Chapter - VI

SUMMARY AND CONCLUSIONS
Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense these attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair settlement of grievances, fair evaluation of work, fair treatment by employer and other similar factors.

It is pointed out by many that a large number of teachers of the present day are dissatisfied with their job and continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meagre, that many of the talented do not think of becoming teachers, but prefer other professions which offer material rewards, power and prestige. It is contended that many teachers regret the wrong choice of their profession and seem to be too willing to change their job from teaching to some other lucrative one, if any opportunity arises.

There is no gain in stating that a dissatisfied teacher is lost not only to himself but also to the entire society. A dissatisfied teacher spells disaster to the children with whom he comes across. Dissatisfaction among the workers in any occupation is undesirable and dangerous, and it is suicidal if it occurs in the teaching profession because dissatisfaction and maladjustment are contagious.
In spite of the fact that satisfaction with the job is a very important aspect for the well-being of the teachers and the progress of the nation, not much attention has been paid by researchers to study the job satisfaction of teachers in relation to different variables, especially in the Indian context.

There is no gain in stating that the government has from time to time tried to improve the lot of the teachers in terms of increasing their salaries and providing better facilities. How far did they improve the situation? Are the teachers still dissatisfied in spite of the different plans and programmes which tried to improve their lot?

The progress and standard of any nation cannot be beyond the standard of her educational institutions. The standard of any education institution in turn, cannot rise beyond the level of its teachers. It is therefore emphasized by different committees and commissions that high quality personnel who have the necessary aptitude and attitude towards teaching should be selected for the teaching profession. It would be rewarding, therefore to examine whether the present day teachers have a favourable attitude towards teaching profession and are having job satisfaction. Have the qualities possessed by teachers anything to do with their job satisfaction?

Looking at the objectives of secondary education, one cannot but agree that they are laudable. To achieve them the teachers must strive and struggle and bestow all their attention. To what extent are the teachers able to do this? Do they feel well involved in their job?
It is needless to point out that the quality of education and its contributions to national development depend on the quality, competence and character of the teachers. Since the beginning of man’s ‘social life’ there have been both good and poor teachers. Some of the really notable teachers have been memorialized by history and the number of competent teachers in schools today probably is sizable. Though the teachers occupy a pivotal position in the upliftment of the nation, not much attention has been paid by researchers to the study of their job satisfaction unlike in the case of industrial and business workers.

STATEMENT OF THE PROBLEM

“JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF RURAL AREAS OF ANDHRA PRADESH”. The study aims to know the influence, personal and demographic factors, physical facilities, qualities possessed by the teachers and attitude towards the profession on their job satisfaction.

NEED FOR THE STUDY

Teachers are considered to be the pillars for any educational system and the efficiency of the teachers is determined by a wide range of factors like teaching inputs, school facilities, work environment, work commitment, training, personal involvement, personal qualities, human relations, job promotion, job description, supervision, motivation (self and others), salary, increments, welfare measures, future possibilities, home conditions, students involvement, community support, transport facilities,
etc. It is the level of job satisfaction of teachers that often decides his/her success and efficiency as teacher. If the teachers are free from all burdens then they will be able to devote their time and attention for the benefit of the school. A dissatisfied teacher is not only a burden to himself but also to the school and community at large. If teachers have not job satisfaction it means that there is something wrong in terms of the academic inputs, welfare measures or at personal level and these deficiencies need to be addressed by the administration.

All teachers working at different levels in the educational system basically need job satisfaction. Primary education is the stepping stone in the career of children while secondary education provides the basis for further higher education. Teachers working at all levels basically have to think that the future of the students lies in their hands and they have to be very careful in doing justice to the profession. A general observation about the teachers working at the secondary level shows that a good majority of the teachers who expected higher positions got ultimately the job of secondary school teachers where the salary is less, where teacher has no recognition in the community or among the co-teachers, where the welfare measures initiated by the government are far from satisfactory. The life of the secondary teachers has became like an unmovable rock in the mountain. The changes in the syllabus compel training especially in subjects like Mathematics, Physical Sciences, Natural Sciences and English and the in-service training facilities are often not upto the mark. The life of a secondary teacher often starts from 9 am and goes on and

168
upto 6 pm starting with waiting for the village bus. The system inside the school will be also in some cases not congenial where in the teachers are busy in idle talk. The teachers who join the high school with some skill in English are often ridiculed if they converse in English. All subjects are equally important whether it is Mathematics, English, Sciences or languages. But the value attached to maths and science subjects is more and the recognition given by the students to these teachers is more. The professionalism among the teachers, the value system among the teachers, the credibility and accountability among the teachers is missing to large extent due to one reason or the other. Their job satisfaction is also affected due to these conditions. The schools are not well equipped, the classrooms lack proper facilities, the teaching equipment is not available, and the old teachers are not satisfied about their promotions. When the secondary schools are in this state of affairs naturally the job satisfaction of the teachers will be at different levels. Research effort is required at this stage to enquire into the job satisfaction of secondary school teachers and to suggest some workable strategies towards this end. Hence, the need for the present study.

OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the distribution of job satisfaction scores of secondary school teachers;
2. To study the influence of variables namely gender, age, caste, religion, income, experience, educational qualifications, marital status, place of work, residence, type of management, mode of travel, subject of teaching, medium of teaching on the job satisfaction of secondary teachers;

3. To study the influence of physical facilities on the job satisfaction of secondary school teachers;

4. To know the effect of qualities possessed by the teacher on job satisfaction;

5. To know the influence of attitude towards the profession on job satisfaction; and

6. To suggest remedial measures.

HYPOTHESES OF THE STUDY

For the purpose of the study, the following hypothesis were formulated.

1. Gender does not significantly influence the job satisfaction of secondary school teachers.

2. Age does not significantly influence the job satisfaction of secondary school teachers.

3. Caste does not significantly influence the job satisfaction of secondary school teachers.
4. Religion does not significantly influence the job satisfaction of secondary school teachers.

5. Income does not significantly influence the job satisfaction of secondary school teachers.

6. Experience does not significantly influence the job satisfaction of secondary school teachers.

7. Educational qualifications do not significantly influence the job satisfaction of secondary school teachers.

8. Marital status does not significantly influence the job satisfaction of secondary school teachers.

9. Place of work does not significantly influence the job satisfaction of secondary school teachers.

10. Residence does not significantly influence the job satisfaction of secondary school teachers.

11. Type of management does not significantly influence the job satisfaction of secondary school teachers.

12. Mode of travel does not significantly influence the job satisfaction of secondary school teachers.

13. Subject of teaching does not significantly influence the job satisfaction of secondary school teachers.

14. Medium of teaching studies does not significantly influence the job satisfaction of secondary school teachers.
15. Physical facilities do not significantly influence the different job satisfaction of secondary school teachers.

16. Qualities possessed by the teacher do not significantly influence the different job satisfaction of secondary school teachers.

17. Attitude towards the profession does not significantly influence the different job satisfaction of secondary school teachers.

18. No single variable or a set of variables included in the study do not significantly exert their contribution to job satisfaction of secondary school teachers.

DEVELOPMENT OF TOOLS FOR THE STUDY

In order to develop the job satisfaction scale, measures on physical facilities, qualities possessed by the teachers and attitude towards the profession, the investigator collected the items by going through the review of related literature, by contacting the teachers at the secondary level by visiting the schools and by discussing with teachers working at the university departments associated with educational activities. Job satisfaction of teachers depends upon several factors like personal aspects, social aspects, environmental factors, etc. The nature and influences of these factors differ according to the level of education namely primary, secondary and higher education levels. As many as 130 items were finalized for job satisfaction scale. The items are broadly related to the following areas: 1. Suitability, 2. Nature of work, 3.

Apart from that, a personal data sheet was developed by the investigator which includes, Gender, age, caste, religion, income, experience, educational qualifications, marital status, place of work, residence, type of management, mode of travel, subject of teaching, medium of teaching, physical facilities, teacher qualities, attitude towards the profession. Before finalizing the tools for final study the tools were administered for a sample of 50 teachers working in secondary schools in order to check the language, relevance of the items, clarity and mode of presentation. The suggestions offered by the teachers were duly considered. A panel of 3 university level teachers working in education were contacted for finalization of tools, scoring procedure and administration of statistical techniques.
SELECTION OF THE SAMPLE

Kurnool District consists of 3 revenue divisions (Kurnool, Adoni and Nandyal). At first stage two divisions i.e., Kurnool and Nandyal were randomly selected. At the second stage out of 20 mandals in the divisions, 8 mandals were randomly selected. Each of the mandals consists of 80-100 teachers and from each mandal a sample of 40 secondary school teachers were randomly selected. Thus, multistage random sampling was followed in the present study (Stage 1 – Revenue Division level, Stage 2 – Mandal level, Stage 3 – Teachers level). Thus, the sample of the study is 2 x 8 x 40 = 640 secondary school teachers.

COLLECTION OF DATA

Data were collected from the sample by contacting them individually at their respective schools or residence. Necessary rapport was established and the investigator explained to the subjects the purpose of the investigation before collecting the data. It took approximately two hours for the completion of all tools by the subjects.

ANALYSIS OF THE DATA

The data collected on different measures (job satisfaction, physical facilities, qualities of the teacher, attitude towards the profession from 640 secondary school teachers were pooled and analysed. ‘t’ test and ‘F’ test were employed while analysing the data.
RESULTS OF THE STUDY

1. The job satisfaction scores of the sample of teachers are more or less normally distributed. Out of 110 items for which the maximum score is 550, the neutral point is 275 and the mean job satisfaction score obtained by the sample is 303.56 which indicates that majority of teachers are satisfied with their job. As the individual scores of the sample reveal 408 out of 640 (63.75) are satisfied with their job.

2. Gender has significantly influenced the job satisfaction of secondary schools teachers. Women teachers of the study obtained a better mean job satisfaction score when compared with men teachers. The mean difference was satisfactorily significant.

3. Age has significantly influenced the job satisfaction of secondary school teachers. Teachers representing 45 years and above obtained highest mean job satisfaction score followed by 25-35 years of age group and 35-45 years age group. The mean differences were found to be statistically significant.

4. Caste has significantly influenced the job satisfaction of secondary school teachers. Teachers belonging to forward caste and backward castes have obtained better mean job satisfaction scores in relation to SCs & STs.

5. Religion has not significantly influenced the job satisfaction of secondary school teachers.

6. Education qualifications have not significantly influenced the job satisfaction of secondary school teachers. Teachers possessing higher qualifications secured better mean job satisfaction score when compared with those possessing low qualifications.
7. Experience has significantly influenced the job satisfaction of teachers. Higher the level of experience better was the job satisfaction.

8. Income has significantly influenced the job satisfaction of teachers. Higher the level of income better was the job satisfaction.

9. Marital status has significantly influenced the job satisfaction of secondary school teachers. Teachers who are married obtained a better mean job satisfaction score in relation to others.

10. Residence has not significantly influenced the job satisfaction of secondary school teachers. There is not much variation in the mean job satisfaction scores of teachers residing in rural and urban areas.

11. Type of management has significantly influenced the job satisfaction of secondary school teachers. Teachers working with the support of government and have obtained a better mean job satisfaction when compared with teachers working under private managements.

12. Mode of travel has significantly influenced the job satisfaction of secondary school teachers. Teachers coming to school by walk and nearer to the school have obtained a better mean job satisfaction when compared to those coming to the school by two wheelers and by bus.

13. Designation has not significantly influenced the job satisfaction of secondary school teachers. Teachers dealing with mathematics and science subjects have secured a better mean job satisfaction score in relation to teachers dealing with other subjects.
14. Medium of teaching has not significantly influenced the job satisfaction of secondary school teachers. Teachers working in the English medium schools have secured a better job satisfaction score in relation to teachers teaching in Telugu medium.

15. Physical facilities available in schools have significantly influenced the job satisfaction of secondary school teachers. Teachers having better physical facilities have secured a better mean job satisfaction score in relation to their counterparts.

16. Qualities possessed by the teachers have significantly influenced the job satisfaction of teachers. Teachers securing better score on qualities have obtained a better mean job satisfaction score and vice versa.

17. Attitude towards the profession has significantly influenced the job satisfaction of teachers. Higher the scores of teachers on attitude better were the job satisfaction scores.

18. The order of higher correlation with job satisfaction of secondary school teachers is as follows : 1. Attitude towards profession (0.32), 2. Income (0.23), 3. Experience (0.19), 4. Teacher qualities (0.17), 5. Type of management (0.15), 6. Age (0.12), 7. Marital status (0.12), 8. Designation (0.11), 9. Mode of travel (0.10), 10. Physical facilities (0.098), 11. Education (0.09), 12. Gender (0.08), 13. Residence (0.05), 14. Method of teaching (0.03), 15. Caste (0.03), 16. Religion (0.02).

19. Out of 16 variables, gender, age, caste, education, religion, income, marital status, place work, residence, type of management, mode of travel, designation, method of teaching, physical facilities, teacher qualities, affiliate towards the profession, job satisfaction
qualities only five variables namely Attitude towards the profession, income, experience teacher qualities and type of management have significantly predicted the job satisfaction of secondary school teachers (Attitude towards the profession 8.35%, income 4.18%, experience 5.31%, teacher qualities 4.85%, type of management 5.03%).

SUGGESTIONS

In order to promote job satisfaction among secondary school teachers, the investigator offers the following suggestions:

1. The secondary school teachers should be paid salaries and other emoluments in time. The government should also see that the teachers working in different private managements are paid their salaries up to a minimum level in time.

2. Promotions play a vital role in the life of teachers and all the eligible secondary school teachers may be given promotions as junior lecturers or head masters depending upon the vacancy positions on the basis of equality and justice.

3. Training plays a major role in increasing the knowledge, skills and capabilities of teachers working at different levels. This is needed for improving the qualities of the teachers. The district administration should take as much care as possible for effectively organizing pre-service, in-service training programmes in the best direction. Field visits to DIETs, NCERT, SCERT, etc., may be proposed so that good exposure is provided for the teachers. The physical facilities, library facilities, playground etc., should be improved. The government and the managements should pay attention in this direction.
4. One of the basic problems for the teachers is residing at the place of work where there are no proper residential / hostel / quarters possibilities. Bringing about the government orders and pressuring the teachers to reside at the place of work will not solve the problem. The government should take measures for proper provision of residential accommodation or providing housing loans for the teachers.

5. Often the status of the school is based upon the results. While some schools are getting good results many schools are standing at average and poor levels. The reasons may be related to remoteness of the school, lack of adequate number of teachers, library, laboratory and playground facilities or other administrative problems. If these problems are solved probably they will contribute to good results and better job satisfaction of teachers.

6. The desire to improve the academic qualifications on the part of teachers motivates them for further studies and the administration has to provide them leave facilities and payment of salary for that time.

7. In some schools still there is no clarity for the teachers with regard to job chart and schedule of work. Teachers are pressurized to take up extra classes and to attend to social service activities. If the teachers are limited to teaching work then they will have better job satisfaction and they can improve professionally.
8. Parent-teacher associations need to be improved and strengthened and community involvement in the activities of the school should be encouraged.

9. The appointment of teachers should be carried out by the government in time based upon the vacancy position. Instead of contractual appointments regular appointments should be taken up both at government and private school levels. This will enhance the morale and professional equality among the teachers.

10. Teaching is an art and each subject is unique and useful in its own way. Hence the students, co-teachers, and community should accord equal respect, honour and status to all the teachers whether they teach English, Telugu, Mathematics or Science subjects.

SUGGESTIONS FOR FURTHER RESEARCH

1. A broad based study with more variables, sample and area may be undertaken on job satisfaction of secondary school teachers.

2. A study on the job satisfaction of primary school teachers may be taken.

3. Comparative studies on job satisfaction of teachers working at primary, secondary and higher education levels may be carried out.