study of ten schools in Rajasthan, found that the financial status of the Indian teachers was good, and they could be categorised as middle-class professionals. Additionally, with the introduction of the Sixth Pay Commission in 2006 and the recent introduction of the Seventh Pay Commission in 2015, government teachers' salaries continued to be comparable to public sector employees with similar qualifications. The World Bank ([Primary education in India, 1997](#)) stated -

At 3.6 times the average per capita income, salaries of primary school teachers in India are better than those in middle-income countries as Chile, Costa Rica, and Thailand, although worse than other low-income countries such as Kenya, Malawi and Zambia.

Moreover, Indian government teachers benefited from a host of non-monetary incentives. In Rajasthan, female teachers received four months of paid maternity leave claimed for up to two children, six weeks' leave for miscarriage or abortion, regular vacations, encashment of unused leave, interest-free advances for festivals, low-interest loans for building their house, fee waivers for children if studying in the same school ([V. P. Ramachandran et al., 2005, p. 14](#)), among others. This contradicts Hoyle's assumption wherein the size of the teaching profession affects salary level. In the case of India, it influences teacher salary in a positive way. The size of the profession could have given teachers a combined bargaining power.

Although government schoolteacher salaries and extra benefits are comparable to public sector wages and will see an increase through the implementation of the Seventh Pay Commission, is their pay similar to professions *outside* of government service? Given that the study of status is informed by relative positioning within the constructs relevant to the particular individual, how does a teacher view their salary? Could a teacher for example use a dual lens wherein they are satisfied compared to those who do not have government job security, but dissatisfied that they ended up as an educator and not in a high paying profession outside of the government service? Since India is known for low monetary compensation of government employees ([Nanda, 2015](#)) the need for increased salary could stem from relative comparison with other professions.

On the other hand, non-government teachers, working primarily in private low-fee institutions are poorly paid ([Behar, 2013](#); [Sindhi, 2012, p. 45](#)) and lack the extra benefits accorded to government employees. Nonetheless, no significant difference was found in the perception of *reward and authority* status between teachers from the government (DoE), private aided or unaided institutions. This further demonstrates that remuneration and non-financial rewards are important to all teachers irrespective of their salary and benefits. An aspiration for better salary structures, comparable to other professions is a common theme found for most teachers, similar to [Yong \(1995\)](#) findings in Brunei Darussalam.

Younger teachers were more positive about *reward and authority* compared to older teachers. Older teachers and secondary level teachers, due to their years of service and experience in the profession could feel they deserved higher salaries. Male teachers were more positive about *expanded teacher role* (of which remuneration is a sub-category) compared to female teachers. [V. P. Ramachandran et al. \(2005, p. 13\)](#) also found that male

teachers were unhappy with their salaries and many of them had alternative sources of income including tuition or small businesses. On the other hand, female teachers came from households where there was at least one other earning adult, reducing the sole financial burden from the teacher's salary.

The TSP case studies unanimously found that participants felt that teachers' salaries were not commensurate with their responsibilities ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006, p. 199](#)) and the need for teacher salary revision was recommended. Although the English government introduced performance management for teachers in 1999, these were limited by each school's capacity to pay ([p. 188](#)) and teachers felt demoralised and demotivated due to the poorly administered pay structures and challenging metrics for their disbursement. On the other hand, an increase in pay received positive reaction when an express delegation of roles and responsibilities was made and teachers became accountable for their deliverables. Nonetheless, the TSP found that pay was a "welcome stimulant" ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006, p. 76](#)) but not the sole determinant of teacher motivation to enter or remain in the field. The KTS findings similarly reflect that while salary is a necessary aspect for all teachers, at the same time teachers derive great joy in being part of a noble profession (i.e. *occupational esteem*). Whether or not salary alone would suffice to attract more teachers is not clear, but it would appear to have a positive impact.

Improving working conditions

KTS respondents mentioned that school facilities such as access to clean drinking water, a playground, well-constructed buildings, a library with sufficient books, and good school sanitation and toilets were essential. Furthermore, space for teacher seating, chemicals for the labs, projectors and access to other technology were also listed. The need for smaller class sizes was also mentioned. Improved infrastructure was a recurrent request from teachers due to the extremely poor conditions of most schools. Based on the ASER 2013 survey, the percentage of schools with no drinking water facility has declined from 17 percent in 2010 to 15.2 percent in the states of Himachal Pradesh, Punjab, Uttar Pradesh, Bihar, Gujarat, and Kerala, including Karnataka. Useable toilets also increased from 47.2 percent to 62.6 percent in 2013. However, only 53.3 percent of schools in the country had separate and usable toilets for girls. Only 22.9 percent schools did not have library facilities ([ASER 2013 Report](#)

[Launch, 2014](#)), but the quality of these facilities are difficult to judge, even from the governmental reports.

Teachers emphasised the need to improve the quality of teaching resources, for example better illustrated textbooks issued in a timely manner, extra-curricular activities and cultural programmes at school, educational trips for students to enrich learning and consequently improve the quality of education. Smaller class sizes without heterogeneity in student age would further help in teacher effectiveness. When teachers were asked to rate items that might improve teacher status, “improvements in school resources and facilities” had the highest score. Better infrastructure appeared to affect teachers’ sense of satisfaction and perceived status. Teachers also equated better school facilities as a factor influencing positive public perception.

The TSP similarly laid emphasis on good working conditions. The case studies found that “good resources were associated with better pupil behaviour and positive benefits for teaching and learning, thereby bringing opportunities for enhancing teachers’ effectiveness” ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006, p. 72](#)). Interview data found that teachers considered investment in their resources and working environment reflected the regard in which their work was held and therefore how they felt they were perceived. Similarly, in the KTS, the introduction of technology such as smart boards was viewed as enhancing teachers' status.

Informing teacher retention and recruitment

In the KTS, teachers perceived their status and identity as a duality – *first*, by virtue of their work and how profoundly noble it made them feel, and *second*, the mismatch in how they felt the public or the government viewed them. Through the eyes of the external forces, teachers felt that they require higher status. In spite of the low status from external stakeholders, the vast majority of teachers intended staying in the field of teaching (89 percent). This could be due to a variety of factors, including the nature of teaching work, which they considered as being service-oriented and mission driven. Additionally, the incentives of the job including extended leave, the opportunity to work with children and in government schools – salary and other benefits could serve as positive influencers. The additional benefits that the teaching profession accords to women regarding flexible timings, and work life balance further make teaching an attractive profession. As evidenced by [Williams and Forgasz \(2009\)](#), teachers do not enter the profession only for intrinsic motivation but for practical or lifestyle reasons. Therefore, in order to attract and retain good teachers, working conditions and extra benefits which are important in attracting people to the profession as a career change, must continue to exist and serve the purpose.

It is evident from the KTS sample, which is predominantly representative of the urban female government teacher, that retention in the profession is not a primary concern. However, increasing *occupational esteem* and teachers' sense of identity could result in a happier and more satisfied workforce, impacting teaching quality on the whole. Appealing to teachers' sense of higher purpose and contribution to the future of the nation might achieve this. It will encourage long-term and prolonged retention in the teaching field while managing the stresses of curriculum and regulations. Teacher job satisfaction could further increase with the new policy changes to introduce TET³³ in the country. Increase in the overall job qualifications of peers and added focus on the need for professional knowledge could positively affect how teachers see themselves. It could also impact the quality of entering candidates and serve to attract more to the field.

In the KTS, male teachers were more positive about *expanded teacher role* and *influence of external factors* as compared to female teachers. The growing feminisation of the profession could affect male teachers to feel that they were opting for a lower status job. Male

³³ Teacher Eligibility Test

teachers might attribute a higher status perception if improvement in resources, remuneration, public appreciation and training were increased. Nonetheless, this would not necessarily result in retention in the profession. Other influencing factors need to be studied to explain how teachers' output, involvement, and contribution could be increased.

Very few research studies cover issues of recruitment and retention with that of teacher quality. According to [Guarino, Santibañez, and Daley \(2006\)](#), there are two reasons for this. *First*, it is hard to establish a common definition of what teacher quality is. In the Indian context, this could be better teaching methods, practical assessments, or just attendance to class. However these attributes have neither been agreed upon nor defined. Even though NCTE discusses the “ideal teacher”, the degree of emphasis on the required attributes is missing. *Second*, data that allows researchers to identify effective teachers and pointedly examine the factors which promote recruitment and retention are lacking.

In the TSP, after factor analysis, the four factors to raise status were – *job awareness, pupil focus, the release of imposed constraints* and *teacher involvement*. Participants felt that teacher status would increase if greater public awareness were created about the intellectual demands of their jobs, and if teachers were given more opportunities to exercise professional judgment. Teachers also believed they should play a larger part in shaping policy initiatives to increase status. [Lortie \(2002\)](#) stated that collaboration in the teaching profession enhances status, even though teachers function as individual practitioners in their field. On the other hand, [Hoyle \(2001\)](#) reiterates that collaboration in teaching does not increase status, rather works to improve professionalism. Additionally, workload reduction, time for collaboration and expanded community role were stated to have a positive impact on teacher status. Again, significant differences were found between the perceptions of older and younger teachers and primary and secondary schoolteachers. In the TSP, the public found teaching to be an unattractive career because of the perceived problems of *having to control a class*. The TSP proposed that public perception could improve if the teaching role included aspects of training new teachers, collaborating with peers and being involved in a professional workspace. The paper speculated that *occupational esteem* among those who see teachers at work could influence wider public prestige, further increasing teacher status ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Maddock, et al., 2006, p. 82](#)).

Similarly, understanding public perception of teaching work in India and then creating structured policy initiatives will help in bridging the gap between how teachers think their

work is being perceived and how they are in fact being seen. Detailed suggestions based on the KTS and implications for school leaders, policymakers and teachers are listed at the end of this chapter.

Hoyle's framework for the Indian context

In this section, I briefly comment on the findings of the KTS and how they connect to Hoyle (2001) and the framework. In the Indian context, Hoyle's framework proved as a useful tool to understand teacher status. The framework covered the key aspects that teachers felt were important to their identity and status.

First, in relation to *occupational prestige*, the KTS found that the teachers' insider perception of salary, the need for professional knowledge and the need to increase expertise were the most prominent themes. Interestingly, while Hoyle stated that "children as clients" negatively impacted image and therefore *prestige*, teachers in the KTS and TSP derived satisfaction from serving the needs of children and this influenced their perception of status.

In terms of the upper dimension, only salary and need to improve entry qualifications were observed. In the KTS, the influence of "children as clients" was not evident - it might have been so if the study had covered public perception or included a media survey. Moreover, "has high status clientele" did not feature highly either. The Right to Education Act and Twelfth Five-Year Plan both focus majorly on educational equity. The RTE addresses the needs of the weaker sections of society by ensuring enrolment, and the Educationally Backward Blocks (EBBs) are the main focus of the latest Five-Year plan. This emphasis changes the profile of the students in school and thereby the type of children as clients. What is not evident from the findings of the KTS, but is interesting to contemplate is the impact of the changing profile of teachers' clients on the image of the profession. In participant evaluation of the teaching profession, in terms of the central dimension, even though Hoyle felt it was the strongest dimension, this was not evident in the KTS. Teachers stated that they were not even able to be knowledge transmitters, due to the excessive control and regulation of teaching work - teachers as knowledge creators as proposed by Hoyle would be a far cry. In the lower dimension, only the need to improve professional knowledge greater specialisation and teachers expressed the need for an expanded role. Overall, Hoyle felt that teachers could not influence prestige, and this emerged as true of the KTS also. The aspects expressed by teachers that would lead to increased status were beyond the control of teachers themselves and needed external intervention through governmental policy change or through school leaders.

Second, in *occupational definition* it was hard to find evidence, as the study could not explicitly explore definitions per se. However, it was interesting to note that the way the government perceived teachers was a major influencer of status. Teachers were more concerned with how they were treated and wanted reduced control and regulation with an increase in autonomy. Even though the Indian government does not have a single, shared definition of the teaching profession, teachers wanted the government to acknowledge their contribution and expand governmental role in educating the public about teaching work.

Hoyle (2001) felt that to improve status, *occupational esteem* could be amended through the efforts of the teachers themselves, by improving professionalism including aspects of competency, managerialism, technology innovation, rigorous accountability and competition. However, as shared by Hoyle in the concluding remarks, teachers do not feel status is as it should be, but KTS findings show that they are unlikely to want higher accountability, regulation and competition. Teachers derive intrinsic rewards from teaching, validated and supported by the immediate ecosystem. Externally, the status is low and teachers could be dissatisfied, but internally teacher perception of their status is high and teachers were satisfied in their profession and opted to continue in it. While Hoyle (2001) framework delineates the main themes to discuss teacher status, it has also proved that relationships in the Indian context might not be so straightforward or linear due the variability that exists in demographic and school variables.

In relation to Hoyle (2001) framework, the TSP ([Hargreaves, Cunningham, Hansen, McIntyre, & Oliver, 2007](#)) proposes some key analysis. *First*, teachers' roles are changing from working purely with children to working with professionals. While Hoyle (2001) states that teachers face low status due to their clientele (children), this change in their role could improve perception, by working with other professionals including teachers from other schools, collaboration with local partners and being part of multi-professional teams alongside doctors, social workers etc. Additionally, proposals included decreasing class sizes, increase teacher pay and introducing a cadre of trained teaching assistants so that teachers can focus on planning, teaching, learning and tasks beyond clerical ones. *Second*, Hoyle's framework refers to how the size of the workforce determines salary, the candidates that enter, their qualifications etc. The TSP proposes that by changing the workforce composition by for example increasing the number of qualified graduates, increasing the proportion of males, and fast tracking initial training programmes, status could improve. The TSP proposes

an increase in teaching assistants and improving pupil-adult ratios, giving teachers an opportunity to work with more adults and to be in supervisory roles. *Lastly*, Hoyle (2001, 141) argues that specialisation is important for higher *occupational prestige*. To address this, TSP proposes that policies should emphasise teaching rather than pastoral care. Encouraging teachers to pursue higher degrees and research is another way that the TSP proposes that teachers can be portrayed as professional educators and increase prestige.

In the Indian context, through the KTS, I was able to explore teacher perception of status. However, the study did not allow for validation of the framework to the full extent. Especially in terms of *occupational prestige*, while the relationships shared by Hoyle (2001) were logical, image was influenced by various factors and not limited to the ones described by Hoyle. Hoyle also did not discuss teacher perception being influenced by external perception and role public played in creating this. Moreover, Hoyle's framework did not highlight the differences between insider and outsider perception and their interdependency, which is evident in the findings of the KTS.

A key finding from the TSP that resonated with Hoyle's recommendation was the role of teachers in increasing *occupational esteem*. The TSP has concluded that teacher status needs attention and improvement, and one way to do that is for "teachers themselves to communicate their activities and professional expertise to the public, and to revise their own perceptions of the respect and trust in which they are held" ([Hargreaves, Cunningham, Everton, Hansen, Hopper, McIntyre, Oliver, et al., 2006](#)). Thus, one of the key findings was that the initiative to enhance the perception of teacher status begins with teachers themselves. This finding resonated and reflected as crucial in the KTS too.

The next chapter proposes changes and implications so that overall status can be improved. It also includes the future scope for study. The section begins by discussing the role for school leaders in helping teachers feel empowered, encouraged and valued. I then discuss the role of the government in structuring policies to enable a national attention towards teachers and the work they do. I conclude with the role teachers can play in changing their status.

Chapter 7: Conclusion

Implications and way forward

Better teachers alone cannot influence sustained, large-scale positive student outcomes. Good teachers combined with systems designed through the collaborative efforts of school leaders and policymakers will help reinforce a nation's educational mission. The suggestions that can be made to improve the school landscape of India are vast and varied. However, the crux lies in not only identifying the areas of improvement by bridging the gap between policy, enactment and monitoring. Also, in order to weather the stresses of socio-economic constraints that currently exist in the country, it is imperative to develop a strategy that is cost-effective, highly impactful and easy to scale. Specifically for teacher status, which influences recruitment and retention in the profession, I use this section to highlight some changes. The points are derived from the findings of the KTS study supported by research findings from similar initiatives in other countries, including the TSP suggestions.

Implications for school leaders

Public understanding of teaching work

Teachers' work is far from being unidirectional in nature. Teachers do not merely build and deliver curriculum, they also modify and interpret it. They use their professional judgment to employ instructional tools for maximising learning outcomes, student welfare and pastoral care. While teaching work is broad and ambiguous, the need for better understanding by the public and policymakers about the varied daily responsibilities a teacher shoulders cannot be underestimated. School leaders, lobby groups and teacher unions all play an important part in communicating and sharing with the community the nuances of teaching work. For example, school leaders serve as the link between the classroom teacher and the parent body and to some extent bear the onus of communicating the professional technicalities of teaching work to the school community, tailoring the message specifically for their unique parent body. For greater bearing, this communication needs to be consistent, easy to understand and practical. Events, seminars and parent involvement in school activities; all help the immediate school community members to see teaching work first hand. External bodies such as teacher unions, informal teacher groups as well as formal lobby groups of school leaders such as MICSA³⁴, KISA³⁵ and KAMS³⁶ need to consciously make

³⁴ Management of Independent CBSE Schools Association (MICSA)

this an agenda item. Bodies like the Central Board for Secondary Education (CBSE) and Indian Council for Secondary Education (ICSE), while mandating curricular standards for senior students, also administer the national examinations. These boards need to promote teacher status and make the challenges of their prescribed curriculum more transparent so that parents understand the effort required on the teachers' part to prepare students for the standardised examinations, especially at Grade 10 or Grade 12 level.

Strengthening the teacher ecosystem

Based on the TSP and KTS findings of the influence of teachers' immediate circle on their perception, school leaders need to implement organisational policies that foster and promote stronger school communities. This could be in the form of professional learning communities where teachers collaborate with their colleagues to design student-learning experiences, or by constructing a culture of affirmation and acknowledgment of good work. This also includes building a safe and professional culture for teachers. Informal processes set within the school could also foster close-knit bonds between teachers. For example, a celebration of prominent festivals, school lunch events, and staff picnics could help. Increased interaction with other adults rather than only with the children could further influence occupational prestige. While Hoyle (2001) mentions that bestowing labels such as “super teacher” or increased opportunities for collaboration does little to increase teacher prestige, status or esteem, these steps encourage internal morale, teacher self-esteem and self-perception. Ensuring that school leadership structures have principals, vice principals, headmasters, coordinators or managers who are able to model behaviour and boost mutual support and camaraderie among staff while providing clear guidance is essential. The need for efficient leadership was also identified by the NPE (2016) and cannot be trivialised.

Encourage teacher professional growth

School leaders need to set a culture of high expectations yet an environment that is conducive to teacher professional growth. Opportunities to engage in professional development tailored to the specific requirements of the school conditions are critical. Identifying the key areas that teachers need the most help in, matching qualified trainers to the required sessions and following through the implementation of the learning after the

³⁵ Karnataka ICSE Schools Association (KISA)

³⁶ Karnataka Associated Management of English Medium Schools (KAMS)

training is the responsibility of the school leaders. Open channels for feedback and frequent teacher evaluations and conversations will help in establishing an open, professional, growth-oriented organisation. As mentioned by KTS teachers in the open-ended section, school leaders would need to proactively provide opportunities for staff to pursue additional degrees, provide well structured work schedules and provide support for curriculum implementation to give confidence to teachers in their ability. As proposed by TSP, teachers should be allowed to collaborate and work with other adults to improve their work and focus on bringing their curated professional knowledge to the table. Financial resources to build in-house capacities for mentoring and teacher career growth will allow teachers to rise within the profession. This support could showcase to the students and parent body that the school leaders are heavily invested in the betterment of their teachers, influencing public perception of teaching work and improving professionalism.

Increase teacher autonomy

School leaders are the interpreters and implementers of proposed regulatory frameworks and need to navigate the requirements from the boards, state government rules as well as the parental expectations to match the capacities of the current teachers. Starting from designing the curriculum to its execution, this involves coordination between school leaders, teachers and subject specialists. Including teachers in this process and allowing professional autonomy in their work ensures that teachers feel motivated and empowered through the varied opportunities to use their professional knowledge and expertise. Moreover, teachers will be best placed to gauge the on-ground reality in terms of student capabilities, available resources and time constraints so that they can tailor the lessons accordingly. The KTS found that teachers held a negative perception towards control and regulation. As mentioned by [Hoyle and John \(1995\)](#) (cited in Hoyle, 2001, p.150), teachers should be given professional responsibility as opposed to professional accountability. Strategic initiatives by school leaders to provide increased autonomy while simultaneously improving teacher competencies through professional development and mentorship will allow for a gradual increase in professional knowledge and expertise, positively impacting the quality of work and teacher personal satisfaction through improved service.

Implications for policymakers

In addition to the themes which private and public school leaders need to address, this section presents the implications for policymakers based on the findings of the KTS study in

relation to the six key policy documents referred to in chapter 2 - namely – NCFTE (2009), RTE (2009), NCTE (2010), Twelfth Five-Year plan (2012), NPE (2016) and KSEP (2016).

Improving teacher professional knowledge

Launching better teacher education programmes is a common theme between TSP and KTS. Countries such as Finland, Singapore and Korea, have extremely competitive teacher education programmes executed by a small number of chosen universities. The quality of the incoming class is very high, making the programmes sought after and overall teacher status is high. Pre-service education is designed to include a significant practicum element where teachers gain practical experience in the classroom before they become full-time teachers. The coursework is also planned keeping in mind the balance between theory and practical professional knowledge needed by the teachers. Entry certification and its recognition for quality will serve to attract the right teachers into the profession and adequately prepare them for their chosen field.

In India too, a lot of attention has been given to improving teacher pre-service and in-service professional development. The NPE suggests integrated training courses while the KSEP proposes improving the current B.Ed., and that teacher education courses should be part of multidisciplinary programmes. The NCTE has laid down the course structure for teaching degrees such as the B.Ed. and D.Ed., which includes theory and practical elements. These efforts and intentions of the policymakers are a step in the right direction, however the government has not proposed how these programmes are going to be incentivised and whether they will be able to attract sufficient enrolments. The increase in the duration of the B.Ed. programme from a one-year to two-year course has been a double-edged sword. While on one hand, the increased time spent in pre-service education ensures high quality of learning and immersion; on the other hand a two-year fulltime course entails great loss in opportunity costs. Prospective teachers must be willing to forgo income and be willing to pay tuition fees for a teaching degree. This is unlikely to take place, and many B.Ed. colleges are running empty due to the lack of uptake in the course. Policymakers must consider subsidies or paid internships and apprenticeship programmes for B.Ed. candidates to financially incentivise enrolment.

Based on the findings of the KTS, it is evident that teachers need stronger in-service programme delivered by capable teacher trainers. Teachers from the KTS sample valued professional growth achieved through the increase of professional knowledge. KTS

participants have also proposed policies that provide DoE teachers the opportunity to pursue higher studies during their teaching career, which is a valid but expensive suggestion.

Teacher specialization

The need to redefine a teacher's role has also emerged as significant. In the B.Ed., two specialisations are mandated. While the depth of the coursework is debatable, the occasion to use this specialisation is often not possible. Due to multi-age group classrooms and lack of teachers in many rural schools, one teacher might have to teach subjects beyond their chosen specialisation. Policies to better equip teachers to gain subject matter knowledge in their area of specialisation by improving the B.Ed. course itself, together with opportunities in the DoE schools for specialist teachers, will avoid untrained teachers teaching the students. Additionally, using their professional knowledge more frequently could raise teacher prestige and esteem.

In the same way that teachers value specialisation in their field, the participants in the KTS felt that teachers must focus on teaching instead of government related work such as census and elections, thus ensuring that teachers serve their intended purpose i.e. teaching. This could not only signal to the public of their specialisation and contribution, but it also makes teachers feel closer to their purpose, instilling a greater sense of pride and gain intrinsic reward. Teachers stated that teaching is noble and they are intrinsically and altruistically motivated. Dedicating teacher time to work that is in line with these principles is more likely to positively improve how teachers see their work. While the Teacher Eligibility Test (TET) and the NCTE teacher qualifications aim to help teachers specialise in a specific domain, there is a lack of clarity in terms of whether teaching work will be specialised. The TSP suggests assistant teachers to help main teachers, however in the Indian scenario para-teachers have had the reverse effect - instead of being used as assistant teachers, para-teachers are used as replacement teachers due to the lack of teachers in the system. Placing an unqualified individual in place of a teacher could dilute the perception of teaching profession in general.

School resources

Based on the suggestions of the KTS participants in the open-ended section, the improvement of school resources in urban and rural schools will help the public understand the importance which the government places on the education of students. These resources

include, infrastructural improvements, access to ICT facilities, support staff for PE, music, etc., good library books, laboratory equipment, and reference material. The government and school boards have mandated the requisite resources every school needs to be recognised, however, follow-up and continued checking of these facilities are not carried out regularly. Moreover, even though the Karnataka government conducts periodic audits of resources for the purpose of data collection, private schools or unrecognised institutes are not audited for quality.

Implications for teachers

Raising occupational esteem

A study of the policy documents in chapter 2 found no mention of teachers' role in influencing teacher status, neither did the KTS participants offer suggestions on what teachers could do to help change status. Throughout the KTS, the theme of *occupational esteem* was recurrent and important. Teachers saw their work as being service-oriented and having high impact, however ways to enhance their *occupational esteem* was not available.

While teachers are faced with multiple pressures, on one hand from school leaders, government and on the other hand, the society and parental expectation to ensure academic and personality growth of children, the need for increased status might seem important to teachers but beyond their control. Nonetheless, from the findings of the KTS, it is evident that a strong insider view is prevalent and needs to be adequately leveraged to enhance teacher status. Teachers are appreciated and feel appreciated for the service they render and the care, dedication and the long-term impact they have on their students. Though it is difficult to attribute credit directly to teachers because of the ambiguities that exist in teaching work, the KTS found that even with these possible ambiguities, teachers feel valued. Teachers have the opportunity to interact with parents, school leaders and the general public and need to use this proximity to stakeholders to enhance how their work is viewed. The adults in the ecosystem may have a preconceived notion of what teaching work entails, but with changes in the system and improvements in pedagogy and teaching-learning methodologies, teachers must find avenues to communicate to everyone the complexities of their work. Some of the possible ways to do this could include – increased care for student welfare and ensuring that parents understand the value of having a capable caring adult monitoring the growth of their child.

While school leaders and policymakers can impact external perception of the profession, teachers have the best understanding of what it means to be a teacher and daily challenges faced. A conscious effort from teachers to improve, pursue and add to professional knowledge is a key lever in further defining teaching as a profession. Another way is to increase the amount of action research undertaken in classrooms so that teachers can be seen as knowledge creators.

The onus of behaving and portraying a united, professional front to all stakeholders is also important responsibility of teachers. Adhering to high ethical standard, having pride in their work and always engaging in professional growth and development by incorporating technology and cutting edge methodologies into everyday practice will serve to portray the changing and dynamic nature of the profession.

In totality, teachers need to consciously reduce the perceived gap between internal and external perception. They need to hold themselves in higher regard and understand the importance that parents of their students, the government and policymakers place on teachers and education. There is a significant need for teachers to internalise and revise their perception of teaching profession and the role they play.

Scope for future study

The best way to ensure continuous societal development is to marry research, policy and implementation so that outcomes are grounded and more likely to succeed. While it has been helpful to delineate how school leaders, policymakers and teachers themselves need to respond to increase teacher status, it is equally important to continue researching more about the perception of teachers and to deeply understand the individuals shaping our students. In this concluding chapter I put forward few suggestions for future research studies to address some of the critical questions this paper was either not intended or able to answer.

First, in addition to in-depth interviews, a more qualitative or mixed approach as used by the TSP could help further substantiate teacher opinions. *Second*, the KTS found that while perception of teachers for the teaching profession was studied, the public perception component was missing. Future research could explore the possible incongruence between how teachers *think* the public perceives their work and how the public actually does. Moreover, studying public, student and media perception of teaching work will help understand and validate the respect teachers feel and determine whether it is derived from

high *prestige* or *esteem*. *Third*, research exploring the relationships between gender, perception and entry of women into the profession could further inform our understanding of whether or not women are likely to enter the profession due to its feminised nature. With the need for increased enrolment of girls, the recruitment of more female teachers in schools, especially in the rural areas, could have a positive impact. In order to bring gender diversity into the teaching field and the school community, how can the profession attract more male staff? Studies to increase understanding of prospective teachers rather than existing teachers could better inform recruitment. Why are young graduates unwilling to enter the teaching profession? What is their perception of teaching work? A study on candidates in current teacher education courses could also shed light on why graduates are entering the profession and how more could be attracted. The need to inform retention policies using teacher status as a lens was attempted through the KTS. Further research on the impact of such policies is also required.

Asking teachers “What do you think you could do in your teaching work to improve your status?” could bring to light the gaps in the way teachers see their sphere of influence on *occupational esteem* taking the onus of improving teacher status on themselves as opposed to depending solely on government or school leaders to make this shift. The KTS has enabled the study of teacher perception at a scope and scale that hasn’t been undertaken before. It has served to be useful in helping us understand two things – how teachers view their profession and how status can be improved. Even as the KTS has contributed to the understanding of teachers, further research in the field is warranted. The study of teachers, teacher mindset and ways to improve the field of education are never to be trivialised.

Reflection

As a personal reflection, this research study has increased my understanding of quantitative and qualitative research methods. More importantly, the journey to understand teacher status in the Indian cultural context has showcased the manner in which teaching as a distinct profession is at a crossroads of debate, transition and progression. As an educator myself, I had not fully acknowledged that the reason I found satisfaction in my work was due to the sense of purpose and impact I felt in my role. I too, like my research sample, understood that public perception of an educator or an education entrepreneur was not as highly regarded as doctors or lawyers, but a strong professional binding along with the

understanding that my work changes lives in both big, and small measures, was a great motivator.

This journey of my doctorate affected my professional practices and decisions in numerous ways. For example, in 2017, I introduced the Professional Growth Plan (PGP), a teacher feedback and evaluation system to coach teachers and identify organisation wide training needs. The core intention of the PGP was to support teacher growth and professional transformation, so that they feel invested in the profession and derive higher satisfaction. Additionally, to bridge the existing gap in the teacher education space, wherein a high quality teacher certification is hard to attain, I am keen on starting the School of Education under the university in 2019. The focus on providing prospective teachers the skills to navigate the challenges of the classroom through a reflective, rigorous, selective course, I believe will positively affect the way they view their work from the very start of their career. In the process of learning about teacher perception, teacher status, I have benefitted in personal growth and a shift in my mindset towards my work and the weight of responsibility I hold.

Most importantly, my perception has been greatly influenced by what has been extensively discussed in this paper – that in order to change external perception the gap between insider view and external view must be bridged by educators communicating and working with other players in the ecosystem to help everyone understand the nuances and complexity of teaching work. This finding coincidentally mirrors the constant challenge I face. With a Masters in Education from Stanford and working towards a Doctorate in Education, although it portrays the right markers of being specialised and validates the professional knowledge needed, it still hasn't equipped me with the tools to communicate to those around me the nuances of teaching work. I realise now that when describing my role, I have always done so quite plainly and by using common catchphrases in order to help others understand. Words like “holistic”, “all-rounded”, “progressive”, “research-based” don't do justice to the work done in redesigning learning for students in the past ten years. It makes me wonder, if I have lacked the vocabulary and have not been able to articulate the work done in the teaching profession, then how does a single teacher in rural Karnataka do so? At the same time, if a teacher herself doesn't do it, then it is truly a gargantuan task for outsiders to. As a consequence of this study, I feel the duty to communicate and articulate my work rests on my shoulders first. To be a contributing, responsible member of the teaching community, as an

educator and as a school leader, vocalising the dynamic role teachers play everyday, is my first and primary contribution.

Summary

The quality of an education system cannot exceed the quality of its teachers.

- South Korea official ([Auguste et al., 2010, p. 20](#))

While policymakers and school leaders understand the undeniably positive influence a capable, motivated, enthusiastic adult can have in the classroom, an exploration to understand these individuals' professional and personal mindsets in terms of their status has been long overdue in India. With a growing and young population, increasing awareness of educational outcomes and the demand for progressive pedagogy, coupled with rising parental aspirations, is changing the educational landscape of the country. The need for more, better and happier teachers is the current reality. The Karnataka Teacher Study evidenced that teachers hold a strong insider-view of the profession, and characteristics such as respect and service were important in their categorisation of their work. However, teachers felt undervalued by government and media, and by the overall lack of understanding of teaching work by the general public. The quality of the education system cannot surpass the quality of its members, and the quality of the members will only be as good as the inputs, attention and care given. Understanding status by placing teachers at the heart of policy agendas is a widely accepted but rarely implemented perspective and essential to improve recruitment and retention in the teaching profession. To improve educational outcomes and impact the next generation learners, teachers need our attention.

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Appendix

I. Pilot study findings

At this juncture, I would like to share the findings of the pilot study briefly. Although it was a pilot for this larger study, it is relevant in the understanding of how this study is structured based on previous learning. Overall, three key themes emerged from the mixed methods analysis. First, participants find teaching to be attractive because of intrinsic reasons.

The second aspect concerns teacher education and training. Pilot study found that teachers value professional development and want to engage deeply with opportunities to improve themselves and their students. There is a focus on providing pre-service and in-service education lies at the crux of status improvement. Teachers also stress on developing resources in schools and allowing parents to understand teaching work will improve status. Older teachers felt a strong desire for increased responsibilities and opportunities to engage with policy, and that would help improve status.

Compared to professions like medicine and law, teaching was not considered as high status. Salary, professional degree, career progression and ease of entry were some of the attributes that best differentiated high status and teaching profession. The pilot study allowed me to pilot and validate the instrument to be used in the KTS. It enriched my understanding of teacher status within the Bangalore context. From the pilot study findings, the government's initiatives to "professionalise" teaching by restructuring the certification programmes, appears to be in the right direction and resonates with the teachers (especially from the rural areas). Similar to other literature, issues like low salary, lack of competition and feminization of the profession appeared to adversely affect the perception of status. It was interesting to note that demographic variables influenced opinions. Considering the multicultural nature of India, and even within the city of Bangalore, I believe the pilot study reaffirmed the importance of understanding status in the context of demographic variables.

II. Research phases and timeline

| Date | Research Activity |
|--------------------------|---|
| August – September 2012 | Preliminary survey and focus group |
| November – December 2012 | <ul style="list-style-type: none"> - Translation & back translation process - Piloting |
| December 2012 | Pilot study instrument implementation |
| January – June 2013 | Data entry and analysis |
| August 2013 | Submission of pilot study |
| November 2013 | Application to Research Ethics Office |
| December 2013 | Full approval received for study implementation |
| January 2014 | <ul style="list-style-type: none"> - Building the instrument - Sampling - Working with Government gatekeepers to gain access to sample |
| February – March 2014 | <ul style="list-style-type: none"> - Data collection - Preparation of Google Form |
| June 2014 – October 2014 | <ul style="list-style-type: none"> - Data entry on Google forms - Cleaning up the data set |
| October 2014 – June 2015 | Data analysis |
| June 2015 – 2018 | Writing up |
| Jan 2018 | Submission |
| 2018 | Viva and thesis defense |

III. Preliminary Study

OCCUPATIONAL STATUS OF THE TEACHING PROFESSION – PILOT STUDY

The research study aims to understand Indian teachers' view of occupational status and if they vary across institutional settings. You have been chosen to be part of the pilot study, which will then be used to prepare the final questionnaire. There are no right or wrong answers, so please express your opinions freely.

Answers can be written in the space provided.

1. According to you, what are the ten defining attributes or characteristics of a high status profession? List them in the space below.

| | |
|-------|---|
| i. | Position in an organization [High ranking official] |
| ii. | Popularity |
| iii. | Power/authority |
| iv. | Freedom to take independent decisions |
| v. | Higher pay and perks |
| vi. | Negative attributes in some professionals. |
| vii. | ↓ Arrogance, sense of superiority. |
| viii. | Autocratic behaviour, |
| ix. | non-acceptance of others view point |
| x. | lacking sensitivity, empathy and |

2. Can you give examples of some professions that enjoy a high status in our society?

| | |
|------|--------------------------|
| i. | Defence force - officers |
| ii. | Doctors |
| iii. | Civil services |
| iv. | Diplomats |
| v. | Scientists, IT industry |

3. Please choose the option that best fits your opinion -

- a. The teaching profession enjoys a high status in the Indian society. True False Unsure
- b. The status of the teaching profession needs improvement. True False Unsure
- c. Indian teachers are highly regarded by the society they work in. True False Unsure
- d. The teaching profession enjoys a high status in Western countries. True False Unsure
- e. Teachers in India do not enjoy a high status in society as compared to people of other professions. True False Unsure

4. The status of the teaching profession can be further improved in the following ways –

| | |
|-------|---|
| i. | Free exchange of ideas and opinions to run the system effectively, efficiently. |
| ii. | |
| iii. | Recognition and awards for achievements. |
| iv. | Pay parity, good remuneration--across schools. |
| v. | Respect for every individual irrespective of seniority. |
| vi. | More workshops and refresher courses to |
| vii. | be organized for teachers so that they are |
| viii. | up to date and earn the respect of the |
| ix. | student fraternity with their knowledge |
| x. | Skill and expertise. |

5. In the past decade, do you think there have been changes in the way people perceive the teaching profession in India? Has the perception of teaching improved or worsened? And why do you think so? Please elaborate your opinion in the space below.

In the past, the teacher [the ever popular 'Mastereji'] was a respected figure in the community. Today, the position of teachers is not such an ideal one. Unfortunately, not many people regard this profession with the kind of respect it deserves. This is probably because they are driven by the financial success stories of other professions. Another factor could be that some teachers lack the sensitivity to handle children. Many teachers are driven by monetary considerations with little or no love for children!

This is the end of the short questionnaire. Thank you for your time!

Please respond in the allotted space in block letters. Kindly tick the appropriate box where necessary.

For example - Gender Male Female

Part A

Here are some statements made by teachers and other about professional status.

For each statement, please tick a box to show the strength of your agreement or disagreement, with the statement as characteristic of a *high status profession*. Then, please rate the SAME statement as a characteristic of the *teaching profession*.

| Characteristic of a high status profession? | | | | | | True of the teaching profession? | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Strongly disagree | Disagree | Not sure | Agree | Strongly agree | A high status profession... | Strongly disagree | Disagree | Not sure | Agree | Strongly agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1. Offers an attractive life-long career. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Has mutual respect between colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Enjoys positive media images. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 4. Has a powerful and independent professional body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 5. Enjoys high financial remuneration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Has members who are a recognised authority in their area of expertise. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 7. Is subject to external regulation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 8. Has the respect of clients (in the case of teaching, pupils). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 9. Is valued by government. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Is subject to strong external controls. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Has members who have lengthy professional training. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Is one for which there is strong competition to join. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Is trusted by the wider community to perform a service for them. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Has high status clientele. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 15. Has responsibility for an important service. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Maintains high levels of performance. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 17. Enjoys high quality working conditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | | | | | | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Has members who have the autonomy to exercise their professional judgement in the best interests of their clientele. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Enjoys substantial non-financial rewards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Enjoys respect and appreciation from the general public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Part B

Teachers have suggested that increases in the items below would have some effect on their status. Please tick a box in each row to show your views.

| Area of possible change | Very Negative | Negative | Neutral | Positive | Very positive |
|--|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------|
| 1. Use of technology (internet, video-conferencing, etc.) in teaching | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| 2. Time for professional collaboration with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Teacher input into framing of policy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Parental support for the school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Scope for teachers to engage in critical thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Availability of classroom support (e.g. teaching assistants, technicians) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Initial professional training based in schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. Amount of professional autonomy | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Support for managing difficult pupil behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Increase in pay and remuneration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11. Salary levels closer to those of comparable professions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12. Improvements to school resources and facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13. Opportunities to engage with educational research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 14. Understanding by policy makers of the practicalities of classroom life | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Local community access to school facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16. Opportunities to develop partnerships with parents | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Public appreciation of teachers' contribution to society | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18. Public understanding of teachers' responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 19. Engage in high quality teacher training programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 20. Public awareness of the intellectual demands of the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 21. Opportunities for teachers to exercise professional judgement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

IV. Back Translation Exercise

*Back translation
Consent form*

CONSENT FORM
ಒಪ್ಪಿಗೆ ಪತ್ರ

REC Reference Number: KCL/11-12_1917
ಆರ್.ಇ.ಸಿ ಸಂಖ್ಯೆ: ಕೆ.ಸಿ.ಎಲ್/೧೧-೧೨-೧೯೧೭

To understand Teaching Profession

Researcher's Name and Designation: *To understand Indian Learning Profession*
ವಿಷಯ: ಅಧ್ಯಾಪಕರ ವೃತ್ತಿಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ
ಹೆಸರು ವೃತ್ತಿಯ ಸ್ಥಾನಮಾನ: ಭಾರತೀಯ ಕಲಿಕಾವೃತ್ತಿಯನ್ನು ಅಧ್ಯಯನ ಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ.
occupational status

Researcher's Name and Designation: *Tristha Kacharakannahally Ramamurthy*
ಸಂಶೋಧನಾಕಾರರು : ತ್ರಿಶ್ಯ ಕಾಚರಕನಹಳ್ಳಿ ರಾಮಮೂರ್ತಿ
Research Student:

Mark in this Box
ಈ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ಗುರುತು ಮಾಡಿ explained to me.

* *Aims and objectives of the Research has been explained to me.*

* *I read & understood the letter of Research information.*

* *My School involves voluntarily in this and I can withdraw in this at any time when I want.*

* *I will assure confidentiality of the collected information, Teachers and School.*

* *I granted the permission to school teaching & Non-teaching Staff to involve in this Research.*

Name **Name** ಹೆಸರು: _____ **Signature** ಸಹಿ: *Signature*

Designation **Designation** ಹುದ್ದೆ: _____ **Date** ದಿನಾಂಕ: *Date*

School **School** ಶಾಲೆ: _____ **City/Taluk** ನಗರ/ತಾಲ್ಲೂಕು: *City/Taluk*

Section - A

ಎ ವಿಭಾಗ Teachers and others have expressed their views on their profession
ಅಧ್ಯಾಪಕರು ಹಾಗೂ ಇತರರು ತಮ್ಮ ವಿದ್ಯಾಭಿಮಾನ ಹುದ್ದೆ ಬಗ್ಗೆ ತಮ್ಮ ಅನಿಸಿಕೆ ತಿಳಿಸಿದ್ದಾರೆ ಪ್ರತಿಯೊಂದು ಅನಿಸಿಕೆಯ ಮುಂದೆಯಿರುವ ಪಟ್ಟಿಯಲ್ಲಿ
ನಿಮ್ಮ ಒಪ್ಪಿಗೆ ಅಥವಾ ಇಲ್ಲ ಎನ್ನುವುದನ್ನು /ಗುರುತು ಮಾಡುವ ಮೂಲಕ ತಿಳಿಸಿ
Do you agree or disagree with them. Please tick them

| ಉತ್ತಮ ಮತ್ತು ಹುದ್ದೆ... Best Professional Position | | Totally Disagree ಒಪ್ಪಿಲ್ಲ | dis agree ಒಪ್ಪುವುದಿಲ್ಲ | doubtful ಸಂಶಯ | ಒಪ್ಪಿಗೆ agree | against ಒಪ್ಪಿಲ್ಲ |
|---|---|---------------------------------|------------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Attractive profession for life time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Will have due respect among colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Good mass media response | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Independent & Powerful part | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Can avail excellent salary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Well qualified professionals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Controlled by external Organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Respected by parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Recognized by Government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Regulated under external organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Long time trained faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Competitive profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Many can fulfil their aspiration in this profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | People with High Status are in touch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Responsibilities are given to achieve great work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | opportunities are given to do good job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Good quality service is available | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Members have right to give justice to the needful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | Has excellent benefits apart from monetary benefit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Respected by the | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section - C

ವ್ಯಕ್ತಿ ಅಥವಾ ಸಮೂಹ ದಿಂದ ನೀಮಗೆ ಕೊಡುವ ಗೌರವವನ್ನು ದಯವಿಟ್ಟು ಸೂಚಿಸಿ
Mention the respect you earn from an individual or Organisation

| ಕ್ರ. ಸಂಖ್ಯೆ | ವ್ಯಕ್ತಿ/ಸಮೂಹ | None | Little | More |
|-------------|--|--------------------------|--------------------------|--------------------------|
| 1 | ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳು My Student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | ನನ್ನ ಶಾಲೆ My School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | ನನ್ನ ಶಾಲೆಯ ಅಧ್ಯಾಪಕರು My Colleague | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | ನನ್ನ ಶಾಲೆಯ ಪ್ರಾಚಾರ್ಯ / ಪ್ರಧಾನ ಪ್ರಾಧ್ಯಾಪಕ / ಪ್ರಾಧ್ಯಾಪಕ Vice-Principal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | ನನ್ನ ಶಾಲೆಯ ಸಹಾಯಕ ಸಿಬ್ಬಂದಿ Office Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | ನನ್ನ ಶಾಲೆಯ ಪೋಷಕರು Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | ಸ್ಥಳೀಯ ಸಮುದಾಯ Community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | ಸಾಮಾನ್ಯ ಪ್ರಜೆಗಳು General Public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | ಸ್ಥಳೀಯ ಅಧಿಕಾರಿ Local officer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | ನನ್ನ ಸರ್ಕಾರ Our Government | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | ನನ್ನ ಸ್ವಂತ ಕುಟುಂಬ My family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | ಶಿಕ್ಷಣಕಾರ ಸ್ನೇಹಿತರು My Colleague | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | ಬೇರೆ (ಸಾಮಾನ್ಯ) ವ್ಯಕ್ತಿಗಳು ಸ್ನೇಹಿತರು Other friend | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | ಮಾಧ್ಯಮ Media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section - D

(ನಿಮ್ಮ ಬಗ್ಗೆ) About you

1. ಹೆಸರು Name

2. ಲಿಂಗ Gender Male Female

3. ಹುಟ್ಟಿದ ದಿನಾಂಕ DOB / / dd/mm/yyyy

4. ವಯಸ್ಸು Age _____ ವರ್ಷಗಳು Years

5. ವಿವಾಹ ಸ್ಥಾನ Marital Status unmarried married widow/widower divorcee

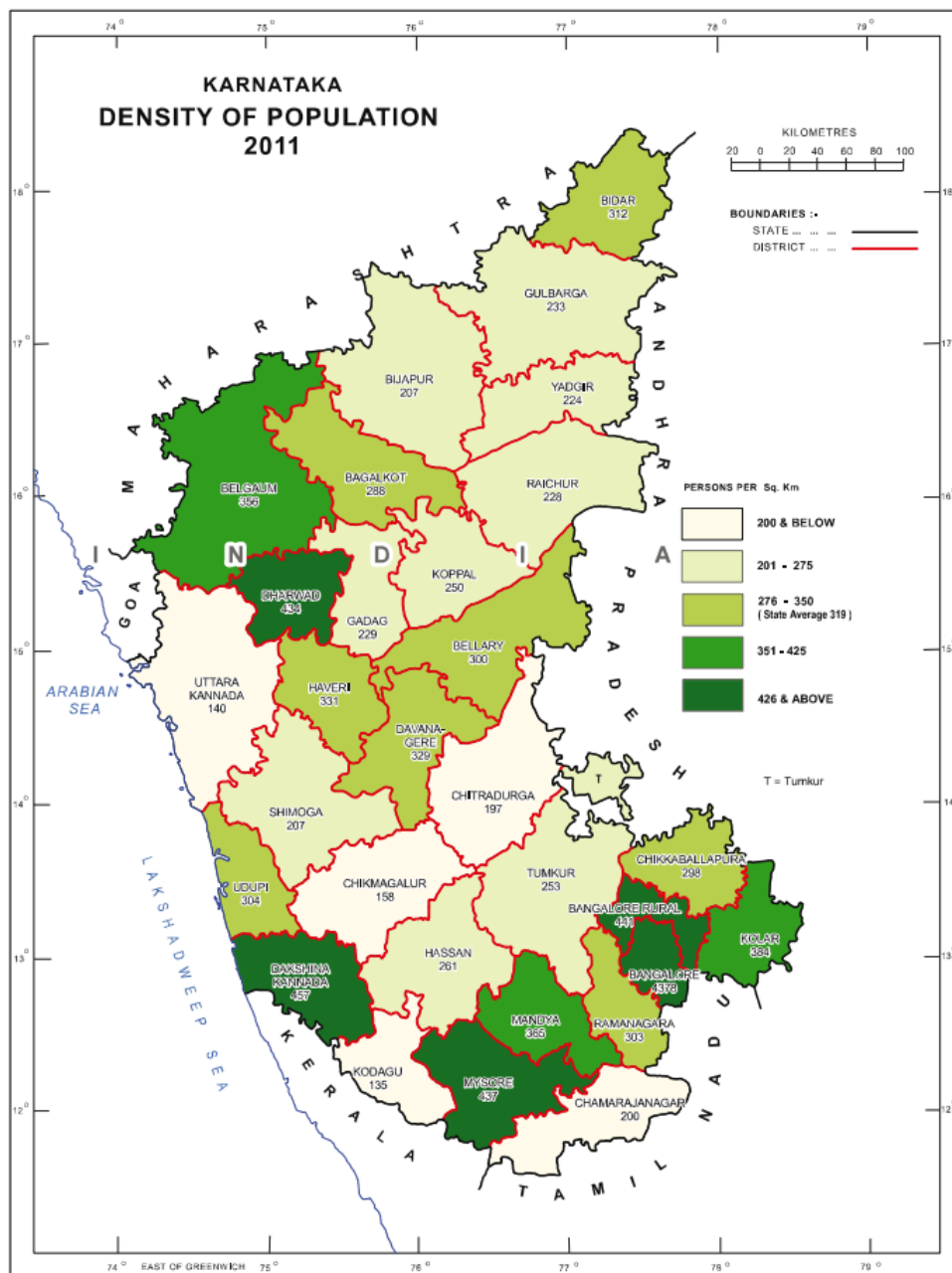
6. ಮಕ್ಕಳು Children Yes No

7. ಧರ್ಮ Religion Hindu Muslim Christian Sikh Buddhist

V. Aide memoire for pilot study

- Can I record?
- Background information
 - Classes you teach
 - Subjects
 - Previous teaching experience
 - Years in school
- Why did you enter teaching
- Were there other professions you wanted to get into?
- How did your family feel about you teaching? Are there any teachers in your family? Tell me about what you started teaching.
- What about teaching profession do you like?
- How would you classify or describe a high status profession?
- Do you think teaching is a high status profession?
- What about what you do makes teaching a high status profession?
- Do you think the status of the teaching profession needs to be improved?
- Do you feel anything can be done to improve the teaching profession?
- Do you think the status of the teaching profession will change in the future? What do you think should happen for that?
- Thank you

VI. Data Collection



The responsibility for the correctness of internal details rests with the publisher.

The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.

The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.

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VII. Approval letter from Secretary of Education

ಕರ್ನಾಟಕ ಸರ್ಕಾರ
ಇ-ಆಡಳಿತ ಭವನ, ಶಿಕ್ಷಣ ಸಚಿವಾಲಯ

ಸಂಖ್ಯೆ: ಇಡಿ 34 ಮಾಹಿತಿ 2013

ದಿನಾಂಕ: 29-01-2014

ಇಂದ
ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು
(ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢ ಶಿಕ್ಷಣ)
ಶಿಕ್ಷಣ ಇಲಾಖೆ
ಬಹು ಮಹಡಿಗಳ ಕಟ್ಟಡ
ಬೆಂಗಳೂರು
ರವರಿಗೆ
ತ್ರಿನಿಡಾಡ್ ಕಾರ್ಪೊರೇಷನ್ ರಾಮಮೂರ್ತಿ
ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್ ಅಂಡ್ ಪ್ರೊಫೆಷನಲ್ ಸ್ಟಡೀಸ್
ನಂ:2967,4ನೇ ಕ್ರಾಸ್, 12ನೇ ಮೈನ್, ಇಂದ್ರಾನಗರ,
ಬೆಂಗಳೂರು-560038
ಮಾನ್ಯರೇ

ವಿಷಯ: ಭಾರತದಲ್ಲಿ ಬೋಧನಾ ವೃತ್ತಿಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ ಸಂಶೋಧನಾ ಅಧ್ಯಯನ
ಕ್ಯೆಗೊಳ್ಳಲು ಅನುಮತಿಸುವ ಬಗ್ಗೆ
ಉಲ್ಲೇಖ: ನಿಮ್ಮ ಪತ್ರ ದಿನಾಂಕ: 28-01-2014

ಉಲ್ಲೇಖಿತದ ಪತ್ರದಲ್ಲಿ ನೀವು ಕರ್ನಾಟಕದಲ್ಲಿ ಶಿಕ್ಷಕರು ತಮ್ಮ ಬೋಧನಾ ವೃತ್ತಿಯ ಬಗ್ಗೆ ಹೊಂದಿರುವ
ಭಾವನೆಯನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವ ಸಲುವಾಗಿ ಕ್ಯೆಗೊಳ್ಳಲು ಉದ್ದೇಶಿಸಿರುವ ಸಂಶೋಧನಾ ಅಧ್ಯಯನಕ್ಕೆ ಆಯ್ಕೆ
ಶಾಲೆಗಳು/ಶಿಕ್ಷಕರಿಂದ ಮಾಹಿತಿ ಸಂಗ್ರಹ ಮಾಡಲು ಅನುಮತಿ ಕೋರಿರುವುದನ್ನು ಪರಿಶೀಲಿಸಿದೆ.

ತಮ್ಮ ಕೋರಿಕೆಯಂತೆ ಸಂಶೋಧನಾ ಅಧ್ಯಯನಕ್ಕೆ ಅಗತ್ಯವಿರುವ ಮಾಹಿತಿಯನ್ನು ಶಿಕ್ಷಕರಿಂದ
ಪಡೆದುಕೊಳ್ಳಲು ಈ ಮೂಲಕ ಅನುಮತಿಸಿದೆ. ಅಧ್ಯಯನ ಪೂರ್ಣಗೊಂಡ ನಂತರ ಸಂಶೋಧನಾ ಪ್ರತಿಯೊಂದನ್ನು ಈ
ಕಛೇರಿಗೆ ಕಳುಹಿಸಿಕೊಡಲು ಕೋರಿದೆ.

ತಮ್ಮ ಬಿಶ್ವಾಸಿ
(ಐ-ಎಫ್ ಮಾರ್)

ವಿಶೇಷಾಧಿಕಾರಿ ಹಾಗೂ ಫದರಿಬಿತ್ತ
ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿ
ಶಿಕ್ಷಣ ಇಲಾಖೆ (ಯೋಜನೆ ಮತ್ತು ಇ-ಆಡಳಿತ)

ಪ್ರತಿಯನ್ನು

ಎಲ್ಲಾ ಜಿಲ್ಲಾ ಉಪನಿರ್ದೇಶಕರುಗಳು, ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಇವರಿಗೆ ಕಳುಹಿಸುತ್ತಾ ಈ ವಿಷಯದ ಕುರಿತು
ಅಧ್ಯಯನಕ್ಕೆ ಬರುವ ಸಂಶೋಧನಾಕಾರರಿಗೆ ಅಗತ್ಯ ಸಹಕಾರ ನೀಡಲು ತಿಳಿಸಿದೆ.

VIII. Distribution of questionnaires to school sites



IX. Teacher questionnaire for KTS

**OCCUPATIONAL STATUS:
UNDERSTANDING THE
TEACHING PROFESSION
IN INDIA**

ವೃತ್ತಿ ಸ್ಥಾನಮಾನ:
ಭಾರತದಲ್ಲಿ ಬೋಧನ ವೃತ್ತಿಯನ್ನು ಅರ್ಥ
ಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ

Questionnaire for Teachers 2014
ಅಧ್ಯಾಪಕರಿಗಾಗಿ ಪ್ರಶ್ನಾವಳಿ - ೨೦೧೪

INFORMATION SHEET FOR QUESTIONNAIRE PARTICIPANTS

REC Reference Number: REP (EM)/13/14-22

TITLE: Occupational Status: Understanding the Teaching Profession in India

We would like to invite you to participate in this doctoral research project. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Approval has been taken from your school Principal/ Director/ President for the purpose of the study. This consent form is available on request.

This research study aims to understand Indian teachers' view of occupational status and if they vary across institutional settings, in addition to the general status of the profession and teachers' attitude towards professionalism. The contributions of this study are to map out attitudes and perceptions in order to inform policy including teacher training and remuneration. Teachers from public and private schools in Karnataka are included in this study.

In the event that you agree to take part in this study, the attached questionnaire will elicit information about your viewpoints about professionalism and occupational status. Submission of a completed questionnaire implies consent to participate. The questionnaire should not take more than 30 minutes to complete. It will be distributed to you in your respective staffrooms and after completion, can either be placed in the collection box placed in your staffrooms.

All information will be treated as strictly confidential*, coded references will be used in order to preserve the anonymity of individual teachers, your department and school. Your personal details will be held confidentially and will not be passed to any other person or organization. The information may be used in academic papers and/or other publications. The results of the final study will be made available to participating teachers.

There is no compulsion for you to participate in this study. If you do choose to participate, you are free to withdraw from the study without giving a reason until 15/05/2014, by contacting us using the contact details below. If you have any questions about the project, please do not hesitate to contact us.

Researcher:

Tristha Kacharakannahally Ramamurthy
Department of Education & Professional Studies
King's College London
Franklin-Wilkins Building,
Waterloo Road London SE1 9NH
Email: Tristha.kacharakannahally_ramamurthy@kcl.ac.uk
Mailing Address: 2967, 4th Cross, 12th Main, Indiranagar Bangalore 560038

If this study has harmed you in any way you can contact King's College London using the details below for further advice and information:

Supervisor:

Prof. Jeremy Hodgen
Department of Education & Professional Studies
King's College London
Franklin-Wilkins Building, Waterloo Road
London SE1 9NH
Tel: 020 7848 3102
Email: jeremy.hodgen@kcl.ac.uk

ಪ್ರಶ್ನೆಗಳನ್ನು ಉತ್ತರಿಸಿದವರಿಗೆ ಮಾಹಿತಿ ಪತ್ರ

ಆರ್‌ಇಸಿ ರೆಪರನ್ಸ್ ಸಂಖ್ಯೆ: ಆರ್‌ಇಸಿ (ಇಎಮ್)/13/14-22

ಹೆಸರು- ವೃತ್ತಿಯ ಸ್ಥಾನ ಮಾನ: ಭಾರತದಲ್ಲಿ ಬೋಧನಾ ವೃತ್ತಿಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ.

ತಮ್ಮನ್ನು ಈ ಸಂಶೋಧನಾ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲು ಆಹ್ವಾನಿಸುತ್ತೇವೆ. ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸುವುದಕ್ಕಿಂತ ಮೊದಲು ಈ ಸಂಶೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಹಾಗೂ ನಿಮ್ಮ ಭಾಗವಹಿಸುವಿಕೆಯ ಪರಿಣಾಮಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು ಅತಿ ಮುಖ್ಯ. ಆದುದರಿಂದ ಈ ಕೆಳಕಂಡ ಮಾಹಿತಿಯನ್ನು ಓದಿ ಆಗತ್ಯವಿದ್ದರೆ ಇತರರೊಂದಿಗೆ ಚರ್ಚಿಸಬಹುದು. ಈ ಸಂಶೋಧನೆಯ ಅಧ್ಯಯನ ಮಾಡಲು ನಿಮ್ಮ ಶಾಲಾ ಪ್ರಾಂಶುಪಾಲರು/ನಿರ್ದೇಶಕರು/ಅಧ್ಯಕ್ಷರ ಅನುಮತಿ ಪಡೆಯಲಾಗಿದೆ. ಅನುಮತಿ ಪತ್ರವನ್ನು ತಾವು ಬಯಸಿದರೆ ನೋಡಬಹುದು.

ಈ ಸಂಶೋಧನೆಯು ಭಾರತದ ಅಧ್ಯಾಪಕರ ವೃತ್ತಿಯಲ್ಲಿ ಇರುವ ಸ್ಥಾನಮಾನದ ಬಗ್ಗೆ ತಿಳಿಯಲು ಹಾಗೂ ವಿವಿಧ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಈ ಬಗ್ಗೆ ಇರುವ ವ್ಯತ್ಯಾಸ ಹಾಗೂ ಅಧ್ಯಾಪಕರಿಗೆ ವೃತ್ತಿಯ ಬಗ್ಗೆ ಇರುವ ಅಭಿಪ್ರಾಯ ತಿಳಿಯುವುದು ಆಗಿದೆ. ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಅಧ್ಯಾಪಕರನ್ನು ಆಯ್ಕೆಮಾಡುವುದು, ತರಬೇತಿ ನೀಡುವುದು ಹಾಗೂ ಅವರ ಸಂಬಳ ಇತ್ಯಾದಿಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ವೃತ್ತಿಯ ಬಗ್ಗೆ ಅಧ್ಯಾಪಕರ ಅಭಿಪ್ರಾಯ ಹಾಗೂ ಅನಿಸಿಕೆಗಳನ್ನು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಸೇರಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯದ ಸಾರ್ವಜನಿಕ ಹಾಗೂ ಖಾಸಗಿ ಶಾಲಾ ಶಿಕ್ಷಕರನ್ನು ಒಳಪಡಿಸಲಾಗಿದೆ.

ತಾವು ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸುವುದಾದರೆ ಲಗತ್ತಿಸಿರುವ ಪ್ರಶ್ನೆಗಳ ಮೂಲಕ ತಮ್ಮ ವೃತ್ತಿಯ ಬಗ್ಗೆ, ಅದರ ಸ್ಥಾನಮಾನದ ಬಗ್ಗೆ ತಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುತ್ತೇವೆ. ಪ್ರೂಫಿಮಾಡಿದ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ನೀಡಿದರೆ ನೀವು ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಸಹಕರಿಸಿರುವಿರಿ ಎಂದು ಭಾವಿಸುತ್ತೇವೆ. ಈ ಪ್ರಶ್ನೆಗಳನ್ನು ಉತ್ತರಿಸಲು ಕೇವಲ 30 ನಿಮಿಷಗಳು ಸಾಕು. ಪ್ರಶ್ನೆಪತ್ರಿಕೆಗಳನ್ನು ನಿಮ್ಮ ಸ್ಟ್ಯಾಫ್ ರೂಂಗಳಲ್ಲಿ ಹಂಚಲಾಗುವುದು, ಭರ್ತಿಮಾಡಿದ ನಂತರ ಅವುಗಳನ್ನು ನಿಮ್ಮಲ್ಲಿರುವ ಸಂಗ್ರಹ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ಹಾಕಲು ವಿನಂತಿ.

ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಸಂಗ್ರಹಿಸಿದ ಎಲ್ಲಾ ಮಾಹಿತಿಯು ಗೌಪ್ಯತೆಯನ್ನು ಕಾಪಾಡಲಾಗುವುದು. ಈ ಮಾಹಿತಿಯನ್ನು ಇತರ ಸಂಸ್ಥೆಗಳೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳಲಾಗುವುದಿಲ್ಲ. ನಿಮ್ಮ, ನಿಮ್ಮ ಶಾಲೆಯ, ನಿಮ್ಮ ವಿಭಾಗದ ಗೌಪ್ಯತೆಯನ್ನು ಕಾಪಾಡಲು ವಿಶೇಷ ಅಂಕಿಗಳನ್ನು ಬಳಸಲಾಗುವುದು. ಶೈಕ್ಷಣಿಕ ಬರಹಗಳಿಗೆ ಹಾಗೂ ಇತರ ಪ್ರಕಟಣೆಗಳಿಗೆ ಈ ಅಧ್ಯಯನದಿಂದ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಸಂಶೋಧನೆಗೆ ಉಪಯೋಗಿಸಲಾಗುವುದು. ಈ ಸಂಶೋಧನೆಯ ಅಂತಿಮ ಮಾಹಿತಿ ಹಾಗೂ ಪರಿಣಾಮಗಳನ್ನು ಭಾಗವಹಿಸುವ ಅಧ್ಯಾಪಕರ ಜೊತೆ ಹಂಚಿಕೊಳ್ಳಲಾಗುವುದು.

ನೀವು ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಭಾಗವಹಿಸಲೇಬೇಕು ಎನ್ನುವ ಒತ್ತಡ ಇಲ್ಲ. 15.05.2014 ರವರೆಗೆ ಈ ಕೆಳಗೆ ನೀಡಿರುವ ವಿವರಗಳ ಮೂಲಕ ಸಂಪರ್ಕಿಸಿ ಈ ಅಧ್ಯಯನದಿಂದ ಹಿಂದಾಗಬಹುದು. ಈ ಅಧ್ಯಯನ/ಸಂಶೋಧನೆ ಬಗ್ಗೆ ಏನಾದರೂ ಸಂಶಯ/ಪ್ರಶ್ನೆಗಳು ಇದ್ದಲ್ಲಿ ಈ ಕೆಳಕಂಡ ವೃತ್ತಿಯನ್ನು ಸಂಪರ್ಕಿಸಲು ಹಿಂಜರಿಯಬೇಡಿ.

ಸಂಶೋಧನಾಕಾರರು:

ತ್ರಿಶ್ಠಾ ಕಾಚರಕನಹಳ್ಳಿ ರಾಮಮೂರ್ತಿ
ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್ ಅಂಡ್ ಪ್ರೊಫೆಷನಲ್ ಸ್ಟಡೀಸ್
ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್, ಲಂಡನ್
ಫ್ರಾಂಕ್ಲಿನ್-ವಿಲ್ಮಿಂಗ್ಸ್ ಬಿಲ್ಡಿಂಗ್,
ವಾಟರ್ಲೂ ರೋಡ್ ಲಂಡನ್ - ಎಸ್‌ಇ19ಎನ್‌ಎಚ್

ಇಮೇಲ್: Tristha.kacharakanaahally_ramamurthy@kcl.ac.uk

ವಿಳಾಸ: 2967,4ನೇ ಕ್ರಾಸ್, 12ನೇ ಮೈನ್, ಇಂದ್ರಾನಗಲ್ ಬೆಂಗಳೂರು 560038

ಈ ಸಂಶೋಧನೆಯಿಂದ ಯಾವುದೇ ರೀತಿಯಲ್ಲಿ ನಿಮಗೆ ತೊಂದರೆಯಾಗಿದ್ದಲ್ಲಿ ತಾವು ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್ ಲಂಡನ್ ಅನ್ನು ಈ ಕೆಳಕಂಡವರನ್ನು ಸಂಪರ್ಕಿಸಿ ಮುಂದಿನ ಸಲಹೆ ಹಾಗೂ ಮಾಹಿತಿ ಪಡೆಯಬಹುದು.:

ಮೇಲ್ವಿಚಾರಕರು

ಪ್ರೊ. ಜೆರೆಮಿ ಹಾಡ್ಜೆನ್
ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್ ಅಂಡ್ ಪ್ರೊಫೆಷನಲ್ ಸ್ಟಡೀಸ್
ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್, ಲಂಡನ್
ಫ್ರಾಂಕ್ಲಿನ್-ವಿಲ್ಮಿಂಗ್ಸ್ ಬಿಲ್ಡಿಂಗ್, ವಾಟರ್ಲೂ ರೋಡ್
ಲಂಡನ್ - ಎಸ್‌ಇ19ಎನ್‌ಎಚ್

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PART A ಎ-ವಿಭಾಗ

Here are some statements made by teachers and others about **high status profession**. For each statement, please tick a box to show the strength of your agreement or disagreement.

ಅಧ್ಯಾಪಕರು ಹಾಗೂ ಇತರರು ತಮ್ಮ ಉತ್ತಮ ಸ್ಥಿತಿಯ ವೃತ್ತಿಯ ಬಗ್ಗೆ ತಮ್ಮ ಅನಿಸಿಕೆ ತಿಳಿಸಿದ್ದಾರೆ. ಪ್ರತಿಯೊಂದು ಅನಿಸಿಕೆಯ ಮುಂದೆಯಿರುವ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ನಿಮ್ಮ ಒಪ್ಪಿಗೆ ಅಥವಾ ಇಲ್ಲ ಎನ್ನುವುದನ್ನು /ಗುರುತು ಮಾಡುವ ಮೂಲಕ ತಿಳಿಸಿ

| A high status profession... ಉತ್ತಮ ಸ್ಥಿತಿಯ ವೃತ್ತಿ | | Strongly Disagree ಖಂಡಿತ ಒಪ್ಪುವುದಿಲ್ಲ | Disagree ಒಪ್ಪುವುದಿಲ್ಲ | Not Sure ಸಂಶಯ | Agree ಒಪ್ಪಿಗೆ | Strongly Agree ಖಂಡಿತ ಒಪ್ಪುತ್ತೇನೆ |
|---|--|---|----------------------------|----------------------------|----------------------------|-------------------------------------|
| 1 | Offers an attractive life-long career. ಬೀವನ ಪ್ರೂರ್ತಿ ಆಕರ್ಷಕ ಉದ್ಯೋಗ ನೀಡುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2 | Has mutual respect between colleagues. ಸಹೋದ್ಯೋಗಿಗಳಲ್ಲಿ ಪರಸ್ಪರ ಗೌರವವಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3 | Enjoys positive media images. ಸಮೂಹ ಮಾಧ್ಯಮದ ಜೊತೆ ಸಕಾರಾತ್ಮಕ ಸಂಬಂಧ ಹೊಂದಿರುತ್ತಾರೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4 | Has a powerful and independent professional body. ಇದು ಪ್ರಬಲ ಮತ್ತು ಸ್ವತಂತ್ರ ವೃತ್ತಿಪರ ಸಂಸ್ಥೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5 | Enjoys high financial remuneration. ಉತ್ತಮ ಸಂಭಾವನೆ ಲಭ್ಯವಾಗುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6 | Has members who are a recognized authority in their area of expertise. ಮಾನ್ಯತೆ ಪಡೆದಿರುವಂತಹ ಹಾಗೂ ಅವರವರ ಕ್ಷೇತ್ರದಲ್ಲಿ ಪರಿಣತೆ ಹೊಂದಿರುವ ಸದಸ್ಯರುಗಳಿರುತ್ತಾರೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7 | Is subject to external regulation. ಬಾಹ್ಯ ನಿಯಮಾವಳಿಗಳ ವ್ಯಾಪ್ತಿಗೆ ಒಳಪಟ್ಟಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8 | Has the respect of clients (in the case of teaching, pupils). ಗ್ರಾಹಕರ ಗೌರವ ಹೊಂದಿದೆ (ಬೋಧನೆ, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 9 | Is valued by government. ಸರ್ಕಾರದ ಗೌರವ ಪಡೆದಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 10 | Is subject to strong external controls. ಬಲವಾದ ಬಾಹ್ಯ ನಿಯಂತ್ರಣಕ್ಕೆ ಒಳಪಟ್ಟಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 11 | Has members who have lengthy professional training. ದೀರ್ಘವಾದ ವೃತ್ತಿನಿರತ ತರಬೇತಿಯನ್ನು ಹೊಂದಿರುವ ಸದಸ್ಯರು ಇರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 12 | Is one for which there is strong competition to join. ಈ ಹುದ್ದೆಗೆ ಸೇರಲು ಬಲವಾದ ಪ್ರೈವ್ವೋಟಿ ಇರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 13 | Is trusted by the wider community to perform a service for them. ಸೇವೆ ಮಾಡಲು ವ್ಯಾಪಕ ಸಮುದಾಯದ ವಿಶ್ವಾಸಹೊಂದಿದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 14 | Has high status clientele. ಉತ್ತಮ ಸ್ಥಾನಮಾನ ಹೊಂದಿರುವ ಗ್ರಾಹಕರು ಇರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15 | Has responsibility for an important service. ಗುರುತರವಾದ ಸೇವೆ ನಿರ್ವಹಣೆಯ ಜವಾಬ್ದಾರಿ ಇರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 16 | Maintains high levels of performance. ಉತ್ತಮ ಮಟ್ಟದ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 17 | Enjoys high quality working conditions. ಉತ್ತಮ ಗುಣಮಟ್ಟದ ಸೇವಾ ವಾತಾವರಣ ಹೊಂದಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 18 | Has members who have the autonomy to exercise their professional judgment in the best interests of their clientele. ಈ ವೃತ್ತಿಯಲ್ಲಿರುವವರ ಹಿತಕ್ಕಾಗಿ ಉತ್ತಮ ವೃತ್ತಿಪರ ತೀರ್ಮಾನ ಕೈಗೊಳ್ಳುವ ಶಕ್ತಿಯನ್ನು ಸದಸ್ಯರು ಹೊಂದಿರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 19 | Enjoys substantial non-financial rewards. ಗಣನೀಯ ಹಣಕಾಸೇತರ ಪ್ರತಿಫಲ ಹೊಂದಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 20 | Enjoys respect and appreciation from the general public. ಸಾರ್ವಜನಿಕರ ಗೌರವ ಹಾಗೂ ಆದರಗಳಿಗೆ ಪಾತ್ರವಾಗಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Here are some statements made by teachers and others about **teacher status**. For each statement, please tick a box to show the strength of your agreement or disagreement.

ಅಧ್ಯಾಪಕರು ಹಾಗೂ ಇತರರು ತಮ್ಮ ವೃತ್ತಿಪರ ಸ್ಥಿತಿಯ ಬಗ್ಗೆ ತಮ್ಮ ಅನಿಸಿಕೆ ತಿಳಿಸಿದ್ದಾರೆ. ಪ್ರತಿಯೊಂದು ಅನಿಸಿಕೆಯ ಮುಂದೆಯಿರುವ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ನಿಮ್ಮ ಒಪ್ಪಿಗೆ ಅಥವಾ ಇಲ್ಲ ಎನ್ನುವುದನ್ನು /ಗುರುತು ಮಾಡುವ ಮೂಲಕ ತಿಳಿಸಿ

| The teaching profession... ಬೋಧನಾ ವೃತ್ತಿ... | | Strongly Disagree ಖಂಡಿತ ಒಪ್ಪುವುದಿಲ್ಲ | Disagree ಒಪ್ಪುವುದಿಲ್ಲ | Not Sure ಸಂಶಯ | Agree ಒಪ್ಪಿಗೆ | Strongly Agree ಖಂಡಿತ ಒಪ್ಪುತ್ತೇನೆ |
|---|--|---|----------------------------|----------------------------|----------------------------|-------------------------------------|
| 1 | Offers an attractive life-long career. ಜೀವನ ಪೂರ್ತಿ ಆಕರ್ಷಕ ಉದ್ಯೋಗ ನೀಡುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2 | Has mutual respect between colleagues. ಸಹೋದ್ಯೋಗಿಗಳಲ್ಲಿ ಪರಸ್ಪರ ಗೌರವವಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3 | Enjoys positive media images. ಸಮೂಹ ಮಾಧ್ಯಮದ ಜೊತೆ ಸಕಾರಾತ್ಮಕ ಸಂಬಂಧ ಹೊಂದಿರುತ್ತಾರೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4 | Has a powerful and independent professional body. ಇದು ಪ್ರಬಲ ಮತ್ತು ಸ್ವತಂತ್ರ ವೃತ್ತಿಪರ ಸಂಸ್ಥೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5 | Enjoys high financial remuneration. ಉತ್ತಮ ಸಂಭಾವನೆ ಲಭ್ಯವಾಗುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6 | Has members who are a recognized authority in their area of expertise. ಮಾನ್ಯತೆ ಪಡೆದಿರುವಂತಹ ಹಾಗೂ ಅವರವರ ಕ್ಷೇತ್ರದಲ್ಲಿ ಪರಿಣತೆ ಹೊಂದಿರುವ ಸದಸ್ಯರುಗಳಿರುತ್ತಾರೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7 | Is subject to external regulation. ಬಾಹ್ಯ ನಿಯಮಾವಳಿಗಳ ವ್ಯಾಪ್ತಿಗೆ ಒಳಪಟ್ಟಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8 | Has the respect of clients (in the case of teaching, pupils). ಗ್ರಾಹಕರ ಗೌರವ ಹೊಂದಿದೆ (ಬೋಧನೆ, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ). | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 9 | Is valued by government. ಸರ್ಕಾರದ ಗೌರವ ಪಡೆದಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 10 | Is subject to strong external controls. ಬಲವಾದ ಬಾಹ್ಯ ನಿಯಂತ್ರಣಕ್ಕೆ ಒಳಪಟ್ಟಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 11 | Has members who have lengthy professional training. ದೀರ್ಘವಾದ ವೃತ್ತಿನಿರತ ತರಬೇತಿಯನ್ನು ಹೊಂದಿರುವ ಸದಸ್ಯರು ಇರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 12 | Is one for which there is strong competition to join. ಈ ಹುದ್ದೆಗೆ ಸೇರಲು ಬಲವಾದ ಪ್ರೋತ್ಸಾಹ ಇರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 13 | Is trusted by the wider community to perform a service for them. ಸೇವೆ ಮಾಡಲು ವ್ಯಾಪಕ ಸಮುದಾಯದ ವಿಶ್ವಾಸಹೊಂದಿದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 14 | Has high status clientele. ಉತ್ತಮ ಸ್ಥಾನಮಾನ ಹೊಂದಿರುವ ಗ್ರಾಹಕರು ಇರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15 | Has responsibility for an important service. ಗುರುತರವಾದ ಸೇವೆ ನಿರ್ವಹಣೆಯ ಜವಾಬ್ದಾರಿ ಇರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 16 | Maintains high levels of performance. ಉತ್ತಮ ಮಟ್ಟದ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 17 | Enjoys high quality working conditions. ಉತ್ತಮ ಗುಣಮಟ್ಟದ ಸೇವಾ ವಾತಾವರಣ ಹೊಂದಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 18 | Has members who have the autonomy to exercise their professional judgment in the best interests of their clientele. ಈ ವೃತ್ತಿಯಲ್ಲಿರುವವರ ಹಿತಕ್ಕಾಗಿ ಉತ್ತಮ ವೃತ್ತಿಪರ ತೀರ್ಮಾನ ಕೈಗೊಳ್ಳುವ ಶಕ್ತಿಯನ್ನು ಸದಸ್ಯರು ಹೊಂದಿರುತ್ತಾರೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 19 | Enjoys substantial non-financial rewards. ಗಣನೀಯ ಹಣಕಾಸೇತರ ಪ್ರತಿಫಲ ಹೊಂದಿರುತ್ತದೆ. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 20 | Enjoys respect and appreciation from the general public. ಸಾರ್ವಜನಿಕರ ಗೌರವ ಹಾಗೂ ಅದರಗಳಿಗೆ ಪಾತ್ರವಾಗಿರುತ್ತದೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Part B ಬಿ - ವಿಭಾಗ

Teachers have suggested that increases in the items below would have some effect on their status. Please tick a box in each row to show your views.

ಕೆಳಗೆ ಹೇಳಿರುವಂತೆ ಅಂಶಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಹೆಚ್ಚಾದರೆ ಅಧ್ಯಾಪಕರ ಸ್ಥಾನಮಾನದ ಮೇಲೆ ಪರಿಣಾಮವು ಬೀರುವುದೆಂದು ತಿಳಿಸಿರುತ್ತಾರೆ. ನಿಮ್ಮ ಅನಿಸಿಕೆಗಳನ್ನು ಈ ಸಾಲಿನಲ್ಲಿ ಇರುವ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ಗುರುತಿಸಿ.

| If this increases , what would be the likely effect on your status ? | | Very Negative | Negative | Neutral | Positive | Very Positive |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ಅಧ್ಯಾಪಕರ ಇದರ ಹೆಚ್ಚಾದರೆ, ನಿಮ್ಮ ಸ್ಥಾನಮಾನದ ಮೇಲೆ ಆಗುವ ಪರಿಣಾಮಗಳೇನು? | | ತೀರ ಸರಿಯಲ್ಲದ್ದು | ಸರಿಯಲ್ಲದ್ದು | ಸಮಾನಾರ್ಥಕ | ಸರಿಯಾದದ್ದು | ತೀರ ಸರಿಯಾದದ್ದು |
| 1 | Use of technology (internet, video-conferencing, etc.) in teaching. ಬೋಧನೆಯಲ್ಲಿ ತಂತ್ರಜ್ಞಾನದ ಬಳಕೆ ಮಾಡುವುದು (ಚಿತ್ರ ಶಬ್ದ ಸಮ್ಮೇಳನ/ ಸಮಾವೇಷ, ಅಂತರ್ಜಾಲ) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Time for professional collaboration with colleagues ವೃತ್ತಿಪರ ಸಹೋದ್ಯೋಗಿಗಳ ಜೊತೆ ಸಹಭಾಗಿತ್ವಕ್ಕೆ ಸಮಯ ಸುಡುವುದು | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Teacher input into framing of policy. ಕಾರ್ಯನೀತಿ ರಚಿಸುವ ಅಧ್ಯಾಪಕರ ದೃಷ್ಟಿಕೋನ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Parental support for the school. ಶಾಲೆಗೆ ಪ್ರೋಫೆಸರ್ ಬೆಂಬಲ ಪಡೆಯುವುದು | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Scope for teachers to engage in critical thinking. ಅಧ್ಯಾಪಕರಿಗೆ ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆಗೆ ಅವಕಾಶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Availability of classroom support (e.g. assistants, technicians) ಪಾಠ ಪ್ರವಚನಗಳಲ್ಲಿ(ಉದಾ: ತಂತ್ರಜ್ಞರು, ಸಹಾಯಕ ಅಧ್ಯಾಪಕರುಗಳ ಲಭ್ಯತೆ) ಸಹಾಯ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Initial professional training based in schools ಶಾಲೆಯಲ್ಲಿ ವೃತ್ತಿ ತರಬೇತಿಗೆ ಪ್ರಾರಂಭದಲ್ಲಿ ಅವಕಾಶ. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Amount of professional autonomy ತಮ್ಮ ಎಲ್ಲಾ ಸ್ವಾಯತ್ತತೆಯ ಮಟ್ಟ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Support for managing difficult pupil behaviour ಅಸಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಂವಹಿಸಲು ಬೆಂಬಲ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Increase in pay and remuneration ವೇತನ ಮತ್ತು ಪ್ರತಿಫಲಗಳ ಹೆಚ್ಚಳ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Salary levels closer to those of comparable professions ವೇತನ ಶ್ರೇಣಿಯ ಸಾಮ್ಯತೆ (ಸಮಾನ ವೃತ್ತಿಗಳಿಗೆ ಹೋಲಿಸಿದಾಗ) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Improvements to school resources and facilities ಶಾಲೆಯ ಸಂಪನ್ಮೂಲ ಮತ್ತು ಸವಲತ್ತುಗಳ ಸುಧಾರಣೆ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Opportunities to engage with educational research ಶೈಕ್ಷಣಿಕ ಸಂಬಂಧ ಸಂಶೋಧನೆಗೆ ತೊಡಗಿಸಿಕೊಳ್ಳುವ ಸಾಧ್ಯತೆಗಳು | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Understanding by policy makers of the practicalities of classroom life ಕ್ರಿಯಾತ್ಮಕ ಕಾರ್ಯನೀತಿ ಮತ್ತು ಶಾಲಾ ಕೊಠಡಿಯೊಳಗಿನ ನೈಜಪರಿಸ್ಥಿತಿಯ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Local community access to school facilities ಶಾಲೆಯಲ್ಲಿನ ಸೌಲಭ್ಯಗಳು ಸ್ಥಳೀಯ ಸಮುದಾಯದವರಿಗೆ ಲಭ್ಯ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | Opportunities to develop partnerships with parents ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಪ್ರೋಫೆಸರ್ ಹಾಲುಗಾರಿಕೆಯ ಸಾಧ್ಯತೆ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | Public appreciation of teachers' contribution to society ಶಿಕ್ಷಕರು ಸಮಾಜಕ್ಕೆ ಕೊಟ್ಟ ಕಾಣಿಕೆಯ ಬಗ್ಗೆ ಪ್ರಶಂಸೆ/ಸಾರ್ವಜನಿಕ ಮೆಚ್ಚುಗೆ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | Public understanding of teachers' responsibility ಶಿಕ್ಷಕರ ಜವಾಬ್ದಾರಿಯ ಬಗ್ಗೆ ಸಾರ್ವಜನಿಕರು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | Engage in high quality teacher training programs ಉತ್ತಮ ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | Public awareness of the intellectual demands of the job ಈ ಹುದ್ದೆಗೆ ಅವಶ್ಯವಿರುವ ಬುದ್ಧಿಕ ಅರಿವು/ಜವಾಬ್ದಾರಿ ಬಗ್ಗೆ ಸಾರ್ವಜನಿಕರಿಗೆ ಅರಿವು | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | Opportunities for teachers to exercise professional judgement ವೃತ್ತಿಪರ ಯುಕ್ತಾಯುಕ್ತ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳಲು ಶಿಕ್ಷಕರಿಗೆ ಅವಕಾಶ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| If this increases , what would be the likely effect on your status ? | | Very Negative | Negative | Neutral | Positive | Very Positive |
|--|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| ಅರಸೀಕೆರೆ ಇದು ಹೆಚ್ಚಾದರೆ, ನಿಮ್ಮ ಸ್ಥಾನಮಾನದ ಮೇಲೆ ಆಗುವ ಪರಿಣಾಮಗಳು ಏನು? | | ತೀರ ಸರಿಯಲ್ಲದ್ದು | ಸರಿಯಲ್ಲದ್ದು | ಸಮಾನಾರ್ಥಕ | ಸರಿಯಾದದ್ದು | ತೀರ ಸರಿಯಾದದ್ದು |
| 22 | Time for planning and training to implement new initiatives ಹೊಸ ಉದ್ದೇಶ ಮತ್ತು ತರಬೇತಿಯನ್ನು ಪ್ರಾರಂಭಿಸಲು ಕಾಯ್ದಿರಿಸುವುದು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 23 | The level of pupil scores in final exams ಅಂತಿಮ ಪರೀಕ್ಷೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಂಕಗಳು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 24 | Official recognition for teachers' work (e.g. awards) ಅಧ್ಯಾಪಕರ ಕೆಲಸಕ್ಕೆ ಸಿದ್ಧಿರುವ ಮಾನ್ಯತೆ (ಉದಾ: ಪ್ರಶಸ್ತಿಗಳು) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 25 | Teacher involvement in defining professional standards ಅಧ್ಯಾಪಕ ವೃತ್ತಿಯ ಗುಣಮಟ್ಟ ನಿರ್ಧರಿಸುವಲ್ಲಿ ಅಧ್ಯಾಪಕರ ತೊಡಗಿಸುವಿಕೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 26 | The number of teachers in the workforce ಕೆಲಸದಲ್ಲಿರುವ ಒಟ್ಟು ಅಧ್ಯಾಪಕರು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 27 | Ways for personal improvement of teachers ಅಧ್ಯಾಪಕರ ವೈಯಕ್ತಿಕ ಬೆಳವಣಿಗೆಗೆ ಇರುವ ಅವಕಾಶಗಳು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 28 | Learning focused on individual pupils' needs and abilities ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಯ ಸಾಮರ್ಥ್ಯ ಹಾಗೂ ಅವಶ್ಯಕತೆಯನ್ನು ಗುರಿಯಾಗಿಯು ಕೊಂಡು ಕಲಿಸುವಿಕೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 29 | Emphasis on a professional code of ethics for teachers ಅಧ್ಯಾಪಕರಿಗೆ ತಮ್ಮ ವೃತ್ತಿಯಲ್ಲಿ ಉತ್ತಮ ನಡವಳಿಕೆ ಅಧಾರಿತ ನಡವಳಿಕೆ ಬಗ್ಗೆ ಒತ್ತು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 30 | Parental involvement in school activities ಶಾಲಾ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಪೋಷಕರ ಹಾಜರಿ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 31 | Availability of resources for teaching ಪಾಠ ಪ್ರವಚನಗಳಿಗೆ ಲಭ್ಯವಿರುವ ಸಾಧನಗಳು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 32 | Disciplined behaviour by students in the classroom ತರಗತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಶಿಸ್ತಿನ ನಡವಳಿಕೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 33 | The standard of curriculum prescribed by the Board ಬೋರ್ಡ್ ನಿಯೋಜಿಸಿರುವ ಪಠ್ಯಕ್ರಮಗಳ ಮಟ್ಟ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 34 | Quality of teacher training programs (B.Ed, D.Ed etc) ಅಧ್ಯಾಪಕರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳ ಮಟ್ಟ(ಬಿ.ಎಡ್., ಡಿ.ಎಡ್., ಇತ್ಯಾದಿ) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 35 | Regular professional development and training programs ವೃತ್ತಿಪರ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಸತತ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳು) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 36 | Media perception of teaching ಅಧ್ಯಾಪಕರ ಬಗ್ಗೆ ಮಾಧ್ಯಮಗಳ ಅಭಿಪ್ರಾಯ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 37 | Teacher involvement in local politics and elections ಸ್ಥಳೀಯ ರಾಜಕೀಯ ಹಾಗೂ ಚುನಾವಣೆಗಳಲ್ಲಿ ಅಧ್ಯಾಪಕರ ಹಾಜರಿ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 38 | School fees ಶಾಲಾ ಶುಲ್ಕ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 39 | Types of school facilities available ಶಾಲೆಯಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸೌಕರ್ಯಗಳು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 40 | Working hours of schools ಶಾಲೆಯ ಕೆಲಸದ ವೇಳೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 41 | Competition to become a teacher ಅಧ್ಯಾಪಕರಾಗಲು ಇರುವ ಸ್ಪರ್ಧೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 42 | Effectiveness of teacher feedback and appraisal system ಪ್ರತಿಕ್ರಿಯೆ ಮತ್ತು ಪರಿಶೀಲನೆ ವ್ಯವಸ್ಥೆ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 43 | Opportunities to show subject knowledge expertise ಪ್ರತಿಭೆಯನ್ನು ಹಿಡಿಸಿ ಬಗ್ಗೆ ತೋರಿಸಲು ಇರುವ ಅವಕಾಶ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 44 | Availability of administrative support outside the classroom ತರಗತಿಯ ಹೊರಗಡೆ ಲಭ್ಯವಿರುವ ಆಡಳಿತಾತ್ಮಕ ಸಹಾಯ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 45 | Strength of teacher unions ಒಲಿಷ್ಠ ಅಧ್ಯಾಪಕ ಸಂಘಗಳು | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

PART C

ಸಿ-ವಿಭಾಗ

Please indicate how much respect the following individuals or groups give you.

ವ್ಯಕ್ತಿ ಅಥವಾ ಸಮೂಹ ದಿಂದ ನಮಗೆ ಕೊಡುವ ಗೌರವವನ್ನು ದಯವಿಟ್ಟು ಸೂಚಿಸಿ.

| Individual/ Group | ವ್ಯಕ್ತಿ/ಸಮೂಹ | None ಒಂದೂ ಇಲ್ಲ | A little ನ ಸ್ವಲ್ಪ | A lot ನ ಬಹಳ |
|--|--|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 My pupils | ನನ್ನ ವಿದ್ಯಾರ್ಥಿಗಳು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 2 My school | ನನ್ನ ಪಾಠಶಾಲೆ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 3 Teachers at my school | ನನ್ನ ಶಾಲೆಯ ಅಧ್ಯಾಪಕರು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 4 Principal/ Headmaster/ Headmistress of my school | ನನ್ನ ಶಾಲೆಯ ಪ್ರಾಚಾರ್ಯರು/ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ ಮುಖ್ಯೋಪಾಧ್ಯಾಯಿನಿಯರು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 5 Support staff at my school | ನನ್ನ ಶಾಲೆಯ ಸಹಾಯಕ ಸಿಬ್ಬಂದಿ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 6 The parents of my pupils | ನನ್ನ ಶಾಲೆಯ ಮಕ್ಕಳ ಪೋಷಕರು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 7 The local community | ಸ್ಥಳೀಯ ಸಮುದಾಯ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 8 The general public | ಸಾಮಾನ್ಯ ಪ್ರಜೆಗಳು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 9 The Local Authorities | ಸ್ಥಳೀಯ ಅಧಿಕಾರ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 10 The Government | ನನ್ನ ಸರ್ಕಾರ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 11 My own family | ನನ್ನ ಸ್ವಂತ ಕುಟುಂಬ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 12 Non-teaching friends | ಶಿಕ್ಷಣವಿಲ್ಲದ ಸ್ನೇಹಿತರು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 13 People in other professions (in general) | ಬೇರೇ (ಸಾಮಾನ್ಯ) ವೃತ್ತಿಪರ ಸ್ನೇಹಿತರು | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |
| 14 The media | ಮಾಧ್ಯಮ | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ |

PART D

ಡಿ-ವಿಭಾಗ

Here is a list of occupations. Please give each of them a status rating from 1-7, where 7 means high status.

ವಿವಿಧ ಉದ್ಯೋಗಗಳ ಪಟ್ಟಿ ನೀಡಲಾಗಿದೆ. ಅವುಗಳನ್ನು 1-7 ಅಂಕ ನೀಡಿ ಶ್ರೇಣೀಕರಿಸಿ, 7 ಅಂಕ ಅತ್ಯಂತ ಹೆಚ್ಚು.

| Occupation | Score | Occupation | Score |
|------------------------------------|-------|---|-------|
| Accountants ಲೆಕ್ಕಾಧಿಕಾರಿಗಳು | | Secondary Teachers ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರು | |
| Doctors ವೈದ್ಯರು | | Nurses ದಾರಿಯರು | |
| Managers ವ್ಯವಸ್ಥಾಪಕರು | | School headmasters/ principals ಶಾಲಾ ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು/ಪ್ರಾಂಶುಪಾಲರು | |
| Police Officers ಪೊಲೀಸ್ ಅಧಿಕಾರಿಗಳು | | Surgeons ಶಸ್ತ್ರಚಿಕಿತ್ಸಕರು | |
| Primary Teachers ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಕರು | | Architects ವಾಸ್ತು ಶಿಲ್ಪಿಗಳು | |
| Lawyers ವಕೀಲರು | | Engineer ಅಭಿಯಂತರರು | |
| Librarians ಗ್ರಂಥಪಾಲಕರು | | Social workers ಸಾಮಾಜಿಕ ಕಾರ್ಯಕರ್ತರು | |
| Veterinarians ಪಸಶುವೈದ್ಯರು | | Professors ಪ್ರಾಧ್ಯಾಪಕರು | |

PART E

ಇ- ವಿಭಾಗ

About Yourself ಸವ್ಯ ಬಗ್ಗೆ

1 Name ಹೆಸರು

2 Gender ಲಿಂಗ

1 Male ಗಂಡು 2 Female ಹೆಣ್ಣು

3 Age ವಯಸ್ಸು

_____ years/ ವರ್ಷಗಳು

4 Marital Status ವೈವಾಹಿಕ ಸ್ಥಾನ

1 Unmarried
ಅವಿವಾಹಿತ 2 Married
ವಿವಾಹಿತ 3 Widowed
ವಿಧವೆ/ವಿಧುರ 4 Divorced
ವಿಚ್ಛೇದಿತ

5 Religion ಧರ್ಮ

1 Hindu
ಹಿಂದೂ 2 Muslim
ಇಸ್ಲಾಮ್ 3 Christian
ಕ್ರೈಸ್ತ 4 Sikh
ಸಿಖ್ 5 Buddhist
ಬೌದ್ಧ6 Other (Please specify) ಇತರ (ದಯವಿಟ್ಟು ತಿಳಿಸಿ) _____

6 Category ವರ್ಗ

1 Schedule
Caste
ಪರಿಶಿಷ್ಟ ಜಾತಿ 2 Schedule
Tribe
ಪರಿಶಿಷ್ಟ ವರ್ಗ 3 General
4 Others (Please specify)
ಇತರ (ದಯವಿಟ್ಟು ತಿಳಿಸಿ)
_____7 Educational Qualifications
ಶೈಕ್ಷಣಿಕ ವಿದ್ಯಾರ್ಹತೆ1 PhD 2 MA 3 MBA 4 M.Sc 5 M.Phil
6 BE 7 BA 8 PUC
ಪಿ.ಯು.ಸಿ 9 SSLC 10 TCH 11 Other (Please specify)
ಇತರ (ದಯವಿಟ್ಟು ತಿಳಿಸಿ)

8 Education degree attained (tick multiple if applicable)

1 B.Ed 2 D.Ed 3 M.Edವಿದ್ಯಾರ್ಹತೆ (ಪಡೆದ ಪದವಿಗಳು) ನಿಮಗೆ ಅನ್ವಹಿಸುವುದಾದರೆ
ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು ಗುರುತುಮಾಡಿ**About your family**

ನಿಮ್ಮ ಕುಟುಂಬದ ಬಗ್ಗೆ

1 Your relationship to the head
of household
ಕುಟುಂಬದ ಹಿರಿಯರೊಂದಿಗೆ ಸವ್ಯ
ಸಂಬಂಧ1 Husband
ಗಂಡು 2 Father
ತಂದೆ 3 Mother
ತಾಯಿ 4 Brother
ಇಣ್ಣಾ/
ತಮ್ಮಂದಿರು 5 Sister
ಅಕ್ಕ/ತಂಗಿಯರು
6 Other (Please specify) ಇತರ (ದಯವಿಟ್ಟು ತಿಳಿಸಿ) _____2 Educational Qualifications of
the head of the household
ಮನೆಯ ಯಜಮಾನರ ವಿದ್ಯಾರ್ಹತೆ1 PhD 2 MA/ M.Ed/ M.Sc/ M.Phil
3 B.Sc/ BA/ B.Com 4 Diploma
5 PUC ಪಿ.ಯು.ಸಿ 6 SSLC
7 High School Certificate
ಹೈದರ್‌ಶಾಲಾ ಪ್ರಮಾಣ ಪತ್ರ 8 Middle School Certificate
ಮಾಧ್ಯಮಿಕಶಾಲಾ ಪ್ರಮಾಣ ಪತ್ರ
9 Primary School Certificate
ಪ್ರಾಥಮಿಕಶಾಲಾ ಪ್ರಮಾಣ ಪತ್ರ 10 Illiterate
ಅವಿದ್ಯಾವಂತ
11 Other (Please specify) ಇತರ (ದಯವಿಟ್ಟು ತಿಳಿಸಿ) _____3 Occupation of the head of household
ಕುಟುಂಬದ ಹಿರಿಯರ ಉದ್ಯೋಗ

4 Role of the head of household ಕುಟುಂಬದ ಹಿರಿಯರ ಉದ್ಯೋಗ

1 Profession ವೃತ್ತಿ 2 Semi-Profession ಅರೆವೃತ್ತಿ

3 Clerical/Shop owner ಅಂಗಡಿ ಮಾಲಕ 4 Skilled worker ಕುಶಲ ಕೆಲಸಗಾರ

5 Semiskilled worker ಅರೆ ಕುಶಲ ಕೆಲಸಗಾರ 6 Unskilled worker ಕುಶಲ ರಹಿತ ಕೆಲಸಗಾರ

7 Unemployed ಸುರುದ್ಯೋಗಿ

5 Family income (per month in rupees) ಕುಟುಂಬದ ತಿಂಗಳ ಆದಾಯ

1 > 30,375 2 15,188—30,374

3 11,362—15,187 4 7,594—11,361

5 4,556—7,593 6 1,521—4555

7 <1520

PART F ಎಫ್- ವಿಭಾಗ

About your school ಸಿಕ್ಕಿ ಶಾಲೆಯ ಬಗ್ಗೆ

1 Name of school ಶಾಲೆಯ ಹೆಸರು

2 Location of school ಶಾಲೆಯ ವಿಭಾಗ

1 Bangalore Division ಬೆಂಗಳೂರು ವಿಭಾಗ 2 Mysore Division ಮೈಸೂರು ವಿಭಾಗ

3 Belgaum Division ಬೆಳಗಾಂ ವಿಭಾಗ 4 Gulbarga Division ಗುಲ್ಬರ್ಗಾ ವಿಭಾಗ

3 District ಜಿಲ್ಲೆ _____ Taluk ತಾಲ್ಲೂಕು _____ Village ಹಳ್ಳಿ _____

4 You working here as a ಸಿಕ್ಕಿ ಇಲ್ಲಿ ಕೆಲಸ ಮಾಡುತ್ತಿದ್ದೀರಾ

1 Fulltime teacher ಪೂರ್ಣಾವಧಿ 2 Part-time teacher ಅರ್ಧಕಾಲಿಕ 3 Parateacher

5 Years of service at current school ಈ ಶಾಲೆಯಲ್ಲಿ ಸಿಕ್ಕಿ ಸೇವೆ ಎಷ್ಟು ವರ್ಷ

_____ years/ ವರ್ಷಗಳು

6 Total years of teaching experience ಸಿಕ್ಕಿ ಒಟ್ಟಾರೆ ಅನುಭವ

_____ years/ ವರ್ಷಗಳು

7 Classes you handle (tick multiple if applicable) ನೀವು ಪಾಲಿಸುವ ತರಗತಿಗಳು

1 Kindergarten/ Pre-primary ಶಿಶುವಿಹಾರ 2 Primary ಪ್ರಾಥಮಿಕ 3 Upper Primary ಉನ್ನತ ಪ್ರಾಥಮಿಕ


4 Elementary ಮಾಧ್ಯಮಿಕ 4 Secondary ಸರಿಯಾದ 5 Higher-secondary ಹಿರಿಯ ಸರಿಯಾದ

8 What are your career aspirations for the next 5 years? ಮುಂದಿನ 5 ವರ್ಷಗಳಲ್ಲಿ ನಿಮ್ಮ ವೃತ್ತಿ ಜೀವನದ ಗುರಿಯೇನು?

1 Stay in school teaching ಶಾಲೆಯಲ್ಲಿ ಇದ್ದು ಅಧ್ಯಾಪಕ ವೃತ್ತಿಯನ್ನು ಮುಂದುವರಿಸುವುದು 2 Have a career break ವೃತ್ತಿಯಲ್ಲಿ ವಿರಾಮ ಪಡೆಯುವುದು

3 Pursue a career outside school teaching ಶಾಲೆಯ ಹೊರಗಡೆ ವೃತ್ತಿಯನ್ನು ಪಡೆದು ಮುಂದುವರಿಸುವುದು

X. Institutional head form

| CONSENT FORM | |  |
|--|--|---|
| ಒಪ್ಪಿಗೆ ಪತ್ರ | | |
| REC Reference Number: REP (EM)/13/14-22 ಆರ್‌ಇಒ ರೆಪರೆನ್ಸ್ ಸಂಖ್ಯೆ: ಆರ್‌ಇಒ (ಇಎಮ್)/13/14-22 | | |
| TITLE: Occupational Status: Understanding the Teaching Profession in India ವಿಷಯ: ವೃತ್ತಿ ಸ್ಥಾನಮಾನ: ಭಾರತದಲ್ಲಿ ಬೋಧನ ವೃತ್ತಿಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವ ಬಗ್ಗೆ | | |
| Please tick the box | | |
| The aims and objectives of the research study have been explained to me. ಸಂಶೋಧನೆಯ ಗುರಿ ಹಾಗೂ ಉದ್ದೇಶಗಳನ್ನು ನನಗೆ ವಿವರಿಸಲಾಗಿದೆ. | <input type="checkbox"/> | |
| I confirm that I have read and understand the research information sheet. ಸಂಶೋಧನಾ ಮಾಹಿತಿ ಪತ್ರವನ್ನು ಓದಿ ಅರ್ಥ ಮಾಡಿಕೊಂಡಿರುತ್ತೇನೆ. | <input type="checkbox"/> | |
| I understand that the participation of my school is voluntary and I am free to withdraw at any time before 15/05/2014. ನಮ್ಮ ಶಾಲೆಯ ಇದರಲ್ಲಿ ಭಾಗವಹಿಸುವುದು ಸ್ವ ಇಚ್ಛೆಯಿಂದ ಹಾಗೂ ನನಗೆ ಬೇಕಾದಲ್ಲಿ 15/05/2014 ರ ಓಳಿಗೆ ಈ ಪ್ರಕ್ರಿಯೆಯಿಂದ ಹಿಂದೆ ಸರಿಯಬಹುದು | <input type="checkbox"/> | |
| I understand that information collected will be treated with confidentiality and the anonymity of teachers, departments and the school will be maintained. ಸಂಗ್ರಹಿಸಲಾದ ಮಾಹಿತಿಯ ಗೌಪ್ಯತೆ ಹಾಗೂ ಅಧ್ಯಾಪಕರ ಗೌಪ್ಯತೆ, ನಮ್ಮ ವಿಭಾಗ ಹಾಗೂ ಶಾಲೆಯ ಗೌಪ್ಯತೆ ಕಾಪಾಡುವುದಾಗಿ ಸಂಬುಡುತ್ತೇನೆ | <input type="checkbox"/> | |
| I agree to allow my teachers and staff members to take part in the above study. ನಮ್ಮ ಶಾಲೆಯ ಅಧ್ಯಾಪಕರು ಹಾಗೂ ಸಿಬ್ಬಂದಿಯನ್ನು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಅನುಮತಿಸಿರುತ್ತೇನೆ. | <input type="checkbox"/> | |
| Name ಹೆಸರು: _____ | | |
| Signature ಸಹಿ: _____ | | |
| Date ದಿನಾಂಕ: _____ | | |
| Name of the school ಶಾಲೆಯ ಹೆಸರು: _____ | | |
| Designation ಹುದ್ದೆ: _____ | | |
| Type of School ಶಾಲೆಯ ವಿವರ | <input type="checkbox"/> 1 Government ಸರ್ಕಾರಿ <input type="checkbox"/> 2 Private Aided ಖಾಸಗಿ ಅನುದಾನದೊಂದಿಗೆ <input type="checkbox"/> 3 Private Unaided ಖಾಸಗಿ ಅನುದಾನರಹಿತ | |
| <i>Thank you very much for taking the time to complete the questionnaire.</i> ಈ ಪ್ರಶ್ನಾವಳಿಯನ್ನು ಮುಗಿಸಲು ಸಮಯ ನೀಡಿದಕ್ಕೆ ಧನ್ಯವಾದಗಳು | | |

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ಸಂಶೋಧನಾಕಾರರು:

ತ್ರಿಸ್ಥಾ ಕಾಚರಕನಹಳ್ಳಿ ರಾಮಮೂರ್ತಿ
ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್ ಆಂಡ್ ಪ್ರೊಫೆಷನಲ್ ಸ್ಟಡೀಸ್
ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್, ಲಂಡನ್
ಫ್ರಾಂಕ್ಲಿನ್-ವಿಲ್ಕಿನ್ಸ್ ಬಿಲ್ಡಿಂಗ್,
ವಾಟರ್ಲೂ ರೋಡ್ ಲಂಡನ್ - ಎಸ್‌ಇ19ಎನ್‌ಎಚ್

ಇಮೇಲ್: Tristha.kacharakannahally_ramamurthy@kcl.ac.uk

ವಿಳಾಸ: 2967,4ನೇ ಕ್ರಾಸ್, 12ನೇ ಮೈನ್, ಇಂದ್ರಾನಗರ್ ಬೆಂಗಳೂರು
560038

If this study has harmed you in any way you can contact King's College London using the details below for further advice and information:

ಈ ಸಂಶೋಧನೆಯಿಂದ ರೀತಿಯಲ್ಲಿ ನಿಮಗೆ ತೊಂದರೆಯಾಗಿದ್ದಲ್ಲಿ ತಾವು ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್ ಲಂಡನ್‌ನಲ್ಲಿರುವ ಈ ಕೆಳಕಂಡವರನ್ನು ಮಾಹಿತಿಯಂತೆ ಸಂಪರ್ಕಿಸಿ ಮುಂದಿನ ಸಲಹೆ ಹಾಗೂ ಮಾಹಿತಿ ಪಡೆಯಬಹುದು:

Supervisor:

Prof. Jeremy Hodgen
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ಮೇಲ್ವಿಚಾರಕರು:

ಪ್ರೊ. ಜೆರೆಮಿ ಹಾಡ್ಜೆನ್
ಡಿಪಾರ್ಟ್‌ಮೆಂಟ್ ಆಫ್ ಎಜುಕೇಷನ್ ಆಂಡ್ ಪ್ರೊಫೆಷನಲ್ ಸ್ಟಡೀಸ್
ಕಿಂಗ್ಸ್ ಕಾಲೇಜ್, ಲಂಡನ್
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ಲಂಡನ್ - ಎಸ್‌ಇ19ಎನ್‌ಎಚ್

Tel: 020 78483102

ಇಮೇಲ್: jeremy.hodgen@kcl.ac.uk

XI. Google form for data entry (screenshots)

Data Collection RBT

* Required

Number *

A1 *

Offers an attractive life-long career.

A2 *

Has mutual respect between colleagues.

A3 *

Enjoys positive media images.

A4 *

Has a powerful and independent professional body.

A5 *

Enjoys high financial remuneration.

A6 *

Has members who are a recognized authority in their area of expertise.

A7 *

Is subject to external regulation.

A8 *

Has the respect of clients (in the case of teaching, pupils).

A9 *

Is valued by government.

A10 *

Is subject to strong external controls.

A11 *

Has members who have lengthy professional training.

A12 *

Is one for which there is strong competition to join.

A13 *

Is trusted by the wider community to perform a service for them.

E7 *

Educational Qualifications

- PhD
- MA
- MBA
- M.Sc
- M.Phil
- BE
- BA
- PUC
- SSLC
- TCH
- No Answer
- Other:

E8 *

Educational Degree

- B.Ed
- D.Ed
- M.Ed
- No answer

EE1 *

Relationship to HOH

- Husband
- Father
- Mother
- Brother
- Sister
- No Answer
- Other:

EE2 *

Educational Qualifications of HOH

- PhD
- MA/ M.Ed/ M.Sc/ M.Phil
- B.Sc/ BA/ B.Com
- Diploma
- PUC
- SSLC
- High School Certificate
- Middle School Certificate
- Primary School Certificate
- Illiterate
- No Answer
- Other:

EE3

Occupation of HOH

XII. Handling data: Category classification and coding

| Category | Category Updated | N |
|---------------------|------------------|-----|
| 2A | 2A | 5 |
| 2A Padmasale | 2A | 1 |
| 2b | 2B | 4 |
| 2B | 2B | 19 |
| 3A | 3A | 4 |
| 3B | 3B | 14 |
| 3B Hindu Maratha | 3B | 1 |
| 3B Lingayat | 3B | 2 |
| 3B Marati | 3B | 1 |
| 3B minority | 3B | 1 |
| 3b OBC | 3B | 3 |
| Backward Tribe | ST | 1 |
| bcm (muslims) | 2B | 1 |
| Believers | Not Clear | 2 |
| Bestha | C-I | 1 |
| Billava | GM | 2 |
| Brahim | GM | 1 |
| Brahman | GM | 4 |
| Bunts | 3B | 1 |
| C-1 Ambiga | C-I | 1 |
| c-1 Pinjar | C-I | 1 |
| C-I | C-I | 1 |
| Category-1 | C-I | 9 |
| Category-1 'nayaka' | C-I | 1 |
| category-I | C-I | 1 |
| Christian | 3B | 1 |
| Devanga | 2A | 6 |
| Devanga 2A | 2A | 1 |
| Gabitha IIA | 2A | 1 |
| Ganiga | 2A | 2 |
| General | GM | 911 |
| GI | Not Clear | 1 |
| Golliru | C-I | 1 |
| GSB | Not Clear | 2 |
| Hindu Billava | GM | 2 |
| Idiga | 2A | 1 |
| IIA | 2A | 25 |
| Iib | 2B | 3 |
| IIB | 2B | 13 |
| iiia | 3A | 2 |
| IIIA | 3A | 5 |
| IIIB | 3B | 10 |
| Indian | Not Clear | 1 |
| Kodava | 2A | 1 |
| Koteyar | 2A | 1 |

| | | |
|----------------------|-----------|------|
| Kshatriya | 2A | 2 |
| Kumbaar | 2A | 1 |
| Kuruba | 2A | 1 |
| Kuruba gowda | 2A | 1 |
| Kurubas | 2A | 3 |
| Lingayat | 3B | 18 |
| Lingayat IIB | 3B | 1 |
| Lingayath | 3B | 1 |
| Lingayatha | 3B | 1 |
| Marsu Vokkaliga | 3A | 1 |
| Minority | 2B | 3 |
| Minortities 2B | 2B | 1 |
| muslim | 2B | 6 |
| Muslim | 2B | 3 |
| Muslim (Sunni) | 2B | 1 |
| Muslim 2A | 2B | 1 |
| Nalband C(1) | C-I | 1 |
| Nayanaja Kshatriya | 2A | 1 |
| Nekaara | 2A | 1 |
| obc | Not Clear | 12 |
| OBC | Not Clear | 31 |
| OBC 2A | 2A | 1 |
| obc ii | 2A | 1 |
| obc iib | 2B | 1 |
| obc iii a | 3A | 1 |
| obc iii b | 3B | 1 |
| OBC IIB | 3B | 1 |
| OBC Vokkaliga | 3A | 1 |
| Raju Kshthriya | 2A | 1 |
| Reddy | 3A | 2 |
| Reddy (OBC) | 3A | 1 |
| Roman Catholic | 3B | 2 |
| Roman Catholics | 3B | 1 |
| Schedule Caste | SC | 205 |
| Schedule Tribe | ST | 62 |
| Shaliyana | SC | 1 |
| Shet balaja | 3A | 1 |
| Swarul - Sali | Not Clear | 1 |
| Thigalas IIA | 2A | 1 |
| Veerashaiva Lingayat | 3B | 2 |
| Vishwakarma | 2A | 1 |
| vokkaliga | 3A | 8 |
| Vokkaliga | 3A | 4 |
| Vokkaliga 3A | 3A | 4 |
| Weavers (BCM) | 2A | 1 |
| Total respondents | | 1468 |
| Missing | | 375 |
| Total | | 1843 |

XIII. Handling data: Educational qualifications classification and coding

| | |
|---|---|
| <p>'MA BA TCH' = 'MA')</p> <p>('Art Master Diploma' = 'Others')</p> <p>('B Sc' = 'B Sc')</p> <p>('B Sc & Computer drawing' = 'B Sc')</p> <p>('BA B Ped' = 'BA')</p> <p>('BA B.Phild' = 'BA')</p> <p>('BA BA Bed' = 'BA')</p> <p>('BA BA B Ped' = 'BA')</p> <p>('BA BA CPed NCC officer Rank Captain' = 'BA')</p> <p>('BA BPed.' = 'BA')</p> <p>('BA BSc.' = 'BA')</p> <p>('BA BSE' = 'BA')</p> <p>('BA CPed.' = 'BA')</p> <p>('BA Dipl. in Nursing' = 'BA')</p> <p>('BA ITC' = 'BA')</p> <p>('BA ITC Hindi Vidwan' = 'BA')</p> <p>('BA LLB N.T.C.' = 'BA')</p> <p>('BA Music Widwath' = 'BA')</p> <p>('BA No Answer' = 'BA')</p> <p>('BA PUC' = 'BA')</p> <p>('BA PUC ITC' = 'BA')</p> <p>('BA PUC SSLC' = 'BA')</p> <p>('BA PUC SSLC C.P. Ed' = 'BA')</p> <p>('BA PUC SSLC PUC with education' = 'BA')</p> <p>('BA PUC SSLC PUC CPed BPed' = 'BA')</p> <p>('BA PUC SSLC TCH' = 'BA')</p> <p>('BA PUC SSLC TCH Dipl. in communication' = 'BA')</p> <p>('BA PUC SSLC TCH PGDELT' = 'BA')</p> <p>('BA PUC TCH' = 'BA')</p> <p>('BA SSLC TCH' = 'BA')</p> <p>('BA TCH' = 'BA')</p> <p>('BA TCH BSc' = 'BA')</p> <p>('BA TCH Hindi Ratna (BA)' = 'BA')</p> <p>('BA TCH Montessori' = 'BA')</p> <p>('Bcom' = 'BA')</p> <p>('BCom' = 'BA')</p> <p>('Bcom Bped' = 'BA')</p> <p>('BCom.' = 'BA')</p> <p>('BCom. BPed.' = 'BA')</p> <p>('BE' = 'BE')</p> <p>('BE. LLB' = 'BA')</p> <p>('Bsc' = 'B Sc')</p> <p>('BSc' = 'B Sc')</p> | <p>('BSc. ' = 'B Sc')</p> <p>('BSc. MPed.' = 'B Sc')</p> <p>('C.P. Ed' = 'C.P.Ed')</p> <p>('CPed' = 'C.P.Ed')</p> <p>('CPED' = 'C.P.Ed')</p> <p>('CPed.' = 'C.P.Ed')</p> <p>('Dip. in computer science' = 'Others')</p> <p>('ITC' = 'Others')</p> <p>('M.Phil' = 'MA')</p> <p>('M.Sc' = 'M.Sc')</p> <p>('M.Sc BA' = 'M.Sc')</p> <p>('M.Sc M.Phil' = 'M.Sc')</p> <p>('M.Sc MSW' = 'M.Sc')</p> <p>('M.Sc PG Diploma in English' = 'M.Sc')</p> <p>('M.Sc PUC' = 'M.Sc')</p> <p>('M.Sc PUC SSLC' = 'M.Sc')</p> <p>('M.Sc PUC TCH' = 'M.Sc')</p> <p>('M.Sc TCH' = 'M.Sc')</p> <p>('MA Accounts Higher General Law' = 'MA')</p> <p>('MA B Ped' = 'MA')</p> <p>('MA BA' = 'MA')</p> <p>('MA BA B. Lib. Sc.' = 'MA')</p> <p>('MA BA CPed.' = 'MA')</p> <p>('MA BA LLB (SPL)' = 'MA')</p> <p>('MA BA PUC SSLC' = 'MA')</p> <p>('MA BA PUC SSLC LLB' = 'MA')</p> <p>('MA BA PUC SSLC NTT' = 'MA')</p> <p>('MA BA PUC SSLC TCH' = 'MA')</p> <p>('MA BA PUC SSLC TCH Hindi Vidwaan' = 'MA')</p> <p>('MA BA PUC SSLC TCH PGDEL T' = 'MA')</p> <p>('MA BA PUC TCH' = 'MA')</p> <p>('MA BA SSLC PPC MA Journalism' = 'MA')</p> <p>('MA BA SSLC TCH' = 'MA')</p> <p>('MA BA TCH' = 'MA')</p> <p>('MA BE BA PUC TCH' = 'MA')</p> <p>('MA BPed' = 'MA')</p> <p>('MA BSc.' = 'MA')</p> <p>('MA CIDTT' = 'MA')</p> <p>('MA Computer course' = 'MA')</p> <p>('MA CPed.' = 'MA')</p> <p>('MA M P Ed' = 'MA')</p> <p>('MA M.Phil' = 'MA')</p> <p>('MA M.Phil B Sc M Ed.' = 'MA')</p> |
|---|---|

| | |
|--|---|
| <p> ('BSc.' = 'B Sc') ('BSc. BPed.' = 'B Sc') ('MA MA I year' = 'MA') ('MA PUC' = 'MA') ('MA PUC TCH' = 'MA') ('MA SSLC TCH' = 'MA') ('MA TCH' = 'MA') ('MBA' = 'MA') ('MCA' = 'MA') ('MCM' = 'MA') ('MCom' = 'MA') ('MCom.' = 'MA') ('MFA' = 'MA') ('No Answer' = 'Missing') ('NTC' = 'Others') ('NTT' = 'Others') ('PhD MA' = 'PhD') ('PhD PUC' = 'PhD') ('PUC Bcom (COPA)' = 'BA') ('PUC BSc.' = 'BSc') ('PUC C.P. Ed' = 'C.P.Ed') ('PUC CPed.' = 'C.P.Ed') ('PUC Dip. in computer science' = 'Others') ('PUC Hindi BA' = 'BA') ('PUC Internal education' = 'PUC') ('PUC ITC' = 'PUC') ('PUC PUC internship course' = 'PUC') ('PUC SSLC' = 'PUC') ('PUC SSLC Art master' = 'PUC') ('PUC SSLC BCom.' = 'BA') ('PUC SSLC BSc' = 'BSc') </p> | <p> ('MA M.Phil BA DRD' = 'MA') ('MA M.Phil BA PUC SSLC' = 'MA') ('PUC SSLC CPed.' = 'C.P.Ed') ('PUC SSLC ITC' = 'PUC') ('PUC SSLC TCH' = 'TCH') ('PUC SSLC TCH Hindi BA' = 'BA') ('PUC TCH' = 'TCH') ('PUC TCH Hindi Rathna BEd.' = 'TCH') ('PUC TCH Kan & Eng. T/WSenior II class pass' = 'TCH') ('RBST' = 'Others') ('Sangeetha senior' = 'Others') ('SSLC -' = 'SSLC') ('SSLC AM DMC' = 'SSLC') ('SSLC C.P. Ed' = 'C.P.Ed') ('SSLC CPed.' = 'C.P.Ed') ('SSLC Hindi Shikshak training' = 'SSLC') ('SSLC N.T.C.' = 'SSLC') ('SSLC TCH' = 'TCH') ('TCH -' = 'TCH') ('TCH BCom.' = 'BA') ('MA M.Sc B Ed.' = 'MA') ('TCH MCom.' = 'MA') ('MA' = 'MA') ('BA' = 'BA') ('BE' = 'BE') ('PhD' = 'PhD') ('BE' = 'BE') ('MBA' = 'MBA') ('M.Sc' = 'M.Sc') ('TCH' = 'TCH') ('SSLC' = 'SSLC') ('PUC' = 'PUC') ('-' = 'Missing') </p> |
|--|---|

XIV. Survey Results

| | | Male | | | Female | | | F | P | t | df | P (2-tail) |
|----------------------|------------------------|------|-----|-----|--------|-----|------|------|------|--------|------|------------|
| | | Mean | SD | N | Mean | SD | N | | | | | |
| Respect & Service | High status Profession | 4.08 | .44 | 453 | 4.13 | .44 | 1672 | 1.50 | .220 | -1.956 | 1623 | 0.051 |
| | Teaching Profession | 4.10 | .41 | 444 | 4.14 | .43 | 1168 | 2.49 | .115 | -1.929 | 1610 | 0.054 |
| Control & regulation | High status Profession | 3.47 | .83 | 472 | 3.40 | .83 | 1219 | .73 | .391 | 1.505 | 1689 | 0.133 |
| | Teaching Profession | 3.52 | .81 | 471 | 3.43 | .82 | 1226 | .47 | .491 | 2.086 | 1695 | 0.037* |
| Reward & Authority | High status Profession | 3.56 | .60 | 465 | 3.56 | .57 | 1178 | 1.64 | .200 | .021 | 1641 | 0.983 |
| | Teaching Profession | 3.58 | .61 | 468 | 3.55 | .58 | 1171 | .44 | .507 | .982 | 1637 | 0.326 |

Table 32 Independent sample test for gender and comparison with high status and teaching profession ($p < 0.05$)

| | | Old | | | Young | | | F | P | t | df | P (2-tail) |
|----------------------|------------------------|------|-----|-----|-------|-----|-----|------|------|--------|------|------------|
| | | Mean | SD | N | Mean | SD | N | | | | | |
| Respect & Service | High status Profession | 4.10 | .46 | 796 | 4.14 | .42 | 792 | 5.31 | .021 | -1.440 | 1586 | .150 |
| | Teaching Profession | 4.12 | .44 | 784 | 4.14 | .40 | 798 | 4.24 | .040 | -1.222 | 1580 | .222 |
| Control & regulation | High status Profession | 3.41 | .82 | 831 | 3.42 | .84 | 823 | .75 | .384 | -.113 | 1652 | .910 |
| | Teaching Profession | 3.47 | .81 | 830 | 3.43 | .83 | 829 | 1.11 | .291 | .833 | 1657 | .405 |
| Reward & Authority | High status Profession | 3.53 | .59 | 805 | 3.59 | .55 | 802 | 8.29 | .004 | -2.257 | 1605 | .024* |
| | Teaching Profession | 3.51 | .60 | 800 | 3.60 | .57 | 806 | 5.48 | .019 | -2.977 | 1596 | .003** |

Table 33 Independent sample test for age category and comparison with high status and teaching profession ($p < 0.05$) ($p < 0.005$ **)

| | | Urban | | | Rural | | | F | P | t | df | P (2-tail) |
|----------------------|------------------------|-------|------|------|-------|-----|-----|-------|------|--------|--------|------------|
| | | Mean | SD | N | Mean | SD | N | | | | | |
| Respect & Service | High status Profession | 4.12 | .44 | 1453 | 4.16 | .45 | 165 | .007 | .932 | -1.127 | 1616 | .260 |
| | Teaching Profession | 4.12 | .42 | 1442 | 4.21 | .40 | 165 | .051 | .821 | -2.523 | 1605 | .012 |
| Control & regulation | High status Profession | 3.40 | .833 | 1514 | 3.54 | .83 | 171 | .046 | .829 | -2.109 | 1683 | .035 |
| | Teaching Profession | 3.44 | .82 | 1521 | 3.61 | .77 | 168 | .476 | .491 | -2.720 | 211.38 | .007** |
| Reward & Authority | High status Profession | 3.57 | .56 | 1469 | 3.53 | .66 | 165 | 11.39 | .001 | .784 | 1632 | .433 |
| | Teaching Profession | 3.56 | .58 | 1473 | 3.53 | .66 | 160 | 3.89 | .049 | .520 | 1631 | .603 |

Table 34 Independent sample test for urban/rural and comparison with high status and teaching profession

($p < 0.05^*$) ($p < 0.005^{**}$)

| Item | Correlation with total item |
|--|------------------------------------|
| Use of technology (internet, video-conferencing, etc.) in teaching. | .29 |
| Time for professional collaboration with colleagues | .32 |
| Teacher input into framing of policy. | .38 |
| Parental support for the school. | .43 |
| Scope for teachers to engage in critical thinking. | .41 |
| Availability of classroom support (e.g. assistants, technicians) | .40 |
| Initial professional training based in schools | .31 |
| Amount of professional autonomy | .36 |
| Support for managing difficult pupil behavior | .43 |
| Increase in pay and remuneration | .22 |
| Salary levels closer to those of comparable professions | .26 |
| Opportunities to engage with educational research | .44 |
| Understanding by policy makers of the practicalities of classroom life | .42 |
| Public appreciation of teachers' contribution to society | .40 |
| Public understanding of teachers' responsibility | .23 |
| Engage in high quality teacher training programme | .44 |
| Public awareness of the intellectual demands of the job | .41 |
| Opportunities for teachers to exercise professional judgment | .21 |
| Mean score per item | 4.06 (0.03) |
| Alpha Reliability | 0.72 |
| Percentage of variance | 16.3 |

Table 35 *Improve status: Factor 1 correlations*

| Item | Correlation with total item |
|--|------------------------------------|
| Local community access to school facilities | .28 |
| Public appreciation of teachers' contribution to society | .15 |
| Engage in high quality teacher training programme | .13 |
| Disciplined behavior by students in the classroom | .10 |
| Teacher involvement in school activities | .27 |
| School fee | .24 |
| Working hours of the schools | .26 |
| Mean score per item | 3.59 (.60) |
| Alpha Reliability | 0.45 |
| Percentage of variance | 5.2 |

Table 36 *Improve status: Factor 2 correlations*

| Item | Correlation with total item |
|--|------------------------------------|
| Local community access to school facilities | .28 |
| Public appreciation of teachers' contribution to society | .15 |
| Engage in high quality teacher training programme | .13 |
| Disciplined behavior by students in the classroom | .10 |
| Teacher involvement in school activities | .27 |
| School fee | .24 |
| Working hours of the schools | .26 |
| Mean score per item | 3.59 (.60) |
| Alpha Reliability | 0.45 |
| Percentage of variance | 5.2 |

Table 37 *Improve status: Factor 3 correlations*

XV. Open-ended section analysis: Themes and categories

- Influencing Domains - How these categories should change their behavior/ mindset towards teachers or teaching profession
 - Government
 - Teachers' family
 - Parents of students
 - Students
 - Colleagues/ Headmasters
- Prestige - improvement in these factors for better teacher status
 - Perception by others about teacher social standing
 - Increase access to professional knowledge
 - Opportunities for training and professional development
 - Improve entry qualifications to profession
 - Improve teacher role - through specialization and not doing clerical or other work
 - Give autonomy to teachers in terms of curriculum implementation
 - Increase salary
 - Improve working conditions - campus, facilities
- Definition - how teaching work is defined
 - Improve teaching resources - books, aids
 - Need to see teaching as a profession and not a hobby
 - Government to pay attention to teacher profession
 - Teacher unions to be heard or become stronger
 - Define teacher ethics and adhere to it
- Occupational esteem - the softer aspects of the teaching job
 - Teaching profession is noble
 - Teaching is Service-oriented and creates the future
 - Teachers are dedicated and selfless in their work

- Teachers show competence and ensure students academic and non-academic growth
- Teachers care for pupil welfare

XVI. Open-ended section analysis: Coding and data entry

Open-Ended Questions RBT

File Edit View Insert Format Data Tools Add-ons Help

Last edit was on November 13

85% 123- Axl

frhs@kvschools.in

Comments

Share

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | |
|----|---|---|------------------|---------------------|----------|------------------------|---|---------------------------------|--|--------------------------------------|--|---|-----------------|--------------------------------------|------------------------------|----------------------------------|--|--|---|--|---|--------------------------------------|--|-------------------------------------|-------|---------|---|
| | | Influencing Domains - How these categories should change their behavior/mindset towards teachers on teaching profession | | | | | Prestige - Improvement in these factors for better teacher status | | | | | Definition - how teaching work is defined | | | | | Occupational esteem - the softer aspects of the teaching job | | | | | | | | | | |
| | | Government | Teachers' Family | Parents of students | Students | Colleagues/Headmasters | Respect by others about Social Standing | Increase Professional Knowledge | Opportunities for professional development | Improve Qualifications to profession | Improve specialization on doing other work | Give autonomy in terms of curriculum and implementation | Increase Salary | Improve Conditions campus facilities | Improve books, Resources etc | Need to look as profession hobby | Government attention to be heard or teacher become profession anyway | Teacher's behavior to be heard or become a teacher | Defining teacher's behavior to adhere to it | Teaching profession is holistic nature | Teaching mind and profession creates the future | Teachers are dedicated in their work | Teachers show academic and non-academic growth | Teachers care for students' welfare | Total | Remarks | |
| 1 | "Life is Education and Education is Life". 1649 books, we have to groom our students to be more practical and independent in their approach. This Kailash programme should not be generalized instead it should be to the classes. All subject teachers needs to be trained. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 461: Based on the teachers' qualifications, they have to be designated for each subject. 1. Common classes should be maintained 2. Should not engage teachers to non-teaching activities like census, election etc. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in colour printing and in time. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 1649: 1. Common syllabus through out India 2. Improvement of non-teaching activities like census, election etc. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in time, new edition qualify in service without age limit. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 111: 1. Improvement of non-teaching activities like census, election etc. 2. Text book should be supplied in time, new edition qualify in service without age limit. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in colour printing and in time. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 1448: 7. Ratio of job opportunities should be equalized 1. Need to change the evaluation process 2. Improvement of non-teaching activities like census, election etc. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in time, new edition qualify in service without age limit. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 111: 1. Improvement of non-teaching activities like census, election etc. 2. Text book should be supplied in time, new edition qualify in service without age limit. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in colour printing and in time. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 111: 1. Improvement of non-teaching activities like census, election etc. 2. Text book should be supplied in time, new edition qualify in service without age limit. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in colour printing and in time. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 111: 1. Improvement of non-teaching activities like census, election etc. 2. Text book should be supplied in time, new edition qualify in service without age limit. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in colour printing and in time. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 1148: 5. Give importance to all jobs. 1. Other govt. facilities I want in all schools or more than 2. Appreciate all facilities but more than will be happy for us. 3. Improvement of non-teaching activities like census, election etc. 4. Text book should be supplied in time, new edition qualify in service without age limit. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 1779: 5. The improvement of teachers are good the sports facilities in school will standard. 1. Teachers should give the first preference to unempowered candidates who have received the degrees but still unemployed. 2. Improvement of non-teaching activities like census, election etc. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in time, new edition qualify in service without age limit. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 1781: 1. The institute should send the teachers to other schools either of their own branches or any other required and recognized school as serving their temporarily as on duty. These by sharing knowledge 2. The institute should encourage the staff and the students in all sources. 3. Regular posting of value base education should be conducted to the teachers. 4. Improvement of non-teaching activities like census, election etc. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 1044: 4. Improvement facilities from school and give good response to girls and students. 1. School teachers wants medical instruments, laboratories for chemistry and physics and they want some time to explain experiments and uses those in their teaching aids. 2. Improvement of non-teaching activities like census, election etc. 3. Promotion should be given according to their service and efficiency. 4. Text book should be supplied in time, new edition qualify in service without age limit. 5. Promotion should be given according to their service and efficiency. 6. Training for spouses through media. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | 1st to 4th standards should have teacher in each class. Please school Nat. Kailash system for primary schools and old method of teaching is | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |