



Perception of Pay Disparity among Teachers Appointed after 2009

^{*1}Dhivyadharshini S and ²Dr. S Maruthavijayan

^{*1}2nd Year Student of B.B.A, LLB(HONS), School of Excellence in Law, Tamil Nadu Dr. Ambedkar Law University, Chennai, Tamil Nadu, India.

²Assistant Professor, Department of Human Resource Management, School of Excellence in Law, Tamil Nadu Dr. Ambedkar Law University, Chennai, Tamil Nadu, India.

Abstract

The study explores the Perception of Pay Disparity among Teachers Appointed after 2009. This has remained a persistent concern in the Indian education system, particularly following the implementation of the Sixth Pay Commission in 2009. This also emphasizes how differences in salary structures influence their job satisfaction, motivation, and retention. Using a mixed-methods approach, data were collected through surveys and interviews from teachers across different types of schools and subjects. The findings reveal that teachers post-2009 perceive significant inequities in comparison to their pre-2009 counterparts, particularly in terms of grade pay. This study highlights the role of equity theory in understanding these perceptions, underscoring the implications for policy reforms aimed at ensuring fairness and motivation in the teaching profession. Recommendations include revisiting pay policies, addressing gaps in career progression, and implementing transparent evaluation systems. The results contribute to the broader discourse on teacher welfare and educational quality, suggesting that fair compensation is integral to sustaining a motivated teaching workforce.

Keywords: Pay Disparity, Sixth Pay Commission in 2009, Teachers, Post-2009 Appointments, Equity, Job Satisfaction, Education Policy.

1. Introduction

Teachers are the backbone of the education system and play a very important role in shaping the future of students and society. Despite their hard work and dedication, many teachers face issues related to salary and financial recognition. One major concern is the perception of pay disparity among teachers appointed after 2009.

Pay disparity refers to the perceived or actual differences in salary, allowances, and other benefits among individuals holding similar positions and responsibilities. For teachers, these differences can arise due to multiple factors, including the year of appointment, category of institution, regional variations, and government policies. Teachers who joined the profession after 2009 often perceive that they are disadvantaged compared to their senior counterparts who were appointed earlier, despite performing similar duties and handling comparable workloads.

This perception of inequality can have far-reaching consequences. It may influence teacher motivation, job satisfaction, and overall performance in the classroom. A sense of unfair treatment can also affect the commitment of teachers to the profession, leading to higher attrition rates, reduced morale, and even conflicts within educational institutions.

The introduction of new pay scales, revisions in allowances, and changes in government policies over the years have

sometimes contributed to these perceptions. Teachers appointed before 2009 may benefit from higher initial pay, better increments, or additional allowances, creating a visible gap with their newer colleagues. In contrast, teachers appointed after 2009 may feel that their efforts, qualifications, and responsibilities are not adequately reflected in their compensation structure.

Moreover, the psychological impact of pay disparity is significant. When teachers perceive inequality, it may foster feelings of resentment and dissatisfaction, affecting not only their professional life but also their personal well-being. Such perceptions can also influence teacher-student interactions, as demotivated teachers may struggle to maintain the same level of enthusiasm and engagement in the classroom.

2. Review of Literature

2.1. Pay Disparity: Tamil Nadu Government Ignores 'Equal Pay' Demand of Teachers Even after Several Hunger Strikes.

Author: Sruti MD (03 Mar 2021)

Summary: In 2016, Chief Minister J Jayalalitha's Government promised to remove the disparity after an eight-day-long hunger strike by the Secondary Grade Teachers. The Seventh Pay Commission would be implemented instead of there is no change in disparity in pay, only further increased.

Teachers who were appointed after the implementation of the

Sixth Pay Commission in June 2009 are getting a lower salary than the Teachers appointed before 2009 instead the both groups have in same eligibility criteria.

Source: NewsClick

2.2 Pay Disparity: The Teacher Pay Gap is wider than ever: Teachers' pay continues to fall further behind the pay of comparable workers.

Author: Sylvia A. Allegretto and Larry Mischel (August 2016)

Summary: This review discusses that the Public school teachers' weekly wages were 17.0% lower than those of comparable workers, with just 1.8%. This erosion of relative teachers' wages has fallen more on experienced teachers than on entry-level teachers.

Source: ResearchGate

2.3 Pay Disparity: Tamil Nadu teachers' Hunger Strike against pay disparity enters 6th day, protestors seek CM Stalin's attention.

Summary: This article discusses, among the Teachers who are temporarily appointed, attended a hunger strike by asking for a permanent job as TET-qualified candidates the appointment and cancellation of the Government order 149 passed by the previous AIADM Government. Hundreds of government teachers in Tamil Nadu are continuing with their indefinite hunger strike alongside their families at the Directorate of Public Instructions (DPI) campus in Chennai.

Source: The Indian Express

3. Research Method

3.1. Research Aim and Objectives

This Research Aims to investigate the perception of pay disparity among teachers appointed after 2009 and also identify the factors associated with those perceptions.

Objectives:

- This research is to examine the associations between perceived pay disparity and job variables like Gender, Age, Qualifications, and years of service.
- To measure the level of perception among teachers appointed after 2009.
- To recommend policy measures to reduce perceived pay inequities.
- To explore teachers' explanations for perceived pay differences in promotions, allowances, and administrative bias.

3.2. Population and Sampling

Population: This study is about all teachers appointed after 2009, only the teachers working in Government Schools in the overall Tamil Nadu. Those teachers are focused because the 2009 appointment year marks a big pay scale change that influences the salary structures and perception of pay disparity.

Sample: A sample of teachers was selected from the target population using a random sampling method to ensure inclusion of teachers from different backgrounds.

- i). School type - Government
- ii). Level of teaching - Secondary grade teachers
- iii). Gender and experience groups

This sample includes the Teachers appointed in 2010 and later, and the currently working staff in selected areas.

This sample excludes the Teachers appointed before 2009, retired teachers, and non-teaching staff.

3.3. Data Collection Method

For this study on Perception of Pay Disparity, data were collected through Google Forms, as mentioned earlier. A structured questionnaire was prepared and shared with participants involved in this process.

3.4. Research Instrument

The main instrument used for this study was a Google Form-based structured questionnaire designed to collect information related to the Perception of Pay Disparity.

https://docs.google.com/forms/d/1QHtVg1_OpFw-wRvQ2UWZDvE9QVmeXIHbkFFeQ9OADb4/edit?chromeless=1

3.5. Data Analysis Techniques

Data Analysis Techniques: The data collected from the questionnaire were analyzed using the Mean Method. This method helped to identify common patterns, perceptions, and attitudes toward pay disparity.

3.6. Questions

i). Age

- Below 25 years
- 26 – 30 years
- 31 – 35 years
- 36 – 40 years
- 41 – 45 years
- Above 45 years

ii). Gender

- Male
- Female
- Prefer not to say

iii). Year of Appointment

- Before 2009
- 2009
- 2010
- After 2010

iv). In which district do you currently work?

v). Designation

- Secondary grade teacher
- Graduate teacher
- PG Assistant
- Other:

vi). What was your initial basic pay when you were appointed?

vii). Do you believe there is a salary difference between teachers appointed before & after 2009?

- Yes
- No
- Maybe

viii). Do you feel demotivated because of the pay disparity?

- Yes
- No
- Maybe

ix). Do you feel demotivated because of the pay disparity?

- Yes

- No
- May be

x). **Do you believe the pay disparity is justified based on qualifications, experience, or work done?**

- Yes
- No
- May be

xi). **Has the salary difference affected your:**

- Job satisfaction
- Classroom Performance
- Financial well-being
- Relationship with colleges
- Other:

xii). **Have you participated in any protests, hunger strikes, or other actions related to pay disparity?**

- Yes
- No

xiii). **If yes, what form of protest/action?**

- Hunger strike
- Union meetings
- Petition signing
- Demonstrations/rallies
- Other:

xiv). **Do you think the government has taken adequate steps to address the pay disparity?**

- Yes
- No
- Unsure

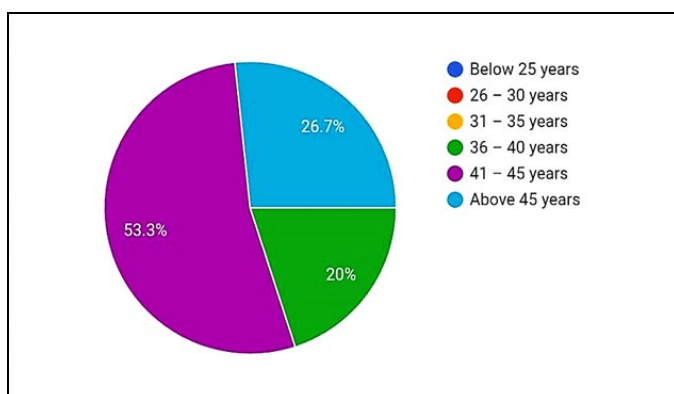
xv). **What is your expectation regarding the resolution of this pay disparity issue?**

xvi). **What measures do you think should be taken to resolve the pay disparity? Revision of pay structure**

- Equal pay for all teachers, irrespective of year of appointment
- Forming a government committee to address the issue
- Other:

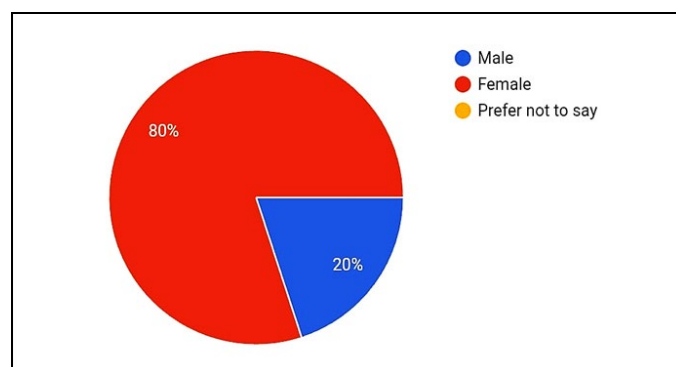
4. Findings

i). Age



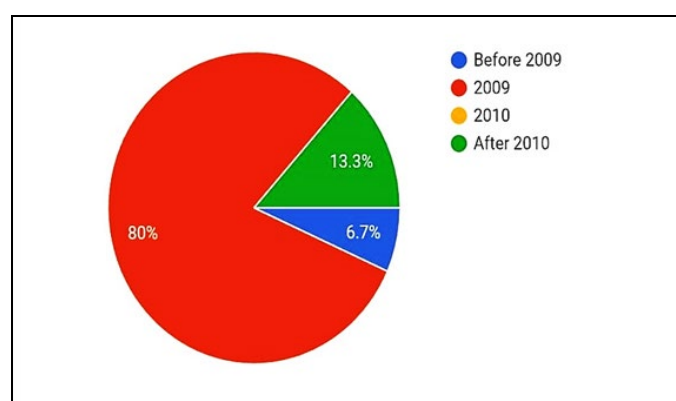
Out of the total responses, most of the teachers are above the age of 45 years. In these, it is clear that teachers above the age of 45 years are affected more.

ii). Gender



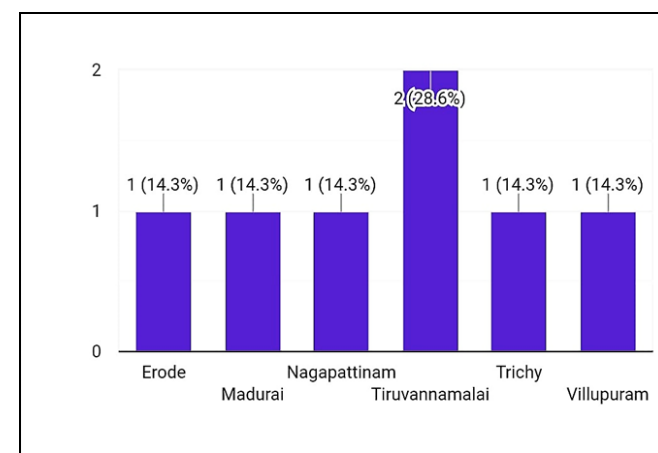
Out of the responses based on gender, 80% were female and 20% were male. This response shows that most of the women have consistently experienced greater pay disparity than men.

iii). Year of Appointment



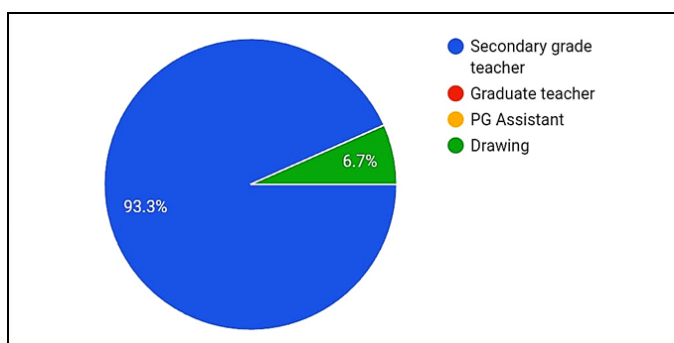
Based on the Year of Appointment, 6.7% were before 2009, 13.3% were after 2009, and 80% were in 2009. But there is no pay disparity among teachers appointed before 2009 instead they support the teachers who were appointed after 2009, instead they support the teachers who were appointed after 2009

iv). In which district do you currently work?



I decided to research the whole Tamil Nadu government Secondary grade teachers. The responses are from many districts. So, here it is clear that the pay disparity was not based on a particular district, but it was about the whole of Tamil Nadu

v). Designation



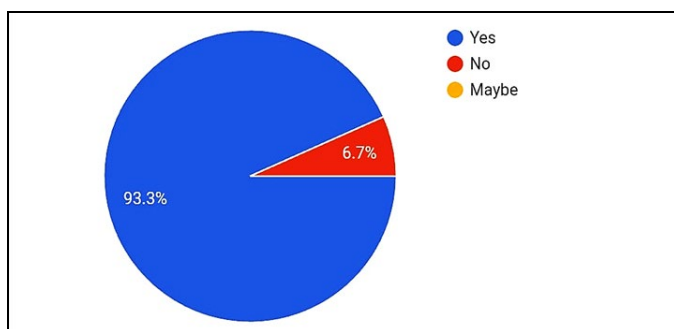
From this survey, we can clearly understand that the secondary grade teachers were affected by pay disparity appointed after 2009

vi). What was your initial basic pay when you were appointed?

- 7000
- 8300
- 8000
- 5000
- 5200
- 6000
- 5000

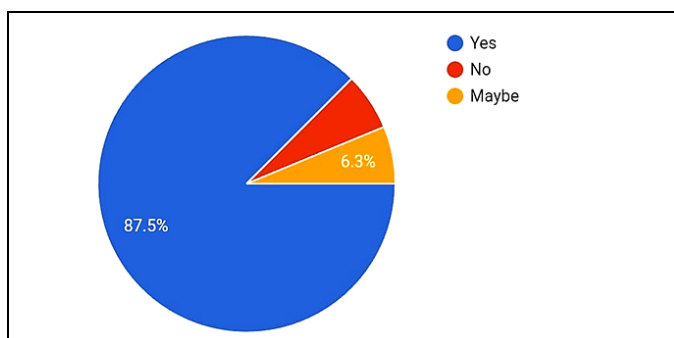
From the responses, a few said their basic payment. Salary difference. From these responses, we can understand that the teachers completely believe that there is a salary difference between teachers appointed before and after 2009.

vii). Do you believe there is a salary difference between teachers appointed before & after 2009?



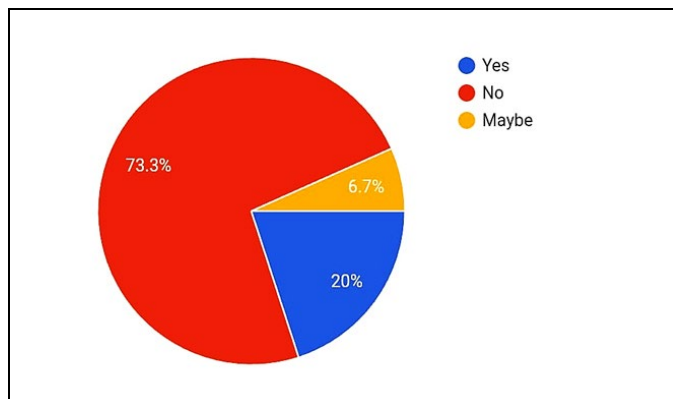
From these responses, we can understand that the teachers completely believe that there is a salary difference between teachers appointed before and after 2009.

viii). Do you feel demotivated because of the pay disparity?



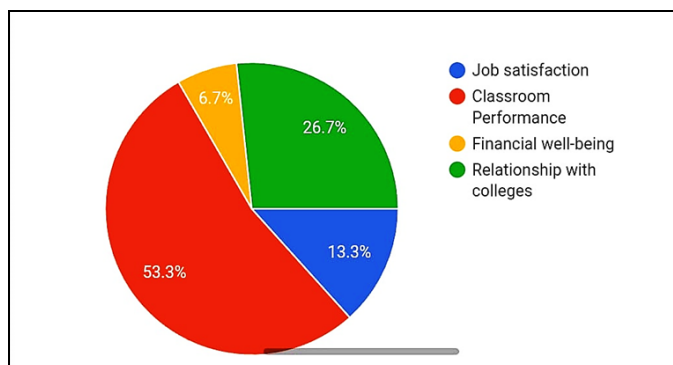
From the survey, 93.3% of teachers are demotivated due to the pay disparity. But some teachers, that is 6.7% from this survey, are not demotivated.

ix). Do you believe the pay disparity is justified based on qualifications, experience, or work done?



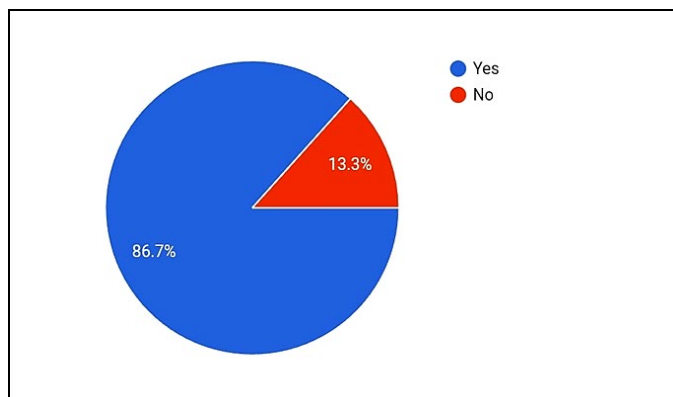
From the responses, again, a few teachers clearly believe that it is justified based on qualification, experience, or work done. But some are not; they believe it is not based on qualification, but it is something else.

x). Has the salary difference affected your:



According to the responses, the majority of the teachers are affected by classroom performance. 26.7% teachers feel that it will break the relationship with colleges. 6.7% are feeling financially well-being. 18.8% were not satisfied with their job, even though they are interested in teaching.

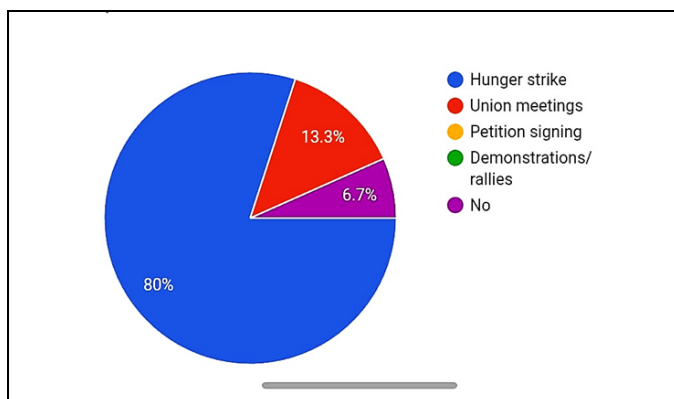
xi). Have you participated in any protests, hunger strikes, or other actions related to pay disparity?



From this survey, the majority of the teachers participated in a

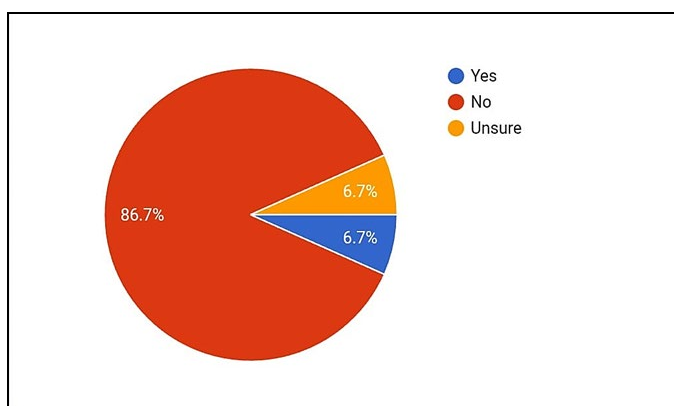
protest by asking for an increase in their salaries.

xii). If yes, what form of protest/action?



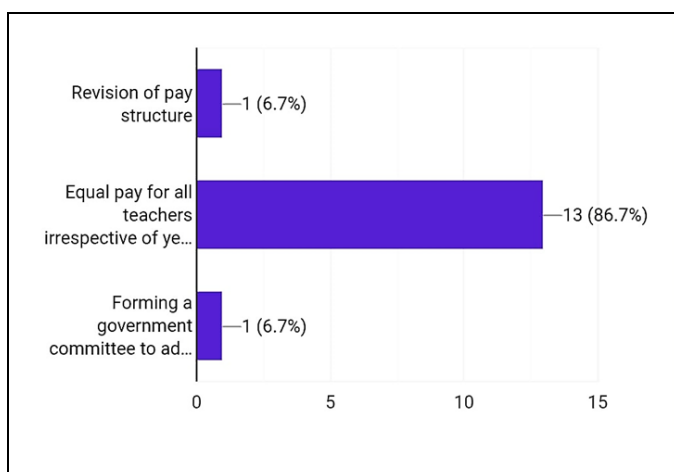
From the survey, 75% of teachers participated in the hunger strike only. A few teachers are participating in union meetings. And a few have not even participated.

xiii). Do you think the government has taken adequate steps to address the pay disparity?



According to the responses by teachers said the Government shouldn't take any steps to address this issue. Some were unaware of that.

xiv). What measures do you think should be taken to resolve the pay disparity?



By the responses of teachers, they think that to resolve the pay disparity, 87.5% of responses are based upon equal pay for all teachers, irrespective of year.

5. Overall Analysis

The study on Perceptions of Pay Disparity among Teachers Appointed After 2009 reveals that most teachers strongly believe there exists a significant difference in salary between those appointed before and after 2009. Many respondents, particularly female teachers aged between 36 and 45, expressed that this disparity has affected their morale and job satisfaction. Several teachers mentioned that the unequal pay has also influenced their classroom performance and relationships with colleagues.

A majority of teachers reported feeling demotivated due to this pay gap, and many have actively participated in protests or hunger strikes demanding equal pay for equal work. The commonly shared opinion is that the pay disparity is not justified, as all teachers perform the same duties and responsibilities irrespective of their year of appointment. Teachers consistently emphasized the principle of “Equal Work, Equal Pay” and requested that the government revise the pay structure to ensure fairness and parity among all teaching staff.

Furthermore, respondents believe that the government has not taken sufficient action to resolve the issue. They expect immediate and fair resolution through policy revision, equalization of pay scales, and the formation of a dedicated government committee to review and address this longstanding concern. Overall, the findings highlight a strong collective perception among post-2009 appointees that pay disparity undermines motivation, equality, and professional harmony within the teaching community.

6. Suggestions

Based on the findings of the study, it is suggested that the government and educational authorities should take necessary measures to reduce the gap in pay scales between teachers appointed before and after 2009. A uniform pay structure should be introduced to ensure fairness and equality among all teaching staff performing similar duties and responsibilities. Regular pay revisions and clear guidelines regarding promotions, increments, and allowances are essential to maintain transparency and trust among teachers.

Pay rules and government orders should be clearly shared with all schools so that teachers understand what salary and benefits they are supposed to get. The education department should also set up a help or complaint system where teachers can ask questions or report problems about pay differences. In addition, training programs and meetings can be arranged to explain how teachers' salaries are fixed and what allowances or benefits they can receive. This will help reduce confusion and make teachers feel more informed and satisfied.

7. Conclusion

The study found that many teachers who were appointed after 2009 feel that there is an unfair difference in pay when compared to those appointed before them. This difference has affected their job satisfaction and motivation. Teachers believe that the pay system should be fair for everyone doing the same type of work, no matter when they joined. Fair and equal pay is important to keep teachers happy and motivated in their work. The government and school authorities should take steps to make the pay system more equal and transparent. When teachers are paid fairly and understand how their salaries are decided, they can focus better on their teaching and give quality education to students.

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