Chapter 2

Review of Related Literature

There is a vast amount of literature on teachers produced by scholars in India and abroad. Here a review of some literature relevant to this study is presented in three sections. Section 1 deals with the question of Teachers’ Accountability, Section 2 is about Teachers’ Effectiveness, and Section 3 is on Teachers’ Job Satisfaction.

2.1. Teachers’ Accountability

Sudha K. Rao (2002) has analysed the implications of the National Policies of Education for Teacher Accountability. The National Policies envisaged the formulation of norms of accountability for teachers. Consequently ‘a system of teachers’ evaluation – open, participative and data based - will be created and responsible opportunities of promotion to higher grade provided. It also envisaged that ‘norms of accountability will be laid down with incentive for good performance and disincentives for non-performance’. Some attempts have been made by various institutions to incorporate the elements of openness, participation and data-base. Much more difficult is the question of thinking about and assessing non–performance of teachers and consequent applications of disincentives for non-performance. The role of teachers’ associations on the implementation of such provisions is very important, as otherwise there are chances of the system getting vitiated because of lack of understanding between those in the management and the delivery system. A lot of effort will be needed to create worthwhile dialogue with the teaching community so that in a spirit of togetherness and collectivity, such measures of accountability can be formulated and internalized. Some exercise in this regard was initiated by the NCERT but its tangible outcomes are perhaps still to be implemented.¹

Jagannath Mohanty (2003) defines accountability as an index of sensibility and expression of responsibility of an employee on his job. It also indicates that the extent of expectation from him. Since in many professions his performance or
achievements cannot be evaluated in concrete and tangible terms, it is mostly a moral obligation and a social or institutional commitment on the part of workers who are expected to produce something or render some service at the cause of his emoluments and other service benefits. Accountability may be regarded as an acid test for measuring efficiency and proficiency of the employees at their respective placement. It touches upon their sincerity of purpose, commitment and devotion to duty and profession. Further, he concludes that accountability in education, particularly in higher education, implies teachers’ responsibility not only for maintaining the quality and standards, but also for promoting academic excellence. Teachers’ accountability has to be evaluated with the help of various tools and techniques, but self-evaluation or self-appraisal is the best method of assessment. It is not an easy task and is beset with a number of complications and constraints. It should be objective, scientific and free from personal interest and bias. The person to be involved in the process of teachers’ performance evaluation must be educationists of high calibre, long experience, proven integrity and impartiality.²

B. C. Das (2004) explains how to arouse a sense of accountability among the teachers. In order to arouse a sense of accountability among the teachers the following guidelines are proposed:

1. The teacher should be morally and psychologically disposed for teaching. Having said this, we may mean self-accountability of the teacher. When a teacher begins to realise that he is much more than a mere man becomes accountable for what he is meant for. For arousing such an ethical sense, the teacher ought to be given a high status in the society and be publicly honoured on special occasions.

2. Better supply of teachers is another important prerequisite for arousing a sense of accountability among the teacher. In this connection, D. R. Sharma (1989) was of the view that “if we get right type of teachers then they will be accountable”. To ensure better supply of teachers, an effective system of recruitment is necessary. For this, formation of National Teacher Recruitment Board (NTRB) is suggested. Those teachers who are found unsuitable and incompetent should not be allowed to enter the teaching profession.

3. The economic status of the teacher should be raised to a still higher level, as the present scale of pay and other concessions offered to them are largely cancelled by an increase in the cost of living.
4. Guidance and counselling service should be made available in every higher secondary school. Some of the teachers of the school staff should be prepared through a short term course in guidance and counselling.

Rajni Joshi (2005) viewed that the concrete evidence of the effectiveness of local schools is the accountability of teachers in terms of pupil outcome per tax dollar spent. The rationale of the accountability movements involves a specific view of the role of the teacher and accountability is based on an assumption that a set goals for education can be agreed on through the policy making process. Her assumption is that these goals can be translated into educational objectives. Tests are being devised and administered to ascertain whether the objectives have been achieved. Finally, a management system will integrate and monitor the accountability process. This ‘hyper-rational’ view of education presumes the existence of a science of education. Thus, the goal of accountability appears to be control by policy-makers of the instruction process.3

S. R. Sharma (1992) stressed the crucial role of teachers in building a humane and caring society. If the teacher does not care, he cannot expect his students to care either. If he does not know what tenderness or kindness is, he has the impossible task of fostering compassion in others. In a brief report he provides certain directions and clues to path finding rather than provide complete answers. This would be the responsibility of teachers, teacher’s organizations and educational agencies. Caring must begin in the classroom and in the school campus. The child should be taught to develop an effortless sense of equality with others, even though he sees differences of colour, caste, religion, abilities, etc. This will naturally result in considerateness and the desire for mutual help. If brighter children could help the weaker ones, would many children fail? Outside the classroom, same considerateness can extend to the younger ones at school, to the handicapped, and to strangers. When such feelings and relationships are fostered individually and collectively, the school climate becomes humane and caring.4

G.V. Patil (1995) explained that accountability has gained importance in the field of education in recent years. It is true that the concept of education has expanded in the recent past. The investment in education, in terms of physical and human resources has grown tremendously. Every one now wants that education as part of
social system should be accountable for various reasons. Accountability is a necessary aspect of the educational system. People, whatever may be the type of society, seek education not only for gaining employment but to liberate their mind and to achieve that state of enlightenment which makes men free from any bondage. Educational Institutions have an obligation to the society because they are provided with funds and resources by the society. Hence the aims of education can be cited as follows:

1. Promoting educational opportunity
2. Promoting growth and economic productivity
3. Supplying of trained men and women
4. Achieving specific social objectives
5. Developing an educated citizenry and
6. Creating knowledge and stimulating learning.\(^5\)

B.D. Chinara (1997) says that accountability precedes the accountability notion of education at different levels. It is thus imperative to examine first what is accountability. As commonly understood, accountability refers to responsiveness or answerableness or obligation of the people in any organization for the work they perform or the role they are assigned with. It is therefore an instrument for making any system work and efficient. Broadly it is a process of rendering accounts periodically to modify their performance subsequently by use of sanction or reward (Neave 1985). Accordingly, accountability in education may be viewed as a process of furnishing periodic account by the educational organization and its employees to a body who has both right to know and power to modify their performance by giving incentives for good work and disincentives for non-work.\(^6\)

B.C. Das (2004) says that accountability has been derived from the word ‘account’. Here account means to account for. This means that one is answerable for his conduct, performance of duty, etc. In the Oxford Dictionary (1926) accountability has been defined as responsibility for things or persons. In Chamber’s Twentieth Century Dictionary (Vol.I) ‘accountable’ means “liable to account, responsible, explicable”. Thus it appears that accountable has been understood in terms of responsibility, dutifulness, ability, etc. According to Webster’s Dictionary, accountability has been defined as “subject to giving an account answerable”. In Good Dictionary of Education, there are four definitions of accountability. In the first
place, accountability has been understood in terms liability for results which have been obtained through the responsible exercise of delegated authority. In the second definition, it has been interpreted as a theory that the teachers and school systems may be held responsible for actual improvement in pupil achievements. The third definition equates accountability with responsibility for carrying out an obligation or trust to each pupil appropriately assigned to a specific school. The forth definition of accountability has, however, been understood as an attempt to monitor the academic results achieved by the teacher in his instructional activities and the social and emotional impact of the school on the pupils through periodic sample testing. 7

V.C. Pandey (2005) emphasises that teachers have enormous influence on the social and academic development of children, often greater than the teacher realises. Teachers, like families, have both strength and problems. Teachers need support, too. “Like many of us caught up in our daily routines, teachers have little access to new knowledge and new approaches. Teachers need support in an ever changing and complex environment, and if children are to succeed, teachers must succeed.” 8

V. V. John (1978) has suggested that three types of teacher assessment: self, by peer group and by students would create a sense of accountability among the teachers. He further emphasized that the professional organizations should face up the need of such assessment and suggests ways of ensuring a high degree of accountability among members of the profession, instead of shielding the incompetent and indolent, as being done in some places and institutions. 9

S. S. Mathur (2001) in his efforts to determine the ethical conduct of teachers has stated that accountability means one’s obligation to account for one’s action. The teacher’s accountability, therefore, means teacher’s obligation to account for his actions to: (a) his own self (b) the society or community which entrusts its young ones to his care and education (c) to the pupils, and lastly, (d) to the authority which supervises his action. Accountability to self: it emphasizes that the teacher himself evaluates his work and conduct. He performs his duties to the best of his abilities not because of any outside pressure but because of his realization that this is right and virtuous. His training has to be such, that he respects the professional ethics and moulds his life according to the ethical way of living. Accountability to society or community: The teacher must be answerable to the society or community for his
actions. The society reposes confidence in him by handing over their children to him for helping them in their all round development and in developing good habits in his pupils. If he is not discharging his obligations to the society and then the society will rightly condemn his behaviour. Accountability to the student: The teacher can show his accountability to his students by giving them the best possible education and guiding them towards socially acceptable and morally sound conduct. In some cases there may be a conflict between what is socially acceptable and morally sound, as for example, in the case of a society which may believe in sexual freedom which may not be considered as morally sound. The teacher in such a case has to apply his own judgment and accept that view point which is in the direction of the betterment of the society. He must have a philosophy of his own and his judgment may depend on it. Accountability to the authorities: It is the most common form of accountability. The service conditions of the teachers require them to obey those who are in superior position to him. His work is evaluated by the superiors. They may be the principals or supervisors or inspectors. These persons rate his work and are supposed to guide him for achieving efficiency and effectiveness in his work. On the basis of this accountability he is given promotions, etc.10

S. Ignacimuthu (2006) in his article “Being an Effective Teacher” has explained that teacher accountability refers to what the teachers idealistically owe as duties to both their employing organization and to the student community and then, through them to the society at large with the ultimate aim of doing good to it by good performance. Teachers should not think that what is needed as a teacher is their presence in the institution for limited number of hours, taking attendance of students, repeating prepared lectures and completing the course within a stipulated period of time. They should be able to go beyond this by looking at the qualitative nature of things and the long term effect in the students. A teacher is expected to spend quite a few hours every day in publication. In ancient times, the teacher devoted his entire time till the students came up to his or her desired level of excellence.11

In addition to the studies surveyed above, there are also studies from abroad, particularly the U.S.A. Some of them are presented below.

The “No Child Left Behind Law” signed by President Bush in 2002 points out that accountability has become an issue to be addressed at all levels of education from
the school board and school system to the individual classroom and teacher. In order to have successful schools it is clear that every country must have quality leadership in schools and effective instructors in classrooms. Every individual must create a quality teaching force and to do this we must consider new ways of training our teachers, new approaches to accountability, new means for developing leadership, and ways to institute rewards system for teachers who have shown improvement and continued success in the classroom.\footnote{12}

J. J. Gibson (1976) and M. D. Gall & B. A. Ward (1974) refer to the idea that the teacher, not the student, is ultimately responsible for what and how much a student learns and the teacher’s accountability involves responsibility of the teacher to see that all the students learn to the best of their ability. They were also of the opinion that teacher accountability will inform the public on what is happening in schools to a greater degree and create closer ties between the school and community. Thus teacher accountability is essentially a devotion to the teaching profession and a commitment to impart knowledge and skills to the students. It is an obligation to discharge one’s duty with sincerity and dedication. Hence to be accountable implies a sense of moral thinking and an ethical consciousness. By and large, teacher accountability implies that a teacher is ultimately responsible to the student, to the head, to the society, to the nation, and of course, to his own self.\footnote{13}

President Clinton (1998) speaking on “The Characteristics of Promising Teacher Accountability Programmes” at The Educational World Congress, 1998, advocated that the promising teacher preparation and certification efforts exist along the continuum of a teaching career to eliminate incompetent teaching and to assure proper assignment and support of teachers. He insisted that (a) teachers initiate and play major roles in the design and implementation of peer review systems, (b) intervention occurs early and quickly to deal with burned out or incompetent teachers and provides mentoring and resources for improvement to occur, (c) accountability policies must be shared and must include recognition for accomplishments.\footnote{14}

President Obama (2009) put the nation’s teachers (USA) on notice that their performance will be tackled and good teachers will be rewarded, while bad teachers will be tossed out of the class. Calling for a “new culture of accountability” in schools, Mr. Obama proposed building on rather than replacing the \textit{No Child Left}
Behind education law signed by President Bush. But Mr. Obama said that it was time to put more money, better tracking of teachers’ performance, higher standards and real accountability behind the law. “Let me be clear: If a teacher is given a chance, or three chances, but still does not improve, there is no excuse for that person to continue teaching,” the President said. “I reject a system that reward failure and protects a person from its consequences.”

In a profoundly important study, Prof. William Sanders (2003) University of Tennessee, found that ‘teaching really matters’. He well supported the fairness and truthfulness of student’s comments on their teachers. In the City College of San Francisco students reviews of teachers have proved to be an example to assure teachers accountability. In Anchorage, Alaska, students’ parents were involved in the teacher review process to foster teachers’ accountability, where educators mailed 50,000 surveys to parents asking about their kids’ teachers. This “open door” approach is catching nationwide in the USA, about one of every 100 districts has some method of asking parents to assess the job performances of teachers.

### 2.2. Teachers’ Effectiveness

The Encyclopaedia of Education for 21 Century, Vol. 35 (2000) states that teacher effectiveness is referred to the effect that the teacher’s performance has on pupils. It is the bottom line. Like teacher performance, teacher effectiveness depends largely on the context in which the teacher performs. In addition, it depends on the responses pupils make, on what pupils do. Just as equally competent teachers perform differently in different situations, so identical performances would not be expected to have identical effects in different situations. Teacher competence is related to teacher effectiveness only by way of its effect on teacher performance.

It is useful to distinguish two kinds of effects that teachers have on pupils which call for different assessment strategies. One kind of effect is manifest in the behaviour of the pupils in the classroom that results in pupil learning. The other kind of effect is manifest in pupils’ abilities, knowledge or attitudes usually referred to as the “out comes” of instruction. Both kinds of effects must be measured in terms of pupil’s behaviour, but they are quite different. Teacher effectiveness differs from
competence or performance that it cannot be measured in terms of the behaviour of the teacher, in whole or in part. By definition, effectiveness must be assessed in terms of changes in their behaviour. There are five points in a teacher’s career at which the teacher might be evaluated such as:

1. Teachers can be assessed when they enter teacher education as students.
2. The teacher training experiences, but normally precedes their admission into the practice of teaching.
3. Actual behaviour of the teachers while they are teaching.
4. The point at which outcomes are measured; pupil’s knowledge, abilities, and attitudes after instruction have ended.\(^\text{17}\)

Ravi Ranga Rao and Digumarti Bhaskara Rao (2004) are of the view that effectiveness of teachers is judged from two standards: (1) The first standard is relative to the quality and appropriateness of a teacher’ selected goals; that is the desirability of the intended changes he seeks to produce in learner’s behaviour. (2) The second standard is to measure the extent and nature of the actual change in learner’s behaviour. Evaluation of both intended changes and the actual change is essential to the judgment of teaching effectiveness. Teaching then can be said to occur when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching. A description of competent or effective teaching must therefore be considered to be related to form the following conditions:

1. The social or cultural group in which the teacher operations.
2. The great level and subject matter taught.
3. Intellectual and personal characteristics of the pupils.
4. Instructional procedure evolved and used by the teacher.\(^\text{18}\)

J. C. Aggarwal (2000) points out that the effectiveness of a teacher consists in how important he feels his profession is. Further he asserts that without an exclusive attention to his job he would fail in bringing forth the best out of young men and women. If a teacher takes to his work just to make his living because nothing else is available, he will lack the essential zeal required by the teaching profession. He must be a teacher first and the teacher last.\(^\text{19}\)
Ram Shakal Pandey (2001) describes teacher’s effectiveness in terms of teacher’s profession. According to him, “Teacher is not only a social engineer but also a social doctor and social therapist. He is a pillar of the society. Hence destiny of the society and nation is shaped in the hands of the teacher. Therefore it is responsibility of the teacher to make a beautiful and dynamic society. More efficient teachers possess higher intellectual level, better emotional control indicative of well organized ego systems which enables them to behave in a social way and approved manner, higher level of aspiration, higher creative potential and consciousness. The efficient teacher is one who not only chooses an effective behaviour, but who actually strives to reach at goals and continually modifies behaviour in order to do so.\textsuperscript{20}

Teacher’s teaching efficiency contributes to the perception by the teacher of his performance and to the achievements of students. In other words, teachers’ confidence in his potential effectiveness is thought to be a basis for more productive teaching. Teaching efficiency consists of two components: i.e., cognitive and affective. The cognitive aspect has a sense of likelihood that ideal or normative teachers own ability to bring about such changes, the affective aspect of teaching efficiency is pride, shame, attitude, interest, motivation etc.

Balsara Maitrya (2002) advocates co-operative or participatory form of school administration to improve the effectiveness of teachers as in some developed countries where increasing recognition is being given to the creative potential of the teachers to make valuable contribution to the effective administration of schools. This trend is one of great significance in that it tends to give to teachers a sense of belonging to a democratic team, tends to give them reasons for involving all the professional staff in policy making and policy decision, in running the total affairs of given school system, tends to remove one of the chief obstacles to the development of good staff morale – the discouraging feeling on the part of the teachers that they are but cogs in a complex machine, where they are not permitted to operate as true professionals but are permitted to do only as they are directed by higher authority.\textsuperscript{21}

Swaroop N.R. Sexena and Shashi Aarti Dargan (2008) explain teacher effectiveness by quoting Tagore’s term of a teacher, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject,
who has no living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds, he cannot quicken in them”. According to Tagore a teacher is a student throughout his life. He should be up to date in his knowledge. The teacher must know his students as well as his content.22

Swaroop N.R. Sexena and Shashi Aarti. Dargan (2008) quote “John Latin” where John means a students and Latin means content. The word ‘Teacher’ refers to a person who is truthful, energetic, affectionate, co-operative, humble, effective and resourceful. These are essential characteristics of an effective teacher. The term effectiveness is relative and it refers to some criteria. The effectiveness of a teacher is examined with the help of some criteria such as abilities of teaching and the performance of the students. Teacher is effective to the extent that the teacher acts in the way that is favourable to the development of basic skills understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils.23

R. A. Sharma (2003) identifies the successful teacher as a person who is considered a good teacher by his students but is not necessarily judged in the same way by her principal, supervisors, colleagues, the parents of her students, or the students themselves years after they have left their class. Even within a particular class during a given school year pupils are likely to disagree among themselves about the quality of her instruction, of the values of her efforts on their behalf. The majority of teachers undoubtedly play some of these roles better than others, and a given teacher is not always evaluated in terms of the same role by different people. Among the most frequently mentioned criteria are: (1) mastery of subject matter, (2) motivation, (3) dedication, (4) cooperation, (5) sense of humour, (6) creativity, (7) disciplinary, (8) academic standards, (9) promptness with reports, (10) efficient methodology, (11) generosity with personal time in assisting the students. Further quoting Barry (1958) highlights the traits of effective teachers as: (1) buoyancy, (2) consideration, (3) cooperativeness, (4) emotional stability, (5) ethicalness, (6) expressiveness, (7) forcefulness, (8) intelligence, (9) judgment, (10) objective, (11) personal genteeilism, (12) physical energy, (13) reliability, (14) resourcefulness and (15) scholastic proficiency.24
Jon Hecker and E. E. Heldon (2004) state that effective teaching of children in primary schools depends less on cultivated intellect and special knowledge than on the teacher’s successful adaptation of himself to the sensuous nature of childhood. Further they state that the fundamental truth, which should be seriously considered by the superintendents of our public schools, in the selection of teachers and in training of teachers in the normal school.  

D. S. Srivastava and Savitha Kumari (2005) observe that the assessment of teacher’s performance has often been resisted by some teachers and this deserves attention. The refusal can be explained as a resistance to pedagogic innovation, a means of averting the risk of upsetting the “master” image which the teacher enjoys and the established monopoly of learning power which the master arrogates to himself in the classroom. They are also of the opinion that no single teaching profile works for all teachers and students in all class room situations in all subjects. Each teacher has to develop a unique individual style, lest he or she is seen as a utility infielder who doesn’t mind being placed wherever needed at the moment. Each teacher must also learn to match teaching strategies with learner and class room conditions.

M. L. Dhawan (2005) referring to the National Policy of Education of 1986 which called for substantial improvement in the conditions of work and quality of teachers education, found that the important determinants of the status of teachers were identified as 1) The academic and professional requirements for entry into the profession; 2) The financial and other economic benefits; 3) The freedom of teachers to take part in public affairs; 4) A professional responsibility assumed; 5) The degree of public recognition; and 6) Growth of the teaching profession.

Describing the teacher as a person Michael Fullan and Andy Hargreaves (2003) says that the teachers are more than mere bundles of knowledge, skill, and techniques. There is more to developing as an effective teacher than learning new skills and behviours. Quoting Goodson (1992) from his book “Sponsoring the Teachers’ Voice: Teachers’ Lives and Teachers’ Development” he asserts that we cannot understand the teacher or his teaching efficiency without understanding the person the teacher is and his effectiveness lies in the person that he is.
D. Berliner (1995) as also Tochon and Munby (1993) enumerated the qualities of an expert teacher as: 1) a commitment to their work that goes well beyond the call of duty; 2) some degree of charisma that flows from the quality of their interest in the work they do and in the pupils they teach; 3) an insightful grasp of the essence of what needs to be learned and how best to get pupils from where they are now to where they need to be; 4) an insightful ability to anticipate problems and to intervene effectively when problems do occur so that pupils’ learning can progress smoothly.29

Barabara Beakley (1996) in writing about change in education states that some cycles can be repeated and updated, some should be broken especially those related to teachers effectiveness. Teachers of 1990s were taught by teachers who were in schools in 1960s, who were taught by teachers who were in schools in 1930s. We cannot go on teaching as we were taught and expects students to be functional in today’s society. Educators must look at what they know is important and teach those skills. We know values are important; we can teach integrity and responsibility. We know that access to information is important; we can teach technology and problem solving. We know that getting along with society is important; we can teach communication and conflict resolution skills. We know that we are a diverse society; we can celebrate our differences and teach children that the world is made up of many people with similar needs and desires. We can teach the benefits of a positive attitude and respect for those who have different types of knowledge and beliefs, and we can teach the importance of human rights and dignity.30

Joseph S. Butterweck Joseph and George A. Muzzey A. (2006) say that the effective teacher may have the success of the pupil upper most in mind, but in most cases, on further questioning of the teacher will reveal that he is thinking of modernization of isolated facts rather than of the development of skill, habits, understanding, or attitude which he has set as his goal in teaching. In a similar manner it is possible of any subject with certain learning outcome as the objective to divide the whole term’s work into several divisions, each with a central aim and each contributing a part to the attainment of the term’s desired outcomes. Teacher’s fist problem in planning class room work consists in recognizing the units of instruction in a year’s study of the subject and planning the teacher’s campaign for the week, two
weeks, or month required to enable the pupil to secure mastery of the outcome of which the unit exists.\textsuperscript{31}

E. A. Macnee (2004) highlights that the teacher’s success depends upon the combining of various operations each of which is best learned when practiced separately. Before he singles out any one of these operations for special practice the teacher should recognizes the fundamental distinction between successful and unsuccessful teaching sufficiently to know when all operations are working in proper combination. That is, he should know good teaching when he sees it. The teacher should then analyze his job sufficiently to discover how each important operation makes for success in the total performance and how it is related to other operations. The author further reminds us that it is recognized by the best teachers that it is not safe to depend upon the inspiration of the moment for good questions, illustrations and illustrative materials and references to books or magazines. Therefore it is necessary to have a form or outline showing how teaching procedure is to be related to subject matter. It is also desirable to have some idea of the amount of time that may be given to any particular part of a lesson.\textsuperscript{32}

S. F. Heck and C. R. Williams (1984) Observed that teacher’s effectiveness is a multiple and often contradictory roles, including, among other things, providing academic instructions; maintaining order in the class room; attending to the social and emotional well-being of students; and meeting sometimes conflicting expectations of students and administrators, parents and community approaches improving student learning, effective teachers pay attention to developing well ordered class rooms, and constructively disciplined students.\textsuperscript{33}

\textbf{2.3. Teachers’ Job Satisfaction}

Mahesh Bhargava and Taj Haseen (2008) are of the view that teachers’ job-satisfaction is a crucial factor in improving the quality of educational instruction, research output, and student-teacher relationship. In fact the level of job-satisfaction of teachers, to a considerable extent, assesses the success of an educational institution. Satisfaction has been set forth as one of the goals of human adjustment and as one of
the factors to be reckoned with in an acceptable concept of efficiency. A glow of satisfaction may prevail in the day’s work and make events seem to run smoothly, and a cloud of dissatisfaction may descend and develop the individual in a fog of discontent. The educational institutions are considered to be social systems, and teachers are not insignificant actors in that. The quality of education depends on the quality and competence of teachers. Whatever means are adopted for improving education; nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities.\textsuperscript{34}

Kamal Kamal (1978), in her study found out the causes of dissatisfaction among teachers in their teaching job as follows: (1) too many teaching periods, (2) too many extra-curricular activities, (3) work to do besides teaching, (4) have often to stay after working hours to do school work, (5) have to take school work home to finish, (6) oversized classes, (7) lack of adequate accommodation, (8) lack of cleanliness, (9) reference books not available, (10) school’s library has no useful books, (11) laboratory is ill-equipped, (12) games and sports materials are inadequate, (13) most of the students are indisciplined, (14) most of students are not interested in studies, (15) most of the students are uncultured and lacking in manners, (16) there is a wide gap in academic ability and intelligence of students, (17) poor relationship with the Principal, (18) the Principal is partial, (19) Principal too busy to give academic guidance, (20) Principal withholds support in case of disciplinary problems, (21) poor relationship with colleagues, (22) too much of interference by students’ parents in the school affairs, (23) students’ parents lack interest in their wards’ studies, (24) some parents seek favours for their wards.\textsuperscript{35}

Kusum Yadulal (2003) proposes the theory of action that the extra pay offered will motivate teachers to acquire the knowledge and skill needed to improve instruction. To motivate teachers, the pay incentive provided must be valued. Experience with the traditional salary schedule suggests that teachers value pay rewards enough to collect years of seniority, credits, and degrees. But to motivate the acquisition of the new, possibly hard-to-master skills needed to improve instruction, the incentives must be of sufficient size to attract teachers’ attention and to be perceived as commensurate with the effort needed to acquire the skills. It is reasonable to expect that the greater the size of the incentive, the more will be the
motivational effect, all else being equal. So an important facet of this dimension is the size of the incentive offered. To the extent that knowledge and skill rewards replace that the traditional pay increases for seniority and educational attainment, we might expect teachers to be more motivated to attain the skills, since the traditional opportunities for pay increases have been reduced.36

Kamla Arora (1978) has formulated ‘Differentiating Characteristics’ to find out the differences between effective and ineffective teachers with regard to job satisfaction. The characteristics are as follows: (i) General satisfaction: More effective than ineffective teachers derive satisfaction from their work. The nature of satisfaction is also quite different in the sense that while only effective teachers feel satisfied with good results, company of students and teaching in general, a substantial larger number of ineffective teachers derive satisfaction from the financial aspect of teaching. (ii) Degree of satisfaction: More effective than ineffective teachers are satisfied and very satisfied with their job, whereas more ineffective than effective teachers are dissatisfied and indifferent. (iii) Choice of profession if given fresh option: More effective than ineffective teachers would like to be in the teaching profession were they to start their career all over again. (iv) Cause of dissatisfaction in schools exist for more effective than ineffective teachers such as: Reference books are not available; most students are uncultured and ill-mannered, students’ parents lack interest in their wards’ studies and parents seek favours for their wards. Materials for games and sports are adequate, most students are undisciplined, most students are not interested in studies, and students’ parents interfere too much in school affairs. More effective than ineffective teachers are dissatisfied to a greater extent with the following causes while ineffective teachers are mostly indifferent to them. Lack of adequate accommodation, lack of cleanliness, reference books are not available, library has no useful books, most students are undisciplined, Principals are too busy with office and administrative work to give academic guidance to teachers, students’ parents lack interest in their wards’ studies. Parents seek favours for their wards, more effective than ineffective teachers are greatly dissatisfied because of too many teaching periods.37

J. C. Aggarwal (1982) quotes the report of the Kothari Commission on Education (1964-66) “A sound programmes of professional education of teachers is
essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resource required are small when measures against the resulting improvements in the education of millions.” Further he stated that the teacher education is not teaching the teacher how to teach. It is to kindle his imitative, to keep it alive, to minimize the evils of the “hit and miss” process, to save time, energy, money and to solve the trouble of the teacher and taught. This is what he meant by teacher’s effectiveness.\(^{38}\)

Neelam Sood (2003) discussing the organizational climate and job satisfaction of teachers, concludes that no significant relationship was found between principals’ managerial style and school performance. But a significant difference was found between organizational climate and job satisfaction of teachers and school performance. Without the ability to manage the class effectively, any other skills teachers have may be neutralized. It is not good enough knowing the subject matter, being able to devise interesting activities appropriate to the topic, knowing what sort of questions to ask, or being able to give a clear explanation, if the teacher cannot obtain a hearing or organise a group of children. E. C. Wragg (1993) has also reported the same.\(^{39}\)

R. P. Singh (1980) analyzed the attitudes of in-service teachers towards their vocation and has found that a good deal of interest exists for making teaching a respectable profession. This question has attracted a sufficient degree of attention from those who are employers, teachers’ educators, parents and others. Teachers who detest teaching or the ones who are indifferent to it are surely not desirable. There is a need to identify them and weed them out of the profession, because in a country like India where jobs are scarce even a frustrated person would like to go on doing the job he does not particularly value.\(^{40}\)

Digumarti Bhaskara Rao and Sheik Abdul Khadar (2004) quote Unyal (1967) who found that the teachers of private schools displayed higher levels of anxiety than government school teachers regarding their job satisfaction. He also hypothesized that the teachers in government school enjoy more freedom than the teachers working in schools run by private management. They enumerated the teacher’s problems as (1) economic status, (2) age, (3) sex, (4) experience, (5) language, (6) management, (7) efficiency, (8) facilities, and (9) marital status.\(^{41}\)
Rajarshi Roy (2007) states that job satisfaction requires more than a decent salary. Greater recognition of teacher and of excellence in teaching is one means frequently suggested for raising the perceived status of teacher, because recruitment of better quality teacher is important. Unfortunately a good number of teachers are engaged in the profession failing to join in their desired profession. It definitely affects the status of the teachers. 42

Chauhan C.P.S. (2008) in his article, “Is Teaching a Profession? ‘Yes’ and ‘No’” in University News Jan 28-Feb 03, 2008 highlights that teaching which was supposed to be a noble and pious duty of educated and priestly classes, became a paid/salaried job during the British period when the system of Grant-in-Aid was introduced on the recommendation of the Wood’s Education Dispatch in 1854. During the Pre-British period, there was no system of state funding of education; schools/maktabs were attached to religious institutions like temples/mosques, and kings and other well-to-do people of the society provided funds in the forms of donations and endowments. There was no system of payment of salaries to teachers, who maintained themselves on presents received from their students in the form of Guru Dakshina.

The system of payment of salaries to teachers by the state started during the British period. It was in 1677 that the East India Company sent the first paid teacher to Madras for teaching English and Protestant religion. Thereafter the sacred duty of imparting knowledge to the coming generations of the society became a salaried vocation, never to acquire the status of a profession like Engineering, Law and Medicine. The social prestige of teachers cannot be improved by raising their salaries or providing them with other material benefits, rather something more than this is desirable. Teaching is a noble profession. It provides the individual an opportunity to render a great service to mankind. All teachers may not be respected, but good teachers are always respected by the society. It has been rightly stated by a senior teacher that teaching profession is both a heaven and a hell. It is a heaven for those who command respect and a hell for those who demand respect. 43

William B. Dharma Raja (2007) explained that professional satisfaction is the amount of overall positive affect or feelings that the individuals have towards their
profession. It is the amount of pleasure or contentment associated with a profession. Professional satisfaction of teachers refers to the attitudes and feelings teachers have about their profession; it is not the self-satisfaction, happiness or self-contentment but the satisfaction on the profession. Professional dissatisfaction does not mean absence of motivation at work. Professional satisfaction can only be inferred but not seen. It is often determined by how well outcomes meet or exceed expectations. Positive attitude towards the profession is conceptually equivalent to professional satisfaction and negative attitude towards the profession indicates professional dissatisfaction.

The level of professional satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationship with the work group and the degree to which individuals succeed or fail in their work (Armstrong 2003). The discretionary behaviour that helps the firm to be successful is most likely to happen when teachers are well motivated and feel committed to the institution, when the profession gives them high levels of satisfaction. The key factors affecting professional satisfaction were career opportunities, job influence, team work and job challenge.

Basically, there are four approaches of professional satisfaction. (1) Fulfilment approach: There is a positive relation between professional satisfaction and the actual satisfaction of the expected needs, i.e., professional satisfaction is measured in terms of rewards a person receives. (2) Discrepancy approach: Satisfaction is the function of what a person actually receives from his professional situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, if results in dissatisfaction. (3) Equity approach: A person’s satisfaction is determined by his perceived equity, which in turn is determined by his input-output balance compared to his comparison of others’ input-output balance. Input-output balance is the perceived ratio of what a person receives from his profession relative to what he contributes to the profession. (4) Two–factor approach: Factors such as achievement, recognition, responsibility, etc., are satisfied, but their absence does not result in dissatisfaction. On the other hand, factors such as supervision, salary, working conditions etc., are dissatisfiers, the absence of which causes dissatisfaction. Their presence, however, does not result in professional satisfaction. 

- 50 -
Blun and Naylor, (1968) say that job-satisfaction are events or conditions experienced by a person in his job or occupation which arouse, among the responses, feelings or affects which he can verbalize on a continuum of like-dislike, pleasant-unpleasant, satisfactory-unsatisfactory. Teacher’s job-satisfaction is primarily based upon the satisfaction, contentment and a sense of fulfilment that the teacher experienced in his teaching profession.45

Evans L. (1998) found in his study that motivation is concerned with the degree of inclination towards an activity, but that degree of inclination is determined by the pursuits of goals which will satisfy needs. What motivates therefore, in a work context is the desire for job-satisfaction. Morale levels are determined by expectancy of continued job-satisfaction, and high morale resulting from high expectations, motivates individuals towards the goal focused activity which is expected to sustain and increase, job-satisfaction which in turn raises morale. He also distinguishes two factors that contribute to job satisfaction among primary school teachers (1) Job comfort: the extent to which teachers are satisfied with the conditions and circumstances in which they work (2) Job fulfilment: a state of mind encompassing all the feelings determined by the extend of the sense of personal achievement that teacher’s attribute to their performance of those aspects of their job which they value. She found that these are not only related to class room relationship but were also affected by the kinds and qualities of school leaders and relationships with colleagues.46

The 5th Week (03/10-08/10 2005) of the 60th anniversary of UNESCO in its information sheets, aims to provide to the public with information on the theme of “Teachers”. The 1966 General Conference adopted a Recommendation on the status of teachers, in collaboration with the International Labor Organization (ILO) in Geneva. Despite the diversity of the world wide legislation, the Recommendation proposes a range of standards applicable worldwide. Although the 1966 text only applied to pre-school teachers, a 1997 Recommendation includes the higher education sector. All subjects linked to the profession are examined, such as teacher preparation (training, recruitment), career opportunities (advancement, job security), rights and duties (individual freedom), salaries, health and pension benefits which will enable the teachers to be more effective in their teaching profession. World Teacher Day on
October 5 was chosen to coincide with the adoption of the Recommendation on October 5, 1966. But the 146 Article which comprise it are no longer sufficient in the face of harsh geopolitical realities. 47

Fredriksson Ulf (2004) examined the study organized by Education International on Ghana. The following picture of the salary situation of teachers was given, “The general picture is that few teachers manage on their salary to the end of the month when all basic costs are paid, there is nothing left and in many cases the salary has already disappeared before these costs are paid. To manage, most employees in the education sector have to look for additional income and have little time left to concentrate on their job (Fredriksson, Fumador and Nyoagbe, 1999, p.46). VSO (Voluntary Service Overseas) could note in three case studies that “poor absolute values of teacher’s salaries was a significant factor influencing their motivation” (VSO, 2002, p. 25). It is crucial to see that all employees in the education sector have a decent salary on which it is possible to survive. Low salaries and bad working conditions are always feeding corruption. 48

Conclusion

By way of conclusion to this extensive survey of literature, it can be said that there is a large number of studies on teachers in India as also in the USA and other countries. Such studies deal with the basic problems of teachers in such matters as accountability, effectiveness and job satisfaction. However, these studies are not directly focused on these issues. In a way, the present study seeks to fill this gap in our knowledge about a teacher’s life.

Another point that must be made is that the survey of literature indicates that there are studies that examine the relationship between accountability, effectiveness and job satisfaction of teachers. It is easy to perceive that there is such a relationship. But it is necessary to understand the nature of this relationship. The present study attempts to do this difficult task.


16 http://www.schoolwisepress.com/smart/browse/account/teach.html 13/03/2012 p. 1 of 2


- 53 -


23 Ibid., Pp.561-563


35 Arora, Kamla. 1978. Differences between Effective and Ineffective Teachers, New Delhi: S.Chand And Company Ltd Publications, Pp. 80-87


47 UNESCO, 2005. Unofficial Document on ‘Teacher’ developed during the 5th Week (03/10-08/10 2005) of the 60th anniversary of UNESCO. The Bureau of Public Information Publication. BPI UNESCO, 7 Place de Fontenoy, 75007 PARIS, tel. +33 (0) 1.45.68.16.81 (16.82)- bpi@unesco.org