A comparative study of the service and working conditions of teachers in Government and Private unaided schools of South Kerala

Introduction

This study is limited to southern Kerala which comprises regions of the erstwhile kingdom of Travancore. It was formerly a Hindu feudal kingdom (1729-1858) and later on an Indian princely State (1858-1947) with its capital at Padmanabhapuram or Trivandrum ruled by the Travancore royal Family. Travancore (Venad) was located on the Malabar Coast, South India in the present day southern districts of Kerala and Tamil Nadu. (Aiyar, Progressive Travancore, 1923, pp. 94-97)

To place this study in a historical perspective a quick glance back at the educational scene in ancient Kerala will be in order.

The unique position which Kerala has attained in the educational map of India is not the result of a sudden spurt of activity in the field of education in the recent times, but the climax of the enlightened policies of its rulers from early days and the intellectual pursuits of the people spread over several centuries. (Menon, 1978). The ancient Tamil Sangam literature testifies to the high level of literacy obtained in Kerala, the people irrespective of sectarian or gender considerations getting the benefits of education. For instance, the communities like Kuravas, Parayas and Vetas reckoned as inferior in social scale in the later ages, were held in high esteem by kings and nobles. During this period Matilakam near Muziris was one of the important places of educational excellence.

The caste system –Chaturvarnya-which came along with Aryanisation dealt considerable harm to the ideal of universal education which prevailed during early Sangam age. The age of the Kulasekharas in South Kerala (800-1100) saw a revival of learning with Salais or vedic colleges getting established around major temples. From the 9th century to the arrival of the British, education was a preserve of the high caste. Local dynasties which assumed power on the decline of Kulasekha empire like the rulers of Venad and other kingdoms like Thekkumkur, Vadakkumkur, Chempakasseri and Kolathiri did their patronising best in keeping the lamp of learning shining bright down the centuries. In North Kerala, the period also saw the emergence of Mutts or madoms) on the lines of Salais. But the promotion of learning among the common people did not receive enough attention during this period. The high caste teachers and students in the Mutts or Salais had both social respect and decent economic gains as a result of the royal munificence.

However, the Asaan Pallikoodams in South Kerala and Ezhuthupallys in the North Kerala (that existed alongside the Mutts and Salais) that provided basic education to the common people continued to have their humble existence. Such village schools received a shot in the arm thanks to the interest taken by Thunchat Ezhuthachan in the 17th century, who made no secret of his displeasure at the privileged treatment given to the Brahmins and to Sanskrit
education. The asaan /ezhuthachan (village teacher) received social respect and modest economic gains unlike the high caste teachers in the Mutts or Salais.

The contribution of the Portuguese and the Dutch in comparison to the British was rather marginal, notwithstanding the prototype printing press which was established by the Portuguese. The Church Missionary Society (CMS) and London Missionary Society (LMS) missionaries who landed in Travancore in 1816 at the instance of the British resident of Travancore, Col. Monroe played a significant role in the progress of education in Kerala by compiling dictionaries and grammar books besides establishing schools and colleges.

The pioneering impact of Protestant missionaries Ringle Taube and Dr Mead of LMS on formal education prompted Rani Gauri Parvathy Bai to promulgate the Rescript of 1817 under which “the state should defray the whole cost of education of its people, in order that there might be no backwardness in the spread of enlightenment among them.” (Pillai, 1940, p. 700)

According to V Nagam Aiya (1989, p.443) “education in the modern sense of the term in Travancore may be said to date from the year 1834 AD” when the first English School was established. But it was in 1867 that the government initiated steps to put vernacular schools on a sound basis. The dual control of the English and Vernacular schools was done away with in 1894. Prior to this, two systems of grant in aid, one for vernacular schools and another for English schools were in place. But the rules regulating the grants were rather haphazard. The new Grant in Aid Code of M.E. 1070, dealing with rules for classification of schools, fixing standards of instruction, qualification of teachers in aided schools etc. in addition to award of grants for running the schools was published in 1894. (Aiya, 1989, p. 491).

Ever since 1817 the government has played a decisive role in the laying down of rules, regulation of functions, provision of finance and management of schools. However, the present phenomenon of private unaided schools constitutes a significant exception to this historical trend.

In this context it should be remembered that the famous Education bill of 1957 framed at the instance of Kerala’s first Minister of Education, Joseph Mundassery legalised the role of private school management. Three categories have come into being; Government, Aided where government pay the salary of the staff members of the private school and Unaided where management of the school has to meet the salary requirement of the teachers though the school is recognised. A healthy competition among these three categories proved to be a better market oriented solution to many issues faced in the education sector like infrastructure facilities, quality of education and enrolment rate of the children. Teaching became the most sought after profession in Kerala while Education sector evolved into a major service sector activity.
The widespread educational development was facilitated by easy access to Lower Primary (LP), Upper Primary (UP) and High School (HS) education in Kerala. For instance among the rural population 94.39 per cent is served by primary schools within a distance of 1 kilometer, 96.2 per cent with an upper primary school within three kilometers and 97.82 percent with a secondary schools within a radius between six and eight kilometers. Economic Review of 2004 says that there are 12,322 schools in Kerala for 48.94 lakhs enrolled students. Among them private sector manages 63.5 per cent schools with 67 percent students and 66.6 per cent teachers in the Kerala schools scenario.

In 1904 the government took upon itself the vital responsibility to offer free primary education. (Aiya, 1989, p. 443) A sure component of human resource development, literacy has recorded phenomenal growth over the last few decades. The literacy rate of Kerala that was 47.18% in 1951 almost doubled to 90.92% as per the 2001 census while the national average remained 65.38%. Further the regional and gender disparity in Kerala was significantly low. Prevalence of schools in every nook and corner of the state accounted for it, schools under private management stealing a march over the government counterparts in this exercise. The number of schools in the private sector offered stiff competition by raising the bar of teaching standards. The state has a history of over two hundred years of private ‘edupreneurs’.

As of the year 2008-09 (Selected Educational Statistics 2008-09, 2010) Kerala has 1,74,978 teachers, 54,300 in government, 1,06,143 in aided school and 14,535 in unaided schools offering SSLC syllabus. As against 999 government high schools there are 1429 government aided high schools and 375 unaided high schools following state syllabus. Of higher secondary schools 735 are directly run by the government while 529 are aided and 439 private unaided schools. Government vocational higher secondary schools number 261 while private aided Vocational higher secondary schools number 128. Of the 1720 uneconomic government schools (High school, Upper Primary and Lower Primary government schools together) in south Kerala, Trivandrum has 145, Kollam133, Pathanamthitta 178, Alapuzha 172, Kottayam 205 and Idukki 85.

In 2008-09 there were 587 CBSE schools in Kerala (Trivandrum 51 + Pathanamthitta 26+ Kottayam 48) which had 3,81,852 students on their roles and employed 16,002 teachers whereas 100 - ICSE Schools in Kerala (Trivandrum and Pathanamthitta claimed 13 each and Kottayam 8) had 66,188 students and employed 2,122 teachers. (Selected Educational Statistics 2008-09, 2010)

The wide disparity between the working conditions of teachers in government and private unaided schools has been firmly established by the findings of different studies. Among other factors working and service conditions significantly influence teacher effectiveness. Effective education leads to effective society. The most important agent in educational process which leads to reconstruction of society is the teacher. The students, parent and society at large feel the pulse of education through the teacher. But “private unaided schools remain largely
beyond the domain of government control and regulation; in many instances they do not fall under any form of public accountability at all. However, certain regulatory measures were in fact introduced by the government by adding a new Chapter XIV (AA) to the Kerala Education Rules” relating to the conditions of service of teaching and non-teaching staff of recognised unaided schools .This was made as per the Gazette notification dated 30/03/1990. Surprisingly, the state government itself which enacted this rule stayed the implementation of the rules soon after its introduction.” (Baby & Pillai, 2008, p. 8)

The Secondary Education Commission1952-53 (Mudaliar Commission) advocated that teachers should be given better conditions of service such as attractive pay, pension, provident fun, the Indian Education Commission 1964-66 (Kothari Commission) laid special emphasis on the improvement of teachers’ economic, social and professional status and the National Policy on Education 1986 states that the status of the teacher reflects the socio-cultural ethos of a society (Shukla, 1988).

Chronic unemployment (Sunny, 2000) of a large proportion of the active labour force has been the most serious socio economic problem of Kerala for the past several years. In this background it must be admitted that though the private unaided educational sector has been a significant service provider in the state all is not well with the condition of its employees as in government sector.

The main argument in this thesis is that the government and the community should endeavour to create conditions that motivate the creativity and professionalism of all educators working in government, aided or private schools.

Statement of the problem:

The study compares the Service and Working Conditions of the teachers in Kerala’s Private Unaided Schools with that of the Government Schools.

Methodology in brief:

The present study uses a mix of both qualitative and quantitative research techniques. Mixed methods are used depending on the situation to derive maximum data for the ‘comparison of working and service conditions of teachers’ in South Kerala.

The study made use of primary data, secondary data, questionnaires and interviews for data collection.

The population of the present study is the Government School teachers and Unaided Private School teachers of South Kerala. As the number of teachers was quite large a smaller sample was selected.

By multi stage random sampling, out of the 265 CBSE schools – 54 CBSE were selected from in the six districts of South Kerala namely Thiruvananthapuram, Kollam, Pathanamthitta, Alapuzha, Kottayam and Idukki. There are 18 DEO’s in the six districts. Considering the homogenous nature of the service and working conditions of the government
higher school teachers only one school was selected from each of these eighteen DEO divisions. Three teachers were administered the questionnaire – one each from Primary, Secondary and Higher Secondary division. Thus a total of 54 teachers were included in the Government Higher schools category. Taking into account the heterogeneous nature of the working condition of the working and service condition of CBSE schools three schools were selected from each DEO limit. So 54 CBSE schools were selected and three teachers were selected from each schools – belonging to primary, secondary and higher secondary levels. 162 teachers were selected from the CBSE schools.

The data obtained from the sample are scrutinised and only those found complete and correct was accepted. Scaling technique was employed to ascertain the attitude of teacher towards working conditions and overall satisfaction. The results were subjected to analysis using statistical techniques and tools including percentages, and two sample t-test was used to test the tenability of hypotheses.

Need and Significance of the Study:

The achievements of Kerala in social development (http://www.education.kerala.gov.in/) and quality of life have helped the state record a human development index comparable to the developed countries of the World. Nobel laureate Amartya Sen (Sen, 1999) has attributed Kerala’s achievements largely to the higher priority given to education for a long time compared to the other Indian states. This is because Kerala society has given so much importance to education and the endeavours to improve the quality of education.

The role of teachers in improving the standard of education in this highly literate state has been uniformly acknowledged. Yet the wide disparity between the service and working conditions of government and private unaided school teachers remain alarming. As such the main thrust of this study is to highlight the fact that the job security and social standing born out of the decent salary and perks assured to the government school teachers were way beyond the reach of private unaided school teachers. The major grievance of the private school teachers, therefore, is that there is a wide disparity in the salary and perks which their government school counterparts enjoy, making them feel less secure and self assured. This is a serious problem which the government of the state should address promptly lest it should affect the morale of the private school teachers whose contribution to the realm of school education is no less vital.

The statistics given below would give the contention greater clarity:

Between the years 2002-03 to 2005-06, against 386 new unaided schools only 6 new government schools and 8 new aided schools were started. (Kerala, 2006). While in the academic year 2003-04 there were only 8187 teachers in unaided schools of Kerala out of a total of 1,73,807 teachers (in government, aided and private unaided schools together) in the academic year 2005-06 the number of teachers in private unaided schools increased to 31,398. (Politics of education, 2005)
In this context the present study has great relevance and significance. The study compares the Service and Working Conditions of teachers in Government and Private Unaided Schools of Kerala State.

It is hoped that the outcome of the research will provide valid insights to the policy framers and the echelons of private management institutions on the hardships and frustration of the teachers in unaided private management schools. It might also inspire them to introspect as to whether the prevailing academic milieu is conducive for the teachers to work to their full potential.

**Hypotheses:**

1. There will not be significant difference between of private school teachers and government school teachers on the variable working conditions despite the structure of school ownership.

2. There will be not be significant difference between private school teachers and government school teachers on the variable service conditions despite the structure of school ownership.

3. There will not be significant difference between private school teachers and government school teachers on the variable self perception of teachers despite the structure of school ownership.

**Objectives:**

1) To analyse the evolution of service conditions of teachers in private unaided schools with that of government schools.

2) To compare the service conditions of teachers in private unaided schools with that of government schools.

3) To compare the working conditions of teachers in private unaided schools with that of government schools.

4) To study the self perception of teachers in the private unaided schools and government schools.

5) To find out the impact of competition between private and government schools on the students

**Limitation of the study:**

As the study on the service and working conditions of the private unaided schools and government schools in the entire state of Kerala is too vast, the framework of study is limited to schools in the five south Kerala districts namely - Thiruvananthapuram, Kollam, Pathanamthitta, Kottayam and Idukki. The Right to Education Act (RTE) has not been dealt with in detail as it deals mainly with the rights of students and fixing the glitches of education.
that has hindered universalisation of education in India. Moreover, the RTE which has yet to be implemented in its true spirit is undergoing constant changes.

**Definition of key terms**

Operational definition of key terms:

1. **Working Condition**: It is the real physical environment in which the teacher is working that influences the teaching learning process. This includes the physical infrastructure like condition and facilities available in classroom, staffroom, paraphernalia provided to facilitate teaching like – benches, tables, writing board, library, audio visual aids etc. and other facilities like playgrounds, toilets, means of conveyance etc.

2. **Service conditions**: Include the non-physical factors in the school environment which influence the teaching learning process. This comprises - salary, provident fund, insurance, casual leave, maternity leave, sick leave, number of holidays, training imparted, existence or right to form unions or associations etc., and laws, rules and statutes to protect the teachers.

3. **Private unaided schools**: Basically include the CBSE schools in Kerala as they form the maximum number in the unaided sector in Kerala.

**Organization of the report / Analysis**:

The study is divided into six chapters.

The first chapter deals with the introduction, nature and scope of the study.

The second chapter deals with literature review on the area of investigation.

The third chapter deals with theoretical overview pertaining to the area of investigation.

The fourth chapter deals with the description of methodology, sample selected, tools and techniques.

The fifth chapter presents a detailed analysis followed by a discussion of results and tenability of hypotheses.

The sixth chapter summarises the study in retrospect by presenting the findings, recommendations and suggestions for future research and conclusion.

This is followed by Bibliography and Appendices.

**Major findings**

**Working conditions of teachers in government and private unaided schools**

On the question of working conditions private unaided schools have a definite edge over their government counterparts.

1) Having cropped up only in the 1980’s and most of them much later, the private schools are often established in walled campuses (96.2%). But among government schools 70.4% had
compound wall and 29.6% did not have compound walls. This ensured the greater degree of security and privacy to the students.

2) Private schools, most of them having concrete roofs, have much better infrastructure than government schools. According to response of teachers 85.2% had only concrete roofs, 1.2% tile roof and 13.6% had both concrete and tile roof, whereas among government schools there were no schools with concrete roof alone, 9.3% had only tile roof and 90.7% had both concrete and tile roof.

3) At least 80% private unaided schools had three or more than three acres of campus with provision for at least two or three play grounds whereas only 63% government schools could claim the same.

4) While hundred per cent of private unaided schools have adequate number of tables and chairs for teachers in classrooms only 42.6% government schools had adequate number of chairs for teachers and 48.1% adequate number of tables for teachers.

5) 99.4% private unaided schools have adequate number of desks and benches in good condition for students and tables and chairs for teachers whereas only 66.7% government schools had adequate number of desks and benches in good condition for students.

6) While 84% private schools had water purifier ensuring safe drinking water among government schools 66.7% depend on well water or tap water.

7) While 95.7% of the private unaided school classrooms have lights and fans only 25.9% government schools have the same. Meanwhile 14.8% government schools were partially electrified. So it is quite evident that private schools provided better facilities for teacher ensuring better teaching learning setting.

8) In private unaided schools 71.6% of government school teachers rated the condition of teachers' toilets as good, 24.7% average and 3.4% bad. But in government schools all the teachers (100%) teachers said the condition of teacher toilets was just average.

9) In respect of adequate number and condition of toilets for students, among private schools 41.4% are rated good, 58% average and 6% bad. Whereas among government schools 7.4% are good, 53.7% average and 38.9% bad. So it is quite evident that government schools were not able to provide better facilities to students which had a bearing on the enrolment of students in the government schools.

10) In terms of library and librarians among private schools while 89.5% had library and 98.8% had librarian among government schools 74.1% had a library and few had a post for a librarian. Government schools could not match the library facilities of private schools.

**Service Conditions of private unaided school and government school teachers**

1) As regards the service conditions, government teachers leave their unaided counterparts gasping far behind, especially in the matter of job security. While 98% of government
teachers are permanent only 58% of private unaided school teachers can claim any sense of permanence in tenure. The rest of them are either contract or temporary.

2) The chances for promotion of private unaided school teachers also hang in the balance, favourites of the management getting the nod more often than not. 100% government school teachers and 11.7% private unaided school teachers said they had prospects for promotion and career advancement. While in private unaided school only rarely does a teacher get to become a Vice Principal. Often they end up being a department head or head of a section, primary for instance. Principals’ post is usually filled up from outside, or only from favourites in the managements’ good books. All the same they are not free from fear of demotion. In a government school, a teacher has career growth prospect of becoming a Headmaster / Principal/ AEO/DEO etc.

3) Regarding workload also while in government schools it is evenly distributed private teachers find themselves with odds heavily loaded against them. The weekly working hours of between twenty one to thirty hours includes 77.8% private unaided school teachers and 100% government school teachers. The maximum duration of work in a week, which is above thirty hours, is turned in by 21% private sector teachers, whereas there are no teachers from government school in this category. The already heavy workload is enhanced by Comprehensive and Continuous Evaluation (CCE). Neither the government nor CBSE seems to acknowledge this aspect.

4) It is on the question of salary that the private unaided school teachers finds himself or herself dealt sorely. While 74% of private school teachers collect the minimum monthly salary between Rs 3000 and Rs 7000 only 5.6% government teachers collect a minimum monthly salary of between Rs 8000 and Rs 12,000.

5) Similarly while no private unaided school teachers received a monthly salary above Rs 30,000 about 50% of government school teachers received a monthly salary ranging between Rs 27,000 Rs39,000.

6) As regards perks such as provident fund, insurance and annual increment private unaided school teachers find themselves short-changed as opposed to government teachers who get all benefits as per the government prescribed norms. For instance with regard to annual increment, while 45.7% of private unaided school teachers collect a minimum annual increment ranging between Rs zero and Rs 250, none of the government teachers got such a low increment. The minimum annual increment ranging between Rs 250 and Rs 500 was received by 25.9% government teachers. Maximum increment received by private unaided school teacher was between Rs 751 and Rs 1000 (7.4%) whereas among government school teachers the maximum annual increment was between Rs 1001 and Rs 1250 (16.7%). The wide disparity exists mainly due to the fact that the temporary / contract teachers among the private unaided schools do not receive any annual increment.
7) The picture is hardly different in the case of Provident Fund (PF). 16.7% private unaided school teachers did not respond to the question, while a majority of 63.6% private unaided teachers and 5% of government school teachers claimed the minimum PF amount between Rs zero and Rs 1000. Maximum PF claimed by 2.5% private unaided school teachers was between Rs 3001 and Rs 4000 whereas the maximum PF claimed by government school teachers (20%) was between Rs 9000 and Rs 10,000.

8) The percentage of private unaided teachers covered by Insurance was none too encouraging. From the private unaided school teachers 46.3% said they did not know the amount and 26.5% that they did not receive any insurance, 19.1% paid insurance premium between Rs zero and Rs 100, 6.2% between Rs 101 and Rs 200, 1.2% between Rs 301 and Rs 400 and .6% between Rs 401 and Rs 500. Meanwhile among government school teachers 50% paid insurance premium between Rs Rs 3001 and Rs 400, 30% paid between Rs 401 and Rs 500 and 20% paid between Rs 500 and Rs 600.

9) Among private unaided school teachers only 72% collect full salary during summer vacation and 8% do not get any summer vacation salary at all. Others depend on the managements whims. As opposed to this trend 100% of government school get full summer vacation salary.

10) Concerning number of summer vacation leave in a year, one month leave was got by 2.5% private unaided school teachers and 60% government school teachers. One and half months leave was received by 37% private unaided school teachers and 10% government school teachers. The government teachers said that though government education rules entitled them to an annual vacation of two months, in reality they did not get that many days vacation. Evaluation, publication of result, special classes for ninth to twelfth, orientation courses, campus etc. were all done during the summer vacation.

11) Apart from it all, in the matter of maternity leave there was no uniformity between and within the private unaided school. While 13% private unaided schools provide one month’s leave and 18.5% provide two months’ leave and the maximum leave granted by private unaided school (2.5%) is four months and that too very seldom. Some managements pressurize their teachers to go on a year’s leave and join the following year. Preferential treatment is the norm in private unaided schools. In contrast all the government school teachers (100%) get maternity leave as per the norms. In private unaided schools 13% got one month, 18.5% got 2 months, 66% got 3 months and 2.5% got four months maternity leave.

12) The practice of collecting donation which was rampant a few is years ago is now dwindling. 21.6% private unaided school teachers said they paid donation in form of development fund or interest free donation whereas 100% government school teachers did not pay any donation. Some teachers paid interest free donation from rupees half a lakh to three and half lakhs. There was no uniformity in this respect. Some others said, the management doesn’t ask donation now but they used to do it before.
13) Regarding maternity leave salary, in government schools all of the teachers (100%) received it in totality whereas in private unaided schools 37% got full maternity leave, 19.8% got half maternity leave and 29% did not get any maternity leave and 14.2% responded by saying they had no response or didn’t know to the question of maternity leave.

14) There is little scope for teachers unions because more than 90% teachers belong to the female gender (distaff side). They don’t show necessary daring or leadership. In relation to the presence of unions and associations in their educational institutions while only 5.2% private unaided school teachers replied in the affirmative all (100%) government school teachers replied in the affirmative. Some schools have a non political staff council whose president and secretary are elected by teachers. There is less scope for unions as majority teachers are female. Some are not union members though their school has a teachers association.

15) With regards to the usefulness of unions in securing rights of employees or school teachers both private unaided teachers (98.8%) and government school teachers (100%) replied they were highly influential while a minuscule 1.2% private unaided school teachers said they had no response to the question.

16) Apropos usefulness of unions in ensuring efficiency the response of both private unaided school teachers (99.4%) and government school teachers (98.1%) was uncomplimentary. A meagre 0.6% private unaided school teachers and 1.9% government school teachers remained non committal.

Ancillary findings related to variables other than service and working conditions

1) A high percentage of teachers are looking out for other jobs offering better emoluments. Apropos preference of any other job to teaching job, among private schools, while 18.5% would stay put 81.5% would prefer other jobs. Whereas in government school it was the opposite trend majority of teachers did not prefer any other job to their present teaching job.

2) Private unaided school teachers said that compared to themselves society gave more respect to government school teachers who had better salary and permanent job. Though In relation to the social respect and dignity of teachers both private unaided school teachers (98.8%) and government school teachers (100%) replied they were high.

3) On the question of health, physical and emotional, 90% to 95% of teachers in both sectors give themselves a clean chit. This is probably an encouraging reflection on the socio economic and health parameters of the teaching community.

4) Another healthy finding was that almost 98% of government teachers voiced their opinion that private school teachers are under paid and they are in favour of private school teachers getting the same salary as the government teachers.

5) A good number of government school teachers said that the Panchayat members do not interfere with the day to day academic activities.

6) In terms of number of computers in schools - among private schools 11.7% schools had
between one to ten computers, 35.2% schools (maximum number of schools) had between 11 to 20 computers, 2.5% schools had between 61 to 70 computers (maximum number of computers). Whereas among government schools 38.9% had between 1 to 10 computers and 5.6% schools had between 51 and 60 computers. The government's IT mission program has yielded results as there is not much difference between government schools and private schools in terms of the number of computers.

7) In most cases (above 60%) government school teachers send their children to private aided or unaided school. If teachers have two children they send one to government school. The main reason they say is that they would have sent their child if the government school had English medium.

8) With regard to future job prospects of students the teachers said government school students are mentally prepared to do any work - so they are better equipped to face the future. With regards to the job prospects of students, while 94.4% private unaided school teachers felt students in private unaided schools had better job prospects, among government school teachers 44.4% said government schools had better job prospects for the students. 27.8% said both getting government and private unaided schools were both equally good.

9) Regarding economic advantage to the students, among the response of private unaided schools teachers 95.1% said government schools have better economic advantage for students. Among government school teachers all the (100%) the teachers said that government schools were economically beneficial to the students. Among economic advantage comes for primary, secondary and higher secondary classes, admission fees, etc.

10) In respect to the social prestige of schools, among the response of private unaided schools teachers 96.3% felt private unaided schools had better social prestige. Among government school teachers 90.7% said private unaided schools had better social prestige and 3.7% felt both getting government and private unaided schools had equal social prestige.

11) In respect to the personality development of students, among the response of private unaided schools teachers 4.3% said government schools have better scope for personality development for the students. Among government school teachers 95.7% felt private unaided schools had better scope for personality development for the students. Among government school teachers 33.3% said government schools had better scope for personality development for the students whereas 22.2% favoured private unaided schools and the rest 44.4% said both getting government and private unaided schools were both equally good.

12) In respect to the development of problem solving skills of students, among the response of private unaided schools teachers 93.2% felt private unaided schools were better and 1.2% felt both government and private unaided schools were equally good. Among government school teachers 37% said government schools had better scope for development.
of problem solving skills of the students whereas 61.1% said both getting government and private unaided schools were both equally good.

13) Unlike in private unaided schools in government schools the students destroy school property like taps, benches, lights etc. The government school is community owned and provides free and cheap education as opposed to private unaided schools which charge high fees and charge fines for the damages done by students. So in the government school public accountability and monitoring of public property seems lacking.

14) Among managements involved in other business than running school 14.7% were Christian management schools, while 21.4% were Hindu Management schools and 33.3% Muslims management schools.

15) There is an interesting phenomenon that while at school level people prefer private schools in higher education they go for government institutions like IIT or IIM.

16) Private unaided school teachers say that though they might not have passed any qualifying exam like PSC they still have to work hard to stay where they are owing to the competition among the educated underemployed in the state.

17) Interviews with managers of private unaided schools revealed that except the large establishments schools the new entrants into the field of education are struggling to make both ends meet, because of the large costs on salary and infrastructure, loan repayment, not to speak of donations paid to religious and political organizations. The easiest thing some managers do to overcome this challenge is to charge high fees and limit the salary of teachers. Some schools also face competition from neighbouring schools with better infrastructure. Among the new entrants only schools owned by managers who are very rich with other business ventures flourish. Owners of small and medium size schools say that they carry on the venture mainly because they provide some opportunity for living in their home state, earn a livelihood as well as provide job to the unemployed, which they claim is a service to the society. The middle class idealistic managers who only want to impart good education to the community find it hard in this rat race.

18) A rather unhealthy trend is individuals or trusts establishing private unaided schools on caste and communal lines. They start schools even when there are schools owned by the same community, or caste or religious organization in the neighbourhood. This is more for self promotion than for the benefit of quality of education. They even work up communal sentiments in this attempt. But the enlightened parents don’t bite this bait. They send their children to the best schools which deliver the goods. So this trend is really questioning the true ends of education which aim at creating a democratic and secular society.

**Recommendations**

In the wake of the economic down turn which is being felt as a universal phenomenon at the moment, one feels urged to make the following recommendations:
1) The large income disparity between government and private school teachers should be bridged as private school teachers unlike the government school teachers are employed on a consolidated salary without any allowance. The pay scales of private school teachers should be revised in line with the pay scale of teachers in government and aided educational institutions. A set of rules for payment of dearness allowance, house rent allowance etc. corresponding to the government schools should be implemented.

2) It is suggested that the government should take urgent steps to constitute a welfare fund for improving the conditions of the private school teachers on par with that of the government school teachers. This must include provisions for meeting the medical expenses, children’s education etc. This is based on the rationale that the private unaided schools like the government schools are contributing to the development of the education in the state.

3) The schemes for the welfare of teachers all over India which are being operated by the National Foundation for Teachers’ Welfare (NFTW) should be extended to private unaided school teachers also.

4) Labour policy highlights of the Kerala government like a unified and consolidated legislation for social security schemes … for workers in the unorganised sector, social security cards, …modern medical facilities for workers, rehabilitation packages for displaced workers etc - should be extended to the private unaided school teachers.

5) Teachers do not get any protection as per The Factory Act 1948, The Industrial Disputes Act 1947, The Minimum Wages Act 1948, The Shops and Establishments Act 1960 and The Payment of Gratuity Act 1972. In this situation the state government should make necessary amendments in the respective labour laws and extend protection to private teachers. But as this is a cumbersome and slow process a viable alternative would be for the state government to go in for a comprehensive legislation to protect the private school teachers as well.

6) The researcher proposes that there should be a Government Bank for Educational Development that provide cheap loans to meet the respective needs of - (a) teachers (b) students and (c) managers.

7) So it is suggested that the state government should take urgent steps to constitute a labour Welfare Fund, either for labourers in general or for private unaided school teachers in particular. This must include provisions for meeting the medical expenses, children’s education etc. on the lines of the International Labour Organization’s (ILO) recently defined mission based on Decent Work Agenda. It must be made mandatory that each management contributes to this Labour Welfare Fund.

8) There must be more public accountability and monitoring in the government schools to ensure that school attain optimum efficiency, extract the best from teachers, stem the negative aspects of students like destruction of school property so that quality of education in the state attains all round improvement.
Conclusion

Both government and private unaided school teachers must co-exit for adequately meeting the educational needs of the state. As the findings prove that the allegation of significant disparity in the service and working condition of teachers in government and private unaided schools in Kerala is true the private unaided school teachers must be given service and working conditions on par with the government school teachers. This is vital for motivating and extracting the best output from the private school teachers. The best services from teachers of both government and private unaided schools only can ensure excellence in school education. Otherwise, it will be a valid reason for the deterioration of educational standard in the state. So the government and the community should endeavour to create conditions which help motivate and inspire teachers on constructive and creative lines. This is in line with the observation of Sam Pitroda (2008), “It is urgent to restore the dignity and school teaching as a profession and provide more incentives for qualified and committed teachers.”

A clear pointer to disparity in service and working conditions is job satisfaction. While only less than two per cent of teachers in government sector appeared dissatisfied there were 18.5% private unaided school teachers who would rather leave the job for want of job satisfaction.

Where an institution is community or government owned unlike private owned there is more or less equitable power sharing among the different sets of player – teachers, students and managers or government departmental authorities. The feeling of common ownership enhances a spirit of right consciousness. Yet it seems that at least in some cases there is considerable watering down on this front.

If a system, say an educational institution does not interact with its social, political, and economic environment and receive fresh inputs - resources to produce goods and services - it will weaken and cease to exist. Sadly, most government units tend to be more closed and slow to accept change; not open enough to say the least.

An organization creates more synergy and accomplishes more when all units in the organization work together, than by themselves alone. The system of education will definitely improve when the unit or sub system of teachers works in tandem with the subsystem of managers, not forgetting the students and their parents. Private managers should also understand the interdependence of subsystems, willing to replace vertical hierarchy by coordinated team work, better job design, information sharing and the like.

Bibliography