SUMMARY AND CONCLUSIONS
5.1 SUMMARY

Continuous Education for Development

Education is an investment in human resources through which a person becomes aware of his inherent qualities, on the basis of which he can develop his all round personality and such a person can help the nation in achieving the highest level of development. Aristotle was once asked a question "How much better educated men were from those who were uneducated?" His response was "As much as the living are from the dead". As per Aurobindo (1972), "education enables man to develop the capacity of observation and rightly knowing of the facts on which they have to form a judgement, trains them to think fruitfully and soundly and fits them to use their knowledge and thought effectively for their own and common good."

Education is not something which begins or ends in a classroom, it is a continuous process which is always in the making it is co-terminus with life itself, is a life-long process. UNESCO, International Education Commission Reports, 'Learning to Be' (1972), and 'Learning : The Treasure Within' (1996) have explored the ways and means of making life-long education a possibility and reality. Recurrent education has assumed importance in the present technological society where the skills become obsolete rapidly, as new techniques and innovations emerge affecting all aspects of lives of men and societies. Education enterprise will become efficient by undergoing radical changes, affecting the essence of educational action as well as the time and place for education, in short by adopting the concept of life-long education.
Concept of Adult Education

Education as an input to the development process is a very broad term which includes all forms, types and levels of education. Adult and non-formal education are essential not only for eradication of illiteracy and universalisation of elementary education but also for making life-long education a way of life and for bringing about the cultural revolution for a learning society.

An adult is the chief unit of a society and the advancement of family, society and nation depends upon him. If the education of the children is important for welfare of the state, education of the adults is necessary for the very existence of Indian democracy.

Multifarious projects implemented by the government since independence have not yet been successful in removing the stigma of illiteracy and we still have about 35 per cent of illiterate population in the +7 age-group and 290.70 million illiterates in the +15 age-group, although we have made considerable progress towards universalisation of primary education and have achieved 65.38 per cent literacy rate (+7 age group) as per the Provisional Population Figures of Census, 2001.

The concept of adult education has changed through the passage of time depending upon needs of the people, society and nation. The International Commission on Education (1972) opined that for a very large number of adults in the world, adult education is a substitute for the basic education they missed. For drop-outs, it is contemporary to elementary or professional education. It helps the new demands which the environment makes on the adults. It offers further education to those who have received high level training and it is a means of individual development for everybody.
UNESCO (1987) defined adult education as an integral part of life-long education enabling all persons to learn at all stages of life. It is accepted that all persons whether or not they went to schools, still need new knowledge and new skills and the persons who did not go to school need the skill of literacy along with other skills, to function effectively in the modern world.

Adult education is not only concerned with eradication of illiteracy. It is much more concerned with improvement of the quality of life of the adults. The new concept of adult education calls for effective networking with the formal and non-formal systems as well as innovations because the knowledge that one gathers during formal education system also gets dated and needs to be updated.

**Adult Education in India**

The concept of adult education in India has changed from basic literacy to social/civic literacy by 1950's and further to functional literacy by 1960's with the introduction of National Adult Education Programme in 1978, its focus has shifted to conscientization and development. The launching of National Literacy Mission (NLM) in 1988, and the subsequent emergence of Total Literacy Campaigns (TLC) in different parts of the country led to emergence of the concept of developmental literacy, which include the components of self-reliance in basic literacy and numeracy, social awareness, acquisition of relevant skills and imbibing the values of national integration (Shah, 1993).

Provision of functional literacy to illiterate adults in the 15-35 age-group, has been the focus of attention since NAEP because they are in the productive and reproductive period of life. The goal of NLM is to attain full literacy i.e a sustainable threshold level of 75 per cent
by the year 2005. The scope of programme has now been enlarged to include people in the age-group 9 to 14, in areas not covered by the non-formal education programme, to ensure that the benefits of TLCs are made available to out of school children as well. Special care is taken to bring disadvantaged groups like women, SCs, STs and BCs into the programme. The basic objective is to create a generation which will ensure that their children are educated, to realise the dream of Education For All.

5.2 ADMINISTRATION OF ADULT EDUCATION

Of all the factors that contribute to the success of any programme including adult education, the most important and crucial one is the human inputs for the system. On the receiving side, the learners represent the human inputs and on the planning, organization and delivery side, the human inputs are the administrators/managers, supervisors and above all the instructors in the adult education centres.

Administrative structure is a pattern of relationship among various functionaries of an organization from the top to the bottom. A sound administrative structure is the basis to achieve the desired objectives of an organization (Mathur, 1976).

In order to manage various programmes of adult education since independence, administrative structures have been established at all level i.e. centre, state, district, block, village. The overall responsibility of planning, organization, implementation, evaluation of all these programmes has been of the Central Government, earlier of the Ministry of Education and now of the Ministry of Human Resource Development and National Literacy Mission Authority. There is a
fullfledged department of adult education having its own administrative structure. Similar structures are set-up at the state levels, district levels and local levels as well. The administrative structure at all levels have been undergoing changes based on the recommendations of various authorities, commissions and committees.

**Adult Education Administrators**

At present, the overall responsibility of implementation of the literacy campaign at district level rests with the Zilla Saksharta Samiti (ZSS) and there is adequate decentralization. The block and the village are treated as effective levels of management. There are three main components of the management system of TLC: participatory committees, full-time staff and official machinery.

The head of ZSS is the District Magistrate or an eminent educationist. The Executive Committee of ZSS is headed by the District Collector or the Chief Secretary of the Zilla Parishad.

For timely feedback and proper information dissemination, full-time staff is necessary. These persons can be taken on deputation from government departments, educational institutions, semi-government and autonomous organizations. The full-time staff requirement at the district level is 5 to 6 persons, at the block level is 1 to 2 persons depending upon the size of learner population and at the sub-block level it is one person for a learner population of 4000-5000.

The district level officers working with the Collector, help at all levels for providing infrastructure facilities. The participatory committees, full-time staff and official machinery together provide
support, facilitate flow of information and provide access to decision makers.

For the purpose of this research, adult education administrators include programme managers at the district level i.e. District Magistrate/District Collector or any other person chosen as Head of the programme and the Executive Officers.

The administrators of adult education programme work within the framework of prescribed policy, rules and work procedures. At every level, each functionary has his set of duties and responsibilities relating to planning, organising, administration, financing, implementation and monitoring of TLCs. They are required to guide and support supervisors, instructors and adult learning centres in the areas of education and training, management and public relations.

**Adult Education Instructors**

Instructor is the backbone of an adult education programme. He is the frontline worker, the actual doer in the programme. Instructor is virtually the manager of this programme, is the pivot around whom the whole programme revolves. He is the actual field worker who is organiser of the centre, teacher of literacy, generator of awareness, helper in economic development of learners, evaluator of the programme and disseminator of functional information. The main role of an instructor lie in the areas of initial preparation, relating to the centre and relating to administration.

The success of adult education programme depends on the performance, quality, excellence, potentiality, motivation and above all dedication of the instructors. The instructor, therefore, has to be motivated, should have the necessary knowledge and skills to run an
adult education centre and should be liked by the community in which he works. Hence, instructor has to be the right person for carrying out the programme and should be selected with greatest care.

Currently, under TLC, the instructors are selected from among the willing local people, students and educated housewives. Female instructors are selected for female learners and male instructors are appointed for male learners. They are voluntary workers and teach on part-time basis. They are now after NLM, not paid any honorarium or any other incentives. Earlier they were paid an honorarium of Rs. 50 under NAEP which was later on increased to Rs. 100.

NLM suggested the educational qualifications of volunteers should be upto class VIII as they are required to teach upto class V level of learning and there is no age bar for recruiting instructors currently because it depends upon the availability of volunteers.

**Adult Education Supervisors/Preraks**

The supervisor in adult education programme is a link between the administrative set-up of the project and the centres. His placement is in between the administrators and instructors. He helps the administrators in selection and recruitment of instructors, locating rent free accommodation for centres, organizing training programmes and providing technical guidance to volunteers and making sure that classes are conducted regularly. He guides and helps the instructors in their work by pooling the local resources, helps in the day to day running of the centres and ultimately helps in the professional growth of instructors.

The supervisors are to be drawn from the local community. An outstanding and experienced adult education instructor is given
preference. They are required to have completed high school but this could be relaxed in case of women and tribals and their minimum age has to be at least 21 years. The span of control of a supervisor is between 8-10 centres.

5.3 JOB SATISFACTION

Job satisfaction consists of liking for the work and acceptance of the pressures and aspirations connected with that work. It implies identification of oneself with the requirement of work involved in the job. People involved in work which is not satisfying in itself normally look for satisfaction from other sources external to it. Job satisfaction can be defined as a mental quality and an attitude towards one's profession. It motivates a worker towards better performance, increases turn over and is important to productivity and employee morale.

Job satisfaction consists of the total body of feelings that an individual has about his job. According to Kuhlen (1963), job satisfaction varies with the degree to which a person's needs are satisfied by the occupation.

Locke (1970), Kesselman (1974), Seybolt (1975), Wanous (1975) and Lavingia (1974) found that job satisfaction is positively and significantly related with job performance. It shows that in order to have better performance in a job by workers, they have to be satisfied in their occupation through need gratification.

Job satisfaction not only benefits the worker but his family, management and nation as a whole. The worker is benefitted in terms of liking for the job whereas the family is benefitted in terms of cordiality and peace, the management is benefitted in terms of industrial peace and the nation is benefitted in terms of increased
productivity. An employee’s job satisfaction is indicated by the attitude towards different aspects of work. A satisfied worker takes interest in his work, does it with sincerity, devotion, punctuality and co-operates with the management. On the other side, dissatisfied worker shirks his duties, complaints, absents himself often, is non-cooperative and undisciplined.

Variety of views regarding the nature of job satisfaction gave rise to different theories such as Need Hierarchy Theory, Valence-Instrumentality-Expectancy Theory, Equity Theory, Performance Theory, Need Gratification Theory, Dual-Factor Theory, Discrepancy Theory, Maturity-Immaturity Theory.

Factors of Job Satisfaction

Job satisfaction is not a unitary thing but a composition of factors 'on the job' and 'in the worker' which constitute the basis of judging an employee’s satisfaction in his job. There are some other factors which are controlled by the management. Job satisfaction may be derived from different factors differently depending on the degree to which the employee feels satisfied in respect to those factors. These are personal factors such as age, sex, intelligence, interest, socio-economic status, education and personality; professional factors such as type of work, skills, pay and status, experience, qualification; and factors controlled by employers like security of job, opportunities of advancement, working conditions, supervision etc.

Siegal (1962) stated that job satisfaction is the gratification derived from the factors Intrinsic and Extrinsic to job. The factors Intrinsic to job are pay, job security, participation and personal recognition, working hours, working conditions, occupational status.
etc. Factors Extrinsic to job are perceptions about supervision, sex, level of intelligence, job experience, personal adjustment etc.

In order to raise the job satisfaction of workers, it is necessary that the jobs are thoroughly analysed and the factors that cause dissatisfaction are identified and isolated. For this reason, some take the help of supervisors as they have close contacts with workers and can easily know about the employee’s attitudes. Still another method of obtaining employee attitude is attitude survey method.

The purpose of all these methods is to assess attitudes of employees towards different aspects of the job and to know about the sources of satisfaction-dissatisfaction.

5.4 SIGNIFICANCE OF THE STUDY

Job satisfaction is acquiring an increasingly important role in modern society, as man spends most of his time on his job. It instills in the individual a sense of satisfaction and fulfilment, giving him a feeling of confidence and competence which enables him to contribute his maximum to the job.

Education is increasingly acquiring a significant place in the process of social change, human resource development and overall growth of the nations, for which its quantitative and qualitative expansion is taking place all over the world. New innovative schemes and programmes are being introduced and tremendous resources – Human; Material, Physical are deployed for the implementation of these programmes.

The proper implementation of any educational programme including the current TLCs depends to a large extent on the efficiency and hardwork of its functionaries which is directly linked with their
job satisfaction. A study seeking the opinions of adult education personnel i.e. Instructors, Supervisors and Administrators about various aspects of the programme of TLC can identify factors which are considered satisfactory or unsatisfactory by these people. Modification of the unsatisfactory conditions would lead to improvement of the programme and consequently would enhance the job satisfaction of these functionaries. The success of TLCs lies on the voluntary acceptance of their job by the concerned personnel and not upon compulsion or command.

Very few research studies have been conducted for analysing the job satisfaction of adult education functionaries namely Instructors, Supervisors and Administrators, who are the people basically responsible for successful implementation and improvement of standards of the programme. For enhancing their satisfaction, it is imperative that their jobs are thoroughly analysed and the factors causing dissatisfaction are identified, and controlled, hence, the present research work was undertaken.

5.5 STATEMENT OF THE PROBLEM

"JOB SATISFACTION OF ADULT EDUCATION FUNCTIONARIES IN RELATION TO DEMOGRAPHIC AND JOB RELATED VARIABLES IN ORISSA".

5.6 OBJECTIVES OF THE STUDY

The present study was conducted on the basis of the following objectives:
1. To study the opinions of adult education Instructors in Orissa about their job.
2. To study the opinions of adult education Supervisors in Orissa about their job.
3. To study the opinions of adult education Administrators in Orissa about their job.
4. To find out the overall job satisfaction level of adult education Instructors/Supervisors/Administrators in the state of Orissa.
5. To identify the Intrinsic & Extrinsic factors of job satisfaction of adult education Instructors/Supervisors/Administrators in Orissa state.
6. To study the job satisfaction of adult education Instructors/Supervisors/Administrators in relation to their age-variation.
7. To study the job satisfaction of adult education Instructors/Supervisors/Administrators in relation to their sex-variation.
8. To identify the major areas of job dissatisfaction of adult education personnel in Orissa state.
9. To give suggestions for modification of the adult education programme in Orissa in order to increase job satisfaction of its personnel.

5.7 SAMPLE

Descriptive Survey method was used in the present study. The sample was selected from three categories of adult education functionaries i.e. Instructors, Supervisors and Administrators. These functionaries were selected from seven districts of Orissa through purposive sampling technique. Those seven districts were chosen where the TLCs were running comparatively in more effective manner.
and it was also convenient for the researcher to collect data from these districts.

The sample of 150 adult education instructors were selected through incidental and random sampling technique from six districts out of the seven chosen because in Bhadrak district instructors and supervisors had not been appointed at the time of data collection.

The study was conducted on 26 supervisors and 16 administrative officers.

5.8 TOOLS USED

The present study was conducted with the help of three questionnaires, locally prepared by the researcher on the lines of Job Satisfaction Scales by Gupta and Srivastava[1980] & Singh and Sharma[1986] and these questionnaires are:

1. Job Satisfaction Questionnaire for Adult Education Instructors.
2. Job Satisfaction Questionnaire for Adult Education Supervisors.
3. Job Satisfaction Questionnaire for Adult Education Administrators.

5.9 DATA COLLECTION

To collect the data the researcher first of all contacted the Directors of Adult Education Programme in each district, who were mostly the district collectors, in order to get their acceptance for collecting the data. She convinced them regarding the utility of this study which helped her greatly in getting their co-operation in
collecting data from the supervisors and instructors. The respondents were informed that the results would be kept strictly confidential. The researcher had to make repeated visits to establish rapport with the instructors, then only they agreed and the requisite data were collected from them. For some of the instructors who had poor academic background, the researcher verbally translated the questions in Oriya language. The adult education supervisors and administrators were quite co-operative. The researcher gave them the questionnaires and collected the same after 2-3 days.

5.10 DATA PROCESSING

The analysis was done by calculating frequencies and percentages for each item in the questionnaires meant for instructors, supervisors and administrators.

Secondly, level of job satisfaction for the three groups of respondents was calculated by obtaining the maximum and minimum scores, one could obtain on the job satisfaction scale.

Thirdly, job satisfaction of instructors, supervisors and administrators in relation to the Intrinsic and Extrinsic factors has been analysed.

For analysis of sex and age variations in job satisfaction of the three groups of respondents, Mean, SD and t-ratios were calculated.

5.11 CONCLUSIONS

CONCLUSIONS BASED ON THE OPINIONS OF ADULT EDUCATION INSTRUCTORS, SUPERVISORS AND ADMINISTRATORS ABOUT THEIR JOB.

The major conclusions which emerged on the basis of the analysis of data drawn from the adult education Instructors,
Supervisors and Administrators working in TLCs in the state of Orissa about their opinions regarding their job have been presented in summary form, according to the objectives of the study, in this section.

5.12(i) OPINIONS OF INSTRUCTORS ABOUT THEIR JOB

Following are the conclusions drawn on the basis of the adult education instructors’ opinions regarding their job which fulfils the first objective of the study.

Biographic Information of Instructors

Out of the total sample of 150 animators chosen from the seven districts of Orissa state, more than half i.e. 83 (55%) were females and from the younger i.e. upto 25 years age-group 85 (57%). The remaining about 45 per cent respondents were males and above 25 years of age.

Almost two-third of the respondents in the sample i.e. 96 (64%) were unmarried and one-third i.e. 54 (36%) were married.

The number of SC/ST/OBC volunteers was larger i.e. 83 (55%) than those belonging to the General castes, who were 67 (45%).

An overwhelming majority of the instructors in the sample were Hindus i.e. 139 (93%). There were 9 (6%) Muslim volunteer instructors and 2 (1%) were Christians.

The responding instructors, in general, belonged to the lower income levels as 110 (73%) of them were earning upto Rs. 1000 and the rest of them earned between Rs. 1000 to 2000 monthly. Their main occupations were private tuition, agriculture, peons in schools, and shopkeeping.
Out of the 150 instructors, 66 (44%) had completed class 10, 42 (28%) were 10+2 qualified, and 25 (17%) were graduates.

Most of the respondents i.e. 102 (68%) had upto 2 years experience of teaching the adults. The remaining 48 (32%) instructors were doing this work for 3 or more years, two of them were teaching even for 7 years.

**Instructors’ Opinions About Their Job**

It was quite encouraging to find that three-fourth of the instructors i.e. 112 (74%) were voluntarily teaching the illiterate adults as they were genuinely interested in the Literacy Mission of the nation.

The main reasons cited by the instructors for becoming literate were: attaining literacy skills of Reading, Writing and Numeracy 41 (28%), avoiding economic exploitation 32(21%), fulfilling basic minimum needs of the individual 20 (14%), providing equality of opportunity to all in all fields 17(11%), and for individual, societal and national development.

An overwhelming majority of the instructors in this study i.e. 142 (95%) had willingly accepted the job of teaching illiterate adults.

Before being appointed as voluntary instructors majority of them i.e. 141 (94%) had received training in adult education. They found the training programme adequate, satisfactory and quite helpful in teaching the adults. For most of the instructors 126(84%), the training period extended between 1-7 days, from these majority got between 2 to 3 days training. The training period ranged between 15 to 28 days for the remaining 24 (16%) instructors.

Comparatively large number of instructors i.e. 107(71%) expressed their satisfaction with the working conditions of the adult
Irregular classes, inconvenient timings, inadequate infrastructural facilities in the centres, insufficient teaching/learning materials, lack of audio-visual aids and vocational training were cited as the factors demotivating the illiterate adults in fulfilling their needs through this programme by 52 (35%) of the instructors. However, 98 (65%) instructors felt that the programme was adequate.

Almost half of the instructors i.e. 82 (55%) were dissatisfied with the physical conditions of the adult education centres like the place of centres, lighting, ventilation and furniture.

Out of the total sample of 150 instructors, 65 (43%) expressed dissatisfaction with the quality and quantity of teaching/learning materials provided to them as also with the irregular supply of materials. The materials supplied to them included slates, chalks, copies, books on alphabets and numbers, pencils, rubbers, lanterns, kerosene oil, durries, mats and B.B. cloth. They were not getting any vocational inputs for women learners such as sewing machines and the like. The most essential thing like blackboards were not supplied.

The content of literacy programme included mainly the knowledge of basic literacy skills i.e. Reading, Writing and Numeracy as per majority of the responding instructors. However, in two districts, the learners were also provided information about some important socio-economic, cultural, personal and environmental issues. Training in Yoga was also given by some instructors. Overall, the programme lacked in awareness component
The vocational component of the literacy programme was found to be almost totally lacking (95% negative response), which stands in the way of illiterate adults joining the programme.

Majority of the respondents i.e. 129 (86%) opined that the adult learners were quite interested in the teaching/learning process. However, 21 (14%) instructors felt that the learners' approach was lukewarm because no vocational information was provided to them.

More than half of the instructors 85 (57%) were not making use of the local resources for imparting instruction. Those replying positively told that usually local Youth Club/Temple/Community hall were used for imparting instruction and the instructors were selected from the local community.

Cent per cent responding instructors were of the opinion that the adult learners were not getting any incentives through this programme.

According to majority of the respondents 136(91%), the teaching methods used by them were clearly understood by the learners. The commonly used methods were lecture and discussion. Story telling technique was also used by some instructors.

The performance of the adult learners was quite satisfactory as per majority of the responding instructors i.e. 132 (88%).

More than half of the respondents i.e. 84 (56%) opined that there was no interference from the adult education officers. However, quite a substantial number of respondents 66 (44%) felt that the higher officials i.e. the supervisors and administrators interfered in their work.
About three-fourth of the adult teachers i.e. 107 (71%) reported that their abilities were properly utilized in this job, whereas 43 (29%) instructors did not feel that way.

All the instructors reported that they were working on voluntary basis without any remuneration, hence there was no question of its adequacy or otherwise. Similarly there was no question of this job helping in enhancing their standard of living, they were doing it for respect, honour, fame and self-satisfaction.

Comparatively more instructors 87 (58%) felt that this job provided self-satisfaction and helped in making them better individuals. However, 63 (42%) instructors did not feel that they were becoming better in any way, may be they were driven more by economic considerations.

Comparatively larger number of respondents 86 (57%) were of the opinion that their job was not independent of malpractices like corruption and favoritism, while 64 (43%) instructors gave negative response to this query.

Almost three-fourth i.e. 114 (76%) of the respondents said that this job provided them full freedom to take part in public affairs and help other people in their development.

Most of the instructors i.e. 124 (83%) told that the supervisors and other related officials were very helpful, co-operative, friendly and were genuinely interested in their betterment. Further, quite a large number of instructors i.e. 105 (70%) were satisfied with the functioning of these officials. Those who gave negative response said that the supervisors and other officials were not punctual, were not inspecting the centres regularly and were not utilizing the funds properly.
Most of the instructors reported facing problems relating to teaching/learning materials, irrelevant curriculum, timing and location of centres, irregularity of learners, lack of co-operation from community and higher officials. These persistent problems lead to dissatisfaction and lack of enthusiasm to work on the part of instructors.

Cent per cent respondents wanted modifications in their working conditions by way of payment of salary and incentives like rewards, recognition etc. They also wanted removal of problems they were facing in running the centres, for which they gave some useful suggestions as well.

5.12(ii) OPINIONS OF SUPERVISORS ABOUT THEIR JOB

To fulfil the second objective of study opinions of the Supervisors working under TLCs in Orissa about their job were analysed and the following conclusions were drawn.

Biographic Information of Supervisors

Out of the total sample 26 supervisors in the present study, majority i.e. 22 (85%) were above 25 years of age. There were equal number of male and female respondents. Significantly large number of respondents i.e. 22 (85%) were Hindus. There was 1 (4%) Muslim and 3 (11%) Christian Supervisors. Comparatively more supervisors 15 (58%) were married, having small families i.e. between 1 to 3 children each.

Almost four-fifth of the respondents i.e. 21(81%) were from the general castes like Brahmin, Rajput, Kshatriyas. The remaining one-fifth respondents belonged to ST and OBC classes and none was from SC category.
Half of the respondents 13 (50%) were earning upto Rs. 1000 per month which is very little to meet even the basic requirements. About 25 per cent respondents earned between Rs. 1000 to 3000 and the remaining 25 per cent earned above Rs. 3000 per month. Their income included other sources as well.

Comparatively more supervisors in the present sample were Graduates and Post-Graduates 15 (58%). The rest were Matriculates and +2 qualified. The basic essential educational qualification for becoming a supervisor is matriculation.

Almost half of the supervisors 12 (46%) were in this job for 1 to 3 years and the remaining half were working as supervisors for period varying from 3 to 7 years and above in case of one respondent.

**Opinions of Supervisors About Their Job**

Majority of the supervisors i.e. 21(8%) were satisfied with their profession. Those who were dissatisfied told that low salary and heavy workload were the main causes of their dissatisfaction.

Half of the responding supervisors had 1 to 5 adult education centres under their jurisdiction, whereas the remaining half were supervising between 6 to 15 and even more centres. In Cuttack district, 3(12%) respondents were supervising 35 centres each due to paucity of supervisors over there.

Except for one respondent, all others 25 (96%) considered their work helpful in making people literate.

Almost two-third of the supervisors i.e. 17(65%) felt that since the job was part-time it provided no security. The chances of promotion were also very less as per 15 (58%) respondents. However, those who were on deputation had promotion chances in their
respective departments hence positive response from 11 (42%) respondents.

The successful implementation of adult education programme was considered as an important incentive by almost half i.e. 12 (46%) of the respondents even motivating them to help in other developmental works running in their areas. However, for the rest their job was a drudgery, offering meagre salary, no other incentives or support which left no enthusiasm in them for other works.

Salary is considered to be a significant determinant of job satisfaction but in this study two-third i.e. 18 (69%) supervisors were not satisfied with the salary given to them. Cent per cent responding supervisors unanimously said that they were not given any additional benefits like medical allowance, loan, provident fund, house or house rent etc. A meagre income of Rs. 300 to 500 was too less to fulfil their family requirements compelling them to take other work.

Due to lack of job security and chances of promotion 11(42%) of the respondents, given an opportunity, would like to shift to other jobs even with the same salary. However, the remaining 15 (58%) respondents considered their work a social service and liked to stay here only.

Community participation in the adult education programme was quite encouraging as per majority i.e. 23 (88%) of the supervisors in this study.

Four-fifth i.e. 21 (81%) of the supervisors had received between 8 to 10 days training before their appointment. According to them the training received was of great help at their actual working situation. These respondents were in favour of in-service training for solving day-to-day problems and for bringing need-based modifications in the
programme. However, 5 (19%) respondents replied in negative to all these queries.

Teaching/learning material is of prime importance for imparting instruction. In the present study 18 (69%) supervisors were satisfied with the provision of teaching/learning materials but were not happy with the quality of the same. They also complained about the irregular supply of the materials. They wanted modifications in the quality and quantity of these materials.

Almost three-fourth i.e. 20 (77%) of the supervisors encouraged the instructors to develop teaching aids themselves in order to make the teaching/learning process interesting and easy to understand.

An overwhelming majority of the respondents 24 (92%) considered their seniors to be helpful, and co-operative.

Almost half of the supervisors 12 (46%) were not satisfied with the size and site of the adult education centres which they were supervising. The remaining half had no complaint on this account.

About one-third of the supervisors in this sample were running Continuing Education Centres as well. Each of them had 1 or 2 CECs under him with 20-25 neo-literates in each of these centres. The CEC provided information regarding development programmes, maintained a well-equipped library, reading room and training centre, and organized various recreational and sports activities.

Almost three-fourth of the supervisors i.e. 20 (77%) denied prevalence of malpractices like corruption, favouritism in their job. However, 6 (23%) respondents’ opinion was the other way.

All the responding supervisors believed that motivation of the adult learners was very important and crucial for the success of the whole programme of adult education.
Quite a large number of the respondents 16 (62%) reported facing difficulties in running AECs and CECs leading to frustration and job dissatisfaction.

The responding supervisors gave quite a large number of suggestions for modifying various aspects of the adult education programme, which if incorporated could improve the Intrinsic and Extrinsic working conditions of their job.

Half of the supervisors i.e. 13 (50%) reported dissatisfaction in certain areas relating to their job. They suggested increase in honorarium, promotion opportunities, living accommodation, conveyance or conveyance allowance, longer duration and improvement in quality of training. These improvements according to them could make their work more enjoyable and effective leading to enhanced job satisfaction on their part.

 Majority of the responding supervisors i.e. 23 (88%) were proud of their work as it provided them opportunity to help in the National Mission of eradication of adult illiteracy in the 15-35 years age-group.

5.12(iii) OPINIONS OF ADULT EDUCATION ADMINISTRATORS ABOUT THEIR JOB

The following conclusions have been drawn on the basis of the opinions of TLC administrators regarding their job. There were 16 responding adult education administrators chosen from 7 districts of Orissa.

Biographic Information of the Administrators

All the 16 administrators in this study were from the older age-group i.e. above 25 years. There was larger number of male administrators 12 (75%) than female administrators 4 (25%) in the
Majority of the respondents 14 (88%) belonged to general categories of caste while one each belonged to ST and OBC categories. Cent per cent sampled adult education administrators were Hindus. Excepting one respondent, all others 15 (94%) were married. Maximum number of the administrators i.e. 11 (69%) were earning between Rs. 4000 to Rs. 8000, followed by 3 (19%) earning above Rs. 8000 and 2 (12%) earning between Rs. 2000 to 4000.

All the chosen officials were well qualified, half of them were graduates and half were post-graduates. Maximum number of the administrative officers 13 (81%) had 2 to 4 years experience in the field of adult education.

**Opinions of Administrators About Their Job**

Out of the 16 chosen officers 15 (94%) expressed satisfaction with their job and considered it an ideal profession as it provided them opportunity to understand the problems of illiterates as also the difficulties encountered in implementing the TLCs in the state of Orissa.

More than half of the respondents 9 (56%) felt that there was no job security in this profession whereas the remaining 7 (44%) officers replied in affirmative.

Comparatively larger number of officers i.e. 9 (56%) were not satisfied with their salary which they thought was not in accordance with the workload. They were also unhappy about the irregularity in payment of salary. Those replying in affirmative considered this work a social service, a holy profession where economic considerations became secondary.

Most of the adult education officials 12 (75%) were proud of their work as they got respect of the community.
Cent per cent administrative officers abided by the rules and regulations laid down by the Directorate of Adult Education. Majority of these officials i.e. 13 (81%) were satisfied with the policies and practices laid down by the Directorate. The 3 (19%) administrators giving negative response felt that these policies were not in accordance with the needs of the illiterates.

Two-third of the respondents i.e. 10 (63%) opined that they could convey creative suggestions through the chairman of district adult education programme hence they had a role in framing policies of the Directorate. However, 6 (37%) officials were not in agreement with this opinion.

All the responding administrators had received training in adult education, which according to them was quite helpful in performing their job effectively. Most of the officials 14 (88%) were satisfied with the working of field level functionaries.

Cent per cent respondents in this sample favoured continuous inspection/evaluation of adult education programme.

Majority of administrators 12 (75%) were not satisfied with the physical facilities provided for running the programme particularly the adult education centres for want of sufficient financial grant from the government and whatever money was given was not spent properly.

Almost all the responding Programme Co-ordinators and Executive Officers of TLCs i.e. 15 (94%) reported having good relationship with the local community which is very essential for the successful implementation of the programme. According to the administrators, the local community helped a lot in motivating the illiterate adults in joining literacy classes.
The administrators in majority i.e. 14(88%) felt that their job left them enough time and opportunity to attend to their families.

Three-fourth of the officials i.e. 12 (75%) were of the opinion that there were no malpractices in their job whereas the remaining one-fourth 4 (25%) thought otherwise.

All the respondents in this sample felt that the adult education programme was very useful for the illiterates.

The financial allocations for this massive programme were not at all sufficient was the feeling of almost two-third i.e. 11 (69%) of the responding officials.

The responding officials in this sample gave certain useful suggestions for improvement of the adult education programme in the state of Orissa.

The administrators also enumerated certain areas of dissatisfaction in their work such as physical and infrastructural facilities, lack of finances, frequent transfers of District Adult Education Officers, lack of office accommodation for these officials and lack of cooperation from the state government.

5.12(iv) LEVEL OF JOB SATISFACTION OF ADULT EDUCATION PERSONNEL

On the basis of classification of job satisfaction level into High, Average and Low categories, it can be safely concluded that on the whole the Instructors, Supervisors and Administrators working under TLCs in the state of Orissa were quite satisfied with their job.

There were only 10 (7%) Instructors, but not even a single Supervisor and Administrator in the ‘Low’ satisfaction category of the Job Satisfaction Scales meant for each of them.
Nearly two-third i.e. 10 (63%) of the adult education Administrators and one-third of the Instructors i.e. 50 (33%) and Supervisors i.e. 9 (34%) were found to be in the ‘High’ category of Job Satisfaction Scales.

The above order was reversed as nearly two-third of the Instructors i.e. 90 (60%) and Supervisors i.e. 17 (66%) and one-third of the Administrators i.e. 6 (37%) were found to be in the ‘Average’ category of Job Satisfaction Scales.

5.12(v) INTRINSIC AND EXTRINSIC FACTORS OF JOB SATISFACTION OF ADULT EDUCATION PERSONNEL

In comparative analysis of Intrinsic and Extrinsic factors of job satisfaction, the graphic representation revealed that adult education personnel i.e. Instructors, Supervisors and Administrators were more happy with the Intrinsic aspects of their job than the Extrinsic aspects.

In case of the Instructors, out of the 14 Intrinsic areas, satisfaction level was High in 6, Average in 7 and Low in only one area whereas out of the 9 Extrinsic factors, satisfaction level was High in 3, Average in 3 and it was Zero satisfaction in 3 aspects.

Similarly out of the 14 Intrinsic aspects, level of satisfaction of the Supervisors was High in 8, Average in 4 and Low in 2 areas whereas out of the 8 Extrinsic areas, job satisfaction was High in 2, Average in 3 and Low in 3 areas.

The response pattern of Administrators of TLCs in Orissa reveals that out of the 11 Intrinsic factors, their response was High in 7, Average in 3 and Low in 1 area whereas out of the 9 Extrinsic factors response was High in 4, Average in 3 and Low in 2 areas.
Although the job satisfaction level of all the three groups of respondents, in case of the Extrinsic factors, was comparatively low yet it was much better, in case of the adult education Administrators.

5.12(vi) AGE-VARIATIONS IN JOB SATISFACTION OF ADULT EDUCATION FUNCTIONARIES

No significant difference was found in the response pattern of the two age-groups of instructors and supervisors i.e. upto 25 years and above 25 years of age, when compared on the total scores obtained in the job satisfaction scales. It can, therefore, be safely concluded that in the present sample, age of the instructors and supervisors did not account for statistically significant difference in their job satisfaction.

Since all the chosen Administrators in the sample were above 25 years of age hence no analysis on the basis of age-variations could be made.

5.12(vii) SEX-VARIATIONS IN JOB SATISFACTION OF ADULT EDUCATION FUNCTIONARIES

No statistically significant difference was found between the male and female Instructors, Supervisors and Administrators with respect to their job satisfaction level, on the basis of the total scores obtained in their respective job satisfaction scales. The obtained t-values .26, .09 and .56 for instructors, supervisors and administrators respectively were found non-significant either at .01 or at .05 level of significance. This means that both male and female functionaries shared similar opinions about their job and satisfaction derived therefrom.
5.13 MAIN FINDINGS

1. On the whole, the adult education personnel in this sample i.e. instructors, supervisors and administrators working in the TLCs in the state of Orissa were found to be quite satisfied with their job. Their level of job satisfaction ranged between Average to High categories.

2. All the three groups of personnel were found to be more happy with the Intrinsic factors associated with their job than with the Extrinsic factors.

3. Age and Sex variations of the three samples of functionaries did not account for statistically significant differences in their job satisfaction.

4. There was consistency in the analysis of their jobs between the instructors, supervisors and administrators of TLCs.

5. The supervisors and administrators were not satisfied with their salaries which according to them was not in accordance to their workload. Instructors too were unhappy as they were not given any remuneration or any other incentives.

6. Implementation of the TLCs was not very effective according to all the functionaries in this study mainly because of paucity of funds, inadequate infrastructural facilities, lack of sufficient cooperation from the local communities and the state government.

7. All the three groups of adult education personnel wanted modifications in their working conditions by way of increase in salaries, provision of incentives, job security, promotion avenues and improvement in professional training.
5.14 MAJOR AREAS OF JOB DISSATISFACTION OF ADULT EDUCATION PERSONNEL

The major areas of job dissatisfaction in the opinions of instructors, supervisors and administrators, which were also standing in the way of proper implementation of the TLCs in Orissa were:

1. The instructors were unhappy because they were neither paid any honorarium nor any other benefits or incentives.
2. The supervisors and administrators complained that their salary was not at all in accordance with their heavy work-load.
3. The supervisors were dissatisfied because of lack of any incentives, no chances of promotion and part-time nature of their job.
4. All the three groups of respondents felt that the local communities were not very supportive hence the local resources were not adequately utilized.
5. Insufficient and irregular supply of teaching/learning materials was expressed as an area of major concern by all the three groups of respondents. They were also dissatisfied with the quality of these materials.
6. Unhappiness with the size, site, physical and infrastructural facilities of the adult education centres was also universal amongst all the three groups of respondents.
7. The Co-ordinators and Executive Officers of TLCs felt that the policies of Adult Education Directorate were not in accordance with the needs of illiterates.
8. The programme administrators felt that they had very little say in formulation of the policies.
9. The financial grants were insufficient and money was not spent properly was the opinion of quite a large number of administrators.

10. Co-operation from the state government was lacking.

11. The administrators expressed unhappiness with the frequent transfers of district adult education officers.

12. The officials also complained about the lack of proper accommodation for their office.

13. The instructors felt frustrated due to irregular learners resulting into irregular holding of classes. The learners were not coming because of inconvenient timings and location of centres, lack of adequate infrastructural facilities, and audio-visual aids. Even blackboards, the basic minimum requirement of teaching were not provided in some centres.

14. The vocational component was almost totally lacking in the literacy programme which was demotivating for the learners, was the opinion of all the three groups of respondents.

15. The instructors opined that very little information about important socio-economic, cultural, personal, environmental issues was provided in the literacy classes.

16. Interference, non-punctuality and irregular visits to the centres from supervisors and higher officials was also complained about by a few instructors.

5.15 SUGGESTIONS FOR ENHANCING JOB SATISFACTION OF ADULT EDUCATION PERSONNEL

In order to fulfil the 9th objective of the study, some suggestions, most of which have been given by the functionaries
themselves, have been presented in this section. It is hoped that these suggestions if incorporated by the concerned authorities would modify the TLCs in Orissa and would also help in enhanced job satisfaction of the personnel involved with the programme.

1. State Government should provide sufficient money for the effective implementation of TLCs. The Government should also ensure proper utilization of the allocated money through effective auditing.

2. The State Government must provide full support to the implementing officials.

3. The district adult education officers should not be transferred till the time they had completed the work they had started.

4. There should be a strong and workable planning unit in the Directorate of Adult Education where need based plans of adult education can be made with the participation of all implementing officers, supervisors, instructors, learners and the local community.

5. The local community should be motivated to participate in the TLCs and provide full support – physical, human, material and financial to the adult education functionaries. There should be proper co-ordination between the instructors supervisors and administrators.

6. The State Resource Centre should endeavour to improve the quantity, quality and supply of teaching/learning materials. Basic essential audio-visual aids like blackboard, charts, graphs should be supplied in all the literacy centres.

7. The size, site and infrastructural facilities of the literacy centres must be modified.
8. Professional training of all the functionaries should be more comprehensive and it should be of longer duration. Provision for in-service training should also be made.

9. There should be frequent meetings of all the district level adult education administrators with the state officials in order to identify the areas requiring modification as also the kind of changes required.

10. For the motivation of voluntary instructors:
    - They need to be given some remuneration and incentives like job opportunities, certificates of recognition and appreciation of their services.
    - Support and positive guidance from learners, local community, supervisors and other officials.

11. For improving the job satisfaction of instructors effort should be made to motivate the adult learners by:
    - Selecting the place and timing of centres according to the convenience of learners.
    - Increasing emphasis on vocational training according to the demands of the learners.
    - Providing awareness about important socio-economic, environmental, personal development issues to the learners.

12. For the motivation of supervisors their salary should be increased in view of the heavy workload.
    - Effort should be made to reduce the number of centres under the jurisdiction of each supervisor.
    - Those who want to remain in this job and their work is upto the mark, should be assured of permanent job.
There should be some promotion opportunities in their job. They need to be provided conveyance or conveyance allowance. They should also be provided living accommodation near their area of jurisdiction or at least house-rent should be given to them.

5.16 SUGGESTIONS FOR FUTURE RESEARCH

The following are some suggestions for further studies in this field.
1. Study of job satisfaction of adult education functionaries working in other districts of the state of Orissa can be undertaken.
2. Such studies can be conducted on adult education personnel working in other states.
3. Comparative studies of job satisfaction of adult education personnel working in different states can be made.
4. Periodical surveys of job satisfaction of the adult education personnel may be conducted to identify the factors responsible for job satisfaction and job dissatisfaction in a continuous manner.
5. Replicative studies can be conducted by taking larger sample and different sets of population to get wider generalization of results.
6. A study may be designed to study the relationship of some psychological variables with job satisfaction of adult education functionaries.