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RESEARCH ARTICLE

INFLUENCE OF RIGHT TO EDUCATION ON PERFORMANCE OF TEACHERS IN SELECT SCHOOLS IN BANGALORE CITY

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Abstract

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), enacted by the Parliament of India on 4 August 2009, paves way for compulsory basic education to children across India. This act helps to uplift the society by assigning more academic responsibilities to schools and teachers. Therefore, right to education will increase the workload and have strong effect on performance of teachers in schools. This study focuses on the impact in performance of teachers and measures to overcome the same. Descriptive research method was adopted utilizing both primary and secondary data. This way, the present study is conducted with a sample of 100 teachers working in select schools in Bangalore City, India. Personal interaction and useful questionnaires answered by teachers provided the data for analysis. The questionnaire comprised four parts, such as demographic profile, impact of RTE in classroom teaching, role of training and development in performance of teachers, and expectations of teachers in workplace. The study used simple percentage analysis, factor analysis, multiple regressions analysis, Friedman's chi-square test and Garret ranking analysis, to collate and analyze the data. This study results reveal that RTE admissions create classroom management challenges and impact performances of teachers. The study results further reveal that in order to overcome the challenge and enhance the performance of teachers and increase academic outcomes, performance management, training and development programs and meeting the at par remuneration, at par workload and resource accessibility expectations of teachers are all equally significantly important.

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Introduction:-

The Right to Education Act (RTE) describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010. The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on economic status and

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caste under reservations. It also prohibits all unrecognised schools from practicing education and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them on par with students of the same age.

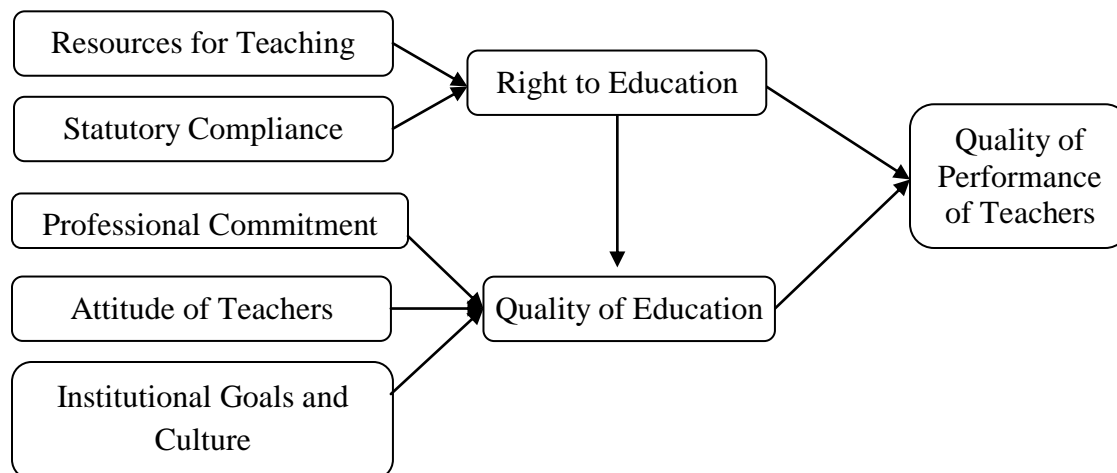
Education is largely a matter of a learning process that involves good amount of interaction between teachers and learners. Education is essential as it enlightens the individual, increases his/her knowledge, makes him/her to positively contribute and bind with the society. A citizen needs education to know his/her rights and duties.

Good performance of teachers in educational institutions will very positively influence the students, improve their academic outcomes, enhance their moral and cultural values and eventually make them good citizens. Performance of teachers in an institution is influenced by many factors such as high motivation, outstanding ability, good institutional climate & infrastructure, excellent leadership that can maintain rapport and teaching efficiency, intra-teachers relationship, etc. In addition to teaching, teachers need to innovate and conduct research for their own self renewal, keep abreast with changes in technology and develop expertise for effective implementation of curricula and enhance academic outcomes.

Inefficient multitasking by teachers will directly reflect in their poor performance and affect academic outcomes. Job satisfactions of teachers are deeply connected with financial and non-financial benefits, training and development, job specific factors and work freedom. Teachers not having job satisfaction will not passionately dedicate themselves to teaching and this will reflect in their poor performance as well.

In the present context, right to education and quality of education are the most important dimensions in determining the teacher performance in schools. Sufficient availability of resources for teaching and statutory compliance has direct connection in ensuring right to education with the contribution of teachers. Further, quality education is vastly relied on professional commitment of teachers, personal attitude of teachers and prevailing organizational culture in the school. Therefore, right to education and quality of education have close association with performance of teachers.

Dimensions & Performance



The performance management system is an indispensable part of institution's management that facilitates to reflect the desired objectives and the actual effect. Performance can be considered as almost any behaviour, which is expressed towards task attainment. Effective appraisal and administration of performance management among teachers will satisfy them in many ways. It is publicly known that performance management techniques are a critical aspect of managing institutions. Training and development is of prime importance for the successful administration of performance management and to achieve targeted objectives. Teachers in schools prefer training and development programs to improve their performance

Statement of the Problem

A key goal of education is to make sure that every student has a chance to excel, both in school and in life. Schools are places where all types of inequalities should be equalized, where the advantages or disadvantages that children experience in their homes and families should not determine what happens to them in school. In essence, school is a place where children should have equal chances to make the most of their potential.

RTE based admissions will bring in students with vastly varying socio-economic background. In other words, due to RTE admissions, every classroom will have students with mixed abilities of privileged and under privileged and thereby issues pertaining to hygiene, behaviour, language, dis-orientation, hope and growth mind-set i.e. low or no expectancy ("helplessness") will surface in the classroom. This will pose a serious classroom management challenge to the teacher. Additionally teachers have to program the work and structure the lesson plan with differentiating instructions so as to reach out to all, including RTE students. RTE mandated pupil-teacher ratio, teacher-classroom ratio and teacher eligibility pose more challenges to teachers. All of the above factors have a direct impact on performance of teachers resulting in undesired academic outcomes. Therefore it is paramount to address the performance issues of teachers in a structured and programmed manner so as to ultimately enhance academic outcomes. This study has been initiated in this respect.

Need For This Study& Its Objectives

Previous studies have predominantly been qualitative studies with focus on Right to Education and the implementation of RTE act. Studies on Transforming Inequalities, Classroom Management, etc have mostly been independent of RTE. By focussing on RTE influenced classroom, key contribution of this study would be to understand RTE's influence on performance of teachers and measures to be taken to enhance their performance that would directly translate to meritorious academic outcomes.

The key objectives of the study are:

1. To check the demographic profile of teachers working in select schools in Bangalore,India.
2. To examine the impact of right to education on performance of teachers working in schools.
3. To assess the role of training and development in enhancing performance of teachers.
4. To measure the expectation of teachers in the workplace that will help them in enhancing their performance.

Review of Literature:-

The right to education has been well recognised by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as: Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages.

(Kaur, 2014) states that the realization of right to education at a national level may be achieved through compulsory education or more specifically, free and compulsory primary education.

Right to education means the life with dignity and dignity full life can be achieved only by the right to education according to the study by (Uma,2013).

Under right to education (RTE), student shall have access to curriculum, examination, teaching staff, equipments and school infrastructure. (Seema,2013) in her study findings states that RTE sizably increases the workload of teachers.

Increase in workload puts pressure on teachers and leads to imbalance between job demands and their ability to respond and results in work stress. World Health Organisation in its news article Occupational health: Stress at the workplace (2020) states that work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Pressure at the workplace is unavoidable due to the demands of the contemporary work environment. However, when that pressure becomes excessive or otherwise unmanageable it leads to stress. Stress can damage an employee's / teacher's health and his/her performance.

This teaching related stress commonly termed 'teacher stress' is defined by (Bakshi Poonam and Veeran Kochhar 2012) as the teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher".

In the context of teachers, increase in workload, work stress and performance, the study undertaken by (Suganthi and Lakshmi, 2013) inferred that like other forms of occupational stress, teacher stress can have serious implications for the healthy performance of the teacher as well as for the institution in which the teacher serves. Teacher performance is specific to the activity circumstance; it relies upon the competence of the teacher, setting in which the teacher works and the teacher's ability to apply his or her competence at some random point in time."

According to Tyler & Boelter (2008) positive teacher prospects were associated with high academic performance; whereas pessimistic teacher expectations resulted in decline in academic performance.

School principals direct and guide teachers to perform their duties to achieve the ultimate ambition. The advancement of teacher efforts is under the specific authority of principal leadership to advocate teaching and learning in a school (Saleem et al., 2020).

In the study undertaken by (Ozgenel & Mert, 2019) teachers' performances do not show significant differences according to their educational background and seniority; it shows according to their gender and school levels

Dhillon and Kaur (2009) in their examination on educator effectiveness in relation to their esteem pattern, explore the effectiveness of teachers. A Sample of 200 teachers 100 male and 100 female was taken. The primary finding was that there was no significant difference in the dimension of instructor effectiveness of male and female teachers

Maximizing performance is a main concern for most institutions at present, and performance management is a division of a connection between organizational strategy and results (Prowse & Prowse, 2009). According to Ministry Of Education, New Zealand, performance management involves the development and implementation of policies and procedures to ensure that the teachers and staff provide education and services which effectively meet the needs of their students consistent with the goals and objectives in each school's charter.

Study by Nayab & Richter (2011) reveals that performance appraisal systems were the forerunners to nowadays performance management.

Training and development processes are part of an overall human resource management approach that results in motivation of teachers to perform well. Training is defined as an "efficient process of getting knowledge, abilities, skills and the behaviour to meet the requirements of the job". Training imparts a specific skill to do a particular job while development deals with general enhancement and growth of teachers. Therefore training and development of teachers to enhance their performance, is an issue that has to be faced by every institution with varied quality and quantity. Armstrong (2009) states organizations could benefit from training and development through winning the "heart and minds of" their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization.

According to (Ibrahim,2017) development of teachers is an effective way to boost the school education and it should be given first priority and investment in this area at different levels is a must.

S. Mufeed Ahmad & Urfana Amin Moharken (2018) state in their paper "Impact of Training and Development on the Performance of School Teachers in J&K" that benefits of training may spread throughout the career of teacher and help him/her to meet future responsibilities and help schools in retention of teachers through satisfaction and motivation.

Interlinked with the outcome of performance management , meeting the expectations of teachers is yet another crucial human resources activity required to be taken up to enhance the performance of teachers. Authors Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond (2016) recommend a comprehensive set of policies be enacted, including those tailored to local need and circumstances, to address the retention issue of teachers.

Bonusly in its guide "The Guide To Modern Employee Performance Management " stresses on meeting the expectations of modern employees. It states "For today's modern workforce, performance management that meets their expectations is a crucial element of success and can mean the difference between an actively engaged and satisfied team, or one that is dissatisfied, disengaged, and an email away from leaving".

Breezy Magazine in its 3rd July 2019 edition ,highlights “The 5 Most-Overlooked Perks and Benefits Every Teacher Wants ” as

1. Game-changing bonuses and incentives
2. Professional development they actually want
3. Mentorship that matters
4. Teacher travel programs
5. Make work a better place

Harvey-Beavis, O. (2004) in his research limited to United States on “Performance-Based Rewards for Teachers” states that there is some evidence of improved student performance in group-based performance reward programmes. He further states that at the very least, there is no evidence of negative student outcomes with the adoption of performance-based reward programmes.

Muralidharan, Karthik, and Venkatesh Sundararaman(2011) present results from a randomized evaluation of a teacher performance pay program implemented across a large representative sample of government-run rural primary schools in the Indian state of Andhra Pradesh. As per the results, at the end of 2 years of the program, students in incentive schools performed significantly better than those in control schools by 0.27 and 0.17 standard deviations in math and language tests, respectively. They find no evidence of any adverse consequences of the program.

Scott A. Imberman(2015) writing about how effective are financial incentives for teachers, in his main message conveys that financial incentives for teachers can be effective if appropriately designed. He also states that poorly designed incentives yield little benefit.

Research Methodology:-

This study was conducted with a sample of 100 teachers working in select schools in Bangalore. The sample was selected based on simple random sampling and data collected through personal interaction with the respondents identified for data collection. Sampling was carried out by interviewing randomly selected candidates in the schools. Structured and non-disguised questionnaire was distributed to collect data from the respondents. The questionnaire was constructed with four parts, the first parts dealing with the demographic profile of teachers, second part covering the impact of RTE on performance of teachers and need for performance management, third part revealing about role of training and development in teachers performance and fourth part finding out the teachers expectations in workplace. The preliminary data intended for the construction of questionnaire were collected from 15 teachers, which planned to investigate the intensity and diversity of factors related with their performances. This research effort is based on descriptive research and it utilizes both primary and secondary data. Demographic profile of the respondents is tested through simple percentage analysis. Impact of RTE on performance of teachers, is tested with factor analysis and multiple regression analysis. Friedman’s test is adopted to measure the role of training and development in enhancing performance of teachers and finally the expectations of teachers are analyzed with Garret score.

Results & Discussions:-

Analysis of Demographic Profile

The demographic profile of teachers has been analyzed by using simple percentage analysis and it is presented below in table-I.

Table I:-

Demographic Profile	Distribution	Sample Number	Frequency
Gender	Male	62	62%
	Female	38	38%
Age	Less than 30 years	44	44%
	30 – 40 years	28	28%
	41 – 50 years	17	17%
	More than 50 years	11	11%
Monthly Salary	Less than Rs.25,000	37	37%
	Rs.25,000 – 50,000	32	32%

	Rs.50,001 – 75,000	23	23%
	More than Rs.75,000	8	8%
Educational Qualification	Graduate with B.Ed	34	34%
	PG with B.Ed	31	31%
	M.Ed	24	24%
	Others	11	11%
Department	Language	26	26%
	Mathematics	24	24%
	Science	31	31%
	Commerce	19	19%
Employment	Primary	17	17%
	Middle	18	18%
	High	27	27%
	Secondary	38	38%
Experience	Less than 5 years	47	47%
	5 – 10 years	27	27%
	11 – 20 years	16	16%
	More than 20 years	10	10%

This exhibits the demographic profile of teachers. 62% are male teachers and 38% are female teachers. Age is identified as main aspect that had significant impact on the performance of teachers. In this study 44% are falling in the age group of less than 30 years.

Monthly salary is an important variable having impact in the teachers performance, with 37% of teachers getting less than Rs.25,000 per month. Graduate teachers with B.Ed as post graduate qualification occupy 34% in that category.

Department wise employment showed that 31% are employed in science department. 38% of teachers are employed in secondary schools. 47% of the teachers possess less than 5 years of experience in teaching.

Impact of RTE on Performance of Teachers

India's RTE act, has stipulated various norms which are closely related to performance of teachers.

Ex: Free admissions based on socio-economic factors, teacher pupil ratio, classroom teacher ratio, negation of corporal punishment, work load on teachers, etc. These norms coupled with RTE admissions creating socioeconomic gaps in the classroom, will make it extremely challenging for teachers to manage the classroom with mixed profile of students. In addition to the conventional tasks of teaching in the classroom, teachers have to teach keeping social needs of RTE students in mind, need to address health concerns, have to include all the students very innovatively with lesson plans, program of work and differentiating instructions. Teachers also need to develop effective working relationship with students and establish standards of behaviour that promote student learning. It is therefore quite evident that RTE will increase the workload of teachers, cause stress and impact the performance of teachers. This draws up to performance management becoming crucial and significant to improve performance of teachers and enhance academic outcomes.

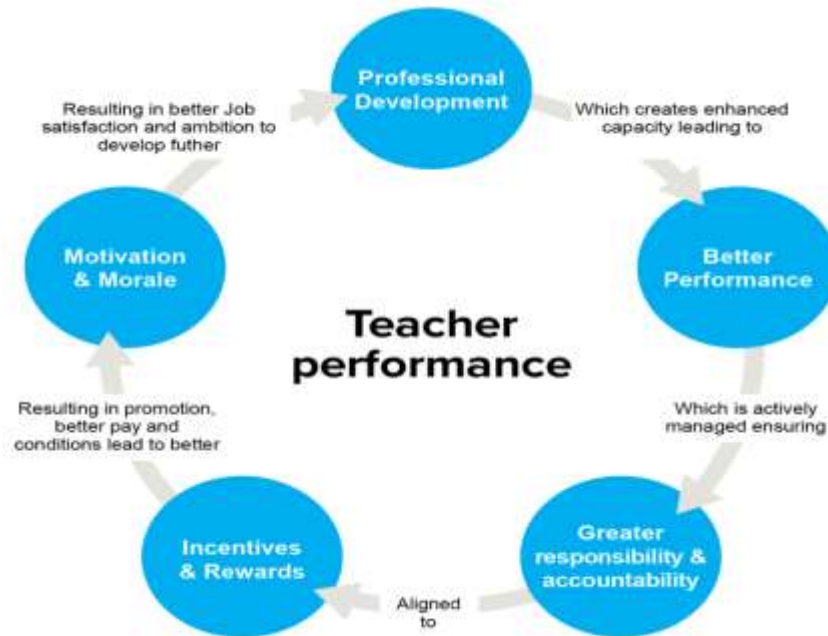


Chart taken from blogs.unicef.org

The performance management system should be consistent and its focal point should be on performance monitoring and improvement rather than performance appraisal. Performance management of teachers should be viewed and analyzed through the lens of the following

1. Self development
2. Regular work
3. Extra workload
4. Teaching support
5. Use of resources
6. Work autonomy.

Each of these six components has sub-components and they have been considered and presented below.

Table II:- Results of Factor Analysis.

Factors	Components	Factor Loading	Eigen Value	% of Variance Explained
Self Development	Compensation	0.912	7.653	23.499
	Leave facilities	0.785		
	Permission for higher studies	0.746		
	Funds for membership	0.698		
	Rewards for performance	0.581		
	Welfare measures	0.527		
	On-duty compulsions	0.773		
	Permission for valuation	0.796		
Regular Work	Meeting parents	0.872	6.357	18.358
	Evening classes for weak students	0.866		
	Excessive work pressure	0.718		
	Students Complaints	0.723		
	Feed-back system	0.827		
	Achieving academic outcomes	0.843		
	Head/principal rigid instructions	0.724		
Extra Workload	Virtual classes and seminars	0.717	5.623	15.639
	Administrative work	0.759		

	Developmental work	0.788		
	Certification work	0.536		
	School maintenance	0.535		
	Admission work	0.724		
	Committee work	0.781		
Teaching Support	Staff development activities	0.768	4.642	9.784
	Training workshop	0.776		
	Training on pedagogy skills	0.724		
	Interaction with industry	0.680		
	Optimum workload	0.695		
	Tie-up with online classes	0.633		
Use of Resources	Laptops & Projectors	0.815	3.135	5.823
	Smart board availability	0.527		
	Good Bandwidth Internet	0.825		
	Library facilities	0.794		
	Amenities for teaching	0.676		
Work Autonomy	Use of own teaching methods	0.811	2.324	3.156
	Work place autonomy	0.792		
	On-time entry and exit	0.695		
	Decision making participation	0.616		

(Source: Primary data)

This presents the tangential impact of RTE on performance of teachers in educational institutions. Putting together all factors explains that 76.259% of variance in data in six factors, affect performance of teachers.

1. Self development is the influential factor and it is loaded with eight elements and it explains 23.499% of variance with the Eigen value of 7.653.
2. Regular work is another prominent factor in performance of teachers, encumbered with eight elements. It explains 18.358% of variance with the Eigen value of 6.357.
3. Extra workload has an impact on the performance of teachers and this factor is concerned with the assignment of clerical work, admission work, development work, certification work and so on. Seven variables are grouped under this factor and it explains 15.639% of variance and has Eigen Value of 5.623.
4. Teaching support will bring required quality of performance among the teachers; this factor is loaded with six components. It explains 9.784% of variance and has Eigen value of 4.642.
5. Use of resources explains 5.823% of variance and has Eigen value of 3.135.
6. Work autonomy is loaded with four components and it explains 3.156% and had Eigen value of 2.324.

Evidently, RTE has strong impact on performance of teachers. In order to check the reliability of results obtained in factor analysis, multiple regression analysis is performed. The results of multiple liner regression are presented below

Table III:- Factors affecting Performance of Teachers.

Independent Variables	Dependent Variable	Un-standardized Co-efficient		Beta Co-efficient	t-value	Sign.
		B	Std. Error			
Constant	Performance of Teachers	-0.845	0.671		-1.498	0.126
Self Development		0.438	0.051	0.484	6.235 ^{\$}	0.001
Regular Work		0.191	0.080	0.147	2.324 [@]	0.029
Extra Workload		0.223	0.095	0.133	2.123 [@]	0.028
Teaching Support		0.098	0.122	0.086	0.979 [*]	0.069
Use of Resources		0.182	0.107	0.105	1.763 [@]	0.042
Work Autonomy		0.123	0.048	0.127	1.678 [@]	0.043
		R	0.756			
		R Square	0.572			
		Adjusted R Square	0.501			

F Value	25.632 ^s
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(Source: Primary data) Note: \$ significant at 1%, @ significant at 5% and *significant at 10%.

(Source: Primary data) Note: \$ significant at 1%, @ significant at 5% and *significant at 10%.

This explains the values of R² (0.572) and adjusted R² (0.501) indicating 57.2% variation in performance of teachers based on six factors described in performance of teachers.

In the list of six independent variables

- 1) Self-development possesses highest beta coefficient (0.484) and t-value (6.235) that are statistically significant at 1% level. It strongly evidences that self development plays a crucial role in performance of teachers .
- 2) Regular work (0.147), 3) Extra workload (0.133), 4) use of resources (0.107) and 5) work autonomy (0.127) are statistically significant at 5% level.
- 6) Teaching support (0.086) is significant at 10% level.

It can be concluded that all the above six factors have significant impact on performance of teachers.

Role of Training and Development in Performance of Teachers

Performance of teachers is mostly influenced by training and development practices implemented by the schools. Knowing well that there are several aspects related to training and development , the results are summarized and tabulated with the null hypothesis, which states that training and development activities are not significantly different on performance of teachers. On the other hand, alternate hypothesis states that training and development activities are significantly different on performance of teachers. Friedman test with 5% level of significance was employed for analysing the data and its results are presented in table-IV.

Table IV:- Mean Rank Table.

Training & Development Practices	Mean Rank	Test Statistics
Arrangement of staff development programs	5.07	Chi-square 48.527, Df. 7, Sig. 0.356
Creating additional academic skills	4.51	
Training on use technology and IT tools	3.91	
Tie-up with virtual academic institutes	3.63	
On-job training	3.28	
Induction training	2.86	
Training to handle more strength in class	2.47	
Training for enriching subject knowledge	2.61	

(Source: Primary data)

This reveals that the calculated significance value is 0.356 which is greater than 0.05, which means the acceptance of null hypothesis which states that training and development activities are not significantly different on performance of teachers. Therefore, put together all training and development factors, equally influence performance of teachers.

Teacher Expectations in Workplace

Teachers in schools work for long hours regularly and they have to adhere to stringent workplace practices, which affects them in several ways. It is very important to keep them energised and motivated all the time. This study is aimed to assess the expectations of teachers in the workplace to attain better performance. Accordingly, the expectations of teachers are listed in seven ways as,

1. Need of accommodation
2. Teacher development initiatives
3. Job flexibility
4. At par workload
5. At par remuneration
6. Resource accessibility
7. Leave and welfare facilities

Teachers agreement level to the expectations in the workplace are marked as

- 1 for not important
- 2 for less important
- 3 for moderate importance
- 4 for high importance
- 5 for utmost importance.

The collected data has been analyzed using Garret score ranking analysis and the results are presented below.

Table V:- Garret Ranking.

S. No	Expectations	Mean Score	Total Score	Rank
1	Need of accommodation	28.3	283	IV
2	Teacher development initiatives	24.1	241	V
3	Job flexibility	17.7	177	VII
4	At par workload	32.1	321	II
5	At par remuneration	33.4	334	I
6	Resource accessibility	31.1	311	III
7	Leave and welfare facilities	18.8	188	VI

(Source: Primary Data)

Expectations of teachers in the workplace categorized in seven dimensions above reveal, At par remuneration (33.4 points) is the vital expectation of teachers in schools. At par workload (32.1 points) is the second vital expectation of teachers. This is concerned with the subject allocation and other teaching responsibilities. Third expectation of the teacher is regarding the resource accessibility in schools which fetches 31.1 points. Need of accommodation facilities is an essential expectation that scored 28.3 points. Teacher development initiatives (24.1 points) like workshops, seminars and other development orientations are also integral part of expectation of teachers. Leave and welfare facilities (18.8 points) and flexibility in job (17.7 points) ranked sixth and seventh respectively. At par remuneration, At par workload and Resource accessibility are the important expectations of teachers in workplace in order to enhance their performance and increase academic outcomes.

Conclusion:-

Right to Education Act,(RTE) in India, paves way for compulsory basic and free education to children across the nation up to the age of 14. This act helps to uplift the society by assigning more academic responsibilities to schools and teachers. Undoubtedly this is a major milestone in education system of India. The free RTE admissions will resultantly bring into the regular classroom, students with vastly varying socio-economic background, increase the workload & stress of teachers and pose serious classroom management challenges that will have strong influence on performance of teachers and academic outcomes. It is imperative to address this meticulously and enhance the performance of teachers.

Across the demographic profile of this sample study, age and monthly salary were found to be significant. Factor analysis extracted multiple RTE factors influencing and impacting performance of teachers and multiple linear regression results show that all the factors identified in factor analysis, have direct and positive impact with the factors influencing performance of teachers leading to penultimate conclusion that performance management was crucial to identify and enhance the performance of teachers and increase academic outcomes.

Training and development practices with training portfolio comprising , staff development programs, creating additional academic skills, training in use of technology and IT tools, tie-up with virtual academic institutes, on-job training, induction training, training to handle more strength in class and training for enriching subject knowledge, equally influence and enhance performance of teachers . Conducting structured training and development programs to teachers as an integral part of the system, will help teachers overcome classroom management challenges and enhance their performance and eventually result in increased academic outcomes.

The study also reveals that meeting the main expectations of teachers namely at par remuneration, at par workload and resource accessibility are equally important to enhance their work performance and increase academic outcomes.

Limitations of the study

The study size being limited to 100 teachers from select schools in one tier 1 city and data obtained via questionnaire, generalizability is limited. Although findings focus on issues relating to impact of performance of teachers due to RTE and how to overcome the same, factors like RTE mandated pupil-teacher ratio, teacher-classroom ratio, teacher eligibility, additional qualification of teachers with specialization in psychology to handle classroom management challenges have not been studied. Study provides one baseline idea for further researches that can be undertaken by adding other factors and by enlarging the sample size across tier 1&2 cities in India.

Declaration of Conflicting Interests

The authors hereby declare that conflicts of interest with respect to this research, authorship, and/or publication of this article, do not exist.

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