ABSTRACT

JOB SATISFACTION OF SECONDARY AND HIGHER SECONDARY SCHOOL TEACHERS IN ASSAM

Introduction:

Education is one of the chief factors which formulate the persona of a person. Education is a productive and positive factor in a person's life. It is every one's right to get. The training of a human mind is not complete without education. Only because of education, a man is able to receive information from the external human race to notify him with passed and receive all essential information concerning the present. Education is a crucial element for the progress and prosperity of the nation. It must be noted at the outset that true education is a powerful force in bringing about desired change. It is education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. No human beings are able to stay alive properly without education. By means of education one's potential can be used to maximum level. Education directs men how to think, how to work, how to take decision properly etc. Through education only one can make separate identity. It is most important in life like our basic needs – foods, clothes and shelter. Certainly any philosopher can comment that the ultimate aim of education is to make a man of good character and useful citizen of the cosmos. This can be achieved only through the quality education, quality of teachers and quality of teaching–learning process.

It is well known to us that successful educational system requires a shining, reputed and quality teaching staff. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff and their professional expertise. The role of teachers is very important to enable students to make all round development in practical life as they employ the most effective teaching learning skills and strategies, so a study of the satisfaction of teachers towards their job is very important.

Students are one of the precious assets of a society. Well-being of society depends upon its students because the student will take the responsibility of the society in future and in achieving this goal teacher's role is extremely important. They are the source of guidance at many crucial steps in academic life. Job satisfaction, retention and

commitment to the organization are essential for all the academic institutions. When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence. Higher job satisfaction of the faculty results in the healthy and positive climate of the institute. Positive climate of the institution not only increase the job satisfaction of the staff but also the overall productivity of the institution.

A study on job satisfaction of secondary and higher secondary school teachers in Assam becomes undeniably an important issue because job satisfaction is very important for the psychological adjustment and happy living of teaching personnel. In fact, job satisfaction and life satisfaction are inextricable bound.

Rationale of the study:

Since the Independence of India, there were different commissions and committees formed to improve the quality of education as well as the quality of teachers. Indian Education Commission (1964-66) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes, such as curriculum, syllabus, text books, evaluation etc. rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states, "No people can rise above the level of its teachers."

Now a days, there is, however a general feeling that the teachers do not have satisfaction in their Job. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programmes, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors arises to feelings of satisfaction, individual has job satisfaction. Under such circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

Job satisfaction is the result of influential interactions of varied types of attitudes possessed by the teachers which is directly or indirectly linked with the organizational commitment, organizational performance, teacher's effectiveness and attainment of

educational objectives, more broadly speaking, the attainment of national goal. Each and every positive outcomes or outputs are the result of efficient educational system. It is the teacher who will provide proper informative guidance for the attainment of the same. So, their 'professional satisfaction' is an influential factor to enrich the human resources of the living world.

"Schools are the nurseries of the Nation." And 'Teachers are the architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous.

The imperative that the entire process of teaching – learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching-learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as - what teaching behaviors are related to pupil's outcomes in different areas of class room learning? In what way they are related? What are the characteristics of effective and ineffective teachers? How can teaching behaviors be incorporated in teachers during their training?

Although, lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to teacher's job–satisfaction, especially in higher secondary level. Fontana D. (1986) regarded that "if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own." Thus, it is clear that an effective and competent teacher will achieve the

desired learning outcomes, provided if he satisfied in his profession. But no significant efforts are found to study the competency in relation to job satisfaction among teachers.

Kothari Commission rightly remarked, "The destiny of the Nation is being shaped in her class room." In short, Teachers are born and also made. The number of the borned teachers are too less to cope up with the 'student–explosion' with new outlook. So teachers should be trained to compensate the demand. It is the teachers of Higher Secondary and Secondary levels who engage themselves or who are obligated to engage themselves in the process of modifying the student's behaviour to cope up with the challenging contemporary situation of the class and institution positively. So, the issue of job satisfaction of Secondary and Higher Secondary school teachers becomes an important challenging issue automatically. Teachers of Secondary and Higher Secondary level should be made saturated psychological aspects, economical aspects, and social aspects and also should be kept free from political torture.

Job satisfaction has been the centre of the concentration for researchers over a few decades. The reasons for such concentration are manifolds. Therefore, the investigator is interested to make a study on the job satisfaction of Secondary and Higher secondary school teachers in Assam because of many reasons. Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person's inability to find satisfaction in his work. Occasionally, teachers have to encounter with the rude behaviors of the students, coming in better terms with the society and the people around. Almost all the teachers in Assam work for 10 months from January to December with three weeks mid terms break in July making it a 180 working days and spending almost 6 hours daily in the school excluding the time spent at home correcting students assignments and planning course outlines. The only break for one month during the puja vacation is the time to spend with family and meeting kith and kin and visiting one's home town and attending the personal needs. Once the academic session starts, teachers have no time to attend to one's personal needs and duties. Obligations are overshadowed by the professional duties. Paying visit to the hospital, visiting the bank, paying electricity, telephone and other bills, paying condolence to someone the teacher knows, have to be bargained with the 15 days entitled casual leave. With such scenario existing, job satisfaction is always questioned, which in fact, gives way to the question of quality education.

A study by Palmore has come to the conclusion that "people who like work, are likely to live longer". Here the logic behind such comment is that people with greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits. To make this authentic, a study is required on job satisfaction.

Title of the study:

Job satisfaction of secondary and higher secondary school teachers in Assam.

Objectives of the study:

1. To examine the extent of job satisfaction of secondary and higher secondary school teachers in Assam with respect to their interest and attitude towards teaching, salary, academic freedom, job security, interpersonal relationship, opportunities for professional development, adequacy of curriculum and working environment.

2. To compare the extent of job satisfaction of the secondary and higher secondary teachers in Assam with respect to their -

(a) Gender

(b) Locale

(c) Type of schools.

3. To suggest some remedial measures to minimize job dissatisfaction of the teachers teaching in secondary and higher secondary stages of higher secondary schools in Assam.

Operational definition of the terms used:

Job satisfaction: Job satisfaction refers to the feelings of the teachers towards their teaching profession. It can be positive or negative thought towards the teaching profession. It can be measured through the contentment the teacher undergoes. If the teacher is content with what he receives during the job, it is a positive feeling which means that the teacher is satisfied with it. But the negativity arises when a teacher is not content with teaching.

Secondary teacher: Secondary teachers refer to those teachers who are teaching to the students of classes IX and X.

Higher secondary teachers: Higher secondary teachers refer to those teachers who are teaching to the students of classes XI and XII.

Interest and attitude: Interest refers to a feeling which accompanies special attention to some content or objects. An attitude is a particular feeling about something. Interest and attitude towards teaching denotes the positive or negative feeling or disposition associated towards teaching.

Salary: Salary refers to the amount paid by the government to the teachers at the end of each month.

Job security: The fear of losing job may create unnecessary stress and fear in the mind of a teacher and by dint of this a teacher may be unable to concentrate on his / her work. Here, job security refers law and order of the state where teachers are working, pension rule of the teachers.

Interpersonal relation: Interpersonal relation refers to team work, consultation, friendliness and supportive relation with the Heads and co-workers.

Working condition: Working condition refers to the availability of the basic infrastructure like the sch**o**ol buildings, enough space, power ventilation, furniture, teaching learning materials, safe environment which is free from the health hazards and proper place for the teachers to plan and work.

Gender: Gender refers to the male and female teachers teaching in secondary and higher secondary stages of higher secondary school in Assam.

Locale: Here, locale refers to rural and urban area.

Type of schools: Type of schools refer to the two levels of schooling system- government school and provincialised school.

Delimitation of the study:

The study has been delimited within the Govt. and Provincialized higher secondary schools where IX and X (secondary) and XI and XII (senior secondary or higher secondary) classes are taught. It has been further delimited within the Barak valley (Cachar, Karimganj and Hailakandi districts) of Assam.

Methodology:

Methodology is a way to solve research problem systematically. In it, researcher studies the various steps are generally adopted in studying research problem along with the logic behind them. Methodology provides the researcher direction to plan, to solve the research problem under study. For the present study, the Descriptive Survey Method of Investigation has been followed by the investigator.

Population:

The identification of population and drawing a representative sample from the population is an utmost important task in any research work upon which the logical conclusion of the study and findings rest. Population refers to any collection of specified group of human beings or entities such as educational institutions, areas and so on. The whole group from which the sample has been drawn is known as population. The population in the present study comprises all the teachers teaching in secondary and senior secondary stages in Government and Provincialised higher secondary schools in Barak valley of Assam.

Sample:

A sample is a small proportion of population selected for observation and analysis. To get the real and true representation of the population, sample is systematically and scientifically selected after considering the different characteristics of population. There are altogether 60 number of higher secondary schools in Cachar, Karimganj and Hailakandi districts (Barak valley) in Assam where both secondary and senior secondary classes are taught. So, 50% schools (30 numbers) and 50% of the teachers teaching in secondary stage and 50% of the teachers teaching in higher secondary stage of these 30 selected schools have been selected randomly through lottery method.

Tools of the study:

The instruments which are employed for gathering new facts for exploring new fields are called tools. In this study, the investigator has developed a questionnaire consists of 45 items consulting with the supervisor keeping in view of the objectives of the study.

Analysis and interpretation:

Looking into the nature of data, the investigator has adopted the Percentage as statistical technique for its analysis and interpretation.

Major findings of the study:

On the basis of the analysis and interpretation of data, the following major findings of the study are identified –

1. So far as the interest and attitude towards teaching are concerned, the study reveals that most of the teachers teaching in secondary and higher secondary stages of Barak valley in Assam feel interest in teaching. They consider that teaching is an ideal and the noblest profession. They also feel that teaching is a passion and more prestigious profession than any other jobs because they get pleasure in teaching. With respect to gender, the study reveals that female teachers of both the secondary and higher secondary level are more interested and shows favourable attitude towards teaching profession than the male teachers. They also feel that teaching is an ideal and prestigious than any other jobs. In context to locale of the study, it can be said that the teachers of secondary and higher secondary level teaching in urban areas are more interested and have favourable attitude in teaching. They also feel that teaching is an ideal, the noblest profession and more prestigious job than any other jobs. In relation to type of schools, the study reveals that teachers of both secondary and higher secondary stages teaching in government schools feel more interest and have favourable attitude towards teaching profession than the teachers teaching in provincialised schools.

2. With regard to salary, the study reveals that most of the teachers teaching in secondary and higher secondary levels of Barak valley in Assam are not ready to go in other jobs on same salary which they are drawing per month from their institutions. Even if they are given more salary in other jobs, then also they are not ready to shift themselves because for them, teaching is the noblest and man making profession. With reference to gender, it is found that the female teachers of secondary and higher secondary stages are more satisfied with their present salary than the male teachers. In context to locale of the study, it can be said that the

teachers of secondary stage teaching in urban areas are more satisfied with regard to salary than the teachers of secondary stage teaching in rural areas. On the contrary, the teachers of higher secondary stage teaching in rural areas are more satisfied with regard to salary than the teachers of higher secondary stage teaching in urban areas. With respect to type of schools, the study reveals that the teachers of secondary level teaching in Govt. schools are more satisfied with their salary than the teachers of secondary level teaching in provincialised schools. On the other hand, it is found that the teachers of higher secondary level teaching in provincialised schools are more satisfied than the teachers of Govt. schools in relation to their salary.

3. So far as the academic freedoms of the teachers are concerned, the study depicts that majority of the teachers of secondary and higher secondary levels are satisfied with the subjects allotted to them for teaching. The study also reveals that most of the teachers of secondary and higher secondary level are satisfied with their school time table and they also participate in preparing their school time table. In this connection, with regard to gender, the study reveals that the male teachers of secondary level enjoy more academic freedom than the female teachers and the female teachers of higher secondary stage enjoy more academic freedom than the male teachers. In connection with academic freedom, the teachers of secondary stage teaching in rural areas are more satisfied than the teachers teaching in urban areas. On the other hand, the teachers of higher secondary level teaching in urban areas are more satisfied than the teachers of rural areas.

4. So far as the professional development of teachers are concerned, it is found that most of the teachers of secondary stage are satisfied with the provision of in-service training whereas most of the teachers of higher secondary stage are dissatisfied in this regard but in case of participation in seminar, workshop and delivering lecture on current issues, teachers of higher secondary stage are more satisfied; on the other hand, the teachers of secondary stage are dissatisfied in this regard. With regard to gender, the study reveals that the male teachers of secondary stage are satisfied than the female teachers of secondary stage in context with in-service training but most of the male and female teachers of higher secondary stage are not satisfied with the provision of in-service training programme. From the study, it is found that the teachers teaching in secondary and higher secondary stages of rural areas are more satisfied with regard to professional developmental programme than the teachers of

urban areas but the teachers teaching in higher secondary stage of urban areas are especially satisfied in relation to participation in the workshop and seminar.

5. With regard to job security of the teachers, it is found that most of the teachers of secondary and higher secondary levels are satisfied with their supervisory staffs and opine that they do not face any threatening from their supervisors. The study also reveals that most of the teachers of secondary and higher secondary stages think that the present law and order of the state is not a threat to their job but they are not satisfied with the present pension rule of the state government. With regard to gender, the study reveals that the male teachers of secondary and higher secondary stages are more satisfied than female teachers with their supervisory staffs but female teachers of secondary and higher secondary stages are more dissatisfied than male teachers with regard to present pension rule of the state government. From the study, it is found that the teachers of secondary and higher secondary stages teaching in urban areas are more satisfied than the teachers of secondary and higher secondary stages teaching in rural areas with regard to job security except the present pension rule of the state government.

6. So far as interpersonal relation of the teachers are concerned, the study shows that most of the teachers of secondary and higher secondary level think that their colleagues are intimate enough to them and feel that their Head is impartial in every respect. The study also reveals that majority of the teachers of both secondary and higher secondary stages respectively think that their non-teaching staffs are cooperative to them. From the study, it is found that the male teachers of secondary and higher secondary stages have more intimate relationship with their colleagues than female teachers. It is also highlighted that female teachers of both the stages are less satisfied than the male teachers with their Heads as they think that their Heads are of harsh attitude. The teachers of secondary level teaching in urban areas have better interpersonal relationship than the teachers of secondary level teaching in rural areas but the teachers of higher secondary stage teaching in urban areas are more intimate with their colleagues but due to subject specification, they are not able to share the classes of their colleagues.

7. So far as feedback from different sections are concerned, the study reveals that most of the teachers of secondary and higher secondary stages think that the students and

their guardians are satisfied with their teaching because in the parent-teacher meet the guardians express their views in favour of their teaching. The Heads are also satisfied with their performances. In this regard, with reference to gender, it is found that the female teachers of secondary stage think that the students, guardians and non-teaching staffs are more satisfied with their teaching; on the contrary, the male teachers of higher secondary stage think that the students, guardians and non-teaching staffs are more satisfied with their teaching. From the study, it is revealed that the teachers of secondary and higher secondary level teaching in urban areas are more satisfied in relation to feedback from different sections regarding their teaching than the teachers teaching in rural areas. With reference to type of schools, it is found that the teachers of both the secondary and higher secondary stages teaching in Govt. schools think that their students and Heads are more satisfied with them than the teachers of secondary and higher secondary stages working in provincialised schools.

8. With regard to adequacy of curriculum, the study shows that majority of the teachers of secondary and higher secondary stages think that the present curriculum is child centric, suitable to the learners and is not overloaded one but a few teachers of both the secondary and higher secondary stages are not satisfied with the CCE system because some of them are untrained and due to this, they are not acquainted with the CCE system. In this connection, in the secondary level the male teachers are comparatively more satisfied than the female teachers, but the female teachers of higher secondary level are comparatively more satisfied than the male teachers with regard to present curriculum except evaluation system. It is also revealed that the teachers of secondary and higher secondary stages teaching in rural areas are more satisfied with regard to curriculum than the teachers of secondary and higher secondary stages teaching in urban areas.

9. So far as working environment of the teachers are concerned, it is found that majority of the teachers of secondary and higher secondary stages think that they have not well- equipped infrastructural facilities though they are satisfied with the physical surroundings of their schools. They are not satisfied at all with school libraries, school magazines and journals; even internet facility of their schools. With respect to gender, the female teachers of secondary stage are comparatively more satisfied than the male teachers with regard to working environment excluding the

use of library books and laboratory facilities but the male teachers of higher secondary stage are comparatively more satisfied than the female teachers with regard to working environment except the availability of magazines, journals and internet facility of their schools. In this context, the study reveals that the teachers of both the secondary and higher secondary stages teaching in rural and urban areas are not satisfied at all with the infrastructural facilities of their schools but after making a comparison, it is found that the teachers of secondary and higher secondary stages teaching in urban areas are more satisfied than the teachers of secondary and higher secondary stages teaching in rural areas in regard to infrastructural facilities of their schools. With reference to type of schools, it is found that the teachers of secondary and higher secondary stages teaching in both provincialised and Govt. schools are not satisfied with the working environment of their schools but the teachers of secondary level teaching in Govt. schools and the teachers of higher secondary stage teaching in provincialised schools are more satisfied with the physical surroundings of their schools than their counterparts.

Conclusion:

It can be concluded from the study that most of the teachers of secondary and higher secondary stages feel interest in teaching and have positive attitude towards teaching. With respect to gender, the female teachers of both the secondary and higher secondary stages are more interested and have shown favourable attitude towards teaching than the male teachers. The teachers working in urban areas are more interested and have favourable attitude towards teaching than the teachers working in rural areas and the teachers working in government schools are more interested towards teaching than the teachers working in provincialized schools.

The quality of education needs a high level of job satisfaction of the teachers. The Govt. of Assam needs to pay special attention to the improvement of job characteristic dimensions (salary, benefits, promotional opportunities - process and procedures, in-service training, professional growth etc.) to the teachers of secondary and higher secondary level. As the study indicates that teacher's job satisfaction differs in relation to gender, location of school and type of school, so the Govt. of Assam should provide ample opportunities to the male and female teachers working in Govt. and provincialised schools

of both the rural and urban areas. As the study reveals that most of the teachers of higher secondary level are not satisfied with their Heads because most of the Heads are rooted out from the secondary level having less qualification than the teachers of higher secondary level, so the promotion of the Head of the institution should be made on the basis of qualification as well as teaching experience.

As most of the teachers of secondary and higher secondary levels are not satisfied with the present pension rule of the state government, so the Govt. of Assam should amend the 'New Pension Scheme, Assam 2005'. If the teachers have no pension after their retirement then they may intend to earn more money in their service life for future security which will adversely affect their professional life and professional code of ethics may be challenged for them. So, the Govt. of Assam should look into the matter seriously. In this regard, it may be suggested that either a few amendments should be made in it or previous pension rule may be continued for the teachers of secondary and higher secondary levels because if the teachers are not satisfied in this regard then the system of education may be stepped down.

It is worthy to be mentioned that modern education is child centric. It means 'child' (student) is the centre of education. So to understand the students' needs, interests, abilities, aptitude, attitude etc., the knowledge of psychology is needed to the teachers at all levels. To make education child centric practically and to satisfy the teachers with regard to the professional development programmes, the Deptt. of Secondary Education, Assam and the school authorities should organize training programmes to train the teachers of both secondary and higher secondary levels so that they can contribute their optimum for the betterment of students.

School is a miniature society as advocated by John Dewey. In the formal system of education the infrastructural facility of the school must be praiseworthy. Here, the Department of Secondary Education, Assam in collaboration with RMSA, Assam should solve the problems of physical facilities, especially with regard to school buildings, supply of water, power supply, and sanitation. As the study reveals that most of the male and female teachers of both Govt. and provincialised secondary and higher secondary stages of rural and urban areas are not satisfied with their school libraries, so school library should be enriched by providing reference books, magazines, journals, and internet facility because library is the mirror and treasure of the schools.

There are some common sayings that “Teachers are the backbone of the nation”, “Teachers are the social engineers”, but if they are not satisfied in their job with some relative factors like monetary, leisure, cognition, promotion etc. – we cannot expect a lot from the teaching community and thus, the processing of the input will be hampered and stepped down. So, it is very essential to metamorphose their overall situation, not in a retrogressive mission, but in a progressive fashion from Government part and also a part from the society, to at least keep alive and to sensitize the very human civilization.

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