SUMMARY OF THE STUDY

CAPACITY BUILDING AND JOB SATISFACTION AMONG TEACHERS AND ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO QUALITY RELATED INTERVENTIONS UNDER SARVA-SHIKSHA-ABHIYAN IN PUNJAB

The present study was designed to study the capacity building and job satisfaction of primary school teachers and to assess the academic achievement of primary school students in relation to quality related interventions under Sarva-Shiksha-Abhiyan in Punjab. Descriptive survey method was used for investigation. Study was delimited to State of Punjab only, ten districts i.e. five districts having high literacy rate and five having low literacy rate on the basis of census, 2011 were purposively selected. Multi-stage random sampling technique was used to select two blocks randomly from each selected district and four schools from these blocks were selected randomly. All the teachers and students (Class I-V) of these schools were taken as sample for the study. The final sample of the study comprised of Class-I (910), Class-II (1130), Class-III (1263), Class-IV (1194) and Class-V (1126) students and 237 primary teachers. The various tools were developed by the investigator to study the capacity building, job satisfaction of teachers, perception of teachers towards quality of in-service teacher training programme; and to assess the academic achievement of students from class I to V were used to collect the data.

The findings of the study indicated that quality related interventions under Sarva-Shiksha-Abhiyan had a significant effect on the capacity building and job satisfaction of primary school teachers in Punjab, as due to SSA interventions, the capacity building and job satisfaction of teachers has improved. The capacity building and job satisfaction of primary school teachers with respect to gender in relation to quality related intervention under Sarva-Shiksha-Abhiyan in Punjab was not significantly different. The capacity building and job satisfaction of primary school teachers of high and low literacy rate districts in relation to quality related intervention under Sarva-Shiksha-Abhiyan in Punjab was also not significantly different. The quality related interventions under Sarva-Shiksha-Abhiyan had a significant effect on the perceptions of teachers towards quality of in-service teacher training programme in Punjab, as due to SSA interventions, the perceptions of
teachers towards quality of in-service teacher training programme has improved. The perceptions of primary school teachers towards quality of in-service teacher training programme with respect to gender and literacy status in relation to quality related intervention under Sarva-Shiksha-Abhiyan in Punjab was not significantly different.

The academic achievement of class I to III students in the subject of Punjabi, English and Mathematics and of class IV-V students in the subjects of Punjabi, English, Mathematics and Hindi was significantly different on baseline assessment survey, midline assessment survey and final line assessment survey due to Sarva-Shiksha-Abhiyan interventions in Punjab. The results revealed that there was continuous progress in achievement of students in all the subjects of classes I to V. Mean rank scores on BAS, MAS and FAS indicated that female students performed better than male students on the subject of Punjabi, English and Mathematics for class I to III and for Punjabi, Mathematics and Hindi for class IV to V. However, mean rank scores varied for the student of high and low literacy rate districts on BAS, MAS and FAS of classes I-III on Punjabi, English and Mathematics and of classes IV-V on Punjabi, English, Mathematics and Hindi. The overall results indicated an improvement in capacity building and job satisfaction of teachers in relation to quality related interventions; and a progress in the academic achievement of students in the subjects of Punjabi, English, Mathematics and Hindi.

Sandeep Kumar