

# Deployment of teachers in the plantation sector and its impact on quality of education

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**ABSTRACT** --This research deals with the “Teacher deployment in Difficult Area Schools” is aimed at identifying the amount of influence that the physical and social environment of the schools in the difficult areas, the access for the professional development of teachers and the administrative procedures have on the teacher deployment in these areas. From 108 Tamil medium schools in the Hatton Education Zone of the Nuwara – Eliya District principals of 22 and 283 teachers were selected for this research. In addition, Directors of Education and representatives of Trade Unions of Teacher Transfer Board were also included. The samples were selected using the Disproportionate Stratify Random sampling method. The principals and teachers were given structured and open questioners. The questions included factors that were identified in the literature review as influencing the Teacher Deployment. The responses were graded giving marks from 1 to 5 according to Likert’s Scale of 1 to 5. In addition the Directors of Education were interviewed and the representatives of Teachers Trade Unions participated focused group discussion. Further data were collected through observation data sheet as well. Thus, this research took the form of a Mix Mode Research Method. The data collected were analyzed using weighted score technique. The analysis of the data reviewed those physical and social factors in relation to the school environment, Professional Development and the Deployment procedures have an impact on teacher deployment in the difficult area schools of plantation sector. These findings match up with the findings of the other researches on Teacher deployment. Therefore the working conditions of Teachers and the environment must be improved in order to improve Teacher deployment in difficult area like plantation sector.

**Key words**-- Teacher Deployment, Difficult Area Schools, Physical Factors, Social Factors, Professional Development, Administrative Factors.

## I. INTRODUCTION

In the later part of the 19<sup>th</sup> century, tea was introduced as a plantation crop in Sri Lanka. Schools, now known as the plantations sector schools were set up in the Tea plantations to impart education to the children of Labourers who were brought from South India and settled in those plantations (Mookkiah, 1997). These plantation sector schools, just like the small schools elsewhere in the country, are denied of the basic facilities. For quite a long period, these remain as underprivileged schools. None of the development measures undertaken was accessible to these schools (NEC, 1992). The state policy of Sri Lanka does not show any discrimination in education on the basis of gender, class, Race, etc. But there is one single exception to this: Just as the education of the children of workers who were brought from South India remained shackled under the colonial rule to suit the needs of the colonial rulers, so does it remains neglected in the social development policies of the post-independent governments of Sri Lanka (Jayaweera, 1993).

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Due to such discrimination, out of the 833 plantation sector schools 270 schools still remain neglected sans development. 59% of these schools lack toilet facilities, 61% do not have drinking water and 39% are without electricity and other basic amenities (Global week for the right to education, 2007). Coupled with these shortcomings, there is a dearth for teachers in these plantation sector schools which are in very remote and difficult areas of the country. These teacher shortages remain for a long time, especially in the core subjects such as mathematics, science, English and aesthetic education. Teacher deployment has a direct effect on these shortages and retention of teachers at these schools is a great issue (Rupasinghe et al, 2002).

The quality of education is considered to be the level of educational achievement. Among the factors that determine the quality of education, deployment, competence and the dedication of teachers play a prominent role (ESDFP, 2006).

In this backdrop, this study is focused on “The effect of the teacher deployment on the quality of education in the plantation sector schools”.

## **II. OBJECTIVES OF THE STUDY**

1. To find out the current teacher distribution of the plantation sector schools.
2. To look into the factors those influence the recruitment and deployment of teachers to Plantation sector schools.
3. To find out the correlation prevails between the teacher requirement and teacher training.
4. To analyze the correlation between teacher deployment and educational achievements in plantation sector schools.

## **III. METHODOLOGY**

This study is conducted using mainly the method of measurement contained in the mixed mode research. 22 schools in the Hatton educational Zone of the NuwaraEliya district were selected for this study. In selecting the schools, two factors, namely i. the type of schools such as 1AB, 1C, type 11 and type 111 and ii. The location of schools such as urban, rural and plantation sector were taken into consideration. Taking the number of teachers serving in each type of schools into consideration, 283 teachers were selected as samples in the simple random method and were given questionnaires. Similarly, questionnaires were given to principals of the 22 sample schools. Further, observations, basic facilities, details of teachers and data in relation to examination results of each school were collected through data sheet. In addition, directors of Education attached to the Hatton Zone and the education office of Central Province were interviewed. The data so collected have been analyzed both quantitatively and qualitatively using the SPSS package. The “Weighted Score Technique” was used to find out the factors that influence the deployment of teachers to plantation sector schools. “Pearson’s rank order coefficient of correlation” was used to find out the correlation between teacher deployment and students achievement. One of the limitations of this research was that the sample of Schools and teachers were selected from the Hatton educational Zone of Nuwara-Eliya district, but not from the entire plantation sector. G.C.E O/L results were used to find out the correlation between deployment of teachers and achievements. Teachers of Primary and G.C.E A/L section and the students’ achievement were not considered in this research.

#### IV. RESULTS AND DISCUSSION

The review of literature reveals that from the very inception a trend prevails to recruit person with lower qualifications than the required national level as teachers to the plantation sector schools. The student- teacher ratio in primary and the secondary level schools remain 28:1 and 24:1 respectively. On an average this is higher than the national ratio. Table one illustrates the teachers particulars according to the circular 2003/38 determination of teachers carder.

**Table 1:** Teachers particulars according to the circular 2003/38

Division	Type of Teachers	Need	Available	Excess/Shortage	
				No	%
Primary	Primary	174	185	11	6
	English for primary	28	13	-15	53
	Second N.L for Primary	8	0	-8	100
Junior Secondary 6 – 11	Maths	37	37	0	
	Science	37	32	-5	14
	English	29	31	2	6
	Technical	23	33	10	30
	Second National Language	12	4	-8	67
	General	93	155	62	40
	Aesthetic	26	19	-7	27
Administration	Deputy Principal	10	23	13	57
	Supervision	42	12	-30	71
General & Special Needs	Library	8	2	-6	75
	Guidance & Counseling	15	2	-13	87
	Special Education	3	9	6	67
	ICT	15	6	-9	60
	P.T	8	7	-1	13
Total		568	570	2	

According to table one there are sufficient number of “General” teachers who teach Tamil Language, History, Geography, Civics and religion in the secondary schools. However, there is dearth for English, second national Language, technical and aesthetic education teachers. Also there is little shortage for the science/ mathematics teachers. In the cadre of special and general needs teachers, there are shortages in the disciplines such as library, guidance and counseling, special education, information communication technology and physical education. Sripada National College of Education and the Kotagala Teachers college are playing a

significant role in training the teachers for the plantation sector schools. A large number of teachers both in the categories of primary education and “general” in the secondary education have been trained by these two institutions. Accordingly, teachers for the special subjects where shortages prevail must be recruited and trained for the future needs. Table two illustrates the factors effect on the retention and deployment of teachers in the plantation schools.

**Table 2:** Particulars of factors influence teacher deployment in plantation schools

Physical factors		Scale	Frequency	Percentage	Cumulative Frequency	percentage of Cumulative Frequency
Class Intervals						
41 - 50	High	5	165	58	283	100.0
31 - 40	Above average	4	110	39	118	41.7
21 - 30	Average	3	0	0	8	2.8
11 - 20	Below average	2	1	0	8	2.8
01 - 10	Low	1	7	2	7	2.5
Total			283	100		
Social factors		Scale	Frequency	Percentage	Cumulative Frequency	percentage of Cumulative Frequency
Class Intervals						
41 - 50	High	5	85	30.04	283	100.00
31 - 40	Above average	4	137	48.41	198	69.96
21 - 30	Average	3	0	0.00	61	21.55
11 - 20	Below average	2	6	2.12	61	21.55
01 - 10	Low	1	55	19.43	55	19.43
Total			283	100		
Professional factors		Scale	Frequency	Percentage	Cumulative Frequency	percentage of Cumulative Frequency
Class Intervals						
21 - 25	High	5	94	33	283	100
16 - 20	Above average	4	130	46	189	67
11 - 15	Average	3	2	1	59	21
06 - 10	Below average	2	7	2	57	20
01 - 05	Low	1	50	18	50	18
Total			283	100		

According to table two, the basic physical facilities such drinking water, toilet facilities, quarters, teachers' rest rooms, electricity and transport facilities have a considerable effect on the retention of teachers at these schools.

Social factors such undesirable socio-environment in the neighborhood, poor class room facilities, low achievements of students, lack of recreational facilities, unsmooth internal administration, work load and the social opinion of the school also have an effect on the posting of teachers.

The availability of role models for the professional development of teachers, guidance in their career, the facilities for higher education of teachers, the opportunity to participate in the school management and the lack of opportunity for contacts with professionals in the field too have an effect on the teacher deployment.

Teacher deployment procedures such as Deployment based on the Teacher Management Information System, obtaining their consent for deployment, giving priority to the educational needs of the students in deployment are not properly adhered to. Further, undue influence of the authorities in deployment, political and trade union intervention, transfers without proper release and punishment transfers are still prevalent. Table three illustrates the correlation between teacher deployment and G.C.E O/L student's examination results of main six subjects such as religion, Tamil language, History, Maths, Science and English.

**TABLE 3:** Particulars of correlation between teacher deployment and G.C.E (O/L) Examination Results

Type of School	School No	Religion		Tamil		History		English		Maths		Science	
		Teachers %	Results %	Teachers %	Results %	Teachers %	Results %	Teachers %	Results %	Teachers %	Results %	Teachers %	Results %
1A B	1	77	100	77	99	77	96	150	72	100	91	100	86
	2	287	91	287	86	287	91	100	37	117	54	117	56
	3	190	76	190	63	190	59	66	20	38	36	38	34
	4	162	91	162	88	162	79	100	34	71	50	71	47
	"r" Value		-0.419		-0.41		-0.153			0.98		0.618	
		15186		077		94605			76		41056		11133
1C	1	236	75	236	72	236	59	133	07	75	39	75	25
	2	175	93	175	92	175	72	150	24	100	69	100	49

	3	17	77	17	71	17	59	67	09	12	60	12	10
		1		1		1				9		9	
	4	20	83	20	81	20	52	15	13	12	34	12	27
		0		0		0		0		0		0	
	“r”		-		-		-		0.51		0.194		-
	Value		0.526		0.39		0.398		0591		07813		0.399
			97125		399		10232		46		9		12006
							5						
Type II	1	67	94	67	61	67	77	10	19	15	42	15	39
								0		0		0	
	2	13	95	13	89	13	84	10	21	15	73	15	47
								0		0		0	
	3	20	96	20	93	20	57	10	13	15	57	15	27
								0		0		0	
	4	10	68	10	56	10	41	10	3	15	35	15	32
								0		0		0	
5	10	100	10	25	10	38	0	13	50	13	50	0	
6	10	79	10	91	10	56	10	9	10	33	10	27	
							0		0		0		
7	13	95	13	59	13	27	10	5	15	5	15	5	
							0		0		0		
	“r”				0.50		-		-		0.462		0.604
	Value		0.290		089		0.075		0.07		95902		02914
			65208		9		38351		5005		6		
							6		9				

According to table three correlations between the two variables, teacher deployment and results of public examinations was analyzed in accordance with the spearman’s “Rank order coefficient of correlation”. Accordingly, in the GCE O/L examination, there is low and negligible relation in religion, mother tongue Tamil and history. Similarly, in English, Maths and science 1AB schools registered above average (moderate and substantial) while 1C and type 11 schools registered low relation.

## V. CONCLUSION AND RECOMMENDATIONS

Recruiting qualified teachers to the plantation sector schools has been a problematic issue from the very outset. As for the distribution of the teachers, primary teacher and in the secondary education “General” teachers are in excess. However, these teachers have not been deployed properly in schools. There is dearth for teacher in the special subjects such as technical, English, special education and aesthetic education. There is a little

shortage for Science/Maths teachers and a considerable number of Science/Maths teachers now serving at these schools are without GCE (A/L) qualification in their respective fields. The basic facilities that loom large on the teacher deployment and teacher retention must be improved. All factors in respect of physical, social and professional development and administration must be improved. Further, it is essential to take measures to improve the efficiency of the teacher deployment procedure in order to boost the positive relation between teacher deployment and educational achievements. Measures should be taken to recruit subject wise specialized teachers targeting the plantation sector schools, further working conditions of teachers in the plantation sector must be improved. Steps should be taken to improve the educational qualification of the teachers of Maths, Science, English and Aesthetic and Educational technology subjects through continuing teacher education programmes.

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