Chapter - VI

Summary of Findings and Suggestions
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The Summary of main findings of the study and the suggestions to increase job satisfaction among Second Grade Teachers in Chittoor district of Andhra Pradesh are presented in this chapter.

6.1 Summary of Main findings:

6.1.1 Indian Education System is playing a vital role in imparting knowledge, values and developing the skills of human resources to increase the growth and productivity of the nation. Indian education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, under graduate level and post graduate level.

6.1.2 Primary education in India is provided through government run schools i.e. more 80 percent of all recognized schools are government run or supported. Due to shortage of resources and some other problems the system is suffering from massive gaps including high people to teacher ratios and poor levels of teacher training. Efforts were taken to increase numbers of schools and number of teachers but the quality of education is not up to the mark. Several efforts were made to increase the quality of education in India. The District Education Revitalization Programme (DERP) is launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system.

6.1.3 Private sector is also playing a significant role in elementary education, i.e. more than 27 percent of Indian children are privately educated. Private schools are providing superior results but they failed to provide education to the poorest families. India’s secondary school system is putting emphasis on the disadvantaged sections of the society.
6.1.4 Indian higher education system is the third largest in the world, after China and United States of America. The main governing body, University Grants Commission enforces its standards, advises the Government and helps in developing coordination between Central and State Governments. Indian Government is trying to bring some reforms to internationalize Indian higher education system.

6.1.5 The expenditure on education is increasing, but the government is not in a position to increase its budget for developing education in India. The expenditure on education as a percentage in GDP clearly indicates that India lags behind some developed / developing nations.

6.1.6 One of the problems in Indian education system is the low enrolment level, which is far below several other countries. The capacity utilization pattern is also low, as there is lot of unfilled seats in institutions. The infrastructural facilities are low. The Government is taking necessary steps to improve the education system in terms of various parameters like GER (Gross Enrollment Ratio), quality, investment and infrastructure. But huge investments are necessary for improving the system the possibility of public, private partnership model is needed, to meet the challenge.

6.1.7 The student, teacher ratio is very high i.e. 22 in India, compared to 11.4 percent in developed countries. There is every need to recruit quality teachers to improve the quality education in India. India should adopt some benchmarking techniques for improving instruction models and administrative procedures. A thorough study and evaluation models should be implemented elsewhere and work strategies to adopt such systems in our system.

6.1.8 The Government owned/sponsored institutions are inexpensive in India, but some private sector institutions prescribe fee beyond the reach of the poor and economically weaker sections. Stringent measures should be formulated to restrict private sector institutions. The business has to be run unprofitably but the business must be carried out with ethical values. The knowledge, skills and productivity of our growing young and dynamic workforce forms the backbone of our economy. To reap the benefits of such a young workforce, suitable reforms should be
implemented in the education system. Teachers should be provided with better facilities, if they work with satisfaction, the better result is possible.

6.1.9 The development of any organization depends on the development of its human resource. The job satisfaction of human resource will play an important role in the development of organization. A satisfied, happy efficient, dedicated and hard working employees are the biggest assets to any organization. The satisfied employees are treated as the essential human capital. Though it is very easy to measure the financial performance of a firm, but it is very difficult to determine whether the organization doing the right thing for its employees to remain satisfied in their work places.

6.1.10 Job satisfaction is individual’s feeling regarding his/her work. It relates to the total relationship between an individual and the employer for which he is paid. It has three dimensions. It is the feeling towards one’s job. Satisfaction in one’s job means increased commitment in the fulfillment of formal requirements. Job satisfaction and job attitudes are typically used interchangeably. Job satisfaction enriches management with a range of information pertaining to job, employee, environment etc., which will facilitate in decision making and correcting the path of organizational policies and behavior.

6.1.11 The Job satisfaction underwent several changes, as more number of experts developed different theories. The fulfillment theory of Job satisfaction measures the satisfaction of a person in terms of rewards a person receives. Equity theory views that a persons satisfaction is determined by his perceived equity, which in turn is determined by his input-output balance compared with others. This Theory views that both under and over rewards lead to dissatisfaction.

6.1.12 The two factor theory developed by Herzberg identified two factors i.e. satisfiers and dissatisfiers. Achievement, recognition, responsibility etc. are satisfiers the presence of which causes satisfaction but their absence does not result in dissatisfaction. Supervision, salary, working conditions etc. are dissatisfiers the absence of which causes dissatisfaction. Maslow’s need theory identifies fulfillment of needs in a particular order.
6.1.13 The main reason for dissatisfaction in employee is that there is a big gap between the expectation in work situation and the manner in which these expectations are satisfied. The job characteristics models identified that job satisfaction is found in the objective characteristic of a job. The five core dimensions of job characteristics are skill variety, task identify, task significance, Autonomy and task feedback. This theory encompasses not only job characteristics and job satisfaction but also work design, principles, psychological studies and motivation.

6.1.14 Institutionalization of the components like fair adequate compensation safety and healthy work environment and social integration is needed to provide a high quality of work life. The presence of quality of work life factors sets the stage for job satisfaction to occur. If the quality of working conditions are not present people will become dissatisfied.

6.1.15 Indian Education System is facing many challenges. Inspite of increase in number of institutions offering different courses, the quality is the main issue. To compete globally our education system should be revamped. Teachers are the most important factors for any innovative society because teacher’s knowledge and skills not only enhance quality and efficacy of education but also improve the potential for research and innovation.

6.1.16 Education and primary education in particular will play a prominent role in human development. The progress of any country depends on quality of its citizens. The quality of citizens largely depends on the quality of education offered in the country. The strength of education system largely depends upon teachers who have great respect in the society and they need job satisfaction. Many studies revealed that there is relationship between job satisfaction and age, sex, education, absenteeism and performance. Many studies are needed to know the level of attitude of teachers towards teaching and their satisfaction.

6.1.17 Chittoor district is having seven Universities, 251 Degree Colleges (including Junior Colleges) besides Polytechnics and Industrial Training Institutes. There are 4475 Primary Schools 736, Upper Primary Schools and 1093 High Schools functioning in the district. 14,035 teachers are working in the district. More number of students from different states in India are studying in Chittoor district.
6.1.18 Teachers working in Mandal Praja parishad Elementary Schools (Secondary Grade Teachers) in Tirupati, Madanapalli and Chittoor division of Chittoor district of Andhra Pradesh are selected for the present study. A random sampling method is adopted for choosing the teachers. To ensure reliability and representativeness adequate care is taken at every stage of sampling process. Out of the 5697 Second Grade Teachers a 5 percent sample i.e. 285 teachers are chosen.

6.1.19 The Socio-Economic status is playing a prominent role which varies from community to community. Second Grade Teachers with strong economic background have high level of job satisfaction. In the Backward Class social group 58 percent expressed their dissatisfaction. Interestingly 83 percent are satisfied in the OC social status group. The OC social group is economically sound than the BC/SC/ST social groups.

6.1.20 The type of the family is also a significant factor in determining the job satisfaction of Second Grade Teachers in Chittoor district. Teachers from Joint family are more satisfied than the teachers from Nuclear family. Family size of the Second Grade Teachers is also has considerable impact on job satisfaction of teachers. In the family size group of below three members 85 percent are satisfied. In more than 6 members family size, dissatisfied teachers are more i.e. 87 percent. If size of the family increases, the responsibility on family increases, hence little concentration on job.

6.1.21 Spouse employment is another factor making some impact on the job satisfaction of teaching communities. More than 60 percent of sample teachers are having employment for their spouse. Teachers with spouse employment will have more annual income. Financial problem does not arise in such family. The teachers in Chittoor district with spouse employment having more job satisfaction when compared with the teachers whose spouses are not employed.

6.1.22 It is observed that secondary occupation is a factor which is influencing the job satisfaction of the Second Grade Teachers in Chittoor district. Teachers involved in Tuition are more satisfied i.e. 62 percent than the teachers involved in Agriculture. Those who devote more concentration on their secondary occupation cannot be successful in their main occupation. It is identified that the principal
occupation of the parents become the secondary occupation of their children. In the secondary occupation income group of Rs.10,000, 58 percent are dissatisfied with their job, but the overall picture shows less variation in job satisfaction of teachers with secondary occupation with different income groups.

6.1.23 Age is another important factor which is influencing the job satisfaction of Second Grade Teachers in Chittoor district. Aged teachers with more job experience are satisfied with their job. In the age group of 41-50 years, 87 percent are satisfied with their job. In the age group of 51-60 years 54 percent are satisfied, and 56 percent are dissatisfied with their job in the age group of below 30 years. Teachers after getting experience are able to realize the job requirements well, than the teachers with less experience and age.

6.1.24 The marital status is identified as one of the factors which is influencing the job satisfaction of Second Grade Teachers in Chittoor district. 74 percent of married teachers expressed their dissatisfaction and 58 percent of unmarried teachers expressed their satisfaction. Married teachers are having more family responsibilities. Therefore married teachers have less job satisfaction than unmarried teachers. Unmarried teachers are having sufficient time for preparation and are peacefully involved in their work.

6.1.25 The locality and its influence on job satisfaction of Second Grade Teachers reveals that 83 percent of teachers working in rural schools are dissatisfied with their job as they have lack of sufficient infrastructural facilities. 54 percent of the teachers working in urban schools are satisfied with their job and 63 percent working in semi-urban areas have expressed their satisfaction. Taking into account of locality of the schools 73 percent are dissatisfied and 27 percent are satisfied with their job.

6.1.26 Money is important motivator. The employee with high salary is satisfied than the employee with less salary. More satisfied teachers are found in the salary group of Rs.20,000 – 30,000 and above Rs.30,000. Teachers with less than Rs.15,000 are dissatisfied. But among the 285 sample respondents 52 percent expressed their satisfaction and 48 percent are dissatisfied. Teachers feel that their work is more than the salary paid to them.
6.1.27 Distance from work place is also playing a significant role in determining the job satisfaction of teachers in Chittoor district. Teachers travelling more than 16 KM distance are dissatisfied i.e. 75 percent in Chittoor district. A travelled person may face problems of adjustment disorders which affect job productivity and job satisfaction. Suitable accommodation should be provided in the work places, so that they can have their family at the work place.

6.1.28 The educational qualifications in Arts and Science is not a significant variable in determining job satisfaction among Second Grade Teachers in all the educational districts. Designation is also not a significant variable is determining job satisfaction among the sample respondents. Ownership of house has some impact on job satisfaction.

6.1.29 The attitude towards job is moderate i.e. 55 percent and the remaining 35 percent are having low attitude and 10 percent with high attitude. The Second Grade Teachers expressed dissatisfaction i.e. 71 percent with reference to the welfare measures, however more number of teachers are satisfied with pension policy of the Government. The teachers expressed their dissatisfaction over their role in deciding academic policies. Whenever some administrative reforms are taken their participation is nominal. Efforts are needed to consult teachers in policy making.

6.1.30 The Second Grade Teachers expressed their dissatisfaction with regard to recreation facility made by the Government in the Elementary schools. More number of Elementary schools in the Chittoor district are not in a position to provide the minimum facilities for the teachers. Many schools are not having facility for vehicle parking, staff rooms, laboratories, library and canteen. More than 79 percent of the sample teachers expressed their dissatisfaction over toilet facility in the schools.

6.1.31 Teachers feel that necessary steps were not taken in improving their skills and knowledge. They consider that teaching is a noble profession but they are dissatisfied with their career development. Parents are not showing much interest on their children. Many teachers feel that they are overburdened with work load. Sufficient number of teachers are to be appointed to share the work.
6.2 Suggestions

In the light of findings arrived at the present study, the following suggestions are made to enhance the job satisfaction of Second Grade Teachers in general and Chittoor district in particular. It is evident from the study that teachers have low job satisfaction on the facets such as operating conditions and contingent rewards. These factors to a certain extent may become detrimental to discharge functions to their level of satisfaction. This indeed, would affect Teacher’s productivity in the short run and educational institute’s performance in the long run.

6.2.1 There is every need to improve the physical infrastructure in the schools particularly, maintaining the ergonomic standards in terms of design and lay out with view to optimize safety, health, comfort and efficiency. Ergonomics of the furniture, amount of light, height of roof, space around the school area etc. are the factors that contribute to improve the productivity of an individual. Simple things like good canteen, transportation etc., can contribute for better job satisfaction. Health clubs and well equipped gym has to be set up for teachers, which would not only help them to keep fit, but also serves as a de-stressing factor. Schools should be provided with a small library with journals, books, magazines, newspapers and internet surfing facilities for teachers. Emphasis should be made for creating a good “work culture”. Team building exercises, cultural programs, picnics and events encouraging social interaction should be organized. Implementation of the aforesaid measures would certainly improve the job satisfaction of Teachers.

6.2.2 Promotion policy should be reviewed emphasizing performance based promotion rather than on experience based criteria. Behavioural skills and traits are to be considered for the same. Hence, even though it is difficult to modify policy decisions in schools with reference to the basis for promotion, an attempt is to be made to include performance as a criterion for promotion. This would motivate teachers to perform better which results in increased job satisfaction.

6.2.3 Second Grade Teachers are less satisfied with pay, supervision, coworkers, nature of work and communication. Pay becomes the focal point for the behaviour of most of the teachers. Discontent with pay affect the satisfaction levels of teachers. This consequently affects their performance. It is also important that the
Government should clearly define the salary at each level so that certain parity is maintained. For this purpose, the Government need to have a proper, transparent and objective system of evaluation of the teachers. Perhaps this may be the one and the only way to convince the teachers. Hence, it is suggested that the Government might concentrate on how and what pay system will increase the teacher’s performance.

6.2.4 Relationship with co-teachers exercises significant impact on job satisfaction of teachers. Human resource specialists are given considerable responsibility for employee relations. Team-work is the new technique of modern day people’s excellence performance. Another way of improving relations among co-teachers is forming quality circles that are highly specific form of team building. Yet another way is to use the socio-technical systems. Socio-technical systems help in the work situation that restructures the work, the work groups, and the relationship between teachers while doing their jobs. These approaches may result in more radical changes in the work environment.

6.2.5 Teachers are feeling monotony in their duty. The nature of their work should be congenial, interesting and challenging. More number of teachers would like to have teaching as a special job. They should be provided an opportunity to make fuller use of their skills and ability by offering them freedom and feedback. They should be provided with modern teaching tools to make teaching very interesting one. Better teaching methods will develop interest both in teacher and the student.

6.2.6 The Second Grade Teachers are facing the problem of transport facility. They are travelling to the schools by two wheeler as bus timings are not convenient to reach the schools in time. Many un-aided schools in the district arranged transport facility for students and teachers. Their travel is safe and convenient without much difficulty they are reaching the schools in time. Government should think of making some arrangement for the teachers travelling to the schools. If the teacher is comfort and safe, they will contribute better for their job.

6.2.7 Government is formulating all the plans relating to school administration at the district level, District Educational Officer is responsible for taking some reforms in administration. Many Second Grade Teachers are dissatisfied with the
administration. They frequently feel that they were not consulted, or their opinions are not taken into consideration while formulating syllabus and other administrative reforms. Faculty improvement programs are not formulated, the formulated programs not implemented properly. This situation is developing dissatisfaction among the teachers. At district level a committee consists of all the experienced teachers be formulated to look into the welfare of teachers. This will develop some confidence in teachers and encourage them with commitment.

6.2.8 The Government school teachers are transferred from one place to another, within a very short duration also by Government school education authorities. No proper procedure is followed for transfer. Teachers are offering bribes to some officials and are able to get transfer to the school of their choice. Due to this practice, teachers activity and interest is disturbed. Consequently such teachers have to take risk in shifting their family frequently, which disturbs the education of their children. Hence, it is necessary that education department should adopt legitimate rules and transparency in transfer of teachers.

6.2.9 Teacher student ratio is high in India (22 percent) compared to 11 percent in developed countries. At present the teacher student ratio followed is 1:40. So a school with lesser strength will not get adequate number of subject wise teachers, consequently work load of the teachers will increase automatically. Therefore, teachers will not serve the school with full satisfaction. Hence, Government should change its policy and effort should be made to decrease teacher student ratio to at least 1:15.

6.2.10 There is a lot of criticism against the functioning of District Educational Officer’s office in the district head quarters. They are acting indifferently in clearing financial bills of the school teachers. School teachers complain that the officials are demanding bribes in clearing the bills causing much delay in payment. This become a national problem. A teacher needs respect in all spheres. This type of situation will affect the interest and attitude of teachers, resulting in dissatisfaction of their job. Therefore the Government should take strong action against those employees who are responsible for the unnecessary delay in sanctioning the bills of the teachers.
6.2.11 Work load is the matter of concern in the case of Second Grade Teachers in Chittoor district. The schools with less than 40 students will have single teacher. They should teach on an average 7 hours a day. Each class will have five subjects. If the school consists of 5 classes (i.e. from 1st Class to 5th Class) the workload will be heavy which is beyond the capacity of the teacher. Worst of all is if the teacher goes on leave the school should be closed till the teacher comes. The Government should increase the teachers strength i.e. at least one teacher for one class should be appointed.

6.3 Conclusion

Among different stages in Indian Education System, primary education is important because it lays foundation for future citizens of the country. If the teachers working in primary schools are satisfied with their job it will contribute significantly for the development of future citizens of the country. The study identified the importance of job satisfaction of Second Grade Teachers and their dissatisfaction will have adverse effect. There is every need to increase the job satisfaction of teachers at primary level.

This study raised number of questions which can be highlighted in future research. The scope of this study confined to Three revenue divisions of Chittoor district and data collected from 285 Second Grade Teachers through questionnaire method. Problems of Teachers and job satisfaction vary with the type of teachers i.e. primary school teachers, upper primary school teachers and high school teachers at educational divisional level, district and state level. Hence, more number of district level studies should be conducted covering a wider teacher population. This study revealed personal and background variables, and factors of job satisfaction on overall job satisfaction. This will help in analyzing varying degrees of job satisfaction of teachers at different levels, i.e. Upper Primary school teachers, High School teachers, Lecturers working in Junior Colleges, Degree Colleges and Universities.