

Teachers' Perception on Health, Safety and Welfare Measures adopted by Schools in Pollachi Taluk

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ABSTRACT

The present study is mainly focused on investigating the teachers' perception on various health, safety and welfare measures adopted by the Government and Private Schools in Pollachi Taluk. The study is mainly based on primary data which is collected through issue of questionnaire to teachers working in various Government and Private Schools in Pollachi Taluk. Convenience sampling method is adopted to select the sample teachers. Simple percentage, chi-square test and Friedman rank test are applied to process the data and draw inferences. The study discloses that among the various health measures considered, 'medical allowance' is ranked as first; among the various welfare measures considered, 'clean and neatness' is ranked as first and among the various safety measures considered, 'provision of uniform' is ranked as first. Further, it is identified that majority of the sample teachers are with moderate level of perception on various health, safety and welfare measures adopted by the schools and the variables namely, gender, marital status, monthly income, family income per month, total number of years of teaching experience, pattern of school, working hours per day and group of teaching are significantly associated with the teachers' level of perception. Finally, it is observed that majority of the teachers are satisfied with the overall measures adopted by their schools.

Keywords: Government and Private School Teachers; Level of Perception and Satisfaction; Health, Safety and Welfare Measures.

1. INTRODUCTION

Education is the fundamental need of the community, which will give the value in the long run to get the better society in terms of well organized culture, social status, better income level and standard of living, etc. In the world of education, Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy equality, tolerance, cultural understanding, and respect for each person's fundamental freedoms. In this context, Schools today are better places for children with special needs and learning difficulties in countries where teachers have access to research and enjoy opportunities to take part in continuing professional development.

Teachers are the central part of the school system. The efficiency of educational programmes greatly depends on the quality of the teachers. A teacher is not a mere person who stands up in front of a group in order to teach lessons. She / he should treat the boys and girls with patience, affection and care, preparing them to work for a decent standard of living, as well as reinforcing social role models that promote gender quality. Thus, the teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country can be evaluated in and through the work of the teachers. The people of a country are the enlarged replica of their teacher. They are the real nation builders.

Teaching in safe conditions makes the work so interesting and motivating. Teachers are well-motivated to work and can contribute more inputs for high academic performance resulting to their enthusiasm to teach within a safe workplace. It is well understood that the safe workplace is one of the needs of teachers. When this need is just ignored or not given importance most likely teachers experience a lot of work stress that will have adverse consequences on the welfare of the teachers and work performance. Stress is a common problem among teachers that may have serious consequences relating to personal issues, work-related and psychological concerns. Giving attention to their work environment is one of the tasks in our educational system to be considered and prioritized for the best work performance and high quality of work life.

2. REVIEW OF LITERATURE

The studies which are carried out relating to the various safety, health and welfare measures adopted by various industries and institutions in India and abroad are reviewed in the following paragraph.

Vinotha et al. (2015) carried out a study on “A Study on Industrial Health and Safety Measures in H&R Johnson India Ltd. at Thennangudi” observe that most of the employees feel good about the provision of statutory welfare measures like drinking water, lunch and rest room and waste and effluent. **Lalitha and Priyanka (2014)** in their study on “A Study on Employee Welfare Measures with reference to Information Technology (IT) Industry” reveal that employees are more satisfied with the welfare facilities provided by the IT industry. **Logasakthi and Rajagopal (2014)** in their study on “A Study on Employees Health, Safety and Welfare Measures of Chemical Industry in the view of Salem Region” find the majority of the respondents are satisfied with the disposal of water in proper way, disposal of wastage, periodic health check-up facility. **Joel Jebadurai (2013)** in his study on “A study on Status of Labours in Spinning Mills of Rajapalayam, Tamil Nadu” identifies that most of the employees are dissatisfied with the provision of medical, welfare facilities and leave facilities. **Mariya Yesuraju and Nandhini Devi (2013)** in their study on “A Study on Effectiveness of Labour Welfare Measures with special reference to ABT Industries Diary Division” find that majority of the employees are satisfied with the provisions like family pension, provident fund, wages for overtime working, tea and lunch breaks, festival advance, bonus, working environment, first aid facilities, free uniform facilities, protective equipment, medical concession and employee state insurance facilities. **Mianakshi Garg and Pradeep Jain (2013)** in their study on “Evaluating Labour Welfare Legislation and Measures – A Study of Cotton Textile Industry in Punjab” identify that majority of the respondents are aware of statutory welfare facilities and they are highly satisfied with the provision of drinking facilities, working environment, shelters, rest rooms and first aid appliances. **Poonam Salaria and Sumit Salaria (2013)** in their study on “Employee Welfare Measures in Auto Sector” depict that employees are highly satisfied with the provision of transport facilities and canteen facilities whereas dissatisfied with the provision of drinking water facility and leave facility. **Prabakar (2013)** in his study on “Employee’s Satisfaction and Welfare Measures - A Case Study with special reference to Don Bosco College of Arts and Science, Sogathur, Dharmapuri” observes that employees are highly satisfied with the provision of canteen and transport facility whereas few are dissatisfied with the provision of drinking water facility. **Reshma and Basavaraj (2013)** in their study on “Employee Welfare Measures in Mining Industry” find that majority of the employees are satisfied with the provision of canteen facilities, rest room facilities, shelter and maintaining cleanliness in the organization. **Senthilkumar and Vedanthadesikan (2013)** in their study on “A Study on Labour Welfare Measures in Tamil Nadu State Transport Corporation, Vilupuram Division” depict that majority of the respondents are satisfied with the working environment whereas few respondents are dissatisfied with the provision of canteen, night duty, restroom facilities and gratuity. **Srinivas (2013)** in his study on “A Study on Employees Welfare Facilities Adopted at Bosch Limited, Bangalore” identifies that majority of the respondents are aware of both statutory and non-statutory welfare facilities provided by the company. Further, it is found that majority of the employees are satisfied with the provision of canteen, transport and parking facilities, uniform and safety shoes, sufficient drinking water, ventilation, lighting, temperature, seating arrangement and cleanliness inside the working area, number of windows and exhaust fans and safety equipments whereas majority of the employees are dissatisfied with the provision of medical and first aid box, recreational facilities and maintenance of restroom. **Sulaiman and Alaguthankamani (2013)** in their study on “A Study on Employee’s Satisfaction and Safety Measures with special reference to Two Wheeler Spare Parts Manufacturing Industry in Chennai” depict that employees are satisfied with the safety measures like fire extinguishers and working environment which includes cleanliness, ventilation, drinking water and lighting. **Ankita Goyal (2012)** in his study on “Employee Welfare Practices, a Comparative study of Public & Private Sector Banks with special references to Bank of BARODA and ICICI” observes that most of the employees are highly satisfied with the provision of safety and welfare facilities.

From the above analysis, it is observed that the studies carried out in India and abroad disclose that majority of the researchers have made an attempt to study about the employees’ perception on health, safety and welfare measures adopted by the various industries in India. Further, it is found that none of the researchers has made an attempt to study the teachers’ perception on health, safety and welfare measures adopted by Government and Private Schools. Hence, it provides an opportunity to undertake the present study.

3. OBJECTIVES OF THE STUDY

The following are the objectives of the study.

- To identify the teachers’ perception on various health, safety and welfare measures adopted by the Government and Private Schools and
- To ascertain the variables that influence the teachers’ level of perception on various health, safety and welfare measures adopted

4.STATEMENT OF THE PROBLEM

A teacher is a dynamic force of a school and hence it is always essential to enhance his / her efficiency and interest towards the welfare of the students and organisation as well. Health, safety and welfare are the measures of promoting the efficiency of teachers. The various welfare measures provided by the school management or by the Government will have immediate impact on health, physical and mental efficiency, alertness, morale and overall efficiency of the teachers. As a result, today all schools are providing both statutory and non-statutory measures but some organizations provide more facilities to the teachers for their quality of work life. Because, all these measures are more important for every teacher, without this teachers cannot work effectively in the schools (Usha Tiwari, 2014). It raises the following questions: What is the teachers' level of perception on various health, safety and welfare measures adopted by their schools? and What are the variables that influence their level of perception?

5.RESEARCH METHODOLOGY

The present study is mainly based on primary data which are collected through issue of questionnaire to teachers working in various Government and Private Schools in Pollachi Taluk. The questionnaire contains questions relating to socio-economic profile of sample teachers, their occupation details and perception on various health, safety and welfare measures adopted by the schools. The required data for the study have been collected through issue of 200 questionnaires to teachers working in various Government and private schools in Pollachi Taluk. Of the total 200 questionnaires issued, 188 questionnaires are collected and out of the 188 questionnaires collected, 182 questionnaires are taken for analysis because of incompleteness of information found in six questionnaires. Convenience sampling method is adopted to select the sample teachers. The data collected are analyzed using (i) Simple percentage (ii) Chi-square test and (v) Friedman rank test.

6.FINDINGS OF THE STUDY

The findings of the study are divided into six sections namely, socio-economic profile of the sample teachers, their employment particulars, perception on various health, safety and welfare measures adopted, variables influencing teachers' level of perception on various measures adopted, methods of determining various requirements and teachers' satisfaction with the overall measures adopted by the schools.

6.1 Socio-Economic Profile of Sample Women Employees

The findings relating to the socio-economic profile of the sample teachers namely, area of residence, age, gender, marital status, educational qualification, type of family, monthly income and family income per month are presented below.

- Majority of 97 (53.30%) teachers are residing in town
- Majority of the teachers, 107 (58.80%) belong to up to 30 years age group
- Majority of 139 (76.40%) teachers are female
- Majority of the teachers i.e. 115 (63.20%) are married
- Majority of 108 (59.30%) teachers are with B.Ed. qualification
- Majority of the teachers, 114 (62.60%) belong to nuclear family
- Most of 77 (42.30%) teachers' monthly income is up to Rs.10,000
- Most of 61 (33.50%) teachers' family income per month lies between Rs.10,001 and Rs.20,000.

6.2 Occupational Details

The findings relating to occupational details of the sample teachers namely, location of school, pattern of school, teaching experience in the present institution, teaching experience in the previous institution, total years of teaching experience, level of class handling, group of teaching, total working hours per day, number of periods handling per day and number of hours handling per day are summarized below.

- Majority of 109 (59.90%) teachers are working in town schools
- Majority of the teachers, 94 (51.60%) are working in matriculation school
- Most of the teachers, 73 (40.10%) have below two years of teaching experience in the present institution
- Most of the teachers, 65 (35.70%) have above two years of teaching experience in the previous institution
- Most of 89 (48.90%) teachers' total years of teaching experience in schools is above five years
- Most of the teachers, 68 (37.40%) are handling classes at secondary level
- Majority of the teachers, 93 (51.10%) belong to science group
- Majority of the teachers are working seven to eight hours per day
- Most of 80 (43.90%) teachers are handling above five periods per day

- Majority of the teachers, 149 (81.90%) are handling between two and three class hours per day

6.3 Teachers' Perception on Various Health, Safety and Welfare Measures Adopted

The findings relating to the teachers' perception on various health, safety and welfare measures adopted by the Government and Private Schools in Pollachi Taluk are presented in the following tables.

6.3.1 Teachers' Perception on Various Health Measures – Friedman Rank Test

The teachers' perception on various health measures adopted by the Schools in Pollachi Taluk may vary from one to another. The various health measures considered to identify the teachers' perception are 'medical allowance', 'health / medical camp', 'mediclaim insurance for staff' and 'meditation programs'. In order to find out the most prominent health measures among these based on teachers perception, the Friedman rank test has been applied.

Table-1: Teachers' Perception on Various Health Measures Adopted - Friedman Rank Test

Perception on Health Measures	Mean Value	Rank
Medical allowance	2.60	1
Health / Medical camp	2.40	4
Mediclaim insurance for Staff	2.41	3
Meditation programs	2.58	2

The mean value, which is calculated based on teachers' perception, depicts that among the various health measures considered, 'medical allowance' is ranked as first followed by 'meditation programs', 'mediclaim insurance for staff' and 'health / medical camp'.

6.3.2 Teachers' Perception on Various Safety Measures Adopted – Friedman Rank Test

Table-2: Teachers' Perception on Various Safety Measures Adopted - Friedman Rank Test

Perception on Safety Measures	Mean Value	Rank
Uniform	6.36	1
First aid box	5.65	3
Fire extinguishers	5.66	2
Fire alarm system	4.20	7
Emergency exit	4.89	6
Vehicle stand for parking	5.01	5
Security guards	5.05	4
Traffic control board	4.11	8
Security camera	4.05	9

The mean value, which is calculated based on teachers' perception, discloses that among the various safety measures considered, 'provision of uniform' is ranked as first followed by 'fire extinguishers', 'first aid box', 'security guards', 'vehicle stand for parking', 'emergency exit', 'fire alarm system', 'traffic control board' and 'security camera'.

6.3.3 Perception on Various Welfare Measures Adopted - Friedman Rank Test

The teachers' perception on various welfare measures adopted by the Schools in Pollachi Taluk may vary from each other. The various welfare measures considered to find out the teachers' perception are 'clean and neatness', 'ventilation and lighting', 'drinking water', 'library facility', 'canteen facility', 'recreational facilities', 'hostel facilities', 'transport facility', 'rest room', 'crèches', 'work timings', 'salary payment', 'salary revision', 'overtime payment', 'provident fund', 'dearness allowance', 'house rent allowance', 'marriage allowance', 'employee state insurance', 'bonus / incentives', 'promotion policy', 'retirement benefits', 'medical leave', 'advance amount in case of emergency', 'free education to children', 'training to staff', 'wi-fi connectivity' and 'grievance cell'. In order to find out the most prominent welfare measures among these based on teachers perception, the Friedman rank test has been applied.

Table-3: Teachers' Perception on Various Welfare Measures Adopted - Friedman Rank Test

Perception on Welfare Measures	Mean Value	Rank
Clean and neatness	22.38	1
Ventilation and lighting	20.03	2
Drinking water	20.00	3
Library facility	18.84	4
Canteen facility	14.40	14
Recreational facilities	15.36	11
Hostel facilities	15.12	12
Transport facility	16.55	8
Rest room	17.92	5
Crèches	10.24	25
Work timings	17.44	6
Salary Payment	16.94	7
Salary revision	15.59	10
Overtime payment	12.32	22
Provident fund	16.10	9
Dearness allowance	13.90	16
House rent allowance	11.91	23
Marriage allowance	10.07	26
Employee state insurance	12.82	18
Bonus / incentives	12.32	21
Promotion policy	12.79	20
Retirement benefits	11.11	24
Medical leave	14.33	15
Advance amount in case of emergency	12.80	19
Free education to children	13.48	17
Training to staff	14.49	13
Wi-Fi connectivity	8.06	28
Grievance Cell	8.71	27

The mean value, which is calculated based on teachers' perception on various welfare measures adopted, depicts that among the various measures considered, 'clean and neatness' is ranked as first followed by 'ventilation and lighting', 'drinking water', 'library facility', 'rest room', 'work timings', 'salary payment', 'transport facility', 'provident fund', 'salary revision', 'recreational facilities' and the like.

6.3.4 Variables Associated with Teachers' Level of Perception

Eighteen variables namely area of residence, age, gender, marital status, education qualification, type of family, monthly income, family income per month, location of school, pattern of school, teaching experience in the present institution, teaching experience in the previous institution, total years of teaching experience, level of class handling, group of teaching, total working hours per day, number of period handling per day and number of hours teaching per day have been selected in order to test if there really exists any association between each of the variables and level of perception. Chi-square test has been used to study the association between the variables and level of perception. Levels of significance chosen are one and five per cent. Findings relating to the variables that influence the teachers' level of perception on various health, safety and welfare measures adopted by the schools are presented here.

Table 4: Select Variables and Level of Perception

Variables	Chi-square Value	d.f	Table Value	
			5% Level	1% Level
Area of Residence	1.649	2	5.991	9.210
Age	4.775	4	9.488	13.277
Gender	7.549*	2	5.991	9.210

Variables	Chi-square Value	d.f	Table Value	
			5% Level	1% Level
Marital Status	10.975**	2	5.991	9.210
Educational Qualification 8	3.884	8	15.507	20.090
Type of Family	1.823	2	5.991	9.210
Monthly Income	15.797*	8	15.507	20.090
Family Income per Month	14.838*	6	12.592	16.812
Location of School	0.464	2	5.991	9.210
Pattern of School	12.763*	6	12.592	16.812
Teaching Experience in the Present Institution	7.369	4	9.488	13.277
Teaching Exp. in the Previous Institution	6.701	4	9.488	13.277
Total years of Teaching Experience	15.187**	4	9.488	13.277
Level of Class Handling	5.016	6	12.592	16.812
Group of Teaching	6.573*	2	5.991	9.210
Total Working Hours Per Day	14.156**	4	9.488	13.277
Number of Periods Handling Per Day	8.539	4	9.488	13.277
Number of Hours Teaching Per Day	4.898	4	9.488	13.277

From the above table, it is ascertained that out of the total eighteen variables selected, eight variables are found to be significant with the teachers' level of perception on various health, safety and welfare measures adopted by the Schools. Of which, marital status, total years of teaching experience and total working hours per day are found to be highly significant at one per cent level whereas the variables like gender, monthly income, family income per month, pattern of school and group of teaching are significantly associated with the teachers' level of perception at five per cent level.

6.3.5 Methods of Determining Various Health, Safety and Welfare Measures

Most of the teachers, 56 (30.80%) disclose that their requirements are determined through the suggestions received from them followed by performance appraisal method, observation method and interview method.

3.6.6 Teachers' Satisfaction with the Overall Measures Adopted

Majority of the teachers, 137 (75.30%) are satisfied with the overall measures adopted by the schools.

7. SUGGESTIONS

Based on the findings of the study and the suggestions given by the teachers at the time of data collection, the following suggestions are put forth to the Teachers, Management and the Government for further consideration.

7.1 Teachers

- Teachers should know the emergency procedures in respect of fire and first aid and the special health and safety measures to be adopted in the institution and to ensure that they are adopted
- Every teacher should be aware of and follow health and safety codes of practice and guidance
- To take part in all health and safety training programmes identified as necessary by the council or Head teacher
- Teachers should make recommendations on health, safety and welfare matters to the management

7.2 Management

- The Management has to organise frequent health / medical camp for teachers so as to minimize absenteeism and keep the teachers more immunized and hygienic
- Security camera should be fixed in important places in the schools

- Wi-fi connectivity may be established so that all teachers can update themselves about the recent trends in their respective fields

7.3 The Government

- The Government officials or the regulatory authority may frequently visit the schools to check all the necessary measures are adopted by the school management
- The officials should revise the measures to be adopted from time to time and inform the same to the management representatives

8. CONCLUSION

A teacher is a dynamic force of a school. A school without teachers is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities. To keep them continuously alive in all such activities, they have to be empowered by fulfilling all their health, safety and welfare requirements. The various welfare measures adopted by the schools will have immediate impact on the health, physical and mental efficiency, alertness, morale and overall efficiency of the teacher and thereby contributing to the higher productivity. In this context, the present study has undertaken and it discloses that among the various health measures considered, 'medical allowance' is ranked as first; among the various safety measures considered, 'provision of uniform' is ranked as first and among the various welfare measures considered, 'clean and neatness' is ranked as first. Further, it is identified that majority of the sample teachers are with moderate level of perception on various health, safety and welfare measures adopted by the schools and the variables namely, gender, marital status, monthly income, family income per month, total number of years of teaching experience, pattern of school, working hours per day and group of teaching are significantly associated with the teachers' level of perception. Finally, it is observed that majority of the teachers are satisfied with the overall measures adopted by their schools.

As the present study is limited to teachers' perception on various health, safety and welfare measures adopted by the Government and private schools in Pollachi Taluk alone, it provides a scope for further research in the following areas: (i) A comparative study on teachers' perception on various health, safety and welfare measures adopted by Government and private schools (ii) College teachers' perception on various health, safety and welfare measures adopted by the Government and / the Management and (iii) Teachers' satisfaction on various health, safety and welfare measures adopted by the Government and / the Management.

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