# CHAPTER I

## INTRODUCTION

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CHAPTER I

INTRODUCTION
1.1 INTRODUCTION

Reviewing the progress in the elementary education sector on 21 February 2005, the Prime Minister of India, Dr. Manmohan Singh stated that he was pained to note that “only 47 out of 100 children enrolled in class I reach class VIII, putting the drop out rate at 52.79 per cent.” This, he said was “unacceptably high” and attributed the high dropout rate to “lack of adequate facilities, large scale absenteeism of teachers and inadequate supervision by local authorities” (The Hindu, New Delhi Print Edition, 22 February 2005).

The following is an excerpt from the speech on the occasion of Independence Day on 15 August 2006, by The President of India, Dr. Abdul Kalaam, himself a teacher of great eminence:

“Education is the most important element for growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who need literacy and many more who have to acquire employable skills to suit the emerging modern India and the globe. Job opportunities being national, the syllabus of education should be structured in such a manner that it should meet the changing societal needs, fulfill the needs of the occupation and inculcate high moral values among the students in addition to learning skills. The delivery of quality education is possible only through quality teachers. The teacher has to be a committed teacher who loves teaching and children. And also the teacher has to be equipped with all the knowledge required for effective teaching. The self-esteem of the teacher must be high and the teacher must have the quality to become a role model for the children.”
In keeping with the above stated need for quality teachers, the issue of their satisfaction levels in their vocation gains tremendous significance. Right from Indian Mythology, the role of the teacher has been that of a visionary who possessed rare qualities of dedication and the yearning to impart knowledge and wisdom to his disciples who in turn put this learning to practical use in order to uplift the country and to meet the needs of the common man. Thus the importance of positive qualities in a teacher needs no specific emphasis. As Shirley Hufstedler, the first secretary of Education in United states of America between 1979-1981 addressed in her public speech, "The role of teachers remains the highest calling of free people. To the teacher the country entrusts her most precious resource, her children; and asks they be prepared to face the rigors of the individuals participating in the democratic society" (adapted from www.creative quotations.com)

Today, the teacher serves as a crucial factor in the formula for effective schools. The role of the teacher has become extremely complex due to the need for interaction with parents, students and the community at large, not counting interaction with peers and the management. The teachers of today face the complex task of creating schools with wide vision, planning for school development, guiding students, handling discipline and co-coordinating extra curricular activities of students. The job of teachers has become even more daunting due to erosion of authority, escalating expectations from parents, a perceived lack of support and a stressful environment. Further restructuring of the educational systems to sustain high standards for commercial purposes has added to their woes.

As we all know, job satisfaction is generally considered the one factor critical to those employed in any work force including teachers. When teachers are dissatisfied with
the job their vocation is marred, which in turn can have a cascading effect on the students, which in turn; viewed in a wider canvas, can affect the nation in the longer run. In the words of James Carr, “Job satisfaction lies in some combination of individual accomplishment and interaction with others, people who go about their daily lives trying to achieve a healthy balance between giving and receiving, between serving and being served.” (Adapted from Business stories, Anecdotes and humor by Joe Griffith).

Therefore at the outset it is essential to record what exactly contributes to job satisfaction of teachers. A scrutiny of various definitions of job satisfaction show that many attitudes and feelings are developed in reaction to a job, and these attitudes and feelings lead to satisfaction with the job. The environment in a work place, co-workers, superiors and the school structure can easily influence these attitudes and feelings.

A study of job satisfaction can augment and boost one’s understanding that a job is not merely life sustaining, but life enhancing and inspiring as men and women continue to work even if their economic wants are met, signifying that work satisfies not only financial needs but also various needs such as recognition, achievement or the contentment derived from working with other people.

Job satisfaction or dissatisfaction depends on a large number of factors. Usually job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude or a negative attitude about work. Fredrick Herzberg has stated that a delineation of factors that produce positive attitude about work is important to the improvement of job performance. The job of a teacher is both exacting and exasperating as the tasks are fraught with external pressures and filled
with internal responsibilities. The teacher can change the behavior and lives of students as well as expand their possibilities. Job satisfaction of teachers has thus become an interesting subject of study. Education is always in the national spotlight, wherein, there are few roles as complex or as pivotal as that of school teachers. Knowledge of the changing perceptions of job satisfaction and dissatisfaction could be beneficial to a whole new generation of teachers in their efforts towards betterment of the students of the future.

According to World Bank report, 2006 ' It can be projected that by the year 2015 all the boys and girls aged 6-11 will be attending primary school, but that conditional upon enrolling, only 65% of the boys and 70% of the girls at age of 12 will have completed primary school' (adapted from www.worldbank.org). This is due to low attendance and high dropout rates which means that fewer children completing primary cycle than enrolled in primary school. Education in India is under intense scrutiny by public and private interests, who question the systems ability to fulfill its goal of teaching basic skills, instilling values, preventing dropouts, and producing a highly productive workforce. Such an incredible responsibility requires top caliber teachers committed to fulfilling the high expectations that Indians have for their education system. Attrition, increased school enrollment and emphasis on smaller class size will definitely lead to shortage of teachers. Optional careers with higher salaries are compounding the problem. Schools must therefore give more attention to teacher job satisfaction and also to determine as to why teachers are experiencing more dissatisfaction at this crucial juncture of the nations tryst with a much larger role in world affairs. To meet the challenges effectively and efficiently, schools must retain and when needed hire talented teachers. A school can become successful only if it is healthy. The health of the school depends on the job satisfaction of its teachers.
A satisfied work force leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees and incidence of disruptive behavior. Society in general benefits as satisfaction on the job contributes to satisfaction off the job.

Researchers across disciplines have written countless articles concerning job satisfaction of the field of practitioners. There has been significant body of literature concerning job satisfaction in the field of education. It is important to remember that organizational psychology that affects all other fields applies to them too. It is imperative to recognize that factors that impact the teacher as an individual can affect his or her performance as a service provider as well. Job satisfaction is then the key to teachers as to any other profession.

However it has emerged that one important issue that the various literatures have not addressed often is the level of satisfaction between teachers of aided schools vis-à-vis unaided schools in India. Though job satisfaction studies have looked into teachers in general, very few have attempted any sort of meaningful comparison between the two. The current study hopes to make some advances in rectifying the situation. The author initiated the research with the intention of determining whether aided and unaided teachers experience significantly different levels and sources of satisfaction. To accomplish this goal, the researcher selected a sample size of 345 teachers in South Mumbai. The results should however be reasonably representative of conditions of other, similar groups of aided and unaided school teachers. Career paths have shifted from climbing the corporate ladder to traversing the corporate landscape in search of job enrichment and satisfaction. Understanding the patterns and reasons for attrition and retention is the first step in determining techniques to keep employees satisfied in
their jobs. The purpose of this study is to determine the factors that lead to satisfaction and dissatisfaction of teachers in aided and unaided schools; the knowledge gained through this study might assist the schools and policy makers in increasing the retention rate of employees and sustain quality education.

The lack of quality education in many developing countries has been attributed to high teacher turnover and low morale of teachers. Education system in India can improve its quality of education only if motivation and commitment of the teachers is achieved. World Bank report 1999 states, "Learning achievement in India is low. Children who reach the final year of Lower primary school often have mastered less than half the curriculum".

Teachers - the main resource of the schools can contribute largely to positive changes. India can achieve educational reforms only with the support of committed and motivated teachers. The system cannot be efficient if there is an apparent decline in teacher morale and increased turnover. The consequences of low teacher morale are absenteeism, neglect of responsibilities and duties. In a complex environment of change, motivational levels and productivity of teachers remain areas of concern to administrative and managerial staff that are asked to address increasingly complex social concerns with limited funding. It negatively impacts the schools' effectiveness. The level of teacher motivation plays a decisive role in promotion of teaching and learning excellence.

As stated earlier, the present study investigates teacher motivation among the teachers of aided and unaided schools in Mumbai. The researcher aims to identify the factors associated with teacher motivation and job satisfaction that could be influenced by educational policy and school management interventions.
1.2 PURPOSE OF THE RESEARCH

There are remarkable numbers of teachers in many of Indian schools who are not highly satisfied with their profession and various aspects of their job. The researcher intends to provide an insight into the flaws and gaps existing in the work circumstances of these teachers. This might in turn provide necessary information for targeting demotivated and dissatisfied teachers. The study has the capacity for shaping work contexts that match or are at odds with the individual teachers’ needs. A clear understanding of what matters to teachers or precisely determining the key factors influencing teacher motivation and satisfaction is crucial for an effective education system. The paucity of relevant research in the fields of teacher motivation has initiated the researcher to conduct this study. This research would therefore be pertinent to education in the Indian context, as it would provide relevant information on motivation and job satisfaction of teachers. The greatest contribution this research will have is that it will aim to provide practical suggestions to school heads and management for enhancing and sustaining teacher motivation in schools.

Similarly looking at the relationship between teachers’ communication and job satisfaction is something that merits attention because the school management has to illustrate with the work environment that they are concerned about their employees. This concern can in turn help the management to retain good teachers and make it an institution that every teacher wants to work for. Conducting a study on determining the level of communication satisfaction among teachers is important and will contribute significantly in improving the efficiency and performance level of teachers. It enables to check whether teachers are satisfied in communicating with their superiors, peers and students and others connected with their work place. This is
essential for creating an optimal work place. This study aims to analyze the concept of communication satisfaction to consider employee attitudes. This study will examine the relationship between job satisfaction and communication satisfaction of teachers.

**Chart 1.1   GENESIS OF CONCEPT FOR THIS STUDY**

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1.3 STATEMENT OF THE PROBLEM

A teacher can make a difference in their students' life and education due to their direct and indirect influence on them. The role of the teachers has changed over a period of time due to numerous educational reforms, widened range of duties and responsibilities and their reaction to such changes in the current era will determine the level of motivation, job satisfaction or dissatisfaction. As a tool to face the challenges of diverse population, changing job descriptions and the ever-increasing demands of the job, in the 21st century additional research in the field of job satisfaction, motivation and communication satisfaction needs to be conducted. Further teachers are frustrated in achieving their educational vision and goals in a structured inflexible setting of a school. The problem is if the job of teachers is becoming more demanding are the teachers satisfied with their profession. Not withstanding the problems and challenges facing the teachers, however there are certain positive factors in the job. The factors, issues or challenges that are viewed can account for, the degree of motivation, job satisfaction or dissatisfaction in the profession as positive or negative. The intent of this study is to investigate teachers to determine those aspects of the job that account for job satisfaction or dissatisfaction and factors that influence their motivational level. Further communication being an important variable in determining the job satisfaction or dissatisfaction it is significant to examine the level of communication satisfaction of teachers with their peers, supervisors, students and community to identify areas which need attention. Hence both from the point of view of dearth of needed research in the area and from the point of assessing the present level of job satisfaction, motivation and communication satisfaction a study on systematic lines is academically a dire necessity. Hence the thesis titled "A
Comparative study of Job Satisfaction, Motivation and Communication Satisfaction of teachers in Aided vis-a-vis Unaided schools in Mumbai

1.4 DEFINITION OF KEY TERMS

A Comparative study- According to C.V.Good “it implies collection, classification and correlation of various data from different groups of people”(C V Good, Dictionary of Education, 1954)

Job satisfaction- For the purpose of this study, Job satisfaction is defined as “a tangible level of self-appreciation towards or in the profession keeping in mind the working conditions vis-a-vis the output standard required by the system”.

Motivation - For the purpose of this study motivation is defined as “the desire that instigates people to want to behave or act in a certain way. It can be perceived as the desire or willingness to work, to contribute to be productive and creative to perform at capacity or exert high level of effort towards organizational goals.”

Communication satisfaction- For the purpose of this study communication satisfaction is defined as “the organizational members perceived level of satisfaction with respect to communicating with their superiors, peers and subordinates”.

1.5 DIFFERENT TYPES OF SCHOOLS IN THE FORMAL SYSTEM

The schooling system is not homogenous in India. Government schools are run by the central or state governments or by local bodies. Different types of schools cater to a widely different clientele.
1.5.1 Government Schools

The Government of India, State Governments, local self-government institutions (panchayats) in rural areas and municipal bodies in urban areas run government schools. Overall, the relative share of various types of management in schools is 46 per cent (central and state), 38 per cent local bodies and 16 per cent private (aided and unaided).

These shares vary from one state to the other. The last 15 years have witnessed the creation of different kinds of government schools, namely:

1. Formal schools – primary, upper-primary, high and secondary schools run by state governments or by private trusts and corporate bodies;

2. Transitional schools – Education Guarantee Scheme Schools (Madhya Pradesh, Chhattisgarh, Rajiv Gandhi Pathashala (Rajasthan), Shishu Shiksha Kendras (West Bengal) managed by local bodies or by state governments;

3. Bridge Courses (residential and non residential) – short-term schools for older, out-of-school children to reach age-specific grade / class;

4. Alternative Schools – six-hour and four-hour schools, mobile schools

5. Ashram Shalas – residential formal schools for tribal children financed by the Ministry for Tribal Welfare;

6. Residential Schools – for disadvantaged groups like the Scheduled Castes, financed by the ministry concerned for the welfare of disadvantaged communities;
### 1.5.2 Teachers in Government Schools

Different norms and rules govern teachers in the various kinds of government schools mentioned above.

1. **Regular teachers** are full-time, permanent employees of the government. They are governed by strict entry and qualification norms (1 to 12 years of general education and minimum two years of diploma or degree in education). They are covered by a range of welfare benefits and get a pension after retirement. They can be promoted from a teacher to a head teacher and even a supervisor/administrator/teacher trainer.

2. **Para teachers** or contract teachers are appointed on a contract basis by the local body (panchayat or municipal body). Eligibility requirements differ from one state to the other. They are not entitled to any welfare or pension benefits. They are not eligible for promotion and are appointed for a specific school. Para teachers in West Bengal are women above the age of 40 – those technically not eligible for formal government employment.

3. **Guest teachers** are local resource personnel called upon by a school to teach as a stopgap arrangement. There are no norms for such appointments.

4. **Instructors** are appointed to conduct classes in bridge courses and some alternative schools. In the absence of specified norms and these appointments are essentially ad hoc and on a fixed term contract.
1.5.3 Private Schools

Unlike government schools, private individuals or institutions set up and run private schools. These can be aided or unaided.

*Private aided schools*

Private individuals or trusts establish private aided schools. They are recognized and funded by the government and teachers are paid according to state government norms. All teachers in private aided schools are "formal teachers". Consequently, they must conform to specified qualification norms.

*Private unaided schools*

These schools are owned and funded privately with no state support. For purposes of recognition, they have to ensure adequate pupil-teacher ratio, conform to certain qualifications regarding recruitment of principal and teachers and assure their financial viability. However, the school, including recruitment procedures and teacher salaries, takes all management decisions. They frame their own admission rules and fee structure for students. The sixth All India Education Survey (NCERT, 1993) revealed that 38 per cent of the growth in enrolment of boys was in private unaided schools as against 8 per cent for that of girls. There is a similar bias in the enrolment of children from the backward castes as well as those in rural areas.

1.6 RELEVANCE AND UTILITY OF THE STUDY

The role of education as the most important factor in the development of nation is universally accepted. In India there is a need to accord top priority to educational development and providing quality education. A Teacher is a person under whose
charge the community with assurance places the density of our children. The teacher who shapes and hones the younger generation should inevitably possess among other qualities job satisfaction and be motivated. The literature review discussed in the next chapter proves that a satisfied teacher is likely to be more effective. Job satisfaction and motivation is important in making the profession more functional and effective.

The present study concerns itself with the investigation and depiction of job satisfaction, motivation and communication satisfaction of teachers working in aided and unaided schools in Mumbai. The study also endeavors to measure the correlation between job satisfaction, motivation and communication satisfaction. Previous researches in the field of job satisfaction have visibly recognized the depth and enormity of the problem of job satisfaction essential in any profession more so in teachers. Past researches have dealt with various factors and variables causing or affecting the nature and quantum of job satisfaction. But very little research has been conducted with respect to job satisfaction of teachers working in aided and unaided schools in Mumbai. Similarly motivation and communication satisfaction of teachers is an area, which has not been researched with respect to teachers and hence the present study titled 'A Comparative study of Job satisfaction, Motivation and Communication satisfaction of teachers in Aided vis- a- vis Unaided schools in Mumbai' proceeded out of the dire requirement of the specific problems in question and also with the fervor that such a study would yield results with far reaching inference for teachers in Mumbai.
1.7 OBJECTIVES OF THE STUDY

1.7.1 Teacher Job Satisfaction

A business or organization does not support a failing product and withers away when they fail in creating demand for their supply. The same value needs to be attached to the current education system in India for eliminating dropouts and failure rates and improving the efficiency of school managements. A developing country like India needs to prepare its future citizens for competing in the 21st century. The social and economical problems standing in the way of achieving UEE needs to be eliminated. The schools in India need to be made responsible and accountable for improving student achievement and reducing dropout rates. The earlier research conducted have found a vast majority of teachers being satisfied, very satisfied or dissatisfied with critical aspects such as educational philosophy, colleagues, class size, administration and students of their school. Some teachers are satisfied with their work experience, freedom in using creativity for teaching, while some of them feel thwarted by the routine quagmires of their school systems and are genuinely concerned about the welfare and academic success of their children. Teachers need to be made responsible, provided with incentives for success, granted greater autonomy and finally be made accountable. Teachers play an important role in achieving the dream of UEE and reduction of dropout rates. Hence the study of job satisfaction and motivation of teachers is imperative and will give some insights on teacher reforms and educational institutions.

The survey will address eight indices attempting to answer significant questions on teacher satisfaction with their job:
1. To determine what aspects of teaching promote job satisfaction for aided and unaided schoolteachers.

2. To find out what aspects of teaching cause job dissatisfaction for aided and unaided schoolteachers.

3. To establish whether there is any relationship between gender, age, experience and qualification with job satisfaction of aided and unaided schoolteachers.

4. To verify who experience more job satisfaction – whether aided or unaided schoolteachers.

5. To decide the satisfaction level of teachers working in aided and unaided schools for each of the eight dimensions as measured by the questionnaire.

6. To verify if there is any significant relationship between motivation and job satisfaction of teachers in aided and unaided schools.

7. To find out if there is a significant relationship between job satisfaction and communication satisfaction of teachers.

The answer to these questions can be used as information to increase teacher job satisfaction. The knowledge gained can be used to improve the working conditions of teachers thus creating a better school for the students and achieving the goals expected.

1.7.2 Teacher Motivation

Teacher motivation and commitment to their jobs are essential for achieving student learning. Hence a survey is required to decipher factors that lead to motivation of
teachers. The focus of the problem to find out factors that motivate teachers can be articulated only by measuring the current motivation level of teachers. The descriptive objective of this investigation is:

1. To determine the factors that teachers working in aided school and unaided schools perceive as increasing level of motivation.

2. To establish the relationship between gender, age, experience and qualification with level of motivation of aided and unaided schoolteachers.

3. To verify the factors that teachers working in aided and unaided school perceive as reducing the level of motivation.

4. To check the aided school vs. unaided schoolteacher’s opinion towards related issues to occupation change, student’s exam, training etc.

5. To decide who is more motivated- aided school or unaided schoolteacher.

6. To verify if there is a significant relationship between motivation and job satisfaction of teachers?

7. To determine if there is a significant relationship between motivation and communication satisfaction of teachers?

1.7.3 Teacher Communication Satisfaction

Teacher’s communication satisfaction with their principal, supervisor, administrative staff, students and the parents of the students is imperative for both teachers and the school management. It is important to study the communication satisfaction of
teachers with different dimensions and identify the predictor of job satisfaction. The objective of this study is to discover the following:

1. To verify if there is a relationship between communication satisfaction and job satisfaction.

2. To determine if there is a relationship between communication satisfaction and motivation of teachers.

3. To resolve as to who is more satisfied with respect to communication – Aided school or unaided schoolteachers.

4. To find out with whom the aided and unaided schoolteachers are most satisfied with interpersonal communication in the work place.

5. To check with whom are the aided and unaided school teachers most dissatisfied with interpersonal communication in the work place.

6. To establish if there is any relationship between gender, age, experience and qualification with interpersonal communication of aided and unaided schoolteachers.

1.8 SIGNIFICANCE OF THE STUDY

The growth and standard of any country cannot be further than the standard of her educational structure and institution. The standard of an educational institution cannot augment beyond the levels of its teachers. Hence all educational commission and committees have emphasized on high quality personnel with favorable attitude towards teaching be selected for the profession. Teachers have the unique opportunity to participate actively in the development and transformation of human lives. The art
of educating is an artful and complex task that is carried out with group of students who come from a variety of backgrounds, possess a variety of interest and skills and maintain hopes and dreams of learning.

1. The ultimate expected outcome for teachers is to prepare individuals so that the ongoing societal development can occur. Teacher retention and their job satisfaction must retain at a level to ensure this.

2. Dissatisfaction among teachers may reflect adversely in the quality of teachers. It is essential to see that the teachers are satisfied and motivated to do their job, so they can shape the future citizens.

3. Similarly it is essential to find out whether there is any relation between motivation and job satisfaction, job satisfaction and communication satisfaction, and communication satisfaction and motivation.

4. Very few studies have been carried out to find if demographic variables such as age, sex, qualification, and level of post are related to motivation, job satisfaction and communication satisfaction. These factors may throw light on different aspects of job satisfaction, motivation and communication satisfaction of teachers.

5. Further it is essential to find out the satisfaction and motivational level of teachers working in different management namely aided and unaided schools. Research devoted solely to the study of job satisfaction of teachers in aided vis-à-vis unaided schools in Mumbai is very scarce and a study to measure the levels of motivation and communication satisfaction of teachers is yet to be conducted as far as the knowledge of the researcher. Thus the present study “A Comparative study of Job satisfaction, Motivation and Communication satisfaction of teachers
in aided vis-à-vis unaided schools in Mumbai” is designed to analyze all the above-mentioned factors.

1.8.1 Motivation

The findings of a survey conducted in India by World Bank in 2004 states “Teachers are frequently absent from school, because of poor motivation or completing administrative demands on their time. Thus in the next decade the essential task will be to improve the preparation, motivation and deployment of teachers.” (adapted from World Bank.org)

Teaching cannot be considered as a profession alone as it involves imparting the knowledge, which an individual finds significant. Motivation plays a major role in the learning process and is influenced by a lot of factors as it depends on number of dimensions. Lack of motivation among teachers is generally related to poor student performance and this is manifested by teacher absenteeism, turnover, uncreative and non stimulating teaching, not adhering to administrative orders and resistance for participation in extra curricular activities to name a few. The motivational level of teachers has a direct effect on retaining teachers and a huge turnover of experienced teachers not only increases the cost of recruitment but also affects the quality of education imparted to students. The motivational level of teachers’ gains importance in the context of India as the government aims to achieve Universal education by 2010. The role of teachers in achieving the above target and creating an effective educational management is phenomenal. In this perspective, it is very essential to identify factors that demotivate teachers and develop a strategy for its elimination. The researcher wanted to explore the factors that influence teacher motivation. To determine the factors that enhance motivational level of teachers would be beneficial
for the policy makers of education system in India and provide insight into the individual teacher needs and flaw that exist in the system. Determining the factors that influence teacher motivation has not received much attention in India. This study aims at identifying factors enhancing motivation and decreasing the motivational level so that remedial action can be taken both by the school administration and the policy makers for developing and sustaining the motivational level of teachers.

1.8.2 Job Satisfaction

Education commission 1966 corroborates, ‘A dissatisfied teacher spells disaster to the country’s future. Dissatisfaction among the workers is undesirable and dangerous in any profession; it is just suicidal if it occurs in the teaching profession.” (Adapted from The report of the education commission 1964-66, Ministry of education, Government of India) Job dissatisfaction is significantly related to job turnover (Srivastava, 1977) and turnover being very expensive, organizations need to reduce it to an acceptable level. In the field of education, knowledge of teacher’s facet- specific levels of job satisfaction can aid the school management in attracting and retaining effective teachers. Given the fast pace of educational change, the level of job related stress creates a feeling of dissatisfaction among teachers. But there are teachers who feel accomplished with their present position, and who would like to impart knowledge even after their retirement. The discovery of elements of dissatisfaction can be improved that in turn can lead to reduced turnover. Job satisfaction is significant for those organizational members as it enables an examination of various facets in the organization and finding remedial measures where necessary. There are variables that lead to satisfaction and aspects those lead to dissatisfaction. It is important to identify both the positive and negative variables for assuring the teachers
in the profession and the potential teachers. The results of the study are significant in the following ways:

1. The study further validates or refutes the previous research on job satisfaction among teachers in aided and unaided schools.

2. To ascertain how satisfied teachers in aided and unaided schools are in their current position.

3. The study will contribute to a larger body of Knowledge and help in establishing a foundation on teacher job satisfaction in aided and unaided schools.

4. The study will enable the school management in development of educational leadership and training programs for teachers.

5. The facets that lead to job satisfaction and dissatisfaction can be identified.

6. It will enable the policy makers in identifying strategies for making decisions to improve the satisfaction level of teachers.

1.8.3 Communication Satisfaction

A study that measures the communication satisfaction level of teachers is very important because communication is a major variable in determining job satisfaction of teachers. The results of the study will demonstrate the importance of communication skills for the teachers and the upper management of the school. The outcome of the study will stress on the educational institutions need to focus on educating all their members on effective methods of communication. Training and retaining teachers who have the concern of their students in their mind will benefit the school in the long run. It will be interesting to measure the communication
satisfaction of teachers in aided and unaided schools to identify the effective and efficient level of communication. Also helping the teachers realize the value of communication will assist in the development of a more efficient educational management. It is further imperative to identify who plays a influential role in attaining communication satisfaction. Since the school administration and supervisor have the influence of making a teachers job a dream or a horrendous experience, the study of communication relationship between teachers and their supervisors' gains importance. Measuring the level of communication satisfaction with colleagues is important as they frequently with them and having a pleasant colleague environment will lead to teacher being more satisfied with their job.

1.9 HYPOTHESES

Investigating how job satisfaction, motivation and communication satisfaction can have a impact on teachers working in aided and unaided schools is the main reason that this research is being conducted. With the literature reviewed (Venkatrami Reddy and Krishna Reddy (1978) found that private school teachers were more satisfied than government school teachers, and Porwal(1980) found out that government school teachers were satisfied than private school teachers.) the importance of different variables in determining the impact of job satisfaction is evident. Each though seems to have a different effect upon the employees and their job satisfaction. Hence the following hypotheses have been formulated based on previous studies to provide more support for the connection between job satisfaction, motivation and communication satisfaction.

1. It is believed that the schoolteachers are satisfied with their jobs overall.

2. It is accepted that the teachers working in aided and unaided schools do not differ in their job satisfaction.
3. It is deemed that there will be significant difference in the level of job satisfaction of teachers working in primary and secondary schools.

4. It is considered that there will be significant difference in the level of job satisfaction of teachers with respect to their experience, qualification, age and years of service.

5. It is trusted that there is a significant difference between the motivation of male and female teachers.

6. It is accepted that there is significant difference between the motivation level of teachers in relation to their age, experience, tenure, different post level and qualification.

7. It is deemed that there is a significant difference between teachers working in aided and unaided schools.

8. It is hypothesised that Communication satisfaction does play a role in job satisfaction for employees.

9. It is trusted that Communication satisfaction with co-workers will be positively related to job satisfaction.

10. It is accepted that Communication satisfaction with immediate supervisors will be positively related to job satisfaction.

11. It is believed that Communication satisfaction with the principal will be positively related to job satisfaction.
1.10 RESEARCH DESIGN AND METHODOLOGY

Very little research has been directed toward the relationship between aided and unaided schoolteachers and their job satisfaction, motivation and none at all with communication satisfaction. The major purpose of this study is to compare and contrast the teaching population of the above-mentioned schools with respect to their job satisfaction, motivation and communication satisfaction. Teacher attitudes towards school environment, student achievement, salaries and professional development are major dependant variables.

The study was conducted in Mumbai covering sixteen schools. The general intent of this descriptive empirical study was to determine the levels of satisfaction with respect to job, communication and finally the factors that influence the motivation level of teachers. A survey design was used for data collection.
CHART 1.2   METHODOLOGY FRAMEWORK

To determine who are more motivated and satisfied with their job and interpersonal communication among aided and unaided teachers.

Factors that lead to job satisfaction, motivation, communication satisfaction and those which dissatisfy and demotivate them.

Quantitative Research

336 Teachers (215 from aided and 121 from unaided schools).

Questionnaires

How do different factors lead to increase or decrease in satisfaction and motivation level of teachers?

Evaluation of the findings.
1.11 RESEARCH DESIGN AND RESEARCH METHODS

Research design can be defined as "the strategy, plan, and the structure of conducting a research study and that the design provides the overall framework for collecting data. Thus research design refers to the exposition or plan and structure of the investigation and has the objective of planning, structuring and executing the research concerned in such a way that the validity of the findings are maximized in answering specific research questions Leedy\(^1\) (1993). The research design, which has been used in this empirical study, is quantitative in nature as it enables a larger sample size. This further has an advantage of collecting objective and standardized data through highly structured procedures.

Questionnaires are the descriptive survey tool used for investigating a present status of factors. Though questionnaires have the disadvantage of being structured it has the benefit of large quantity of standardized original data that can be collected and in terms of economy.

This method of collecting data was considered systematic by Borg and Gall and is helpful in providing information on the characteristic or opinions of a particular sample.

The primary research conducted fell into the category of statistical studies, which mainly deal with group phenomena or individual behavior in an effort to focus on the specified groups opinion and attitudes concerning the research questions.

\(^1\) Leedy PD (1993), Practical research: planning and design, McMillan publishing Co, New York
1.12 SAMPLE

Sampling is a process by which a portion of the targeted population is investigated for procuring accurate generalization of results, which is unbiased. This study was conducted in sixteen schools in South Mumbai. The population of this study comprised of teachers in aided and unaided schools in South Mumbai. This further has an advantage of investigating the optimum number from the total population for enhancing generalizability of results. The schools were chosen from the contact information obtained from the Superintendent, Education department, CharniRoad, Mumbai. The schools selected may be different from each other in terms of their size, student population, socio economic conditions and staff demographics. The sampled schools can be accepted as a representative of schools in South Mumbai.

Table 1.1 SAMPLE DESCRIPTION

<table>
<thead>
<tr>
<th>Sample Description</th>
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<tbody>
<tr>
<td><strong>Particulars</strong></td>
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<tr>
<td>Initial target</td>
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<tr>
<td>Actual Collection</td>
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<tr>
<td>Final Sample</td>
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1.13 INSTRUMENTATION

The instrument comprised of three parts of questionnaire:

1. Job satisfaction
2. Motivation
3. Communication satisfaction.

The questionnaire began with a introductory letter attached, which gave the identity of the researcher thanking the teachers for their co-operation in advance and ensuring them that their answers would not be seen by anyone else except the researcher. The entire questionnaire was presented in nine pages of A4 size paper and was designed to take a maximum of fifteen minutes of the teacher's time.

1.13.1 Job Satisfaction Questionnaire

The study was designed to provide information on factors that lead to higher teacher satisfaction levels. The researcher aims at giving insight into the probable causes of dissatisfaction and elicits the expectations of teachers to have an overall job fulfillment.

The questionnaire comprises of thirty-five items, which were designed to measure the perception of employee satisfaction with eight indices or facets of work environment. The facets in order of questionnaire are as follows:

1. Administration- Teacher reactions to administrators’ behaviors of concern, support, feedback, supervision and praise for teacher’s efforts.
2. Compensation- Teacher satisfaction with salary, fringe benefits and job financial security.

3. Opportunity for advancement- Teacher satisfaction with opportunity for career advancement through promotion or professional development for new career roles.

4. Student responsibility and discipline- Teacher satisfaction with student conduct and disciplinary practices in the school.

5. Job tasks- Teacher satisfaction with the nature of work assigned.

6. Colleagues- Teachers satisfaction with personal and professional characteristics of colleagues.

7. Parents and community- Teacher satisfaction with the levels of involvement and support provided by parent and community members.

8. School building supplies and material- teacher satisfaction with quality and supply of teaching aids and maintenance of buildings.

Each of these eight indices required the use of scaled response mechanism. A likert scale using a four point rating scale in which the attitude of the respondent is measured on a continuum from very satisfied to very dissatisfied with an equal number of positive and negative response possibilities. This was used to solicit attitudinal information about one specific subject matter. The scaled responses covered many relevant aspects and were consistent with basic issues of teacher satisfaction.
A participant indicates being very dissatisfied with an item if that job aspect provides much less than expected. On the other hand if a job provides more than expected a participant indicates being very satisfied with the item. This questionnaire allows the computation of more facet levels of job satisfaction, as it will enable the researcher to provide knowledge about what aspects of work environment ought to be changed in an effort to support organizational effectiveness.

The job satisfaction questionnaire used consisted of approximately four pages. A data form was affixed as the first page to collect information about the personal characteristics of the participant such as gender, age, type of the school, current post level, academic qualification, classes taught and length of teaching experience.

### 1.13.2 Motivation Questionnaire

It is a proved fact that teachers need inspiration and motivation in their job and the way in which the teachers view the nature and veracity of their occupation plays a major role in the way they practice it. An existence or absence of motivation is an important factor of job satisfaction. The focus of the research is to identify factors that increase or decrease the motivation of teachers. The researcher constructed a two-part questionnaire for measuring the motivational level of teachers.

The first part of the questionnaire intended to collect data from the participant on issues such as

1. Present payment scale
2. Hours of teaching
3. Working environment
4. Relationship with superiors and colleagues

5. Relationship with students

6. Selection of subjects being taught

7. Support from Higher Department

8. Sense of personal achievement

9. Sense of autonomy

10. Social recognition

In this part of the questionnaire the teachers were asked to weigh each aspect of the questions according to their beliefs by giving a tick mark in one of the five boxes which indicated the amount of motivation felt by each of them related to the statements. The five boxes were labeled as

1. Greatly increases motivation

2. Tends to increase motivation

3. Has no effect on my motivation

4. Tends to decrease motivation

5. Greatly reduces motivation

The second part of the questionnaire comprised of twelve multiple choice questions, where they were provided with variety of answers and were then asked to indicate the
one that which best fitted to their beliefs as well as provide information concerning their personal ideas about the topic researched.

The second part of the questionnaire collected teacher’s opinions on the following:

1. The teachers preferred age group
2. What makes a good teacher
3. Feelings during students exam
4. Considering occupational change
5. Teachers ideas about Training
6. Teachers life outside classroom
7. Students life outside classroom
8. What the teachers wanted to become as children
9. Relationship with students

The researcher wanted this information to decipher those contexts, which can motivate teachers.

1.13.3 Communication Satisfaction Questionnaire

One of the main purposes of the study is to measure interpersonal communication of teachers. Many work place relationships are of interpersonal nature and it is imperative to examine the communication satisfaction of the teachers to get an insight into the category of people involved in work that has greater effect on them. The
researcher aims to determine the degree to which teachers are satisfied or dissatisfied with respect to communication with their peers, supervisors, administrators, students and parents of the students. The specific questions in this questionnaire, which has been adapted from the JCSI questionnaire, cover the following aspects.

1. Teacher’s satisfaction in communication with the administrative staff

2. Teacher’s satisfaction in communication with the immediate supervisor.

3. Teacher’s satisfaction in communication with the Principal.

4. Teacher’s satisfaction in communication with the students and their parents.

The questionnaire comprised of ten questions, which required the use of scaled response mechanism. A likert scale using a four point rating scale which ranged from very satisfied to very dissatisfied with an equal number of positive and negative response possibilities was used.

1.14 PILOT STUDY

The questionnaire designed by the researcher was initially given to 22 teachers for pilot study. The questionnaires filled up by these teachers were not considered as a part of the data collection. The researcher requested them to give their suggestions for any modifications required in the questionnaire and posed them the following questions:

1. The duration they took for completing the questionnaire

2. Were there any uncertain questions?

3. Were there any objections for any specific question?
4. Is there a need to include anything, which has been omitted?

The respondents provided the necessary feedback on difficult and ambiguous questions. This enabled the researcher to estimate the anticipated completion time and also gave a clear picture on questions that contained difficult and vague words. Then such ambiguous questions were rewritten and the researcher made an introductory letter to all participants that the questionnaire could be completed in fifteen minutes.

1.15 LIMITATIONS OF THE RESEARCH DESIGN

1. The chief limitation is that it depends on the volunteer’s honest and accurate response.

2. It may not be representative of the entire teaching population.

3. Further a high non-response rate on particular questions may cause discrepancies in interpreting data.

4. Random error is inevitable whenever using sample surveys.