

Deployment of Teachers in Plantation Sector and Its Impact on the Quality of Education: With Special Reference to the Tamil Medium Schools in Hatton Educational Zone

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Abstract:

The Success or failure of any educational reform depends mainly on the qualification, recruitment, deployment, involvement of teachers and working conditions. Recruitment, deployment of teachers and achievement and quality of education are interdependent. Accordingly, teacher deployment factor mainly affects the educational achievement. This research deals with the teacher Deployment in the Plantation Sector Schools and its impacts on the quality of education. A selected cohort of 283 teachers and Principals of 22 schools in the Hatton Educational Zone of Nuwara Eliya District and the Zonal and Provincial Directors of Education were included in the research. The main objective of the research was to find out the teacher distribution, the factors that have an influence on the teacher deployment, deployment procedures, the needs of teacher training and the scale of impact teacher deployment on the educational achievements in the plantation sector schools. questionnaires were given to teachers and principals to collect the necessary data for the research. Data were also collected through interviews with Directors of Education and a cohort of teachers, observation Data sheets and document analysis techniques. Therefore, this research has taken a mixed mode with both qualitative and quantitative research methods . In keeping with the research objectives, data were analyzed through techniques such tables and correlations using the computer software “SPSS”. 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. The findings of the research were numerous. One of the findings was that recruitment and deployment of qualified teachers for special subjects in the plantation sector schools continues to be an issue. Other important findings of the research are that the existence of inappropriate basic physical amenities, social environment and the lack of opportunity for the professional development in the plantation sector schools has an effect on the deployment of teachers. Further, the research found that the deployment of teachers at schools of their choice is very low, that the deployment procedures unpalatable to the teachers are still in practice, that there is a dearth for teachers for special subjects in the secondary level, and there is a need to provide incentives in order to retain the teachers at schools in the difficult areas and that there is only an average level of co relation between deployment and educational achievements. Measures should be taken to recruit subject wise specialized teachers targeting the planation sector schools. Furthermore, 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, Aesthetic and Educational technology subject through continuing teacher education programmes.

Key words: Deployment of teachers, Plantation Sector, Quality of Education

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