CHAPTER - I

INTRODUCTION

1. 1 EDUCATION

1. 2 CHALLENGES OF EDUCATION

1. 3 TEACHER

1. 4 TEACHER AND EDUCATIONAL PROGRESS

1. 5 TEACHER AND HIS ROLE

1. 6 TEACHER AND JOB SATISFACTION

1. 7 JOB SATISFACTION OF KALLAR RECLAMATION SCHOOL TEACHERS

1. 8 FACTORS INFLUENCING JOB SATISFACTION

1. 9 CONCEPT OF ATTITUDE

1. 10 CONCEPT OF INTEREST

1. 11 CHAPTERIZATION

1. 12 CONCLUSION
INTRODUCTION

1.1 EDUCATION

‘What is education’ is a fundamental question, which has been haunting the minds of philosophers and thinkers from Socrates and Plato down to Gandhi and Dewey. Indian sages, and saints considered education as a process, which liberates from all bondages such as evils and ignorance. Education enables an individual to proceed towards light from darkness and towards immortality from mortality. Further, Education is the means of self realization and self-expression. It helps to bring out the best in a person. In brief, education promotes physical, intellectual, social, emotional, moral and spiritual development of an individual.¹

1.2 CHALLENGES OF EDUCATION

“Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its own system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age old process”.²
"The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that noble goal."

In our national perception, education is essential for all. That is fundamental to our all round development both material and spiritual. Education is a unique investment in the present and the future. So, in any country true education should serve two purposes. First, it should help the transmission of the cultural acquisition of society to succeeding generations. Secondly, it should help the individual to grow psychologically. Psychological growth means the development of the total personality of the individual.

1.3 TEACHER

A teacher is the cornerstone of the edifice of any educational system. A teacher is next only to the saint, who moulds the character and behaviour of those who come under his influence. Hence, a teacher is one of the most important influencing factors
contributing to national development. Further, the quality, competence and character of teachers are undoubtedly the most significant factors in education system. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

Throughout the ages, it is the real and selfless devotion of the teachers, which have made a nation great. Teaching is, thus, not a profession taken up for earning one's bread; it is a missionary endeavour taken up for personal satisfaction and social service. The duty of a teacher does not end in the classrooms; it just begins there and permeates every aspect of social activity. A good teacher finds his profession highly absorbing and is emotionally involved in the task of moulding
the minds of growing children and inculcating in them, the basic values of discipline, loyalty, integrity and persistence. That is why Guru Nanak, said, "He alone is a saintly teacher who imparts true instruction to his pupils".8

1.4 TEACHER AND EDUCATIONAL PROGRESS

"Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them in the best possible professional preparation and creating satisfactory working condition in which they can be fully effective".9

To bring about a desirable reconstruction in education, it is essential to induct talented youth, both men and women in educational system. For this purpose, it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers. If these condition are fulfilled properly then only dedicated enthusiastic and contended youth will be attracted towards this great and noble profession.
1.5 TEACHER AND HIS ROLE

The teacher plays a key role in any educational system. He is a director of learning activities, socializer, observer and inculcator of change and a character builder. The progress of any nation depends upon the quality of the teachers engaged in the profession.

The teacher motivates, he adopts the curriculum to individual needs, he adjusts teaching techniques to specific situation, he manages the class-room, he evaluates pupil's performance, he fulfils efficiently his administrative and extra class responsibilities, he participates in the community affairs and he cooperates cheerfully and intelligently with parents and community agencies.¹⁰

The teacher role is supreme in any educational context. Unless a teacher has satisfaction in his job, he can not be an effective teacher in the school, a creative force in his community and a worthwhile contributor to the progress of the nation at large.
According to Chitra Naik, a member of the Planning Commission, the role of teachers' is no longer restricted to the classroom but goes much beyond institutions. Rapid social changes under the impact of science and technology call for continuous renewal of teachers' roles. The classrooms of tomorrow could be entirely different from those of today. The teachers will play a very different role. It would not only be complex but also full of challenges. The importance of the role of the teacher, as an agent of change, promoting and understanding social development has never been more critical than the Twenty First century. However, the teacher will remain a beacon light to the students, a tower of strength to the nation and a source of inspiration and enlightenment to the younger generation.

Obviously, the success of educational system revolves round the status of the teacher. A higher status of the teacher can motivate him to excellence. A teacher can devote his time and energies to improve the educational system, if the society provides him due recognition. An adequate and sound salary structure
together with other working conditions is the *sine qua non* for the organizational efficiency and effectiveness of the teachers. In other words, the aim of the organization must be to create and maintain such conditions, whereby an employee feels like giving his best and gets satisfaction out of his job and is suitably rewarded.

1.6 TEACHER AND JOB SATISFACTION

"Satisfaction, basically, is a psychological phenomenon. It requires a concrete and theory based definition since it is an individualistic context specific and subjective construct which interacts with other cognitions of emotional nature".14

"Job satisfaction is a complex of various attitudes presented by an employer. These attitudes are related to the many aspects of job, pay, supervision, conditions of employment, advancement opportunities and such other specific factors connected with the job, play their part in making a worker satisfied or dissatisfied with his work. It refers to general attitude in three areas namely specific job factors, individual adjustment
and group relationship outside the job. The term has been explained by different psychologists in different ways. In the present study, job satisfaction is defined as a pleasant and positive attitude possessed by an employee towards his job and related factors.

1.7 JOB SATISFACTION OF KALLAR RECLAMATION SCHOOL TEACHERS

The teacher’s psychology, his motives, his degree of maturity, his philosophy and opinions, his personal satisfaction or dissatisfaction are of the at most importance to understand teacher's role. As such, in this study, an attempt has been made to identify the level of job satisfaction of the teachers working in the Kallar Reclamation Schools found in the Madurai and Dindigul districts of Tamil Nadu.

As the purpose of this study is to identify the level of job satisfaction of teachers working in the Kallar Reclamation Schools, it would be interesting to discuss briefly, the historical background which necessitated the starting of Kallar Reclamation Schools and the uniqueness of such schools.
There are 265 Kallar Reclamation Schools under the control of Special Deputy Collector for Kallar Reclamation. Out of this, as many as 228 are Primary / Middle Schools, 23 are High Schools and 14 are Higher Secondary Schools.

Kallar Reclamation Schools were established in Madurai and Dindigul districts during 1920 under the provisions of Criminal Tribes Act of 1911 (C.T.Act 1911). These schools had specific objectives and visions such as decriminalizing the Kallars and developing them educationally so as to make them honest citizens. Started during British administration, these Kallar Reclamation Schools, even after independence (1947) continue to strive to achieve the objectives for which they were originally instituted.

In this study JOB SATISFACTION of the teachers working in the Kallar Reclamation Schools has been considered as a dependent variable which is being influenced by other independent variables such as ATTITUDE of the teachers towards teaching and INTEREST in teaching. To understand the actual
relationship between 'dependent' and 'independent' variables, an attempt has been made subsequently to introduce concepts such as job satisfaction, attitudes towards teaching and interest in teaching.

1.8 FACTORS INFLUENCING JOB SATISFACTION

Job Satisfaction is influenced by two major group of factors, (a) organizational factors and (b) personal factors. Among organizational factors, reward system, quality of supervision and work conditions influence the level of job satisfaction. Among personal factors one's personality traits, status, seniority and life expectation affect the level of job satisfaction.15

Thus, job satisfaction is an attitude that individuals maintain about their jobs. This attitude is developed from their perceptions of their job. Similarly in this study it is assumed that teachers working in Kallar Reclamation Schools too have different types of attitude towards job satisfaction.

Phillip Apple White has listed fine major components of job satisfaction as 1. attitude towards a group 2. attitude towards general working conditions 3. attitudes towards the school
4. attitude towards monetary benefits and 5. attitude towards supervision. The individual's health, age, level of aspirations, social status and general political and social activities can also contribute to job satisfaction. Job satisfaction is not synonymous with organisational morale which is the possession of a feeling of being accepted and belonging to a group of employees through adherence to common goals and confidence in the desirability of these goals.

1.9 CONCEPT OF ATTITUDE

According to Allport, attitude is "an affectively tored idea or group of ideas predisposing the organism to action with reference to specific object". Further, attitude has five dimensions such as:

1. A Mental and neural state.
2. Readiness to respond.
3. Organization.
4. Experience.
5. Influencing the behaviour.
Evidently, an attitude is a psychological structure inferred from observable response to stimuli. It is assumed to bring about consistence and co-variation among these responses. Attitudes are tendencies with respect to learned stimuli which are described as goals to approach or to avoid them, to regret their favourableness or unfavourableness and experience pleasant or unpleasant emotions with regard to them. 

Obviously, attitudes play an important role in our life. We are favourable to certain systems and practices, while we are unfavourable to certain others. It is quite natural that we have our own feelings and beliefs.

Attitude permeate our whole life and our self concept is essentially the sum total of the attitudes by which we live. Attitudes determine the people we associate with, the job we finally choose and even the philosophies we live by. Attitudes also differ according to the understanding and concepts of the individuals concerned.
Similarly, teachers working in Kallar Reclamation Schools might be possessing different types of attitudes. Hence, teachers attitude towards teaching is taken as an independent variable for investigation in this study.

1.10 CONCEPT OF INTEREST

The Encyclopaedia of Psychology defines “interest” as “a tendency, to behaviours, oriented towards certain objects, activities, or experience which varies in intensity and generality from individual to individual”\(^\text{19}\). Contextually, in this study, Interest denotes, the interest of the teachers in teaching profession.

Interest of the teachers towards teaching profession appears to influence the satisfaction and attitude of the teachers. Interest in teaching may result from psychological and organizational climate which facilitates the job satisfaction. Therefore, it is assumed that teachers working in the Kallar Reclamation Schools might have different level of interest in teaching, which has also been investigated in this study. Till now, an attempt has been made
to introduce the concepts such as JOB SATISFACTION, ATTITUDE TOWARDS TEACHING and INTEREST IN TEACHING.

Now let us see the chapterization of this study.

1.11 CHAPTERIZATION

The first chapter, INTRODUCTION describes the importance of education, educational challenges, definition of a teacher, significant role and status of the teachers. A brief note on Kallar Reclamation schools is given. And concepts like job-satisfaction, attitude towards teaching and interest in teaching have also been defined besides scheme of chapterization.

The second chapter KALLAR RECLAMATION SCHOOLS traces the origin and historical background of Kallars so as to understand the socio-economic, political and moral compulsions which necessitated the British administration to introduce Kallar Reclamation Schemes and schools to ameliorate the life of the Kallars. Further, the Criminal Tribes Acts of 1871 and 1911 have also been reviewed.
The third chapter, REVIEW OF LITERATURE attempts to survey the literature available in the field of job-satisfaction, attitude towards teaching and interest in teaching as it would reveal the latest trend in educational research.

The fourth chapter, STUDY DESIGN deals with the methodology adopted in this study. In this, significance and need of the study, problem-title, operational definitions dealing with job satisfaction, attitude and interest have been elaborated. Aims and objectives of the study, hypotheses and variables, sampling and tools used in this study and statistical methods adopted have also been described in this chapter.

The fifth chapter, JOB SATISFACTION provides a detailed analysis of job satisfaction levels of the teachers working in the Kallar Reclamation Schools in Madurai and Dindigul districts with the responses collected from the study universe through tools.
The sixth chapter, ATTITUDE AND INTEREST analyse the attitude of the teachers towards teaching and interest in teaching so as to understand the relationship between these two variables with job satisfaction of the teachers.

Finally, in the last chapter, SUMMARY AND FINDINGS major findings of the study, recommendations and suggestions to improve the job satisfaction of the teachers have been summarized. A select bibliography and appendices compiled have been appended at the end of the thesis.

1.12 CONCLUSION

Thus, this chapter is mainly concerned with the conceptual frame. It explains the educational progress and national development, and the role of the teacher in educational progress. The importance of teaching profession, definitions of job satisfaction, the various factors and components that make the job satisfaction of teachers have been discussed. The two main related psychological variables like teacher's attitudes and interest in teaching have also been defined in this chapter.