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## **GRT** **ADDITIONAL EARNING PRACTICES OF PROFESSIONALS BY USING IDLE CAPACITY: A STUDY ON TEACHERS' EXTRA EARNING PRACTICES IN SYLHET CITY, BANGLADESH.**

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**Abstract:-**Service providers are lacking the ability to inventory their time and efforts to serve later, so underused capacity is to be strategically used to get the optimum results. Teachers can save their time and efforts after discharging the organizational duties in Bangladesh as the working time in offices are lesser than other professions and the students needs extra support from the teachers in exchange of extra payments. Besides, the teachers can be involved with other money generating activities to ensure optimization. The objective of the paper is to investigate the involvement of money generating activities of teachers and to investigate whether such activities are hampering the core profession. This descriptive analytical study is carried out by stratified random sampling to ensure the representation of teachers from different educational institutions. A well designed questionnaire was constructed to collect primary data from the respondents those were processed through Microsoft Excel 07 and SPSS 19. The outputs of frequency distribution, cross tabs and Chi-Square are analyzed objectively and subjectively by the researchers to get insights from that study. Required secondary data were collected from online and offline written scripts to establish the theoretical backgrounds. It is inferred that requirement of less efforts by the institutions create idle capacity that to be utilized to reach optimization. The available opportunity in learning supportive activities is prioritized by the teachers and due to inability in maintaining their living standard by their income and available opportunities of earnings teachers selects other professions to use their idle capacity. But such involvement hampers the quality, creativity and image of teachers, even involvement in extra teaching related activities.

**Keywords:** Service inventoried, optimization, idle capacity, money generating projects

### **INTRODUCTION**

#### **Background:**

Service is a perishable product. So every service render tend to use their optimum capacity to provide optimum services and earn maximum benefits from it. Teaching is a profession where teachers are the service providers and students are the consumers. Teachers are getting their compensation from institutions for their service for the specific time span. They are supposed to invest their time to improve the quality of teaching but without proper monitoring and moral obligations, teachers have opportunity to save their capacity and invest these capacities to earn extra income from different fields. Because of the perishability of services teachers may prompt to do so by involving themselves in other money making activities. The most common field of extra income is the income from providing extra support to the students. As the students are demanding more service from the teachers so the teachers

are to provide services from their idle capacity and get extra compensation directly from the customers/consumers or indirectly from other institutions. Due to less schooling time in our country and closures of schools in different occasion and also lack of proper supervision on teaching profession create the scope of idle capacity of teachers. The guardians need to get their children as highest scorers also expanded that field more. For the extra earning from teaching profession, there are innovative marketing approaches adopted by them to create more demand for that service. Another common field is writing guidebooks, text books or basic, creative books and articles for newspapers and or journals. The third important field of income is consultancy to different organizations on the basis of their expertise. The fourth important field is to invest their savings in different business or physically involve with the business in the idle time. Gaining other expertise like practicing in alternative medicine- homeopathy, legal consultancy, and gaining computer knowledge for serving people are the other fields of money making. When there is no extra demand of services teachers select other profession on the basis of their skill to earn more. To earn extra income from other profession teachers have to select that on the basis of their resources; financial, physical or intellectual. Their objective is to get financial security in their life and the lives of their next generation.

The financial planning of teachers includes the involvement in different activities as they have more visible idle time to do so. Some activities involve their skill in teaching, some their intellectual capacity in other job and some activities involve their financial and physical assets.

In Sylhet city, there are many schools, colleges, universities and other educational institutions. Teachers are getting low salary in comparison with other professionals and they can't meet their needs with this income. So, they seek for other sources of earnings. There are so many teachers engaged in private tuition, teaching in other institutions, share market trading, and business. Other sources of Income help teachers to survive. Maximum teachers are engaged in coaching centers, part time job in colleges, universities and private tuitions. In Sylhet lots of teacher earns sufficient extra income from extra teaching, counseling, part time job and business. Teachers who have to spend more time in their institutions can't spend time in other sources of income.

Teaching job requires more time and efforts in thinking about their deliberation, acquiring more knowledge to enrich their teaching and skill of teaching. But using the idle capacity to protect against financial insecurity may reduce their skills and efficiency. It is to examine the impact of involvement in different additional activities including private teaching on teaching quality, the reason for such involvements and to provide some imperatives to increase the teaching skill of teachers of Sylhet city.

#### LITERATURE REVIEW:

Nobody can store, save, resale or return the services. So creative planning for capacity utilization is more important decision (Zeithaml et al 2011). Like other professionals teachers are selling their services to the students. The failure of organization in using the optimum capacity of teachers may create the scope of selling the idle capacity to others in exchange of more benefits. There are various types of educational institutes in Bangladesh, such as Primary school, secondary school, colleges and universities. These educational institutions are operated both in government and private level. Approximately 1,23,4657 teachers are teaching so many students in different institutions. Teachers have enough idle time as the institution are failed to ensure the utilization of their capacity to the students. To make most use of the idle time teachers are involved in different economic activities such as coaching centre operation, private tutoring, writing books, in practice of alternative medicine, investing in different business etc. About 5.9% pre-primary students, 37.8% primary students and 63.7% secondary students are taking the help of private tutors for better performance in their exams (Samir 2007). So, a sane percent of the school going (pre-primary, primary and secondary) students are providing the opportunity of earning more by private coaching in various forms. In home coaching, home to home coaching, institutional coaching, working as guest teacher in school, college, universities, script evaluations, writing text or guidebooks are teaching oriented extra earning methods. Achieving different skills like computer skill, skill of practicing in alternative medicine, land surveyor, skill of counseling in business, tax or legal matters etc. are skill oriented extra earning ways. Investing in business directly or indirectly is the business related extra earning. The insufficient earning from institutions influenced them to search the ways of extra earning in many of the cases. The tight economy forces the teachers or educators to drive for searching superfluous income to convey the increased expenditure of life style (Subir, T. and Ruhit, P 2012). Teachers or educators have privileges over other professionals because of their shorter working hours, long vacations, flexible institutional supervision to involve the time of teachers for students development etc. Other than teaching related extra earning methods, teachers are using their skill and business related extra earning methods. Many companies are hiring teachers/educators as their consultants as part time employees (Rashedul H. 2011). Companies are recruiting these professionals as their consultants because they are regularly attached with the text books, research, research articles which are involved with data collecting, data analyzing, data interpreting and findings. So, they can suggest in solving different problems of business from different perspective.

There are so many educational institutes at Sylhet city such as Schools, colleges, Madrashes, and universities. Teachers of Sylhet like other areas of Bangladesh have enough leisure time to earn extra money from different sources. The renowned educational institutions of Sylhet are two public universities, four private

universities, one public medical college, five private medical colleges, three university colleges and many colleges, and schools. Different coaching centers, model test assistance, and career guidelines institutions have been developed encompassing these educational institutions. Teachers of different educational institutions are utilizing their extra time to earn extra money from these learning institutions. Coaching centers recruit university teachers to teach the students who want to compete for university admission, medical college admission, agricultural university admission, National University admission and so forth. Competition in university level admission test, job interview and admission in English medium institutions have opened new windows for the teachers of Sylhet city in earning extra money (June, B. 2012). People of greater Sylhet has good tendency to migrate both in European and North American countries. To migrate in these countries the candidate requires knowing English language very well. They also are to face the test of this language designed by the accredited organizations such as IELTS for European countries and TOEFL, SAT, GMAT for North American countries. Different Coaching centers have been evolved to coach the interested candidates. They are also recruiting expert teachers to teach candidates these different courses. It is important to mention that it is mandatory to perform above courses to enter into the mentioned countries. So, the interested people must take assistance from the coaching centers. Teachers are also gaining remuneration by assisting the students as additional source of income. It is a matter of interesting that people are taking admission into these coaching centers all most all the year round. As a result the coaching centers are getting students all the year round. So, this is another good source for the teachers to earn additional money. Besides, the online technology allows people to earn money from different sources being at home (Alan. D, 2009). These are the various money earning activities of teachers other than their specific compensation from the main organization. The proportion of teachers' involvement in specific extra money making activity, mode of teaching related activities, involvement in specific activity according to the education levels, involvement in specific activities according to the levels of institutions etc are to be examined. It is also to examine whether such activities are increasing or decreasing the teaching qualities of the teachers, whether teaching related activities are doing so, whether creativity and or image of teachers is hampered or not. It is important to settle the issue that insufficient and uncertain nature of compensation of teachers is the cause of teachers' searching for others sources to earn more extra income or not in the viewpoints of teachers of different level of experiences.

#### OBJECTIVES:

The main objective is to analyze the extra money making activities of teachers by using their idle capacities in diversified ways. The specific objectives are:

- 1) To find out the involvement of teachers in different extra money making activities, involvement according to the education levels, involvement modes in teaching oriented activities.
- 2) To know the idle capacity of teachers in time by calculating the involvement of time in own organization on an average and mode of investing efforts by the teachers of different levels.
- 3) To know whether the activities helpful in increasing or decreasing the quality and creativity of teaching, image of teachers.
- 4) To find whether the teaching related activities are helpful in increasing or decreasing the quality of teachers.
- 5) To know whether these activities are making them more effective or not according to the perception of participants of different aged respondents.

#### METHODOLOGY:

**Research design:** This is a descriptive analytical research to examine the teachers' extra money earning activities which incorporates both quantitative and qualitative activities to interpret the findings.

**Sampling Design:** Stratified probabilistic sampling technique used to ensure the representation of teachers from different levels of educational institutions; school, college and university.

**Sample Size:** Out of the teachers of Sylhet city 60 of them were selected as sample comprising 51 male teachers and 9 female teachers. The teachers who are involved in no extra money making activities are not included in the sample.

**Data collection:** This research is mainly primary data based. To collect data from the extra money earning teachers, a well designed questionnaire is used. The reliability and validity of data was properly checked. The secondary data were collected from different articles, books and other reading materials.

**Data analysis:** Collected data was processed by Microsoft Excel 07 and SPSS 19 to get the expected outputs. These outputs were analyzed objectively and subjectively by the researchers in accordance with the objective of the research. These analysis may help the policymakers to pinpoint the problem of teachers regarding their involvement in activities that may harmful to the teaching professions.

**Findings:** The involvement in additional money earning activities by the respondents is found as in Table 1.

By using the idle capacity of service, 38.4% earn their extra income by selling their same services to same type of customers. The rest 61.6% attempts to earn more for financial security by using their other resources

financial, physical or intellectual services in other field. The attitude of almost all the teachers is to earn by using the same skill but the demand from the consumers does not allow them to do so. The demand depends on the complexity of the service that is the course the teacher taught. If the learning is easier for the students, then they do not invest their time and money to get more service from the teacher. But it is not possible to understand the courses by the limited instructions in the institutions because of availability of limited class hours. The consumers feel the need of more instruction to understand the courses and become ready to pay for it. Teacher may choose the intellectual field to earn more on the basis of the skill they have earned. Some choose the profession of Physicians in alternative medicine, some as auditor, translator or most attractive profession as a consultant.

Distribution of extra services by using same skill: There are different channels used in providing the service; directly to Consumers by using own personal premise, directly to Consumers by using own institutional premise, directly to consumer by using other's premise.

The teachers are earning from teaching oriented activities by different ways. The respondents' involvement is tabulated in Table 2.

It is found that most of the teachers (65%) like to personalize the extra income by providing the service from their own house. They think it is more profitable to provide the service from their own house as the living place is used for that purpose. This is also an optimum use of the living place and maximum benefits of the rent (actual or opportunity) of the house. The teachers treat that as most prestigious of other delivering process for extra income. The teachers of less demanding subject for additional instructions (21.7%) are tend to select the other institutions for extra income. It is also a prestigious income from such additional deliberation of teaching. The demand for getting additional instruction from the same institution is not as stiff as other. But the teachers are interested to avail such opportunity of extra income. Only 8.3% use such opportunity as the demand is low and arrangement is not so frequent. The least demanding way is home to home delivery. The teachers do not like to do so but due to the lack of opportunity in other prestigious way and greater need of more money, 5% of the respondents are providing such services.

Teachers with different educational qualities may have different choices in involvement with different available options of money earning activities. The respondent teachers preference is shown on Table 3.

The teachers (47.4%) who have lower academic achievement (only graduation) tend to get more extra earnings by using the same skill. This tendency of earning by selling the idle capacity is decreasing to the teachers of higher education level. To the person with post graduation degree it is reduced to 35% and to the M. Phil or PhD degree holder it is reduced to zero. Most probably, it is due to the sufficient income from the main source or from the other sources or due to the social norms.

A chi-square table is constructed to know the existence of significant differences among the respondents in involvement with different activities as in Table 4.

In Chi-Square test, no significant relationship was found in the tendency of extra earning and academic achievement.

Involvement in additional money earning activities need idle capacity to use in respect of skill, efforts and fund. Capacity of engaging teachers for a longer period reduces the idle capacity of teachers in respect of time. Teachers of different institutions and their time spending at the Institutions is shown on Table 5.

Involvement of time in own institution is higher among the respondents of lower level educational institutions than in higher levels (college, university). It is gradually decreasing from school to college to university level. The 100% school teachers involve 4-8 hours in their institutions that is gradually reduced to only 5.9% in university level.

Chi-square tests are conducted to know any relationship between the times spends on institutions among the teachers of different educational institutions (Table 6). Chi-Square test establishes the fact that the time spend in the institutions are significantly different in different levels of educational institutions.

Teachers use different modes of private teaching to earn additional income. These modes of private teaching by the teachers of different Institutions are shown on table 7 to examine the relationship between these modes.

It is mentioned earlier that in house private teaching is most popular among the teachers regarding the income and status. But it is found that this tendency is found as decreasing in the higher level of educational institutions and the opposite trend is found in delivering the service to other organizations. Home to home deliver is followed the same path as in own house teaching.

Teachers are supposed to be devoted in improving their teaching quality continuously. The question arises in the inquiring mind whether these extra money earning different activities are hampering their quality or not. The perception of teachers regarding this matter is shown in Table 8.

Teachers are supposed to give their highest efforts in teaching the assigned courses. As they are involved mainly in thinking activities, so they need more time to plan their deliberation, assessing feedback of their past deliberation and increasing their own quality by more learning. But if they involve most of their time in earning more by selling the service only, they could not be able to increase their skill. The service providers (71.7%) are also realizing it. Only 6.7% are disagreeing with that statement. There are no significant differences in the opinion of teachers of different job experiences (Chi-Square Test-Table 9).

Question arises whether involvement in more activities even in private coaching reduce the quality or not. There is a logic that doing the same work again and again increase the skill but teaching is not a physical work where more deliberating practice increase the skill. In intellectual work like more practice of acquiring knowledge with optimum deliberation practice would increase the skill. It needs more time to think about the deliberation. The practicing teachers are supporting (70%) that statement that more involvement in coaching would reduce the quality (Table 10). Chi-Square Test establishes the statement more that all the teachers irrespective of experiences are in same opinion that more deliberation create obstacle in increasing the teaching skill (Table 11).

Teaching is the profession of creativity. In every level of teaching, teachers have to think about the materials and the process of deliberation to make it more attractive to the learners. So they need more time to think about the materials and the deliberation process. Over involvement in teaching and other money making activities reduce the time to prepare to show the creativity. Most of the teachers (61.7%) are agree with the statement (Table 12) irrespective of their job experiences (Table 13: Chi-Square Test).

Society shows the highest respect to the teachers from the ancient period. The images of teachers are always high. They do not want to get the teachers involved in money making activities by selling their honest skill or intelligence in different ways. Majority of teachers (61.3%) bears the opinion that involvements in money making activities reduce the images of teachers in the society (Table 14).

Chi-Square test established the fact that all the respondents irrespective of their job experience level are in same opinion that such involvement would reduce the image of teachers in the society (Table 15).

Compulsion of additional Involvement due to Insufficient Compensation in main activities:

The teachers have the strong perception that involvement in money making activities is reducing their skill, images and creativity though they are doing so. Searching the reason of such conscious involvement, it is found that they are compelled to do so for financial insecurity of teaching profession in our society. Silent investment in secured business may help them in maintaining their standard but the insufficient financial resource and uncongenial business environment do not support them to do so. Majority of the respondents (58.3%) are agreeing with the statement that teachers are compelled to involve in money making activities by selling their skill or other intellectual elements in different ways (Table 16).

Chi-Square Table establishes the fact that there are no significant difference among the respondents in respect of their job experience in the statement that teachers are bound to involve in extra money making activities (Table 17).

Overall Interpretation: Teaching is a service that is supposed to be under continuous improvement to provide better teaching to the students. It needs regular pondering, research and implementation of new ideas. So, optimum teacher-students ratio is to be maintained to provide the sufficient time to the teachers to guide the students properly. There should no more time spared to the students if responsibilities are properly discharged. But lack of quality teaching there may be the idle capacities of the teachers. By using these capacities teachers are engaged in earning more money from different activities. These extra money earning activities are found as; activities related to teaching, activities related to different skills and related to business enterprises. It was found that teachers prefer to select the extra activities those are related to their main profession. Students support in the name of tuition is preferred by 31.7% of the respondents that is followed by (26.7) business related activities (Table 1). Teachers prefer to deliver the student support in their extra money earning activities mostly in home service (65%) that is followed by (26.7%) teaching in other institution (Table 2). Teachers of lower education levels prefer to do more students support activities than the highly educated teachers (Table 3). Because of need of both students and teachers tempted those to involve in student support activities. The teachers of higher institutions with high degree in education are getting better compensation package from their main institutions and have different ways of earning other than private teaching. Besides, the environment of universities does not allow the students to do private coaching so this tendency is minimized in these levels. But no significant difference was found in the activities according to education levels because of huge unemployment rate in the country (Table 4). The liberal work discipline in educational institutions favors the teachers to take the advantage of extra earning activities. Average daily working hour of 73.33% teachers is below 4 hours daily in institutions and only 26.66% involve 4-8 hours in institutions (Table 5). There is significant difference in working hours of teachers among different institutions (Table 6). So they get plenty of time to invest in additional money earning activities. But involvement in additional activities may reduce the quality of teaching according to the opinion of 70% respondents in above average significance level (Table 7) and there is no significance difference in that opinion among teachers of different experience level (Table 8). Even involvement in education support services like private coaching may hamper the teaching quality (70% opined as above significance level) as they do not provide necessary time in pondering about improving their qualities (Table 10) and all have almost similar viewpoint in this regard and there is no significance difference in the respondents opinion (Table 11). Teachers need creativity to reach their students with their thinking and to do this they need more time to analyze their style to adopt new style to be more effective. The respondents have rightly opined that more involvement with money making activities reduce the creativity among teachers (Table 12). They follow the traditional teaching methods and do not think about more effective method to teach. The respondents hold no significant difference in thought regarding this statement (Table 13). Image of teachers in this country is very high to common people. It is important

to restore the image of teaching. Involvement with other activities may hamper that high image as opined by most of the respondents. Such activity hampers the image of teachers in above significance level (Table 14). The respondents showed no significance difference in that opinion regarding the image (Table 15). Searching the reason of such activities the researchers got the opinion from the respondents that insufficiency of compensation package and uncertainty in regular payment compels the teachers to involve in extra money earning activities. Among the respondents 58.3% opined that factor as above significance level to involve in such activities (Table 16) and the respondents have no significance difference in their perception regarding the reason of involvement (Table 17).

Conclusion: To achieve excellence in any profession the service render have to be aggressive, devoted and concentrated in his / her profession. Teaching is such a profession where it requires honesty, they have to engage their time and efforts to develop themselves continuously. In our country, teachers are compelled to engage in different additional money earning activities as their income from the main source is not sufficient to maintain the standard of living, though such involvement hampers their quality of teaching, creativity and image of teachers even in teaching related activities also hamper their quality.

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Table 1: Teachers' Involvement in Extra Money Making Activities:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tuition	19	31.7	31.7	31.7
Business	16	26.7	26.7	58.3
Share Market Trading	7	11.7	11.7	70.0
Teaching in other Institution	4	6.7	6.7	76.7
Others	14	23.3	23.3	100.0
Total	60	100.0	100.0	

Source: Field Survey conducted on April-July, 2014

Table 2: Different Modes of Teachers' Involvement in Private Tuition

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid In Own House	39	65.0	65.0	65.0
Home to home	3	5.0	5.0	70.0
In Other Institution	13	21.7	21.7	91.7
Own Institution	5	8.3	8.3	100.0
Total	60	100.0	100.0	

Source: Field Survey conducted on April-July, 2014



Table 3: Involvement of teachers in different modes of money making according to the education level

			Experience in Extra					Total
			Tuition	Business	Share Market Trading	Teaching in other Institution	Others	
Education Graduate	Count		8	4	2	1	4	19
	% within Education		42.1%	21.1%	10.5%	5.3%	21.1%	100.0%
Post Graduate	Count		11	11	5	3	10	40
	% within Education		27.5%	27.5%	12.5%	7.5%	25.0%	100.0%
M. Phil, PhD	Count		0	1	0	0	0	1
	% within Education		.0%	100.0%	.0%	.0%	.0%	100.0%
Total	Count		19	16	7	4	14	60
	% within Education		31.7%	26.7%	11.7%	6.7%	23.3%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 4: Modes of money making by teachers of different education levels:Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.091a	8	.849
Likelihood Ratio	3.954	8	.861
Linear-by-Linear Association	.187	1	.666
N of Valid Cases	60		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .07.

Table 5: Time involvement in different levels of Institutions: Crosstab

			Time In Own Ins		Total
			0-4 hours	4-8 Years	
Institute School	Count		0	6	6
	% within Institute		.0%	100.0%	100.0%
College	Count		12	8	20
	% within Institute		60.0%	40.0%	100.0%
University	Count		32	2	34
	% within Institute		94.1%	5.9%	100.0%
Total	Count		44	16	60
	% within Institute		73.3%	26.7%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 6: Time involvement in Institutions: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.829a	2	.000
Likelihood Ratio	27.457	2	.000
Linear-by-Linear Association	24.548	1	.000
N of Valid Cases	60		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.60.

Table 7: Involvement in different modes of private tuition by Teachers of different institutions:

			Private Tuition				Total
			In Own House	Home to home	In Other Institution	Own Institution	
Institute School	Count		5	1	0	0	6
	% within Institute		83.3%	16.7%	0%	0%	100.0%
College	Count		13	1	3	3	20
	% within Institute		65.0%	5.0%	15.0%	15.0%	100.0%
University	Count		21	1	10	2	34
	% within Institute		61.8%	2.9%	29.4%	5.9%	100.0%
Total	Count		39	3	13	5	60
	% within Institute		65.0%	5.0%	21.7%	8.3%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 8: Perception of Teachers of different experience levels regarding the perception Extra Activity and Quality of Teachers:

			Activity Reduce Quality					Total
			Highly Disagree	Disagree	Indifferent	Agree	Highly Agree	
Experience in Job	1-5 Years	Count	3	1	8	14	21	47
		% within Experience in Job	6.4%	2.1%	17.0%	29.8%	44.7%	100.0%
5-10 years	Count		0	0	4	2	1	7
		% within Experience in Job	0%	0%	57.1%	28.6%	14.3%	100.0%
10-15 years	Count		0	0	1	3	2	6
		% within Experience in Job	0%	0%	16.7%	50.0%	33.3%	100.0%
Total	Count		3	1	13	19	24	60
		% within Experience in Job	5.0%	1.7%	21.7%	31.7%	40.0%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 9: Perception regarding Quality; Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.902a	8	.443
Likelihood Ratio	7.801	8	.453
Linear-by-Linear Association	.035	1	.852
N of Valid Cases	60		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

Table 10: Impact of private Coaching in Quality of Teaching:

			private Coaching Reduce Quality					Total
			Highly Disagree	Disagree	Indifferent	Agree	Highly Agree	
Experience in Job	1-5 Years	Count	2	2	9	24	10	47
		% within Experience in Job	4.3%	4.3%	19.1%	51.1%	21.3%	100.0%
5-10 years	Count		0	1	2	3	1	7
		% within Experience in Job	0%	14.3%	28.6%	42.9%	14.3%	100.0%
10-15 years	Count		0	0	2	1	3	6
		% within Experience in Job	0%	0%	33.3%	16.7%	50.0%	100.0%
Total	Count		2	3	13	28	14	60
		% within Experience in Job	3.3%	5.0%	21.7%	46.7%	23.3%	100.0%

Table 11: Impact of Private Coaching on Teaching Quality; Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.314a	8	.612
Likelihood Ratio	6.536	8	.587
Linear-by-Linear Association	.265	1	.607
N of Valid Cases	60		

12 cells (80.0%) have expected count less than 5. The minimum expected count is .20.

Table 12: Impact on Creativity due to Involvement in Additional Activities:

		Creativity Reduced					Total
		Highly Disagree	Disagree	Indifferent	Agree	Highly Agree	
Experience in Job	1-5 Years	Count 2	2	13	15	15	47
	% within Experience in Job	4.3%	4.3%	27.7%	31.9%	31.9%	100.0%
	5-10 years	Count 1	0	3	2	1	7
% within Experience in Job	14.3%	.0%	42.9%	28.6%	14.3%	100.0%	
10-15 years	Count	0	0	2	4	0	6
	% within Experience in Job	.0%	.0%	33.3%	66.7%	.0%	100.0%
Total	Count	3	2	18	21	16	60
% within Experience in Job		5.0%	3.3%	30.0%	35.0%	26.7%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 13: Creativity Hampered by Additional Activities: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.024a	8	.534
Likelihood Ratio	8.597	8	.377
Linear-by-Linear Association	.654	1	.419
N of Valid Cases	60		

a. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .20.

Table 14: Impact on Images of Teachers' due to involvement in various additional Activities:

		Image of Teachers Reduced					Total
		Highly Disagree	Disagree	Indifferent	Agree	Highly Agree	
Experience in Job	1-5 Years	Count 1	7	9	15	15	47
	% within Experience in Job	2.1%	14.9%	19.1%	31.9%	31.9%	100.0%
	5-10 years	Count 0	1	1	3	2	7
% within Experience in Job	.0%	14.3%	14.3%	42.9%	28.6%	100.0%	
10-15 years	Count	0	0	4	2	0	6
	% within Experience in Job	.0%	.0%	66.7%	33.3%	.0%	100.0%
Total	Count	1	8	14	20	17	60
% within Experience in Job		1.7%	13.3%	23.3%	33.3%	28.3%	100.0%

Source: Field Survey conducted on April-July, 2014

Table 15: Image Hampered by Extra Activities: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.726a	8	.366
Likelihood Ratio	9.843	8	.276
Linear-by-Linear Association	.539	1	.463
N of Valid Cases	60		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .10.

Table 16: Compulsion of additional Involvement due to Insufficient Compensation in main activities:

		Uncertainty and insufficiency of Salary					Total	
		Highly Disagree	Disagree	Indifferent	Agree	Highly Agree		
Experience in Job	1-5 Years	Count	1	7	13	17	9	47
		% within Experience in Job	2.1%	14.9%	27.7%	36.2%	19.1%	100.0%
	5-10 years	Count	1	0	2	0	4	7
		% within Experience in Job	14.3%	0.0%	28.6%	0.0%	57.1%	100.0%
Total	10-15 years	Count	0	0	1	4	1	6
		% within Experience in Job	0.0%	0.0%	16.7%	66.7%	16.7%	100.0%
Total		Count	2	7	16	21	14	60
		% within Experience in Job	3.3%	11.7%	26.7%	35.0%	23.3%	100.0%

Table 17: Compulsion to involve in Additional Activities: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.196a	8	.105
Likelihood Ratio	14.926	8	.061
Linear-by-Linear Association	1.238	1	.266
N of Valid Cases	60		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .20.

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