

**EDUCATION, EMPLOYMENT AND ECONOMIC STATUS OF  
SCHEDULED CASTE WOMEN GRADUATE SCHOOL TEACHERS  
IN THIRUVALLUR DISTRICT OF TAMIL NADU – A STUDY**

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## CHAPTER VI

### SUMMARY AND CONCLUSION

The complexity of modern methods of production, investment, marketing and planning call for a higher level of knowledge and skills and increases the importance of education. The post-independence expansion of educational opportunities, as already pointed out was relatively lower among scheduled caste women.

Education in India is constrained by the socio-economic conditions of the people their attitudes, values and culture. During the British period education becomes a tool of colonial power. Since Independence, the policy-makers have argued for Universal education and for making education as tool for bringing about social equality. In spite of concerted efforts to improve the enrolment of girls and provide adult education for adult education for scheduled caste women, their educational status is still far from satisfactory.

Education works as a lever in raising financial and social status of individual. Therefore, expenditure on education is regarded as useful investment not only by the economists but also by the educationist. Economic conditions of a country depend largely on educational standards of its people.

After Independence continuous efforts were made to improve the remuneration of teachers at all levels and schemes for the purpose have figured prominently in all the plans. But the net results achieved are not yet adequate, particularly in respect of primary school teachers. It is mainly due to rise in the cost of living. It is revealed through a study made by the latest Education Commission that there are inter and intra-state differences in the pay scales to a considerable extent.

The Government of Tamil Nadu believing that the only permanent and satisfactory solution of the problem of literacy lies in the development of primary education. In order to reduce the extent of illiteracy in the state, a crash programme of Mass education was launched in the Salem district in August 1975.

If all people have right to education, and if the impact upon people's capabilities is intrinsically part of our understanding of development, it

follows that the provisions of a basic level of education for all people must be made Universal.

School can reach further into the community than other institutions, Attitudes and behaviours taught and learned in schools serve as examples far beyond the classrooms. The aim of education besides book learning is to build up character and efficiency.

The study investigated the Education, Employment and Economic Status of Scheduled Caste Women Graduate School Teachers in Thiruvallur District of Tamil Nadu. A simple random sampling method was adopted to include only those women who are graduates. Further women employed in various organizations such as Government, Government Aided and Private Schools have been included.

Following the aforesaid method, the objectives and hypothesis have been tested and the result observed is given here. The objectives of the present study are, to analyse the Socio-Economic status of Scheduled Caste women Graduate school teachers in Thiruvallur District, to find the significant difference among demographic features of the sample women respondents in the study area, to study the relationship between the various factors of Education and Employment of the samples, to examine the impact of Standard of living towards education and employment of Scheduled Caste women samples and to develop a model to find the interrelationship among the socio-economic factors of the sample respondents.

Methodologically, the present study has chosen three blocks of Thiruvallur district. From each block three categories of schools such as Government, Government Aided and Private schools were taken for the study. Nearly 120 Scheduled Caste women respondents were chosen from each category of these schools. Hence, the total samples for this study is 360.

The statistical analysis of the collected data and required information are based through 'T' test and Anova methods which indicated that there seemed to be significant difference among demographic variable with respect to factors of socio-economic status of sample Scheduled Caste women respondents and the Chi square method was applied to find out that there is association between demographic profile and academic qualification of Scheduled Caste women graduate school teachers in

Thiruvallur District. Correlation method was applied to find out the positive relationship among factors. Friedman test is used for testing significant difference among mean ranks towards Economic Factor, Regression analysis applied for testing the independent and dependent variables. Structural Equation Model (SEM) is used to find the importance of Education of Scheduled Caste women on standard of living.

Findings of the study are summarized and some suggestions are made to improve the status of scheduled caste women graduate school teachers. Based on Standardised coefficient, Education on Standard of living is most influencing path in the SEM model, followed by Economic factor on education and employment, employment on standard of living and so on.

### **Salient Findings**

Out of the total 360 samples the maximum of 143 sample respondent women constitute 39.7 percent are belong to the age group of 31 to 40 years. Among this Government school consist 15.6 percent, Government Aided consist 12.5 percent and the Private school consist 11.6 percent. Like that out of the total 360 respondents only 60 (16.7 percent) of the members belong to the age group of 51 to 60 years. Hence the age group of the scheduled Caste women teachers inferred that the maximum respondents 143 (39.7 percent) belong to the age group between 31 to 40 years. From this the respondents of Government school was higher in this age group than Government aided and private school respondents.

The religion of the scheduled caste women respondents revealed that nearly 23.3 percent of the Hindu respondents are from private school, 19.4 percent from Government Aided and 17.5 percent from Government school are belong to Hindu Community. In the same way it also shows that only 10 percent of Private school respondents, 13.9 percent of Government aided and 15.8 percent of Government school sample respondents belong to Christianity Community. Hence, out of the total 360 SC women respondents nearly 60.3 percent of the respondents belong to Hindu religion and only 39.7 percent of the respondents belong to Christian religion.

The distribution of the respondents on the basis of their marital status revealed the fact that about 27.2 percent of Government aided teachers, 25.3 percent of Private school teachers and 22.5 percent of Government school teachers are married, whereas 10.8 percent of Government, 8.0 percent of Private and 6.1 percent of Government aided teachers are single. Thus it is inferred that out of the total 360 SC women respondents nearly 75 percent of them married and rest 25 percent were single. Married women mostly prefer the teaching profession due to the working hours and other leave benefits which they get it and it is also possible for them to manage their family simultaneously.

Regarding SC women respondent's family, nearly 39.7 percent of the sample respondents had three dependents in their family and only 10.8 percent of them had five and above dependents in their family. This is denoted that, as the country moves to a modern trend the type of family and the number of children are less.

As regards to qualification of the SC women teachers nearly 26.4 percent of private school teachers, 24.4 percent of the Government school teachers and 14.4 percent of the Government aided school teachers have completed their post-graduation. It also showed that nearly 18.9 percent of the under graduates were from Government aided and only 8.9 percent from Government and 6.9 percent from Private were under graduates. Thus this is inferred that out of the total 360 respondents nearly 65.3 percent were post graduates and only 34.7 percent were under graduates. It is also inferred that the Post graduates percentage is higher in Private school than Government and Government aided school, because those who have joined in Government jobs they had satisfied with that and not showed interest in higher studies.

In case of professional qualification, apart from B.Ed, nearly 21.6 percent of the private school teachers have completed their M.Ed degree when compared to Government school (20.6 percent) and Government aided (11.7 percent). M.Phil and Ph.D degree holders are higher among Government aided school teachers when compared to Government and private school teachers. As said earlier higher education leads to the higher job opportunities. Hence most of the SC women teachers have completed their M.Ed degree. Out of 360 respondents nearly 53.9 percent had completed their M.Ed degree, 23.6 percent of the respondents had completed M.Phil and 12.2 of the respondents had completed Ph.D.

As far as designation is concerned nearly 24.6 percent of Private school teachers were held the designation of PG Assistant which is higher than Government and Government aided school (21.4 percent). In case of the designation of BT assistant the percentage of Government and Government aided school teachers were 11.9 percent which is higher than Private school teachers were 9.2 percent. As most of the respondents have completed their Post-graduation, nearly 66.9 percent of them held the designation of PG assistant and only 33.1 percent of them were BT assistant out of the total 360 respondents.

Now a days there is increasing trend in the job opportunities in the commerce stream. Hence there is more number of teachers were in Arts subjects. This is also reflected in finding that 24.7 percent of the Government aided school teachers belong to Arts subject is higher than Government and Private school teachers had equal 21.1 percent. This percent is reverse in case of Science subject teachers that is only 8.6 percent of Government aided samples belong to science subject which is less than Government and Private school teachers. This is revealed that out of the 360 SC women respondents 66.9 percent of them belong to Arts subject and only 33.1 percent of them were Science subject.

Majority of the SC women teachers (29.4 percent) have the teaching experience up to 5 years, among these samples 7.2 percent from Government and 6.1 from Government Aided and 16.1 percent from Private. Like that 11.7 percent of Government, 21.1 percent of Government Aided, 13.6 percent of Private teacher respondents had the experience in between 6 – 15 years and nearly 14.4 percent had got above 15 years of experience from government school respondents. Hence this inferred that out of the total 360 SC women respondents 46.4 percent have got the experience of 6 to 15 years and only 24.2 percent have got above 15 year experience.

As the society becomes modern the number of nuclear families also increases. Here too it is found that there is an increasing trend in Nuclear families. Nearly 22.2 percent of Private, 18.3 percent of Government, 17.5 percent of Government aided respondents are dwells at nuclear family and 11.1 percent of Private, 15 percent of Government and 15.8 percent of Government Aided teacher samples resides at joint family. Thus this inferred that out of the total 360 SC women respondents nearly 58.1 percent were belong to nuclear family and only 41.9 percent belong to joint family.

Since the study involves an interdisciplinary approach, an attempt also been made to examine the attitude of the sample women respondents opinion about their dependents in their family, self confidence level etc. Being the women teachers it is inevitable factor that the support of family will make them to reach their heights in their jobs. According to the options given by the respondents about their family dependents, nearly 43.3 percent of the respondents felt that their family dependents were helpful to them and only 6.7 percent of the respondents felt that they were burdensome. Out of the total 360 SC women respondents nearly 38.9 percent rated their self-confidence is average and only 7.5 percent of the respondents rated their self confidence level is low. This is inferred that out of 360 respondents, nearly 129 (35.8 percent) had high level of self-confidence. Hence, the level of self-confidence of the respondents is increasing more after they become as school teachers.

Assessing the SC women respondents opinion revealed that out of the total 360 respondents nearly 70 percent of the Scheduled Caste women teacher respondents were satisfied about the freedom to take up higher studies, 15.5 percent were indifferent and only 14.1 percent were dissatisfied. Similarly 30.6 percent of the Scheduled Caste Women respondents were highly satisfied about the Attitude of the Higher authorities. From this nearly 10.8 percent were from Government Aided School teachers, 14.2 percent were from Government school teachers and only 5.6 percent were from Private school teachers. Hence out of 360 SC women teacher respondents only 5.5 percent of the respondents were Dissatisfied, 78.8 percent of the respondents were Satisfied and 15.5 percent of the respondents were Indifferent about the Attitude of the Higher authorities.

In the case of Respondent's opinion about their status among colleagues was also showed that nearly 80.8 percent of the Scheduled Caste women respondents were satisfied, 7.2 percent were Indifferent and only 11.9 percent were Dissatisfied about their status among colleagues. As regards to Respondent's opinion about Cooperation of the ministerial staff was indicated that nearly 81.1 percent of the Scheduled Caste women respondents were satisfied, 10 percent were Indifferent and only 8.8 percent were Dissatisfied about Cooperation of the ministerial staff. In case of Respondent's relationship with students nearly 68.0 percent of the Scheduled Caste women respondents were satisfied, 21.1 percent were Indifferent and only 10.8 percent were Dissatisfied.

The reason for preferring teaching profession by the respondents parents revealed that Out of the total 360 respondents nearly 170 (47.2 percent) respondents had preferred teaching profession for safety reason, 111 (30.8 percent) of the respondents had preferred because it is the Noblest job, 47 (13.1 percent) had preferred it for leave benefits, 22 (6.1 percent) had preferred it to make oneself humane and only 10 (2.8 percent) had preferred it for attractive salary. Hence this indicates that majority of the SC women respondents had preferred teaching profession for safety reason.

Out of 360 SC women teacher samples 205 respondents had high opinion about their job continuation after their marriage. Among these samples 21.7 percent of Government, 19.4 percent of Government Aided and 15.8 percent of private teachers had high opinion about their job continuation after their marriage. Only 76 (21.1 percent) of SC women teachers had Low opinion about job continuation after marriage.

As the SC women respondents belong to different category of school, their salary also differs. All the Government aided teachers have got 33.3 percent Time scale pay compared to Government teachers have got 29.4 percent and Private school teachers have got only 9.4 percent. There is no respondents from Government aided in consolidated pay and Management fixed pay but there is 2.2 percent Consolidated pay and 1.7 percent of Management fixed pay from Government school teachers. The percentage is higher in private school teachers in consolidated pay 32.5 percent and Management fixed pay 39.2 percent. This showed that till the private school teachers are not equally paid as compared to Government and Government aided school teachers.

A study on the amount of monthly income received by the SC women respondents revealed their better economic status. The income range between 30000 - 50000 in Government school respondents (12.5 percent) is higher than that Government aided school respondents (8.1 percent) and Private school respondents (7.2 percent). Below 30000 in private school respondents 19.2 percent is higher and above 70000 is nil percent of private school respondents. The income range between 50000-70000 is 12.2 percent in Government aided respondents is higher than 11.1 percent from Government respondents and 6.9 percent from Private respondents. Hence this is inferred that out of the total 360 SC women teacher respondents the

maximum 30.3 percent of the women respondents income range is between 5000-70000 and the minimum 16.9 percent of the women respondents income range is above 70000.

In case of the respondent's housing accommodation, the maximum 14.7 percent of the private school respondents were in rental house when compared to 12.8 percent from Government respondents, 2.8 percent from Government aided respondents. The maximum 59 (16.3 percent) of the Government school respondents were in Own house when compared to 58 (16.1 percent) of the Government school respondents and 34 (9.4 percent) of the respondents from Private school respondents. Thus this is inferred that Government school and Government aided school teachers had better housing accommodation than Private school teachers.

As regards to the transportation of the respondents to their workplace. Out of the total 360 respondents the maximum number 135 (37.5 percent) of the respondents used two wheeler as their transportation and 54 (15 percent) of the respondents used four wheeler. Nearly 64 (17.8 percent) of the respondents were used to go school by walk whereas 83 (23.1 percent) of the respondents were used other modes of transportation. Out of the 360 SC women teacher respondents only the minimum number 24 (6.7 Percent) of them had used cycle as mode of transport.

Immovable assets would exhibit the economic status of the respondents. The ownership nature of immovable assets of the respondents revealed that nearly 15.8 percent of the Government school respondents had assets on their own name when compared to 11.1 percent of the Government aided school respondents and 5.5 percent of the Private school respondents had assets on their own name. Government aided and Private school teachers had equal share of 8.1 percent in owning assets jointly with spouse and only 7.2 percent of Government school teachers owned assets jointly with spouse. Out of the total 360 SC women teacher respondents, nearly 32.5 percent of samples had assets on their own name and 23.3 percent of samples had assets jointly with their spouse. Similarly 27.5 percent of them had no such assets with them.

Nowadays there is increasing trend in usage of modern appliances. Out of the total 360 respondents the maximum 190 (52.8 percent) of the respondents had all the modern appliances irrespective of the different category of school respondents. Similarly 59 (16.4 percent) of the sample respondents had Refrigerator and Washing

Machine, 47 (13.1 percent) of the sample respondents had Washing Machine only, 41 (11.4 percent) of the sample respondents had computers only and 23 (6.4 percent) of the sample respondents had Refrigerator only.

Out of the total 360 SC women teacher respondents 185 (51.4 percent) were of the opinion that their standard of living is improved and only 25 (6.9 percent) had opinion that their standard of living is highly deteriorated. Out of the 360 respondents 83 (23.0 percent) of Government, 55 (15.3 percent) of Government Aided and 84 (23.3 percent) of Private school respondents felt that their standard of living is improved. Similarly, Out of the 360 respondents 27 (7.5 percent) of Government, 44 (12.2 percent) of Government Aided and 19 (5.3 percent) of Private school respondents felt that their standard of living is Deteriorated.

While examining the utilization of the respondents salary by them indicated that nearly 18.9 percent of Government school respondents spent their salary to educate their children is higher than the Government aided school respondents (15.5 percent and Private school respondents (12.8 percent). The maximum 18.6 percent of the private school respondents spent their salary to run their family than 8.1 percent of Government aided school respondents and 4.7 percent of the Government school respondents. Out of 360 respondents 113 (31.4 percent) of them utilized their salary to run family, 170 (47.2 percent) of them utilized their salary for children education, 35 (9.7 percent) of them utilized their salary for saving, 27 (7.5 percent) of them for purchase of assets and only 15 (4.2 percent) of them used their salary for giving donations. This shows that the major expenditure of the respondent's expenditure was done on education.

The saving pattern of SC women respondents showed that Out of the total 360 respondents 34 (9.4 percent) had 100 percent saving pattern, 80 (22.2 percent) of them had 50 percent savings and 50 percent expenditure pattern, 78 (21.7 percent) of them had 75 percent savings and 25 percent expenditure pattern, 119 (33.1 percent) of the respondents had 25 percent savings and 75 percent expenditure, 49 (13.6 percent) of the respondents had no such savings.

Nearly 16.9 percent of the Government school respondent's children learn from CBSE board is higher than 6.4 percent of Government aided school and 4.7 percent of Private school respondents. Nearly 15 percent of Private school respondent's children learn from Matriculation board is higher than 12.2 percent of

Government aided school and 9.2 percent of Government school. Nearly 13.6 percent of the Private school respondent's children learn from State board is higher than 7.2 percent of Government school and 2.2 percent of Government aided school. Thus this is inferred that out of the total 360 respondent's children, 131 (36.4 percent) of them learn from Matriculation board is higher than 101 (28.1 percent) learn from CBSE and 83 (23.1 percent) learn from State board.

Regarding the SC women respondent's freedom to spend for their parents. From this nearly 10 percent of the respondents from Government aided always had freedom to spend for their parents is higher than the 8.9 percent of the respondents from both the Government school and Private school women respondents. The 13.3 percent of the respondents from Government aided very often had freedom to spend for their parents is higher than the 6.9 percent of the respondents from the Government school and 6.4 percent from Private school women respondents.

Similarly 11.7 percent of the respondents from the Government school sometimes had freedom to spend for their parents is higher than 6.7 percent of the respondents from Government aided and 5.8 percent of the respondents from Private school. Hence it is inferred that out of the total 360 SC women respondents 156 (43.4 percent) of the women respondents were often and very often had freedom to spend for their parents and only 17 (4.7 percent) of the women respondents were never had freedom to spend for their parents.

In case of Job satisfaction of the SC women teacher respondents, the maximum percentage nearly 63 percent of Scheduled Caste women teachers had satisfied with the salary and other monetary benefits, 20.2 percent of the Scheduled Caste women teachers had indifferent opinion and only 16.6 percent of them were dissatisfied. Similarly, 55.8 percent of the Scheduled Caste women teachers had satisfied with the non-monetary benefits, 32.2 percent of the Scheduled Caste women teachers had Indifferent opinion about the non-monetary benefits, only 6.6 percent of them were dissatisfied.

Nearly 57.7 percent of the Scheduled Caste women teachers had satisfied with the Infrastructure facility. 23.6 percent of the Scheduled Caste women teachers had Indifferent opinion about the Infrastructure facility, 18.6 percent of the Scheduled Caste women teachers had Dissatisfied with the Infrastructure facility. Hence this is

inferred that the maximum number of respondents were satisfied with the Infrastructure facility.

As regards to the satisfaction with the Leave and on duty, nearly 76.3 percent of the Scheduled Caste respondents were satisfied 14.1 percent of the Scheduled Caste respondents were Dissatisfied with the Leave and on duty and only 9.4 percent of the Scheduled Caste respondents were Indifferent opinion. Thus this is inferred that the maximum respondents were satisfied about the Leave and on duty.

While examining the satisfaction of SC women respondents in case of welfare measures nearly 59.7 percent of the Scheduled Caste women teachers had satisfied with the Welfare measures, 20.5 percent of the Scheduled Caste women teachers had Dissatisfied with the Welfare measures and 19.7 percent of the Scheduled Caste women teachers had Dissatisfied with the Welfare measures. Hence it is inferred that the maximum percentage of the respondents were satisfied with the Welfare measures.

Similarly, 61.9 percent of the Scheduled Caste women teachers had satisfied with the workload, 19.7 percent of the Scheduled Caste women teachers had Dissatisfied with the workload and 18.3 percent of the Scheduled Caste women teachers had Indifferent opinion about the Workload. This is also inferred that the maximum number of Scheduled Caste women respondents were satisfied with the Workload given to them.

Assessing the SC women teacher respondents' problems from the students side, majority of the respondents faced the problem of Unwillingness in studies by students. Out of the total 360 SC women respondents 143 (39.7 percent) of the women respondents faced Student's unwillingness in studies and only 24 (6.7 percent) of the women respondents faced Student's unwillingness in participating extracurricular activities.

As teaching involves with mental ability, stress factor of the SC women teachers were analysed. This revealed that out of the total 360 respondents, the maximum members 126 (35 percent) of the respondents had stress due to Dual responsibility and only 16 (4.4 percent) of the respondents had stress due to Lack of cooperation from staff members.

Teachers are building the future pillars of the nations. Hence updating knowledge is important for the teachers. Out of the total 360 SC women respondents 173 (48 percent) of the respondents had the opportunity to update knowledge very often. Among them 64 (17.7 percent) were from Government, 67 (18.6 percent) were from Government Aided and 42 (15.8 percent) were from private school respondents. Nearly 1.9 percent of the private school teachers Never had opportunities to update knowledge is higher than 0.8 percent of the Government aided school teachers. Hence 34.7 percent out of the 360 school teachers Always had opportunities to update knowledge and only 2.8 percent of the school teachers Never had opportunities to update knowledge.

As regard to the percent of the SC women teachers' freedom to participate in Orientation programs, nearly 33.1 percent of the school teachers had freedom to participate in Orientation programs and only 5.8 percent of the school teachers had not participated in any of the above activities.

As far as SC women teacher respondents' participation in Welfare association the majority of the women respondents that is 29.7 percent of the scheduled caste women teachers had participated in Welfare association and the only 8.6 percent were in Women's Cell. This showed that women teachers were very much involved in overall welfare in their institution than personal welfare.

### **Other findings**

Apart from the economic, social and opinion based aspects the other findings of the study were observed such as the Strategies adopted to redress grievances in Respondent's institution, the Respondent's interest in Fine arts, in other activities, in the service of the society.

Regarding the Strategies adopted to redress grievances in Respondent's institution. Out of the total 360 SC women teacher samples 145 (40.3 percent) of the respondent's institution followed Free discussions in staff meetings to redress grievances. Among them 44 (12.2 percent) of the respondents were from Government, 54 (15 percent) were from Government Aided and 47 (13.1 percent) were from Private school respondents. Similarly out of the 360 respondents 95 (25.3) of the respondent's institution provided personal counselling, 74 (20.6 percent) had redressed by giving memos, 46 (12.8 percent) had redressed by framing rigid rules providing extra facilities.

Out of the total 360 SC women respondents 119 (33.1 percent) of the women teachers had interest in dancing, 76 (21.1 percent) of the women teachers had interest in Drawing, 66 (18.3 percent) of them had interest in Singing, 58 (16.1 percent) of them had interest in Embroidery Work and only 41 (11.4 percent) of them had no such interest.

Similarly, Out of the total 360 SC women respondents 108 (30 percent) of the women teachers had interest in Sports, 103 (28.6 percent) of the women teachers had interest Writing Books and Articles, 69 (16.9 percent) of them had interest in Oration, 35 (9.7 percent) of them had interest in all the above mentioned activities and only 53 (14.7 percent) of them had no such interest.

Regarding the Respondent's interest to serve the society through education, nearly 127 (35.3 percent) out of the total 360 SC women teacher respondents had interest to promote slow learners. Among them 30 (8.3 percent) from Government, 38 (10.5 percent) from Government Aided and 59 (16.3 percent) from Private school teachers. Similarly, out of the 360 samples, 79 (21.9 percent) of the women teachers had interest in helping poor students for further studies, 65 (18.1 percent) of them had interest in providing Adult Education, 53 (14.7 percent) of them had interest in Education and only 12 (3.3 percent) of them had no such interest.

There are various factors which influences education and employment of the respondents. Such as Social, Economic, employment and standard of living. Hence these factors were analysed. The mean score about the Social factor, which has a great influence on the education and employment of the respondents. Based on mean score, Nutritional Food (4.139) always increases education and employment, followed by Education influenced by society (3.878), Communal Reservation (3.731), Parents cooperation (3.581), Delay of Marriages due to higher education (3.453) and the least factor is Discrimination (3.389).

Based on the mean score about the Economic factor which has a great influence on Education and the Employment of the SC women respondents. From this the major determinant factor is Education depends on family income (4.036), followed by Free education supports education (3.861), Nuclear family encourages education (3.661), Assets supports girls' education (3.619) and the least factor is Richness encourages educational status of the respondents. (3.556).

Based on the mean score of the determinants of respondent's Employment. Employment should be based on Educational qualification rather than seniority and competitive exams (4.047), Employment should be based on competitive exams (3.850), and the least determinant is Employment should be based on seniority (3.561).

The mean score of the determinant of Standard of living of the respondents is Higher education (4.194), followed by Social status of the respondents (3.950), Wealth determines the standard of living (3.908), Employment will increase the standard of living (3.900), and the least factor is Income increases the standard of living (3.900)

### **Statistical Test Findings**

Differences between two groups in the mean scores of variables are studied using Student t test are discussed in this section. Also ANOVA followed by Duncan MultipleRange Test (DMRT), Chi-square test, Friedman test, Correlation Analysis, MultipleRegression Analysis and Structural Equation Model (SEM) are used to verify the hypothesis stated in the first chapter.

### **Results of t-test and ANOVA are as follows**

There is significant difference among demographic variable with respect to factors of socio-economic status of sample Scheduled Caste women respondents.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level, there is a significant difference between single and married women with regard to the factors of Economic, Political, Employment and Standard of living. Since P value is less than 0.05, null hypothesis is rejected at 5 percent level, there is a significant difference between single and married women with regard to Social factor. There is no significant difference between single and married women with regard to the factor of education, since P value is greater than 0.05. Hence the null hypothesis is accepted.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level, there is a significant difference between Post graduate and Under graduate women with regard to the factors of Social, Political and Education. Since P value is less than 0.05, null hypothesis is rejected at 5 percent level, there is a significant difference

between Post graduate and Under graduate women with regard to the factors of Employment and Standard of living. There is no significant difference between single and married women with regard to Economic factor, since P value is greater than 0.05. Hence the null hypothesis is accepted.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level, there is a significant difference between BT Assistant and PG Assistant women with regard to the factor of Education and Standard of living. There is no significant difference between BT Assistant and PG Assistant with regard to factors of Social, Economic, Political and Employment, since P value is greater than 0.05. Hence the null hypothesis is accepted.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level, there is a significant difference between Arts subject Teachers and Science subject Teachers with regard to the factors of Social, Economic, Education, Employment and Standard of living. There is no significant difference between Arts subject Teachers and Science subject Teachers with regard to factor of Political, since P value is greater than 0.05. Hence the null hypothesis is accepted at 5 percent level with regard to Political factor.

Since P value is less than 0.01, there is a significant difference among Category of school with regard to the dimension of Social, Economic, Political, Education, Employment and Standard of living. Hence null hypothesis is rejected at 1 percent level.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level, there is a significant difference among Professional qualifications with regard to the dimension of Social, Education, Employment and Standard of living. Since P value is less than 0.05, null hypothesis is rejected at 5 percent level, there is a significant difference among Professional qualification with regard to Economic factor. There is no significant difference among Professional qualification with regard to Political factor. Since P value is greater than 0.05. Hence the null hypothesis is accepted at 5 percent level with regard to Political factor.

There is a significant difference among Monthly salary with regard to the dimension of Social, Economic, Political, Education, Employment and Standard of

living, since P value is less than 0.01. Hence the null hypothesis is rejected at 1 percent level.

**Results of chi –square test are as follows**

There is association between demographic profile and academic qualification of Scheduled Caste women graduate school teachers in Thiruvallur District

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Age group in years and Academic qualification.

Since P value is greater than 0.05. Hence the null hypothesis is accepted at 5 percent level of significance. Hence it is concluded that there is no association between Marital Status and Academic qualification.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Number of dependents in family and Academic qualification.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Designation and Academic qualification.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Subject and Academic qualification.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Category of school and Academic qualification.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is association between Monthly salary and Academic qualification.

There is no association between Category of school and Designation, since P value is greater than 0.05. Hence the null hypothesis is accepted at 5 percent level of significance.

### **Results of Friedman test for significant difference among mean ranks:**

There is impact of social, economic, education and employment factors on the standard of living of Scheduled Caste women graduate school teachers in Thiruvallur District.

Since P value is less than 0.01, null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference among mean ranks towards Economic factor. Based on mean rank, Education depends on family income (3.37) is the most determining Economic factor, is followed by Free education supports education (3.34), Nuclear family encourages education (2.88), Assets supports education (2.75) and Richness encourages education (2.65).

### **Results of Correlation analysis of factors Scheduled Caste women Graduate School teachers:**

The correlation coefficient between Factors of Scheduled Caste women on Social and Economic is 0.601, which indicate 60.1 percentage positive relationships between Social factor and Economic factor and is significant at 1 percent level. The correlation coefficient between Factors of Scheduled Caste women on Social and Political 0.787, which indicate 78.7 percentage positive relationships between Social factor and Political factor and is significant at 1 percent level.

The correlation coefficient between Factors of Scheduled Caste women on Social and Education 0.597, which indicate 59.7 percentage positive relationships between Social factor and Education factor and is significant at 1 percent level. The correlation coefficient between Factors of Scheduled Caste women on Social and Employment 0.561, which indicate 56.1 percentage positive relationships between Social factor and Employment factor and is significant at 1 percent level.

The correlation coefficient between Factors of Scheduled Caste women on Social and Standard of living 0.682, which indicate 68.2 percentage positive relationships between Social factor and Standard of living factor and is significant at 1 percent level and similarly the other factors are positively correlated with each other.

### **Results of Multiple Regression Analysis of Standard of Living on Social, Economic, Political, Education and Employment Factors:**

The Coefficient of Determination of R –square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R-square is 0.671 simply means that about 67.1 percentage of the variation in **Standard of living** is explained by the estimated SRP that uses **Social, Economic, Political, Education and Employment factors** as the independent variables and R square value is significant at 1 percent level.

Based on Standard coefficient, **Education** (0.227) is the most important factor to attain **Standard of living**, followed by **Employment** (0.226), **Political** (0.211), **Economic** (0.134) and **Social** (0.105).

### **Structural Equation Model (SEM) on Standard of living of Scheduled Caste women Graduate school teachers:**

Based on Standardised coefficient, Education on Standard of living is (0.459) is most influencing path in this SEM model, followed by Economic Factor on Education is (0.416), Economic Factor on Employment (0.413), Employment on Standard of living is (0.357), Social Factor on Education (0.216), Social Factor on Employment (0.210), Political Factor on Education (0.165), Political Factor on Employment (0.130).

For the purpose of testing the model fit, null hypothesis and alternative hypothesis are framed. The hypothesized model has a good fit. The hypothesized model does not have a good fit.

It is found that the calculated P value is 0.072 which is greater than 0.05 which indicates perfectly fit. Here Goodness of Fit Index (GFI) value (0.927) and Adjusted Goodness of Fit Index (AGFI) value (1.918) is greater than 0.9 which represent it is a good fit. The calculated Normed Fit Index (NFI) value (0.932) and Comparative Fit Index (CFI) value (0.933) indicates that it is a perfectly fit and also it is found that Root Mean square Residuals (RMR) and Root Mean Square Error of Approximation (RMSEA) value is 0.045 which is less than 0.08 which indicated it is perfectly fit.

On the background of the fieldwork experiences and significant findings of this study, the following suggestions could be made for the betterment of women SHGs in future.

### **Suggestions**

The Government should recognize the role of Scheduled Caste women teachers in improving the quality of education and take various steps to improve their working conditions. As UN Secretary General Kofi Anan has stated, “Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance”.

This recognition is currently missing in India. Transforming the prevailing social discrimination against women must become the top priority and must happen concurrently with increased direct action to rapidly improve the social and economic status of schedule caste women. In this way a synergy of progress can be achieved. As schedule caste women rise in economic status, they will gain greater social standing in household and will have greater voice. Only through action to remedy discrimination against scheduled caste women can the vision of India’s Independence – an India where all the people have the chance to live healthy and productive lives be realized.

The Government has made continuous efforts to prevent discrimination against Scheduled caste women. It is found that still discrimination is found in sample schools. The number of SC women teachers are very less in private schools than Government and Government aided schools. This showed that the opportunity of getting employment in private organisations were difficult for schedule caste women. Hence the Government should interfere and fix some reservation in the appointment of teachers of scheduled caste women in private schools.

Apart from Government and Government aided schools, the remuneration of Private school teachers are still far behind of Government norms. So there is urgent intervention of Government even in the private institutions to safeguard the economic status of scheduled caste women teachers in Thiruvallur district.

More social security schemes can be created for Scheduled caste women teachers such as pension schemes, providing personal loans in the private schools for their betterment in future.

The following specific Suggestions are made

- Efforts should be taken to start more number of schools to absorb the unemployed schedule caste graduate women teachers in the state and provide necessary information to these women teachers about the various job opportunities available in the state.
- Effective steps may take to constitute a commission to look into the status of Scheduled caste women teachers in the private institutions.
- Laws may be enacted to fix minimum salary for schedule caste women teachers in private schools.
- Grievance Redressal Cell may be constituted by the Government to receive complaints from scheduled caste women teachers regarding ill treatment by the management.
- The number of hours of work of the scheduled caste women teachers in the private organization may also be looked upon by the Government to avoid the exploitation of labour.
- Proper encouragement and training should be given for the improvement of education as well as the skill of scheduled caste women teachers.
- Employment reservation quota of scheduled caste women teachers may be increased by the Government of Tamil Nadu to improve their socio-economic status.
- There is a need for to encourage overall scheduled caste women literacy and thereby to improve the socio-economic status of them in the state.

### **Policy Implication**

Creating more awareness among the scheduled caste women to continue their education for the betterment of their socio-economic status. More employment opportunities should be increased for the Scheduled caste women by providing training and job mela. Gender gap is still existing in all fields. To avoid this the Government can give an equal reservation for the women to improve the scheduled

caste women status. Education should be nationalized at least till 12<sup>th</sup> standard. School education must be under the control of Government to wipe away the major expenditure done on education by the people and it can be reimbursed by way of taxing the able people. From this scheduled caste women teachers also would benefit by getting equal pay and thereby their socio-economic status will be improved. If possible separate reservations can be created for scheduled caste women as well as general women to bring out their equality with men and to improve their socio-economic status.

### **Follow up**

As we have crossed 70 years of independence a comparative study can be made with the scheduled caste women with scheduled caste men to assess their equality between them. A research also can compare the sub-caste of scheduled caste women, their reservations, socio-economic status can be studied. A study about SC and SCA women in the non-Government organizations can be made. The study about educated and uneducated scheduled caste women status can be done.

### **Conclusion**

The study throws light upon the inadequacy of a proper working condition for scheduled caste women graduate teachers in Thiruvallur District. The study reveals that most of the scheduled caste women graduate teachers who are working in private institutions lack security of job and decent salary. The study further reveals that due to lack of recognition and monetary benefits the scheduled caste women graduate teachers lack the necessary motivation to improve their skills. It is found that most of the time the teachers are harassed and humiliated by the management. It also found that no private institutions provide incentive for the extra work they do like coaching classes and tuitions for the slow learners etc. In general the socio-economic conditions of scheduled caste women graduate teachers of Government and Government aided schools have improved than the private schools in Thiruvallur district. As it is not encouraging, it warrants urgent intervention by the Government.