CHAPTER-I

INTRODUCTION
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Education Commission (1964-65) had pointed out that the destiny of India is now being shaped in the classrooms. It is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of our schools and colleges depends our success in the enterprise of national reconstruction. It is through increased productivity that the standard of living of our people can be raised and for increased productivity we must have well educated and trained workers.

With advancement of science and technology human mind is the fundamental resource for development of the country. Education can generate in it wisdom and vision to face the changing social and economic conditions. It can develop the innate abilities of the workers. The future of the country, therefore, depends upon the type

of education and training being imparted in the educational institutions.

Education is the most powerful tool for the social revolution and cultural change. In the challenge of Education: a policy perspective (1985), it has been stated that only education can imbue people with the knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation, capable of providing people with the wherewithal for creating better fuller and more purposeful life.

In any system of formal education, the teacher holds a pivotal key position. The success and effectiveness of the system largely depends upon his performance. In the Challenge of Education stress was laid on the performance of the teacher. It was considered to be the most crucial input in the field of education. Whatever polices may be laid down, in the ultimate analysis, these have to be interpreted and implemented by the teachers as much through their personal example as through teaching learning process.

From the glorious past of our country have descended to us several valuable traditions. One such tradition is the respect of our teachers in the society. Teachers in ancient India were given a place of respect in society and in general, held them in high esteem. During the Vedic period giver of education was considered the intellectual and spiritual father of his disciples leading them from the darkness of ignorance to the light of knowledge.

Teachers have been held in high esteem in other countries also. In fact, teaching has been acknowledged the world over as the noblest of professions and the society is indebted to teachers for shaping the destiny of the nations through educating the youth who later on shoulder the responsibilities as citizens.

Thus we find that there is a consensus of opinion that for success and effectiveness of the system of education the performance of teachers and their personal qualities and traits are very important. On the one hand, the teacher must have adequate knowledge of contents of subject matter and the method of teaching and on the other hand he must have healthy habits,
desirable attitudes and sense of contentment. It is generally believed that a successful and effective teacher not only has to be competent in his subjects, teaching methods, and understanding of his pupils, but he should also have satisfaction with his professional work. A satisfied teacher will not only be more efficient in class teaching and more effective in improving learning environment of the institution but he will also make his life purposeful and enjoyable. His job satisfaction is the key for the functional efficiency of any working individual and for that matter teacher is no exception.

There is ample evidence to support that the job satisfaction among teachers is directly related to their performance. Ringness (1967) observed that teachers' efficiency in performance is positively related to the degree of satisfaction in the job.

Arora (1978) observed that the effective teachers were mostly satisfied or indifferent to their job. Lavingia (1977) observed that teachers satisfaction with the job is a pre-requisite for his efficiency in teaching. Gupta (1986) observed that job satisfaction is a sin-qua-non for teachers' mental health which in turn conditions his efficiency.

Since job satisfaction is an inseparable aspect of one's life as a whole, a reasonable amount of job satisfaction is essential for a happy and purposeful life. Thus considering both the efficiency in profession and happiness in life it appears important to look into the domain of job satisfaction among the teachers. A better understanding of the interaction of various factors related to job satisfaction can be helpful in increasing the efficiency of the teachers and also in improving their own well being.

1. Arora, K.: Differences between effective and ineffective teachers. 1978


Of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing an adequate supply of high quality recruits to teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. In view of the rapid expansion of educational facilities and the need to raise the standard of education, the problem of securing effective teachers has acquired unprecedented importance and urgency. It has become necessary to attract young men and women of ability to teaching profession and to retain them in it as dedicated, enthusiastic and contented workers.

This can not be done by simply appealing to motives such as love of children, or of teaching, interest in academic work or research, idealism and desire for social service. To attract talented person to the teaching profession and to retain them requires provision of adequate remuneration, opportunities for professional advancement and favourable conditions of
service and work.

The strength of educational system depends upon the quality of teachers. However, ambitious the aims, however adequate the equipment, however enlightened the administration, ultimately the quality of education depends upon the right type of qualified and trained teachers and the zeal and enthusiasm with which they work.

A sound programme of professional education of teachers is essential for the qualitative improvement of education. Stress was laid on its significance by the University Education Commission (1949) and the Secondary Education Commission (1954), Kothari Commission (1966) also laid adequate stress on the need to improve the programmes for teacher education.


In addition to pre-service training there is need for further training and special courses of study on a continuing basis after initial professional preparation. Because of the rapid advances in knowledge and continuing evolution of pedagogical practices, there is need for continuous in-service training facilities to help teachers in becoming familiar with the latest developments in their professional training. The schools, the Education Department, the Training Colleges and teachers organisations can play a significant role in such programmes.

Apart from what the school and other agencies can do, there is need for organisation of a large scale systematic and coordinated programmes of in-service education so that every teacher would be able to receive at least two to three months in-service education in every five years of service.

In the post-independence period significant progress has been made in this direction. The salary scales of teachers have been raised and the teaching profession has been able to attract better quality of candidates. There has been significant improvement in
teacher-training programmes and attempts have been made to provide facilities for inservice training of teachers through organization of seminars, workshops and summer institutes. The curriculum of these programmes are planned and organized systematically. The material for such programmes is being developed with great care and the resource personnel for such programmes are properly oriented. Suitable text books, source books and audio-visual materials are exhibited at such programmes.

It can not be denied that efficiency of the teachers depends upon their academic attainments and professional training. However, in addition to being properly qualified and professionally trained a teacher must have requisite facilities to be able to lead a contented life. In addition to have due respect from the society he should be able to lead a reasonably comfortable life so that he may be free from economic worries and should be able to discharge his duties with devotion and integrity.

In the post-independence period continuous efforts have been made to improve the remuneration of teachers. However, a good deal of the effect of increase in
remuneration of teachers has been offset by the rise in the cost of living. Kothari Commission (1967) had recommended that the pay scale of the teachers should be comparable to those of public servants with similar qualifications and responsibilities and their basic salary should be a little higher because of their professional training. In the light of these recommendations the pay scale of teachers have since been revised.

Kothari Commission had observed that promotional avenues for teachers are rather scarce and it is this aspect rather than the scales of pay as such that often deter talented persons from joining teaching profession. The Commission recommended that steps should be taken to see that good promotional prospectus are provided not only for improving qualifications but for rewarding good teaching. It recommended that ten to fifteen percent of the trained graduates who have done outstanding work as teachers should be eligible for promotion to the posts

carrying salaries of teachers with post-graduate qualifications and the post-graduate teachers with outstanding performance be given senior teachers scale. Efforts have been made to implement these recommendations.

Kothari Commission recommended that salaries of the teachers should be adjusted to rise in prices and salaries of the teachers should be reviewed after every five years and dearness allowance for teachers should be revised on the lines of procedure adopted for the government servants. These recommendations have also been implemented.

The Commission recommended that like other organizations there should be welfare schemes for the teachers also. Some of the schemes suggested for the teachers were housing facilities, free education for their children and free medical facilities. These recommendations have also been implemented.

Kothari Commission had recommended that retirement benefits given to the teachers should be similar to the benefits given to the government servants. These should include Provident Fund, Gratuity and Pension. Some of
these benefits have also been given to the teachers.

Kothari Commission had recommended that in creative work like teaching, the provision of stimulating conditions of work are very important and can play a very significant role in attracting and retaining the right type of persons in the profession.

The Commission recommended that the conditions of work in educational institutions should be such as to enable teachers to function at their highest level of efficiency. This will imply the provision of certain minimum facilities in the classroom, essential teaching aids, library and laboratory facilities and maintenance of a manageable pupil teacher ratio.

The Commission further recommended that the working condition in the schools should be such that these may encourage initiative, experimentation and creativity and give adequate freedom to teachers in the organization of their courses and in the use of methods and techniques they consider most suitable. Their hours of work should be similar to those of other public servants and while determining hours of work account should be taken of not only the actual classroom
teaching but also of other work connected with teaching such as study and preparation, correction of exercise books, evaluation of students' work, organization of cocurricular activities, tutorials, seminars and other programmes of student guidance.

For professional growth of teachers the Commission recommended that adequate facilities should be provided for workshops, seminars, summer institutes, grants for purchase of books and facilities for sabbatical leave.

Some of these recommendations of Kothari Commission have also been implemented.

In private schools quite often the managements do not frame proper terms and conditions of service and frequently terminate the services of teachers without regard to fairness and justice. The Commission recommended that the terms and conditions of service in the private schools should be similar to those in the Government schools. The Commission recommended that in general the services of a teacher should be terminated only after the prescribed procedure is followed and he is given the opportunity to defend himself. In all cases, there should be an appeal to an arbitration
tribunal consisting of representative of the teacher, a representative of the management and a representative of Department of Education. Most of the states in India have taken steps to implement these recommendations and to provide security of service to the teacher. In Uttar Pradesh where the present study has been conducted the services of the teachers can no longer be terminated arbitrarily and whenever some disciplinary action is to be taken against a teacher, the prior approval of the Department of Education is a must.

At school stage the chief source of earning over and above the salaries is private tuitions. This practice prevails mainly in the urban areas and sometimes it assumes scandalous proportions. The Commission felt that some students may genuinely need special assistance from the teachers. It recommended that arrangements for such help may be made on institutional basis. Teachers giving such assistance must be paid adequately and the cost may be met by charging some fee from the parents and making some payments out of school funds.
The Commission recommended that teachers should have their organizations to secure for their members their rightful social, economic and professional status. These organizations should safeguard their professional interests and secure satisfactory conditions of work and service. They should also try to promote teachers' professional growth through refresher courses, seminars, publications, library service and research. They should try to improve the teaching of different subjects by establishment of associations of subject teachers. They should also lay down the professional code of conduct for teachers to ensure that all teachers follow this code of conduct.

For settlement of teachers grievances the Commission suggested that on the basis of the scheme approved by the Government of India for joint consultative Machinery and Compulsory Arbitration for Central Government Employees, there should be Joint Teachers Councils in each state. These councils should consist of representatives of teachers organizations and officers of Education Department. Their scope and functions will include matters relating conditions of service and work, welfare service of teachers of all
categories and general programmes for improvement of education. It was felt that these councils will help in building good relations between teachers and managements and will promote the cause of education.

Kothari Commission further observed that efficiency of teaching profession and its contributions to national development in general and educational improvement in particular will depend largely on social status and morale of teachers. This will in its turn depend upon two interrelated factors, economic and civic rights of teachers and their professional competence character and sense of dedication.

Throughout the world, the general experience has been that as the material rewards of teachers are elevated it becomes possible to recruit into the profession, individuals of a continually improving quality and with more extended professional training and in proportion as the competence, integrity and dedication of teachers has increased, society has been increasingly willing and justifiably so, to give greater recognition to their material and economic status. With the implementation of the recommendations of Kothari
Commission it can be hoped that these developments have taken place in India to some extent at least.

To give recognition to teachers with outstanding merit Government of India formulated a scheme of National Awards for school teachers. The principal objective of the scheme was to give recognition to school teachers who have done outstanding work and to raise the status of teaching profession. This scheme has since worked fairly well. If the number of awards under this scheme is increased and while giving these awards the influence of non-educational considerations such as politics, caste and regionalism, etc. minimized and distinguished educationists known for their integrity are associated with the committees constituted to select teachers for these awards, the scheme can go a long way in giving recognition to teachers of outstanding merit.

From the above discussion it appears that in the post independence period the value of education for national development has been realized and the role of teachers in successfully implementing educational reforms has also been realized. To attract talented persons to teaching profession and to give them suitable
preservice and inservice professional training efforts have also been made. Adequate efforts appear to have been made to improve the salary scales of the teachers and to provide them suitable and stimulating conditions of work. However, very few studies appear to have been made to find out the impact of these measures on job satisfaction among the teachers. One of the aims of the present study was to fulfil this need and to ascertain the level of the job satisfaction among the teachers.

In addition to the economic returns, social status, fringe benefits, suitable working conditions, the organizational climate of the school and the type of leadership provided by the Principal can also be an important factor associated with job satisfaction among the teachers.

There are two types of school administration, i.e. autocratic and democratic. In the first type of administration, the Principal serves as a type of dictator in the school. He is the supreme law giver and his will is the law. He does not confer with his staff and if he holds a staff meeting its purpose is to give orders and not to invite suggestions. He assumes that
his function is to command and that the duty of the teachers is to obey. He determines the entire policy of the school and remains aloof from active group participation except while demonstrating his dictatorial behaviour.

In the democratic type of leadership, the Principal conceives that it is his duty to act as a leader among his colleagues and not as a dictator. He desires to be known as a brother to his staff rather than as their boss. All policies of the school are evolved through group discussion.

The democratic organization of the school accepts the dignity and worth of the individual. It is based on the principle of participation and reliance on group process.

An institution where the dignity and worth of the individual is not fully recognized, cannot thrive properly. It should be realized that in a democracy the individual is of prime importance. As such it should be the duty of the principal to know each and every member of his staff. He should know their strength and weaknesses, their merits as well as their limitations.
The success of the school will to a great extent depend upon the cordial relationship between the Principal and Teachers.

While assigning duties to teachers, the Principal should see that each teacher is given the work for which he is best fitted. If round pegs are put in square holes and square pegs are put in round holes, the institution will lack stability and effectiveness. If teachers are given the work for which they are qualified and fit they will feel contented and cheerful. They will get job satisfaction and will take interest in the work.

Besides assigning duties judiciously the Principal should pay due attention, to intrinsic worth of every teacher since every individual is unique. His interests are particular interests and his abilities are special abilities. These differences are, in group life, source of potential strength.

An appreciative comment or note of commendation which points out the merits of a particular activity arouses the teacher's enthusiasm and creates a climate of self-improvement. A Principal who fails to take
special notice of and to praise the little daily contribution of teachers that are over and beyond the routine work may find that the larger accomplishments that he helps to praise will occur less and less frequently.

The teacher may expect that his authority should be accepted and he should be reorganized as the administrative head in his class first as the Principal is the administrative head in the school. Interference with his work in the class room may frustrate him.

In a totalitarian state all institutions aim at fulfilling the totalitarian ideal. But in a democracy institutions are so organized that they fulfil the democratic ideal which believes in the capacity of every individual to share and participate in all policies and activities that concern him. It should be realized that every teacher wants to express his opinion on the policy and problems of his school. He is likely to be thwarted and frustrated when he does not have the opportunity to do so with a sense of security. It is of basic importance, therefore, that, for the mental health of the teacher, the organizational climate of the school
should provide opportunities to every teacher to bring his individual intelligence to bear most fully and appreciably on the solution of common problems like policy and practices in the institution where he serves. This procedure helps in the development of a loyalty for the school, because the teacher feels that he has been given an opportunity to shape decisions which have important consequences for his personal and professional life.

Moreover, the principle of participation recognizes the fact that every individual has a right to have some say concerning his own affairs. It also recognizes the right of individual to make his contribution to the common goal. It further demands that all individuals who have a stake in a given enterprise share in planning and carrying the plans into effect. This shows the need for a group process, a term which is becoming generally accepted by workers in the field of group dynamics. It denotes the interacting group of people at work on a problem of concern to them. It is practiced on the belief that a group product is usually better than that produced by a single individual and that the result of group thinking will be more
acceptable because of greater participation in the activities and acceptance of a responsibility for the outcome by members of the group. Such as interaction with its flow of ideals, experiences and opinion requires willingness to respect the part of each person to participate, willingness to accept each person in the group on equal terms, willingness to have personal opinions challenged and one does not have to defend oneself to the bitter end. Willingness to change a point of view or an opinion when new experiences and data warrant it and willingness on the part of the group to seek additional data and expert council before attempting a solution of the problem when the resources of the group are exhausted.

A democratic leader seeks to evoke the maximum involvement and participation of every member in the group activities and determination of objectives. He seeks to spread responsibility rather than to concentrate it. He seeks to encourage and reinforce interpersonal contacts and relations through group structure to strengthen it. He seeks to reduce intergroup tension and conflict. He seeks to avoid hierarchical group structure in which special privileges
and status differences predominate.

One of the important functions of the Principal is the supervision of teaching work in the school. It is necessary for keeping a vigilant eye on the staff and guiding new and inexperienced teachers. However, there are certain limitations on the Principals in carrying out their wishes effectively. Firstly the Principals are generally so over-burdened with routine duties that they cannot find adequate time for supervision work. Secondly, the Principals are not competent to supervise teaching work in all the school subjects. Under these circumstances perhaps the most advisable method can be that this work should be assigned to the Departmental Heads and senior teachers and Principal should coordinate the activities of various supervisors. Supervision should have wider implication. It should be concerned with improvement of instruction and not only inspection of the work being done by the teachers.

It is now generally recognized that while making policies and arranging different programmes in the schools the teachers should be consulted. Better programmes can be built when teachers take part in their
development than could possibly be conceived by the Principal alone. Various problems such as the curriculum, distribution of work, fixing the time-table, procuring equipment, improvement of instruction, the school budget, personnel policies, enforcement of rules and regulations, experimentation and extension services can be discussed at the staff meetings.

Every effort should be made to ensure teachers participation at the staff meetings. The agenda should be circulated among the teachers. The weightage should be given to suggestions given by the teachers while formulating policies.

This type of democratic organizational climate in the schools is likely to evoke whole hearted involvement of the teachers in implementation of policies and improvement of the instructional programmes in the schools. This may also give a feeling to the teachers that the importance of their role in the matters connected with the school is being realized and this may give them greater job satisfaction.

From the above discussion it appears that in the post independence period efforts have been made to
attract talented persons to teaching profession. Efforts have also been made to improve the preservice programmes for teacher training. To retain academically qualified and professionally trained persons in the teaching profession efforts have been made to improve salary scales of the teachers and to give them various types of benefits such as enlarged avenues for promotion, housing facilities, sabbatical leave, pension, gratuity, provident fund, better working conditions, security of service and prompt redressal of their grievances. Efforts have also been made to have more democratic organizational climate in the schools. It was hoped that such measures will give greater job satisfaction to the teachers and consequently they will start discharging their duties more enthusiastically. However, very few researches have been undertaken to see how far the teachers are satisfied with their job and in what way the organizational climate of the school is related to job satisfaction. The present study was designed to fulfil this need at it aimed at assessment of job satisfaction among the teachers and identification of the factors that contribute to job satisfaction and the factors that are related to
dissatisfaction among the secondary school teachers. The second aim was to have an assessment of the organizational climate in different types of secondary schools such as the central schools, the Government schools and the aided schools and then to see as to how far organizational climate of the schools was related to job satisfaction among the teachers. Data were also collected about the educational qualifications and length of teaching experience of the teachers and attempt was made to see if job satisfaction was related to the academic qualifications and length of teaching experience. Data were analyzed separately for the male and the female teachers and an attempt was also made to compare the degree of job satisfaction among the male and female teachers.