

CHAPTER-V

JOB SATISFACTION IN SECONDARY SCHOOL TEACHERS

THE INVESTIGATION

Human behaviour being very complex individuals differ in their feelings, motivations and attitudes so strikingly that it is not possible to arrive at decisions by observing one or two instances. Generalisations on the behaviour patterns are possible if observation is made of a considerable number of cases in a planned manner. But these observations and decisions should be supported by quantitative measurement if they are to be objective and well grounded.

The present investigation of job satisfaction in teachers is made on a heterogeneous group of one thousand secondary school teachers working in different parts of the State of Andhra Pradesh under different working conditions. Their attitudes towards the profession were discovered through questionnaire and interview techniques.

CONSTRUCTION OF THE QUESTIONNAIRE

The questionnaire method is widely used by research workers to find out facts about current conditions and

practices. Prof. Van Dalen while emphasising the utility of questionnaire as an important instrument of research observes that " it tends to objectify, intensify and standardize the observations by isolating and precisely presenting specific items for the consideration of respondents."¹

A questionnaire was constructed at the outset to trace out the conditions and practices prevailing in secondary schools in different parts of the State. The questionnaire included several items to find out the teacher's job satisfaction and also reasons for dissatisfaction in the case of dissatisfied teachers. It also included several questions to assess the intensity of job dissatisfaction and its effects on class-room practices.

The questionnaire included seventeen items and these may be divided into three sections as given below. A copy of the questionnaire is given under Appendix I.

Identification Items

The questions under this section helped the collection of addresses of respondents and also several other particulars given below.

1. Deobold B. Van Dalen, Understanding Educational Research (New York: Mc Graw-Hill Company, 1962) P.254.

- i. Management under which the teacher works
- ii. Nature of locality in which he works
- iii. Sex of the teacher
- iv. Marital status in respect of women teachers
- v. Professional placement
- vi. Age group to which the teacher belongs
- vii. Experience of the teacher.

The data collected under this section helped in finding out the working conditions of teachers and class room practices in different kinds of managements viz. Government, Local Boards, Mission Bodies and Private Committees. Conditions prevailing in urban and rural localities also could be studied on the basis of this information. The data also helped to classify teachers into the following broad groupings.

- i. Men and women teachers
- ii. Experienced and New Entrants
- iii. Young and Middle aged teachers
- iv. Trained and untrained teachers.

The first section also helped to classify teachers according to professional qualifications and placements. The problems faced by Head-masters differ altogether from the problems faced by his assistants. Similarly the problems faced by Post-graduate teachers are different from

those of graduate teachers and secondary grade teachers. The problems with which language teachers are confronted are again different from the problems of other teachers. The problems of special teachers handling non-examination subjects like Craft, Art, Physical Education and Music are entirely different from the problems faced by other teachers. Knowledge of these differences in professional conditions is necessary in this study as these variations decide the teachers' attitudes towards the profession to a large extent.

REASONS FOR DISSATISFACTION

The second section of the questionnaire comprises of items dealing with reasons for adopting teaching profession and reasons for dissatisfaction in the job in the case of dissatisfied teachers. This section is in fact the heart of the questionnaire as clues for many issues of the profession could be unearthed through the knowledge of responses secured under this part.

Research studies on teaching profession made both in our country and abroad laid down in unambiguous terms that all is not well with teaching profession. Now-a-days there are more number of dissatisfied and frustrated persons in teaching profession as a result of

enormous expansion of education at all levels unaccompanied by necessary facilities. Dissatisfaction in teaching profession is growing from time to time because of myriad problems in the profession. Some of these problems arise during the course of class-room work while others crop up in the course of other activities connected with the profession.

As a result of change in the emphasis of education from that of preparing the child for an examination to that of fitting him to life, more and more importance is now paid to co-curricular and extra curricular activities. This has resulted in significant swing in the pendulum from the subject matter to the pupil. Because of these changes, new responsibilities are laid on the teacher which call forth qualities like vigour, vitality, dynamism and character for successful discharge of his obligations. The new responsibilities give rise to new problems and these problems confront the teacher both in the class-room and outside. The diverse features of educational agencies that control different institutions pose many problems to teachers. Similarly the differences in the place of work, professional position, age and experience of the teachers present different problems. All these problems of both instructional and non-instructional nature that confront every teacher must be faced

and solved effectively if the teacher is to be successful in his profession.

Some of these pressures and problems are non professional in nature. They may be called as personal problems as they arise because of personal needs and requirements of teachers. The problems of teachers may be grouped into the following broad categories.

- i. Economic Problems
- ii. Class-room problems
- iii. Problems relating to accommodation and equipment
- iv. Problems relating to discipline
- v. Social status and treatment of society
- vi. Security and professional advancement
- vii. Problems connected with educational policies.

To focus attention on all these issues adequately second part of the questionnaire has been constructed with large number of items of dissatisfaction faced in teaching profession.

Collection of items

In the beginning large number of reasons for dissatisfaction in the profession were collected through personal contacts with several teachers working under different professional conditions. The investigator's experience as an Inspecting Officer in the State Department of education for a considerable length of period

helped to diagnose the problems experienced by teachers under different circumstances without much difficulty.

Some of these factors of dissatisfaction arise because of disparity between the teacher's own image of himself and the image formed by the society. According to Dr. Suresh Shukla, the society visualizes the teacher's image as that of a perfect man in spite of the limitations forced by circumstances. He also observes that the lack of understanding of new techniques and their application in the class-room practices might be due to the poor background of our teacher and hence contends that it needs to be established by research so that society may realize its responsibility in the matter.²

The investigator originally collected sixty four causes of dissatisfaction pertaining to both personal and professional fields of the teacher. These are presented under Appendix No.2.

Process of reduction

All the sixty four factors have been collected from actual situations. But some of the problems operate only

2. Education Research (Delhi: Department of Extension Services, Central Institute of Education, 1966) P.3.

in stray cases and as such cannot be taken as common problems of the profession. It was therefore felt necessary to remove such items so as to make the list compact and comprehensive.

Elimination of unwanted items was made in consultation with teachers having considerable experience in the field. A group of 150 experienced teachers working in fifteen secondary schools in and around Nellore were consulted for this purpose. The names of these schools are given under Appendix No.3. Apart from these teachers, fifty teacher trainees of the Government Training College, Nellore who formerly worked as untrained teachers under different managements were also consulted to find out the problems of beginners and untrained persons in the profession. The factors of dissatisfaction that operated at one time or other in the case of atleast ten percent of the teachers consulted, ie. 20 teachers out of the total of 200 teachers consulted were retained in the questionnaire and the remaining were eliminated. This consultation also helped to modify the wording of some of the items so as to make them clear and precise. The above process made the second part of the questionnaire compact and concise without foregoing any one of the salient features of professional and personal problems faced by teachers.

The problems finally presented in the questionnaire are given below.

- i. Inadequate salaries leading to low economic status
- ii. Monotonous nature of work
- iii. Heavy load of work
- iv. Lack of freedom to work according to one's own plans and principles
- v. Too much physical and mental strain
- vi. Difficulty of working with children
- vii. Lack of bright prospects in the job
- viii. Too many other assignments and clerical duties
- ix. Frequent transfers
- x. Lack of security in the job
- xi. Too much domination by the Head-master
- xii. Too much domination by the management and other authorities
- xiii. Misbehaviour of pupils in examination centres
- xiv. Non availability of suitable accommodation, equipment and furniture in the school
- xv. Lack of recreation facilities
- xvi. Very low standard of pupils
- xvii. Indiscipline among pupils
- xviii. Rigid and orthodox service conditions
- xix. Interference by politicians
- xx. Lack of co-operation from parents
- xxi. Lack of Social Status
- xxii. Low rating by family members
- xxiii. Too exacting code of conduct
- xxiv. Absence of strong teachers' organisation.

Provision was also made to find out causes of dissatisfaction in addition to those given in the form, by providing adequate space in the questionnaire under this section.

Third section of the questionnaire comprises of question Nos. 12 to 17. These questions are meant to find out the work-load of teachers, intensity of dissatisfaction and the effects of job dissatisfaction on

the teacher behaviour and pupil development. Dr. Spears observes that "dissatisfaction in the profession results in pettiness in professional relationships, professional jealousy, narrow attitudes, intolerance, distorted pupil-teacher relationships and dictatorial methods of approach".³ The question items in this section therefore aimed at discovering such features on the part of teachers and also their repercussions on class-room activity.

SELECTION OF SAMPLE

After finalising the questionnaire form it was sent to a sample of one thousand teachers working in secondary schools located in different parts of the State. While selecting the schools care was taken to see that institutions under different managements viz. Government, Mission, Local Boards and Registered Trust bodies are given proper representation in the sample. The schools located both in urban and rural areas, schools intended for both sexes and schools meant exclusively for boys or girls were also included in the study. The number of schools existing in different districts of the State and the number of schools drawn for this study are given in Table VII.

 3. Encyclopedia of Educational Research,
 (Revised edition) loc. cit. P.1431

ANDHRA PRADESH
DISTRICT WISE PARTICULARS OF SCHOOLS SELECTED

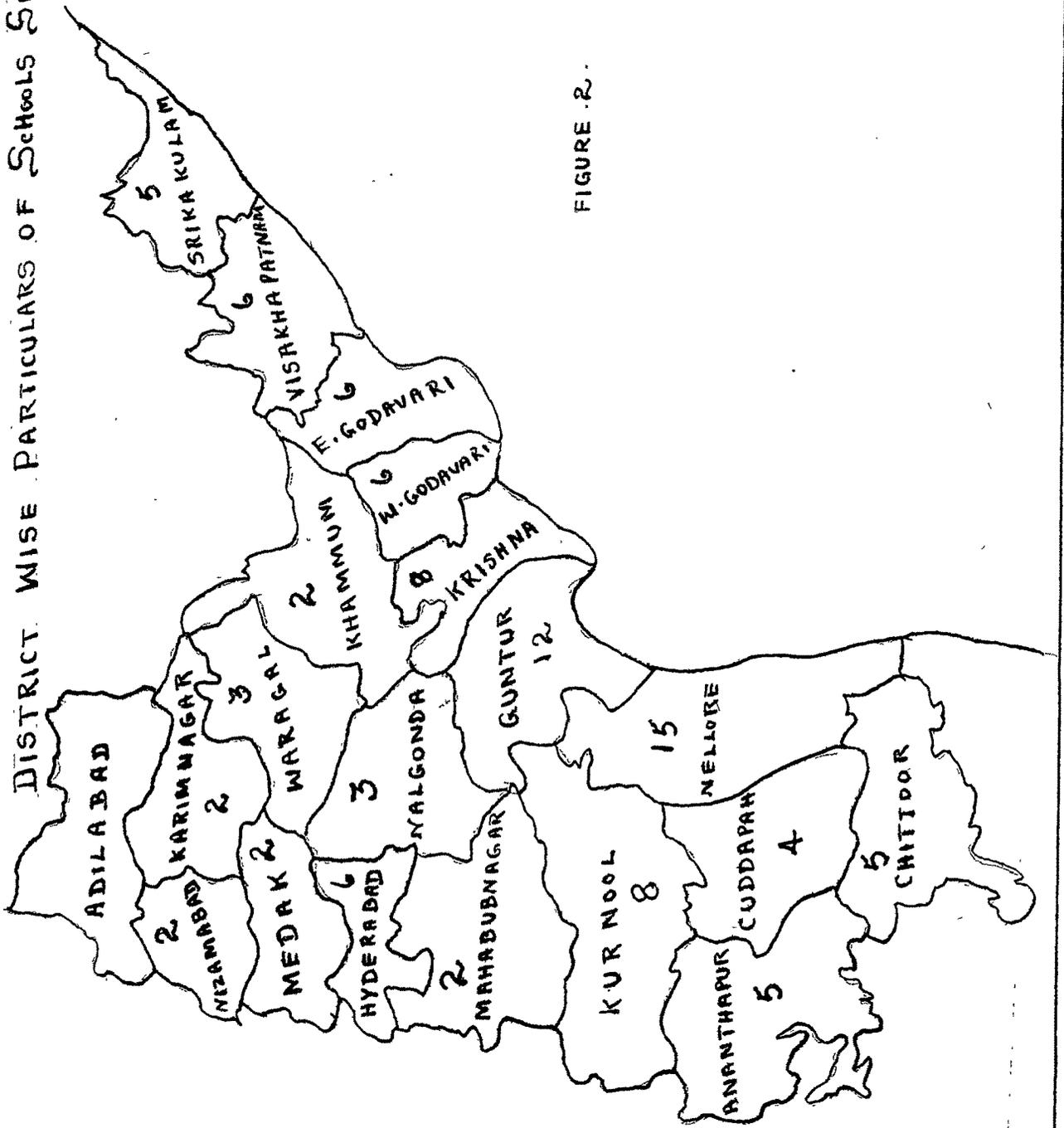


FIGURE .2.

TABLE VII*

DISTRICT WISE PARTICULARS OF SCHOOLS SELECTED FOR STUDY

S.No.	District	Total No. of schools	No. of schools selected
1.	Srikakulam	136	5
2.	Vizagapatnam	127	6
3.	East Godavari	116	6
4.	West Godavari	125	6
5.	Krishna	129	8
6.	Guntur	221	12
7.	Kurnool	141	8
8.	Ananthapur	105	5
9.	Cuddapah	67	4
10.	Nellore	105	15
11.	Chittoor	109	5
12.	Hyderabad	185	6
13.	Medak	64	2
14.	Nizamabad	44	2
15.	Nalgonda	84	3
16.	Warangal	76	3
17.	Khammam	75	2
18.	Karimnagar	78	2
19.	Mahaboobnagar	75	2
20.	Adilabad	26	-
Total:		2088	102

* The total number of schools mentioned in the Districts relate to the year 1964-65.

The names of schools in each district drawn for the study are furnished under Appendix No.4.

The educational institutions in the State of Andhra Pradesh are controlled by several types of managements. Large number of schools are under the administrative control of Local Boards and Private Agencies. Even though the State Government finances the lion's share of expenditure of all the schools, the schools under the management of the Government are very few in number. The schools under different managements are given in Table VIII.

TABLE VIII⁴

DISTRIBUTION OF SECONDARY SCHOOLS ACCORDING TO MANagements
IN THE STATE OF ANDHRA PRADESH

S.No.	Management	Schools for Boys	Schools for Girls	Total
1.	Government	93	60	153
2.	Zilla Parishad	1483	74	1557
3.	Municipal Boards	61	18	79
4.	Mission and other Committies	231	65	296
5.	Unaided	3	-	3
Total:		1871	217	2088

4. Statistical Abstract of Andhra Pradesh - 1965
(Hyderabad: Govt. of Andhra Pradesh) P.245.

Random sampling and stratified sampling techniques were used in the selection of sample for the study. Random sample technique was used for selecting schools out of the list of secondary schools in the State made available by the Director of Public Instruction, Andhra Pradesh, Hyderabad. Stratified method was used to select teachers from the schools chosen for the study.

Out of one thousand teachers selected for the study 617 teachers responded to the questionnaire.

OTHER RESEARCH TOOLS USED

Interviews:- In addition to the issue of questionnaire, the investigator contacted several persons interested in the field of education personally and interviewed them to secure first hand information as to the professional conditions of teachers.

Inspecting officers, School correspondents, Managers and Heads of Schools could not be consulted through the questionnaire as the items in the questionnaire were suited mostly to the class room teacher. As the opinions of the persons in the above mentioned positions is also very important in arriving at the correct position, they were contacted through interviews. Fifty teachers who answered the questionnaire were also interviewed to ascertain their

views personally. Advance information was given to all the persons interviewed and appointments were got fixed in all cases before the interviews were conducted. An interview schedule was prepared as given in Appendix No.5 and material was collected as per the schedule. In the beginning of every interview, the persons were well acquainted with general outline of the project and their unreserved co-operation was solicited by establishing good rapport with them. The particulars of persons interviewed are given below:

1. Head-Masters	..	25
2. Teachers	..	50
3. Retired Head-Masters & Teachers..		20
4. Inspecting Officers		20
5. Correspondents & Managers	..	15

Total:	..	130

The information gathered through the interviews helped immensely in throwing light on some of the important issues faced by teachers and was also useful for making suitable suggestions to rectify some of the evils existing in the profession. The interviews also necessitated the issue of another questionnaire to some of the teachers to check the accuracy of their responses.

Response to the Questionnaire

Sixty two percent of the teachers chosen for the study sent their responses to the questionnaire. The persons responded included all categories required for the investigation. The particulars of teachers responded to the questionnaire are given in Tables IX to XI.

TABLE IX

CLASSIFICATION OF RESPONDING TEACHERS ACCORDING
TO MANAGEMENT

S.No.	Management	Number of Teachers
1.	Committee	140
2.	Mission	123
3.	Zilla Parishad	180
4.	Municipality	120
5.	Government	54
	Total:	617

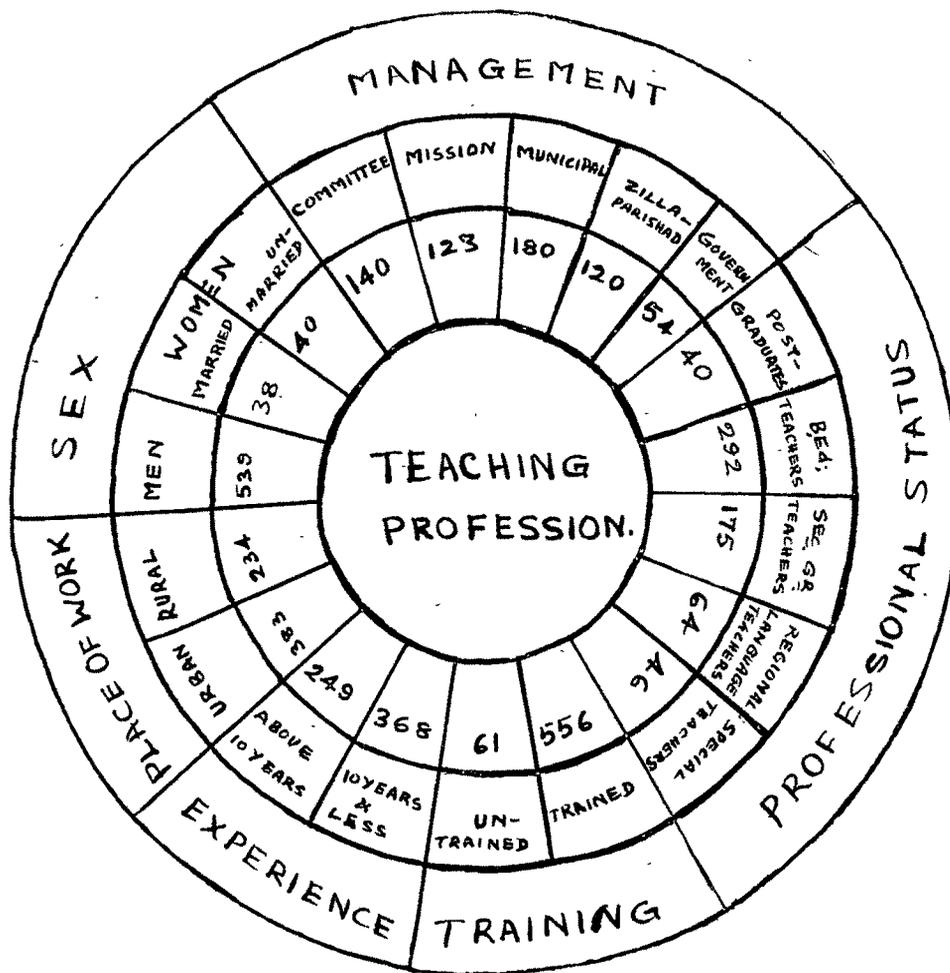


FIGURE 3

DIVISION OF SAMPLE TAKEN FOR STUDY.

(THE NUMBERS INDICATE THE NUMBER OF TEACHERS)

TABLE X

CLASSIFICATION OF RESPONDING TEACHERS ACCORDING TO THEIR
PROFESSIONAL STATUS

S.No.	Professional Status	No.of Teachers
1.	Post-graduate Teachers	38
2.	Graduate Teachers	294
3.	Secondary Grade Teachers	175
4.	Regional Language Teachers	64
5.	Special Teachers	46
	Total:	617

TABLE XI

CLASSIFICATION OF RESPONDING TEACHERS ACCORDING TO
AGE, EXPERIENCE AND PLACE OF WORK

Age	No.of teachers	Experi-ence	No.of teachers	Place of work	No.of teachers
Below 30 years	235	Less than 5 years	201	Urban	383
30 Years and above	382	5 Years and above	416	Rural	234
Total:	617		617		617

When the responses were analysed it was found out that 390 teachers were not having job satisfaction on account of several reasons expressed by them. The remaining 227 teachers reported as having job satisfaction. The particulars of these teachers according to the managements under which they work are given in Table XII.

TABLE XII

JOB SATISFACTION IN TEACHERS ACCORDING TO MANAGERMENTS

Management	Teachers expressed satisfaction		Teachers expressed dissatisfaction	
	Number	Percent	Number	Percent
Committee Schools	49	36%	91	64%
Mission Schools	56	45%	67	55%
Parishad Schools	68	38%	112	62%
Municipal Schools	43	36%	77	64%
Government Schools	11	20%	43	80%
Total:	227	37%	390	63%

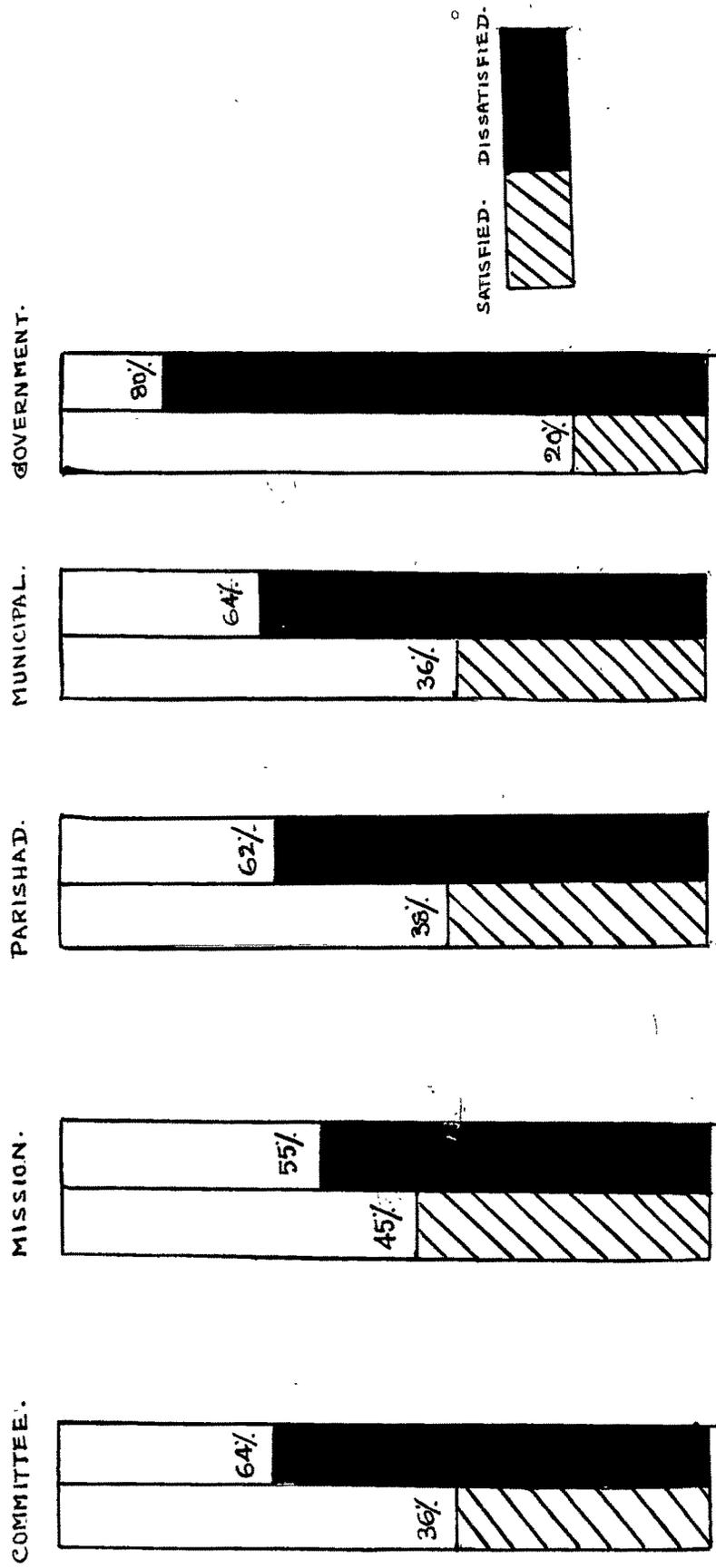


FIGURE: 4.

JOB SATISFACTION AMONG DIFFERENT MANagements.

63 percent of the teachers expressed dissatisfaction in the profession whereas only 37 percent expressed satisfaction. The reasons for dissatisfaction as expressed by the teachers are given in the next chapter. The position of job satisfaction under different managements has been illustrated in figure No.3 on page 206.

At this stage the investigator compared the responses of some teachers with the material he secured during interviews. It was found out that some teachers omitted to give reasons for dissatisfaction in their responses to the questionnaire although they complained about a number of professional grievances when they were contacted personally. So the investigator could not believe that all the above mentioned 227 teachers were satisfied in all aspects of the profession. It was felt that many of the persons in this group were not frank in their responses to the questionnaire.

The absence of frankness might be attributed to many reasons. All the persons with whom an investigator has to deal during the course of a research study do not fall under the same personality type. As observed by Prof.T.R.Deenadayal⁶ in his work-paper on Extension Services, the teachers belong to the following types.

5. T.R.Deenadayal, Work-Paper for the Staff Seminar (Nellore: Govt. Training College, Sept.'65)PP.1-2.

- i. The pleasant type
- ii. The blunt type
- iii. The argumentative type
- iv. The accepting type
- v. The slowly converted type.

The pleasant type smile graciously and somehow dispose the research worker without any intention of cooperation. The blunt and argumentative type of teachers criticize our approach and may go even to the extent of attacking us. It is only the last two types of teachers that may extend their co-operation to the research activities in the field of education.

It was felt that some of the teachers have evidently managed not to give out their true opinion about their job satisfaction by choosing to avoid the trouble of giving out reasons for dissatisfaction. As a true investigation is not complete without probing the facts beneath the hearts of people, it was felt necessary that a check technique should be employed to diagnose the correct position.

CHECK QUESTIONNAIRE

The purpose of this questionnaire is to examine the accuracy of the data collected already by the first questionnaire. It is more appropriate to call this tool as an opinionnaire. It contained eighteen statements and all these statements relate to the positive features of

job satisfaction in teaching profession. Statements relating the following aspects of the job are included in the opinionnaire.

- i. Service Conditions
- ii. Scales of pay
- iii. Facilities in schools
- iv. Administration of schools
- v. Social treatment
- vi. Professional growth.

A copy of the opinionnaire is furnished in Appendix No.6.

The opinionnaire was sent to all the teachers who did not give reasons for dissatisfaction. Some of these teachers might be really satisfied in the profession. But considerable number of teachers are believed to have concealed their true attitudes towards the profession and expressed convenient opinions. As held by Prof. D.E.Super, " Job satisfaction has many points of reference and only a few workers are indeed satisfied with all aspects of their jobs ".⁶ An investigation on job satisfaction, therefore must be an effort to find out the position in respect of all aspects of the job.

Responses to the second questionnaire were received from 179 teachers. The particulars of persons from whom the responses were received are given in Table XIII.

6. D.E.Super, Journal of Applied Psychology
loc. cit. P.547.

TABLE XIII

CLASSIFICATION OF TEACHERS WHO RESPONDED
THE SECOND QUESTIONNAIRE

S.No.	Management	Number of teachers to whom issued	Number of teachers responded
1.	Committee	49	44
2.	Mission	56	34
3.	Municipal	43	32
4.	Parishad	68	58
5.	Government	11	11
Total:		227	179

Analysis of the responses received for the second questionnaire reveal the following trends in the attitudes of teachers.

1. No one is satisfied on all aspects of the teaching profession.
2. Some teachers are dissatisfied on several aspects of the profession where-as others are dissatisfied on a few aspects.
3. The teachers who are dissatisfied on a few aspects are small in number.

Prof. Super and other Guidance Psychologists have established that only a few workers in any profession are satisfied with all aspects of the job. But the data collected in this investigation proves that there is no one who is completely satisfied on all aspects of teaching profession.

Prof. Kimball wiles observes that " a dissatisfied teacher does not make a positive contribution to pupil growth ".⁷ The need for positive contribution by the teacher needs no over emphasis as the destiny of the nation finally lies in the hands of those who guide our student population. We should also remember in this context, the stern caution given to the nation by Prof. Amaranath Jah that " It is no use preaching homilies on the nobility of teaching profession. A discontented teacher can be a source of great danger to the country. " ⁸

With the back ground of the above mentioned opinions held by mature educationists, it is essential that we should first explore the reasons for dissatisfaction in the profession in our attempt to root out the discontentment.

The reasons for dissatisfaction as expressed by the teachers under different managements with reference to both the questionnaires are furnished in Table XIV on page 212.

7. Kimball Wilkes, Teaching for Better Schools (New York: Printice-Hall Inc., 1959), P.48.

8. Amarnath Jah, Future of Education in India, loc. cit. P.100.

TABLE XIV

REASONS FOR DISSATISFACTION IN TEACHERS

S.No.	Reasons	Percent of Teachers dissatisfied			
		Committee (140)	Mission (123)	Parishad (130)	Municipal Govt. (54)
1.	Inadequate salaries	83%	74%	90%	79%
2.	Heavy load of work	64%	53%	55%	62%
3.	Lack of freedom	67%	50%	58%	64%
4.	Lack of bright prospects	44%	36%	56%	59%
5.	Too many other assignments	28%	27%	20%	17%
6.	Too much domination by authorities	40%	17%	16%	17%
7.	Lack of suitable accomodation	12%	29%	46%	36%
8.	Lack of recreational facilities	19%	19%	7%	23%
9.	Low standards of pupils	33%	40%	22%	35%
10.	Indiscipline among pupils	29%	20%	31%	14%
11.	Rigid service conditions	39%	4%	13%	9%
12.	Interference of politicians	7%	3%	41%	42%
13.	Lack of parental cooperation	38%	40%	33%	43%
14.	Lack of social status	42%	23%	44%	44%
15.	Absence of strong teachers' Association	53%	20%	39%	29%

N.B.: The figures in the brackets indicate the total No. of teachers.

The results secured for the second questionnaire indicate that there is wide spread dissatisfaction in respect of some aspects whereas the dissatisfaction is only scattered and sporadic in respect of other aspects. The number of teachers enjoying satisfaction has fallen down to zero as the number of professional aspects taken for investigation increased. This characteristic is evident from the Table XV.

TABLE XV

TEACHERS SATISFIED ON THE PROFESSIONAL ASPECTS MENTIONED
IN THE SECOND QUESTIONNAIRE

Total No. of Aspects	Number of Teachers satisfied				
	Committee	Mission	Parishad	Municipal	Govt.
1.	--	--	2	--	--
2.	--	--	2	2	--
3.	3	1	4	3	--
4.	2	3	5	3	4
5.	5	1	5	3	2
6.	4	--	5	6	--
7.	7	3	1	--	2
8.	1	3	1	--	1
9.	3	5	4	--	1
10.	7	4	8	--	1
11.	6	3	4	3	--
12.	2	2	10	3	--
13.	4	4	4	3	--
14.	--	5	3	1	--
15.	--	--	--	--	--
16.	--	--	--	--	--
17.	--	--	--	--	--
18.	--	--	--	--	--
	44	34	58	32	11

The findings of the second questionnaire presented in Table XV are interpreted below.

Committee Schools:- Three teachers are satisfied with only three items at one extreme and four teachers are satisfied on thirteen items at the other extreme out of a total of eighteen items.

Mission Schools:- One teacher is satisfied on three items at one end and five teachers are satisfied with the highest number of items which is fourteen out of a total of eighteen.

Zilla Parishad Schools:- Two teachers are satisfied with one item at one extreme and three are satisfied on the maximum number of items which is fourteen at the other end.

Municipal Schools:- Two teachers are satisfied with the minimum number of aspects which is two and only one teacher is satisfied with fourteen items.

Government Schools:- Four teachers are satisfied with four items at one end and only one teacher is satisfied with the maximum number of items viz. ten out of eighteen.

The maximum number of items that afforded satisfaction is only fourteen and that too in respect of very few teachers -- 5 teachers in Mission Schools, 3 teachers in Zilla Parishad Schools, and one teacher in Municipal Schools

out of a total of 124 teachers. There is no one teacher satisfied on more than ten items in Government Schools.

Item analysis of the aspects given in the second questionnaire revealed that the number of teachers satisfied on certain items is small. These particulars are presented in Table XVI.

TABLE XVI
FACTORS ON WHICH LESS NUMBER OF TEACHERS ARE SATISFIED
AS PER THE SECOND QUESTIONNAIRE

S.No.	Factor	No. of teachers Satisfied	Percent
1.	Salaries	50	30%
2.	Academic Freedom	67	37%
3.	Accomodation and equipment	67	37%
4.	Social Status	57	32%
5.	Inspection of Schools	58	33%
6.	Amenities for staff	34	19%
7.	Treatment given by the Management & Department	56	32%
8.	Discipline	67	37%

(Total No. of Teacher ... 179)

Analysis of the factors leading to job satisfaction revealed that there are certain factors in which the teacher is satisfied. There are some other factors in which the satisfied persons are insignificant in number. No teacher is satisfied in respect of item No.11 viz. 'amenities for staff' in Municipal Schools. Only six teachers out of forty four are satisfied on this item among committee school teachers. Similarly item No.12 viz. 'Public attitude towards teachers' secured very poor response. Only eight teachers in Committee Schools, five in Mission Schools and seven in Municipal Schools are satisfied on this item out of 44, 34 and 32 teachers respectively.

Although it was discovered in the beginning that 37 percent of the teachers are satisfied and 67 percent are dissatisfied, the administration of the second questionnaire proved that even the satisfied teachers according to the earlier finding are not completely satisfied. They are also dissatisfied in one or other aspect of the profession.

The above findings prove beyond doubt that the entire teaching profession at Secondary Education level is discontented. But this dissatisfaction is violent in some teachers and not so violent in others. The severity of dissatisfaction is to be reckoned with reference to the number of aspects in which the individuals are dissatisfied.

Some teachers are dissatisfied on large number of aspects whereas others are dissatisfied only on account of a few aspects. The former group of teachers obsessed because of large number of problems are called as " Dissatisfied teachers " and the latter group as " Satisfied Teachers " to facilitate further investigation.

FACTORS OF DISSATISFACTION

The reasons for dissatisfaction as seen from the foregoing discussion vary from one individual to the other. The management under which the teacher functions, the professional status he holds and other such factors determine the reasons for dissatisfaction. Out of 390 teachers dissatisfied in the profession, 313 teachers (78%) are dissatisfied because of " In adequate Salaries ". Similarly very large number of teachers are dissatisfied on account of " Heavy load of work " and " Absence of freedom in classroom work ". In this age of democracy every one does his best only when given adequate freedom. Bureaucratic and authoritarian approaches are not tolerated even by pupils. Prof. John Dewey observes, " Information severed from thoughtful action is dead, a mind crushing load. . . . It develops the poison of conceit. It is a most powerful obstacle to further growth in the grace of intelligence".⁹

9. John Dewey, Democracy and Education (New York: The Macmillan Company, 1955) P.179.

Academic freedom is nothing but the right of the teacher to present the truth as he sees it. If the teacher feels that he can present the matter to the pupils in his own way more effectively it should not be insisted that he should follow the routine, age old methods prescribed by the Board of Secondary Education. It is not fair that the Department and Management should become intolerent of methods and views that they do not agree for some reason or other. Prof. Huggett holds:

Unfortunately people do not agree upon what the truth is, and there are still many individuals and organizations who are intolerent in respect of views and beliefs that do not agree with theirs. What is truth to some may be rank hearsay to others, 10

It is no wonder that in view of the above observations exceedingly large number of teachers are dissatisfied in the State on account of absence of academic freedom. Some aspects of the profession are found to result in dissatisfaction only in small number of persons. Items like "Difficulty of working with children" caused dissatisfaction in less than 10 percent of the group. The dissatisfaction caused by the factors varied so strikingly that the variation ranges from 78% in respect of one factor and 8% in respect of another factor.

 10. A.I.Huggett and T.M.Stinnett, loc. cit. P.235.

STRONG AND WEAK DISSATISFIERS

The factors that cause dissatisfaction among large number of teachers may be termed as strong dissatisfiers. They lead to wide spread discontentment in the profession. The factors that cause dissatisfaction among less number of teachers may be termed as weak dissatisfiers.

The second category are called weak dissatisfiers as the dissatisfaction caused by them is not so intense and they affect only less number of teachers. It is not too difficult to save the teachers from the onslaught of weak dissatisfiers as the effects of these factors are not deep seated. But it is not easy to deal with strong dissatisfiers unless the State and Society take up the cause. Strong dissatisfiers in the profession lead to harmful employee behaviour which may not be the case with weak dissatisfiers.

Mr. Herzburg in a study on " The Motivation of work " brings out different factors that lead to satisfaction or dissatisfaction and differentiates them by calling one category as ' first level factors ' and the other category as ' second level factors '. He placed factors like salary, status, advancement, social relationships etc. under first level factors in the case of industrial workers. Discovery of these factors and their impact would be

immensely useful for improving the quality of work in the workers irrespective of the professions followed. This kind of research study would certainly restructure the entire work field in the profession. Mr.Hurzburg holds:

To discover and then to reinforce the kind of things that make people happier - to discover and then to diminish the kind of things that make people unhappy - is indeed a noble end.¹¹

The Factors that led to dissatisfaction ϕ in more than 25 percent of teachers selected for this study are termed as Strong Dissatisfiers and the factors that caused dissatisfaction in respect of 10 percent of teachers and less have been termed as Weak Dissatisfiers. These factors are presented in Tables XVII and XVIII.

TABLE XVII

STRONG DISSATISFIERS IN SECONDARY SCHOOL TEACHERS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate Salaries	78%
2.	Heavy load of work	55%
3.	Lack of academic freedom	53%
4.	Lack of prospects in the job	45%
5.	Lack of cooperation from parents	35%
6.	Absence of strong teacher's organisation	35%
7.	Lack of social status	34%
8.	Orthodox service conditions	27%
9.	Too much domination by authorities	25%

11. Hurzburg, Mansner and Snyderman, The Motivation of work (New York: John Willey & Sons Inc., '65) P.2.

Many of the factors mentioned in Table XVII are reported to have been found out as the major factors of dissatisfaction in a research study organised by the staff of the Government Post-graduate Basic Training College, Bilaspur.¹²

The factors of dissatisfaction termed as Weak Dissatisfiers are given in Table XVIII.

TABLE XVIII

WEAK DISSATISFIERS IN SECONDARY SCHOOL TEACHERS

S.No.	Factor	Teachers dissatisfied
1.	Difficulty of working with children	8%
2.	Lack of security	10%
3.	Too much domination by Head-masters	9%
4.	Low rating by family members	5%
5.	Too exacting code of conduct	4%

The persons dissatisfied because of the above factors are small in number and the discontentment caused by these factors is not so harmful as to damage job performance of the individuals.

12. Govt. Post-graduate Basic Training College, Bilaspur, Causes of Dissatisfaction among Teachers, 1965, PP.53.

CONDITIONAL DISSATISFIERS

In between these two kinds of factors mentioned above, there is another category of factors which cause dissatisfaction to teachers under certain circumstances. They are termed as Conditional Dissatisfiers as the dissatisfaction arising out of these factors depends more on the conditions in which the teacher is placed. If the situation is changed these factors of dissatisfaction cease to trouble the teacher. Many of these factors crop up on account of weak administration. These factors are given in Table XIX.

TABLE XIX

CONDITIONAL DISSATISFIERS IN SECONDARY SCHOOL TEACHERS

Sl.No.	Factor	Teachers dissatisfied
1.	Too much physical and mental strain	18%
2.	Monotonous work	24%
3.	Too many other assignments and clerical duties	21%
4.	Frequent transfers	13%
5.	Misbehaviour of pupils in examination centres	16%
6.	Lack of recreation facilities	17%
7.	Low standards of pupils	24%
8.	Interference of politicians	20%
9.	Indiscipline among pupils	23%

Indifferent managements and inefficient Head-masters are often responsible for these factors. Frequent transfers worry many teachers in respect of Zilla Parishad and Government Schools. Misbehaviour in examination centres occur mostly in urban schools and especially in schools not controlled by competent Head-masters. Interference of local politicians is felt more in the case of Zilla Parishad and Municipal Schools.

The distribution of the factors of dissatisfaction is made with reference to their impact on the teaching personnel in secondary schools. The three categories are not watertight compartments and overlappings may occur more often than exceptions.

The reasons for dissatisfaction as discovered in some of the recent research studies made in America agree with the above findings to a large extent. The factors for dissatisfaction found out in a study made by Messrs. Conville and Anderson¹³ are given below.

- i. Inadequate Salaries
- ii. Too many duties
- iii. Large and overcrowded class-rooms
- iv. Lack of equipment and teaching material
- v. Indiscipline
- vi. Unhappy teacher relations
- vii. Inadequate supervisory assistance.

13. L.E. Bradfield and T.W. Edwards, " Employment Practices in Schools ", Review of Educational Research, June 1958. XXVIII-3, P.226.

CHOICE OF THE PROFESSION AND JOB SATISFACTION

The success and happiness in one's life depends on the choice of his vocation. As observed by Mr. Richard Wynn, " Your life happiness will be closely related to your job satisfaction ".¹⁴ Job satisfaction in turn depends on the wise choice of the profession.

Many people exercise this choice unwisely and consequently get into occupations for which they possess neither the interest nor the aptitude. Such misused man-power results into unhappy lives and broken families.

If a person is to be placed in a right job and enjoy job satisfaction, he must have had freedom in job selection. He must know the social, emotional, physical and intellectual resources and limitations that he possesses. With the knowledge of his abilities, preferences, resources and limitations, he must be able to decide either to choose a particular profession or not. The professional choice should never be thrust on an individual. A person who is engaged in the job suited to his abilities and interests secures increasing monetary and other satisfactions. Dr. Humphreys holds, " When the right man is placed in the right job he himself benefits both materially and in less tangible but equally important ways."¹⁵

14. Richard Wynn, loc. cit. P.1

15. J.A.Humphreys and A.E.Traxler, loc. cit. P.30

Many individuals do not consider the essential points at the time of choosing the job. For many, securing any job is the goal and not securing a particular job. In a country like ours where unemployment is a major problem both for educated and uneducated people, even after two decades of independence and after successful completion of three five year plans, we cannot blame any one for not planning his career properly.

Prof. K.G.Saiyidain points out that " there are many causes responsible for this crucial choice - personal inclination, economic circumstances, social pressures and also element of chance ".¹⁶ An attempt has been made in this investigation to find out the relationship between the reason for adopting teaching profession and job satisfaction. The four reasons suggested by Prof. Saiyidain have been taken up for investigating how these reasons operated in the case of secondary schools teachers in the State of Andhra Pradesh.

The choice of profession is often made not by the concerned individual himself but by others on his behalf. This kind of affairs prevail not only in our country but also in other countries. In a research study made by Prof. L.H.Stewart¹⁷ in United States of America, on " the Factors

16. K.G.Saiyidain, loc. cit. P.279.

17. Review of Educational Research, June 1958, P.200.

related to the Occupational Choices of Teachers " it was found out that 57 percent of the respondents believed that their parents wanted them to become teachers and 30 percent considered that their relatives had influenced their choice. In another similar investigation made in America it was discovered that " 60 percent made the decision of becoming teachers just at the time they entered the college (Teacher's college) and 16 percent only prior to high school ".¹⁸

As a teacher educator the investigator observed several candidates entering teacher training colleges who decided the professional choice just at the time they received selection orders. It is most unfortunate that many persons do not take definite decision even at the time of applying for jobs. In many cases, the need for employment makes the individual choose one job or other irrespective of its suitability.

The reasons for adopting teaching profession as given by the respondents in the present study are given in table XX along with other particulars.

18. Ibid. P.203

TABLE XX

REASONS FOR ADOPTING TEACHING PROFESSION UNDER

DIFFERENT MANagements

S.No.	Management	Personal Inclination		Economic circumstances		External Pressures		Element of chance	
		No. of Teachers	Per- cent	No. of teachers	Per- cent	No. of teachers	Per- cent	No. of teachers	Per- cent
1.	Committee	65	46%	42	30%	8	6%	25	8%
2.	Mission	68	55%	35	28%	6	5%	14	12%
3.	Zilla Parishad	80	44%	70	39%	7	4%	23	13%
4.	Municipal	57	48%	37	31%	3	2%	23	19%
5.	Government	31	56%	16	30%	2	4%	5	10%
Total:		301	51%	200	32%	26	4%	90	13%

Persons that join teaching profession because of liking for teaching work naturally become adjusted with the working conditions in the profession. They might come across certain professional and personal problems during the course of their day to day activity. Still they do not become dissatisfied but strive to overcome those problems with renewed effort and enthusiasm. They display unusual energy and patience in the discharge of their functions. The routine problems that arise from time to time do not cripple their professional vigour and efficiency. But the case is entirely different with the persons that choose the profession without liking for the work involved.

There are many persons who join one profession or other without considering their suitability for the profession chosen. Messrs. Humphreys and Traxler observe that unrealistic vocational decisions lead to failure to hold a job and to accompanying feelings of disappointment, frustration and inferiority.¹⁹

There are many people who choose their professions because of reasons like Economic circumstances, External pressures or Elements of chance. Choosing an occupation on account of the wishes of friends and relatives or the desires of parents occur in many cases. Many

19. J.A.Humphreys and A.E.Traxler, loc. cit. P.319.

individuals are forced to accept some job or other because of the dire need to maintain himself and his dependants. Choosing occupations because of chance elements are also not uncommon in our country because of the absence of scientific procedures of job selection.

Job satisfaction in respect of each one of the groups divided according to the reasons for adopting teaching profession are given in Table XXI.

TABLE XXI

REASONS FOR OCCUPATIONAL CHOICE AND JOB
SATISFACTION IN TEACHING PROFESSION

S.No.	Reason for adopting the profession	Teachers satisfied	Teachers dissatisfied	Teachers undecided
1.	Personal inclination	48%	44%	8%
2.	Economic circumstances	30%	60%	10%
3.	External pressures	12%	76%	12%
4.	Element of chance	16%	64%	20%

PROFESSIONAL AND PERSONAL FACTORS OF DISSATISFACTION

The problems with which the present teachers are beset may be divided into two broad groups: i) Professional problems, ii) Personal Problems.

There are certain problems common to many professions. Problems relating to salary and security of service fall under this group. Employees in almost all professions feel worried of these problems because of drastic changes that have taken place in the present day life. The employees of all the professions joining together and agitating for redressal of their grievances has become a common feature of the present day.

Professional Problems

Professional functions differ from one job to the other. So the problems faced by the workers also vary from one profession to the other. Certain jobs have inherent problems because of the arduous nature of work involved. Some jobs demand work at odd times of the day and night whereas other jobs involve only regular work during day time. Some jobs involve work with chemicals and explosives and hence highly risky and dangerous. There are some jobs which are quite safe and secure.

A Police Officer has to deal with all sorts of criminals both day in and day out and a physician has to deal with sick and diseased. In the case of the teacher, he has to deal with young and enthusiastic persons in their most formative periods of life. A cashier in a bank should be vigilant throughout his duty period and cannot afford to be careless and absent minded at any moment as in the case of an office assistant in a Panchayat Samithi. All these professions have their own problems and these problems arise because of the nature of work to be performed.

Prof. Robert E. Jewett made a number of studies on the working conditions of schools in America and concluded " that the poor working conditions caused the more able teachers to be dissatisfied ".²⁰ The American Association of school Administrators²¹ surveyed the factors that hamper teacher effectiveness and mentioned the following as the important factors.

- a) Too many pupils
- b) Long hours
- c) Too many extra class responsibilities
- d) Inadequate facilities
- e) General lack of satisfaction in their teaching assignments.

20. R.E. Jewett, " Why the Public School Teacher is dissatisfied ", Education Research Bulletin, October, 1957 PP. 223-224.

21. Review of Educational Research, op. cit. P. 227.

All the factors pointed out by the above Association may be said as professional problems as they relate to the special features of teaching profession.

Personal Problems

These problems differ from one person to the other irrespective of the profession taken up and the work engaged in. They arise because of the needs, requirements and limitations of the individuals and hence called as personal problems. A close relationship exists between the teacher morale and the problems faced by him.

Several investigations have been conducted in the United States of America to find out the influence of several factors related to the living-working conditions on ²² teacher happiness and quality of work. Prof. L. E. Bradfield referred to such studies in his contributions to 'Review of Educational Research'.

For the purpose of our differentiation, the living conditions may be taken as personal factors as they may differ from one person to the other in accordance with their needs and requirements. The working conditions may be taken as professional factors as they are common to all persons in that profession.

22. Review of Educational Research, XXVIII: 3, June '58
P. 225.

Prof. Bradfield arrives at the conclusion that "happy living conditions pay off in terms of quality of work performed and poor living conditions constitute a serious handicap ".²³

It is not possible to make a strict division between professional and personal problems. At times some of the personal problems may take shape into professional ones if the problems become common to many. Many educationists have therefore grouped all the problems of teachers into professional problems. Prof. Albert J. Huggett and T.M. Stinnett discussed all the problems under one group viz. " Professional problems of teachers " in their publication with the same title. The differentiation is not made perhaps with the idea that all these problems are faced by the people serving in the same profession. Several other educationists have made this differentiation and made studies separately.

A considerable number of research studies have been made on the problems of young and old people. On the basis of these studies, lists of problems indicating their frequency have been also prepared for different age groups. Many guidance psychologists have classified the problems faced by people from time to time into three groups viz.

23. Ibid.

Educational, Vocational and Personal. Check lists prepared by these research workers are also now available and among these, the Check-lists developed by Prof. Mooney²⁴ and Prof. Remmers²⁵ are very popular in educational field.

Dr. Humphreys suggests that the personal problems may be presented in a seven fold classification as given below.

- i. Problems related to physical health
- ii. Problems related to social relationships
- iii. Problems related to emotional behaviour
- iv. Problems related to home and family relationships
- v. Problems related to sex and marriage
- vi. Problems related to finance
- vii. Problems related to ideas, morals and religion.²⁶

In view of the above mentioned guidance on the subject the problems of dissatisfaction mentioned in the questionnaires used for this study have been divided into two broad categories - Professional and Personal factors. The particulars of teachers dissatisfied in each one of the items falling under the two groups are given separately in tables XXII and XXIII.

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24. R.L. Mooney and L.V. Gorden, The Mooney Problem Check-lists Manual (New York: Psychological Corporation, 1950)
 25. H.H. Remmers and R.H. Baurenfeind, S.R.A. Junior Inventory Manual, (Chicago: Science Research Associates, 1951)
 26. J.A. Humphreys and A.E. Traxler, loc. cit. pp. 347-348.

TABLE XXII

PROFESSIONAL FACTORS AND TEACHERS' DISSATISFACTION

S.No.	Factor	Teachers dissatisfied.
1.	Monotonous nature of work	28%
2.	Heavy load of work	55%
3.	Lack of academic freedom	53%
4.	Too much physical and mental strain	18%
5.	Too many other assignments and clerical duties	21%
6.	Difficulty of working with children	8%
7.	Frequent transfers	13%
8.	Misbehaviour of pupils	16%
9.	Lack of suitable accomodation and equipment	27%
10.	Very low standards of pupils	30%
11.	Indiscipline among pupils	23%
12.	Rigid and orthodox service conditions	27%
13.	Interference by Politicians	20%
14.	Lack of cooperation from parents	35%

TABLE XXIII

PERSONAL FACTORS AND TEACHERS' DISSATISFACTION

S.No.	Factor	Teachers dis- satisfied
1.	Inadequate salaries	78%
2.	Lack of bright prospects in the job	45%
3.	Lack of security in the job	10%
4.	Too much domination by the Head-master	9%
5.	Too much domination by the management	25%
6.	Lack of recreation facilities	17%
7.	Lack of social status	34%
8.	Low rating by family members	5%
9.	Too exacting code of conduct expected by the public	4%
10.	Absence of strong teachers organisation to protect their interests	35%

The above particulars enable us to find out the major factors of dissatisfaction both in the professional and personal fields as given below.

Important Professional Factors

- i. Heavy load of work
- ii. Lack of freedom in work
- iii. Lack of parental cooperation

Important Personal Factors

- i. Inadequate salaries
- ii. Lack of bright prospects in the job
- iii. Lack of social status

A comparative study of both the groups of factors reveal the following trends.

- i. Personal factors cause more intense dissatisfaction as evident from the number of teachers dissatisfied in some of these factors.
- ii. Professional factors are more in number.
- iii. Redressal of professional problems also help in solving some of the personal problems.

FACTORS OF DISSATISFACTION AS REVEALED IN INTERVIEWS

Apart from the factors discussed above as revealed by the responses for the two questionnaires, many new factors of dissatisfaction also came to light in the interviews conducted by the investigator with teachers and educational administrators. These factors include both professional and personal problems of teachers. They are given below.

- i. Unhealthy competition among teachers for appointments and promotions
- ii. Inadequate training given to the teachers
- iii. Need for working in lower posts
- iv. Increase in the number of working days and work hours
- v. Revolting tendencies among present day students.
- vi. Political organizations among students
- vii. Absence of any facilities for living in certain places where schools have been newly opened
- viii. Lack of Public appreciation

ix. Restrictions on tutions

x. No consultation of teachers on policy decisions.

The ideas expressed by the persons interviewed on these problems are presented below.

i. Unhealthy Competition:- One of the unfortunate features of the present day complications is the use of political and communal influences in securing appointments and promotions. In many cases, persons commanding influence in powerful circles manage to secure certain favours for their kith and kin to the detriment of the claims of more deserving candidates. This kind of unhealthy competition based not on merits and qualities but on socio-economic power and influence is prevailing from bottom to the top in the field of education. This is more rampant in the case of institutions under private managements.

ii. Inadequate training to teachers:- The nine months training given to the teachers is not adequate to equip them with the necessary qualities and skills. The period is so short and considerable part of the period is used for Internship, Community training, and Block teaching practice that practically very little time is left for the development of necessary skills.

iii. Working in lower posts:- For want of vacancies, many teachers are compelled to work in lower posts although they

are qualified to hold higher posts till vacancies arise in higher ranks. Several B.Ed. passed teachers are working in Secondary Grade posts in Committee and Mission schools. Similarly many post-graduate teachers are made to work in the cadre of graduate assistants in Municipal and Parishad schools.

iv. Increase in working days:- Although the State Government has not moved much in implementing many of the recommendations made by the Kothari Commission, it has very promptly implemented the suggestion relating to working days. Now the teachers in secondary schools work for 220 working days with a minimum of 1200 working hours. All Saturdays which were holidays formerly have been made full working days and vacation periods have been cut short. Teachers who are accustomed to 180 days year feel that they do not have necessary free time for preparation and self-improvement on account of increase in the number of working days.

v. Revolting tendencies among students:- Present day ~~situations~~ are revolutionary in their attitudes. They revolt against teachers and other authorities on simple and silly grounds. Recently, the State has witnessed a violent protest by students against some slight increase in school fees and finally the Government had to yield to the desires

of the students. The students did not stop their agitation even after the Government has sanctioned all their demands, till they are satisfied that they have damaged considerable worth of public property.

vi. Political Organizations among students:- In some parts of the State, organizations like " Students Congress ", " Students Federation " supported by strong political organizations are very active and they create lot of trouble to the teachers and school authorities.

vii. Absence of minimum facilities:- With the quantitative expansion of education both at Primary and Secondary levels, high schools have been opened even in very small villages which do not have any facilities for teachers to live. For want of residential accommodation in many places teachers have to travel long distances every day to attend to their duties. Some places are very remote and cannot be reached for want of transport facilities.

viii. Lack of public appreciation:- Many people lack appreciation for teaching profession. They criticise teachers for " fall in standards " of education. In fact they do not know what they actually mean by " fall in standards ". Every person seems to feel competent to comment on education and tends to make some remark or

other on the educational plans and policies without understanding the implications.

ix. Restrictions on Tutions:- In private management schools, teachers are prevented from holding private tutions without permission. In Government and Local Board institutions, the teachers are not permitted to take up tutions. But many teachers are in dire need for supplemènting their incomes. In the absence of fair means, they resort to private tutions without the knowledge of managements. Although they are not doing anything wrong, teachers are made to feel guilty when they take up tutions for supplemènting their meagre salaries.

x. No consultation with teachers in Policy decisions:-

Even though the teacher is the actual field worker, his voice is not at all heard at the places where educational policies are shaped. Classroom teachers are not given representation in the Boards of Education that decide educational issues from time to time.

The above factors of dissatisfaction expressed by the person interviewed are not entirely different from those given in the questionnaire form. However these views throw light on the difficulties experienced by teachers working in secondary schools and indirectly suggest clues for correcting the existing dissatisfaction.

SUMMARY

A questionnaire was constructed to find out the practices and problems in the secondary schools in the State of Andhra Pradesh. The first section of the questionnaire dealt with the identification data, the second section dealt with the factors of dissatisfaction and the third section dealt with the effects of job dissatisfaction on teacher behaviour and pupil development.

One thousand teachers working in secondary schools in different parts of the State under varying working conditions were chosen for the study. 62%(percent) of the group responded to the questionnaire. In addition to the questionnaire, Interviews were also conducted with 130 teachers and educationists. The responses secured were classified according to the differences in management, professional placement, age, experience and place of work.

Reasons for dissatisfaction were given by 63 percent of the respondents. But there is no positive evidence that the rest are satisfied on all aspects of the profession. As the results of interviews were different from those of the questionnaires in some cases, it was felt necessary to check the accuracy of those responses. For this purpose a second questionnaire which might be termed

as an opinionnaire was prepared and issued to 227 teachers.

The responses received for the second questionnaire proved that no teacher is satisfied on all aspects of the profession. Some are dissatisfied on several issues whereas others are dissatisfied on a few issues. Analysis of both the questionnaires helped to trace out several problems that affect job satisfaction in teachers. The data also helped to classify the factors of dissatisfaction into three categories.

- i. Strong dissatisfiers
- ii. Weak dissatisfiers
- iii. Conditional dissatisfiers

Happiness in life depends on job satisfaction and job satisfaction to a considerable extent depends on the appropriate choice of profession. As guidance services are practically non-existent in our country, professional choices are often made not because of suitability but because of convenience. Teachers who choose the profession because of reasons other than personal inclination are dissatisfied in exceedingly large numbers.

The factors of dissatisfaction may also be divided into two broad groups viz. Professional factors and personal factors.