CHAPTER-VI

MAJOR FINDINGS AND CONCLUSION

6.1. 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 freedom 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 levels 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.

6.2. 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.

6.3. Suggestions for the further study:

Due to time constraints the investigator was not able to cover the whole area of the job satisfaction. So the present study can provide a basis for further researches. The investigator suggests the following areas for further studies: -

(i) A comparative study on job satisfaction among teachers of junior college and Degree college of Barak valley in Assam.

(ii) A comparative study on the job satisfaction of college teachers at urban and rural areas in Assam.

(iii) A study on job satisfaction of teachers teaching at three levels in Assam.

(iv) A study of organizational climate of private high schools and its effect on job satisfaction of teachers in Cachar district of Assam.

(v) A comparative study of job satisfaction among male and female teachers at three levels of teaching in Assam.

(vi) A comparative study of job satisfaction among elementary and secondary school teachers of Barak valley in Assam.

(vii) A study of job satisfaction of secondary school teachers in Assam and leadership characteristics of the Principals.

(viii) A study on job satisfaction of TET qualified teachers of secondary level in Assam.