

## CHAPTER VI

### ANALYSIS OF RESULTS AND INTERPRETATION

#### JOB SATISFACTION AND SCHOOL MANAGERMENTS

There are several kinds of managements that control educational institutions in the State of Andhra Pradesh. The working conditions of schools and service conditions of teachers vary significantly from one management to the other. Although uniform courses of study are followed in all the schools, the administrative procedures, the working conditions, and the privileges enjoyed by staff members change strikingly from one type of management to the other.

Large number of schools are under the control of private bodies and local boards. The Government has kept relatively very small number of schools under its direct control. The management position of secondary education in the State of Andhra Pradesh has been explained in " Administration of Education in India " edited by Prof. S.N.Mukerji in the following words.

When the present state was formed in 1953 the private bodies played a much larger role in secondary education than the Government.

Out of the total 714 secondary schools in the State at that time, district boards conducted 44.7 percent of middle schools and 69.6 percent of high schools, municipalities 22.3 percent of middle schools and 7.6 percent of high schools, private bodies 20.0 percent of middle schools and 18.7 percent of high schools, where-as Government conducted only 13.1 percent of middle schools and 4 percent of High Schools. The position was not much changed in 1956, when the State was again reorganised.<sup>1</sup>

When the position was reviewed four years after reorganisation of the State, it was found out that Government conducted only 15.1 percent of the total number of middle schools and 4.5 percent of the total number of high schools. All the remaining schools were conducted by non-government agencies.

The private agencies are of various kinds and hence uniform conditions of work do not exist in all the schools. On account of differences in the formation of managements and their policies of administration, several differences exist in the procedures followed in the secondary schools of the State and these differences give rise to different causes of dissatisfaction. The factors of dissatisfaction as experienced under different managements are given in tables XXIV to XXVII. Only the significant factors of dissatisfaction

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1. Sri D.Basavaraju, " Administration of Education in Andhra Pradesh ", S.N.Mukerji ed., Administration of Education in India (Baroda: Acharya Book Depot., 1962) P.307.

are given in the tables along with the percentages of teachers dissatisfied.

TABLE XXIV

## FACTORS OF DISSATISFACTION IN COMMITTEE SCHOOLS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate Salaries	83%
2.	Lack of academic freedom	67%
3.	Heavy load of work	64%
4.	Absence of strong teachers' Organisation to protect their interests	53%
5.	Lack of bright prospects in the job	44%
6.	Lack of Social Status	42%
7.	Too much domination by the management	40%
8.	Rigid and orthodox service conditions	39%
9.	Lack of security	31%

TABLE XXV

## FACTORS OF DISSATISFACTION IN MISSION SCHOOLS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	74%
2.	Heavy load of work	53%
3.	Lack of academic freedom	50%
4.	Very low standards of pupils	40%
5.	Lack of cooperation from parents	40%
6.	Lack of bright prospects in the job	36%

TABLE XXVI (a)

## FACTORS OF DISSATISFACTION IN MUNICIPAL SCHOOLS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	79%
2.	Lack of academic freedom	64%
3.	Heavy load of work	62%
4.	Lack of bright prospects in the job	59%
5.	Lack of social status	44%
6.	Lack of parental cooperation	43%
7.	Interference of politicians	42%

TABLE XXVI (b)

FACTORS OF DISSATISFACTION IN ZILLA PARISHAD  
SCHOOLS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	90%
2.	Lack of academic freedom	58%
3.	Lack of bright prospects in the job	56%
4.	Heavy load of work	55%
5.	Frequent transfers	49%
6.	Non availability of suitable accomodation, equipment and furniture	46%
7.	Lack of social status	44%
8.	Interference of politicians	41%

TABLE XXVII

FACTORS OF DISSATISFACTION IN GOVERNMENT SECONDARY  
SCHOOLS

S.no.	Factor	Teachers dissatisfied
1.	Inadequate salaries	93%
2.	Lack of academic freedom	82%
3.	Heavy load of work	62%
4.	Lack of bright prospects in the job	50%
5.	Lack of parental cooperation	50%
6.	Absence of strong teachers organiza- tion	45%
7.	Rigid and orthodox service conditions	38%

As observed from the above tables, the important problems which are common in all managements are the following.

- i. Inadequate salaries
- ii. Lack of academic freedom
- iii. Heavy load of work.

These three problems were given more emphasis by the teachers working in all managements. The emphasis given to other problems vary from one management to the other. If we know the nature of these managements, we will not be surprised of the differences in the factors of the dissatisfaction from one management to the other. The nature of the managements and the conditions prevailing in the schools under their control are discussed below.

#### Committee Schools

The schools coming under this category are either under the management of individuals or groups of individuals. Individual managements are losing ground now a days because of the directive from the Government that each one of the schools under private managements should have a registered trust board. So the schools formerly under the control of individual managements are now having trust boards comprising of members nominated by the former individual managers. But these managers have taken adequate care to see that their own men are appointed in these

trust boards so that their interests may not be defeated. Consequently the groups of individuals controlling these schools are either the chief donors or the representatives of the persons who donated liberal sums of money and material for establishing these schools in the beginning. These private managements came into existence as a result of the recommendations made by the Hunter Commission of 1882. The Commission recommended that " Secondary Education as far as possible, be provided on the grant-in-aid basis and that the Government should withdraw as early as possible from the direct management of Secondary Schools "<sup>2</sup>.

As the schools have been founded by private individuals investing large amounts of money on the construction and equipment of schools, they are allowed complete control in the day to day administration of their schools. In all the committee schools founded Public donations, the general body elects office bearers to look after the administration. The Secretary generally attends to the routine management of the institution in consultation with the president and members of the working committee. The Secretary also functions as the correspondent and in some cases this function may be entrusted to the Head-teacher or some other person.

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2. Report of the Secondary Educational Commission (1952-53) loc. cit. P.12.

Dr. Quraishi observes, " The majority of schools in most of the Indian States are managed by private bodies and the work of inspection, prescription of curriculum and syllabi and sanctioning of recognition and grant<sup>3</sup> are done by education departments in the States."

The other functions like appointing teaching and non-teaching staff, providing accommodation, equipment and furniture etc. are done by the managements. Dr.S.M.

Divekar observes:

The rapid progress of education in our country is to a great extent, due also to the selfless service rendered by these private agencies of education.<sup>4</sup>

The private agencies no doubt started their activities with lofty ideals of service to humanity. The original founders of these committee schools might have devoted their entire lives for the sake of these institutions. But many of these institutions are no longer maintained by selfless workers. There has been much degeneration in the case of several private managements. Many undesirable elements managed to secure key positions in the trust boards of these committee institutions. Consequently there are more people in these executive bodies at present who crave for power and misuse their power for selfish interests.

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3. M.A.Quraishi, " Private Agencies in Education " Administration of Education in India, op. cit. P.130.
  4. S.M.Divekar, " Principles of Administrative Organization ", Administration of Education in India op. cit. P.28.

The Secondary Education Commission after a thorough study of these institutions remarked:

The manner in which the teachers are selected and in some cases, the spirit in which the school is administered are not calculated to promote a broad and healthy national out look.

Under the circumstances detailed above, the teachers working in these institutions are confronted with many problems. The teachers are selected and ousted at the whims and fancies of the members on the managing boards and hence the bulk of teachers working in these schools are always worried of pleasing the managements in one way or other. For many Secretaries, these schools are their pocket bureaus. The preponderate number of teachers working in these institutions seem to have been frustrated out of any proportion and desire that Government should come to their rescue by taking over these managements.

Apart from the common problems pointed earlier, the teachers of committee schools are confronted with the following problems.

- i. Lack of job security
- ii. Rigid and orthodox service conditions
- iii. Too much domination by the managements

Job satisfaction among different managements has been clearly illustrated in Figure No.3 on page 206.

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5. Report of the Secondary Education Commission, loc. cit. P.197.

Mission Schools:-

Considerable number of schools in the State are under the control of religious organisations. Mission schools are commonly mistaken as the schools under the control of Christian Mission bodies. But there are certain schools conducted by non christian religious bodies also. But their number is very small. Among non-christian missions Arya Samaj, Rama Krishna Mission and Theosophical society are conducting some secondary schools in the State of Andhra Pradesh. But the bulk of Mission Schools are under the control of Christian bodies. But all of them are not under the same church. There are many denominations like Roman Catholic Mission, Luthern Mission, American Baptist Mission, Salvation Army and London Mission which are conducting several educational institutions in different parts of the State.

The above organisations have contributed much for the expansion of educational facilities in the State and many of them have registered high level of efficiency in their institutions. In fact large number of the earliest schools in the State are mission institutions.

On account of the phenomenal increase in the number of school going population and increased demands on the resources of the schools accompanied with many complexities of the present day society, many evils have now

crept into these schools. The Secondary Education Commission therefore remarks that these schools " however suffer from various defects such as over-crowding and ill equipped staff. In some cases the recruitment of staff is influenced by religious or sectarian considerations ".<sup>6</sup>

The investigator after having close contact with many mission institutions feels that these schools are comparatively better equipped, adequately staffed and run on more efficient lines. Many schools have got excellent buildings and also suitable quarters for staff members and boarding homes for pupils. Some of the institutions conducted especially by Catholic bodies have established high educational standards. The investigator has observed well equipped laboratories, libraries and well organised subject associations in some of the secondary schools under the management of Catholic Mission at the twin cities of Hyderabad and Secunderabad, Warangal, Nellore, Guntur and practically at all other district headquarters. High Standards of discipline were also noticed in these institutions.

But all the mission schools are not of that type. There are many which lack even the minimum facilities. Some of the new schools opened in remote places which

6. Ibid.

do not have even the minimum facilities to live there present many problems to the teachers. Some of the mission bodies want to serve certain backward communities in particular and pupils belonging to these communities are attracted to the schools by providing boarding and other concessions. The presence of large number of children from backward communities pose special problems to the teachers working in these institutions. Apart from the problems common to all the managements, some of the special problems faced by teachers working in mission schools are given below.

- i. Lack of parental cooperation
- ii. Lack of bright prospects in the job
- iii. Low standards of pupils.

#### Schools maintained by Local Boards

The bulk of secondary schools in the State are under the control of the Local Boards. Municipal Councils and Zilla Parishads conduct high and higher secondary schools whereas Panchayat Boards and Panchayat Samithis conduct Primary and Upper Primary Schools.

The Commissioner in respect of Municipalities and the Deputy Secretary in respect of Zilla Parishads look after the administrative details of these schools.

Formerly the elected members of these local bodies were not interfering much with the administrative details

of these schools and were leaving them entirely to be settled by the concerned officials. It is only in recent times, with the starting of Panchayat Raj Department in the name of decentralisation of powers that our local politicians holding positions in the local bodies have become power conscious. Human nature being what it is, man wants to enjoy all powers himself depriving the rights of others. Unfortunately power has been understood and practised as the power to harm others. Mahatma Gandhiji wanted Panchayat Raj and Gram Raj in order to make our people self reliant and not to instal a few dictators and tyrants at each place. The purpose of the new order as envisaged by Mahatmaji is " to give the citizens a keen sense of personal worth, dignity and efficiency and the desire for self improvement and social service in a cooperative community ".<sup>7</sup> But unfortunately the persons got elected to several offices in local bodies are becoming power thirsty and are using many unfair measures to tease and trouble the employees under their administrative control. The teacher has unfortunately become one such victim. The Mudaliar Commission pointed out that there was considerable need for toning up these institutions in many respects.

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 7. S.P. Chaube, Some Foundations of Education (Agra: Bharat Publications, 1957), P.469.

The Local Bodies want to exercise more and more powers on the teachers working in the institutions under their control rather than to tone up the efficiency of the institutions. This tendency has been observed more in the case of Zilla Parishads and Panchayat Samithis. The Panchayat Samithi presidents who become Zilla Parishad members want to use every opportunity to prove their superiority and they find educational institutions very convenient for this purpose.

The Secondary Education Commission appears to have been so much obsessed of this kind of attitudes on the part of these managements when it remarked:-

We regret to note, that in many cases, members of local bodies have not hesitated to assume a responsibility to visit schools, to examine records and some times actually to interfere with the teaching. . . . . It is important to safeguard the status of the head-master and the teachers, if they are to function efficiently and exert their influence for good over the pupils. 8

The special problems faced by the teachers working in these institutions are the following:

- i. Too much interference by politicians
- ii. Lack of social status
- iii. Non availability of suitable accomodation and equipment.

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8. Report of the Secondary Education Commission, op. cit. P.190.

These three problems are common to both Municipal and Zilla Parishad schools. Apart from these problems, teachers working in Zilla Parishad Schools are worried because of frequent transfers and irregular payments of salaries. The management can transfer teachers from one corner of the district to the other whenever it is displeased with the person. Untimely transfers involve several hardships like disturbance of children's education and dislocation of many domestic arrangements.

If transfers are made for administrative convenience, they are completely justifiable. But most of the transfers now-a-days are used as vindictive measures played by the persons in power against the people that do not belong to their groups. During the course of this investigation many teachers have complained untold hardships suffered by them because of these transfers.

Municipal teachers do not have this grievance as the transfers are made within municipal limits. But they are also worried of too much interference by the politicians. As they are under the control of municipal councils, every councillor wants to exercise some control over them. They expect implicit obedience from the teachers and any thing short of this many lead the teachers into troubles such as loss of increments, suspension and termination of services. Some teachers complained that

they are much worried on account of the pressures brought upon them during examination periods for some concessions to be given to certain pupils happening to be kith and kin of the council members. Lack of good prospects in the job and want of parental cooperation are the others important reasons of dissatisfaction among municipal teachers.

### Government Schools

The schools conducted by the Government are very few in number. Most of these schools function as Model institutions attached to the Training Colleges and Training Schools. But many of these schools are far from being model. They no way set up example of the best procedures to be followed. Most of them are ill equipped and understaffed.

The peculiar feature of Government schools is that the teachers belong to the combined cadre of Inspecting Officers and School Assistants. In some cases persons found to be undesirable for executive posts are appointed as teachers in Government Schools. As such, these teachers do not evince any interest in teaching work. As the executive line is more lucrative, teachers in Government schools remain in those institutions only as a stop gap measure. These teachers are subject to be transferred to any part of the State and so one of the serious grievan-

ces of these teachers is " Transfers to distant places ".

Other factors of dissatisfaction are:

- i. Rigid and orthodox service conditions
- ii. Lack of parental cooperation
- iii. Absence of strong teachers organisation to protect their interests.

Some of the common factors of dissatisfaction as expressed by teachers working under all managements in the order of importance are given below.

Factor	Rank order of importance
Inadequate salaries	1
Lack of academic freedom	2
Heavy load of work	3
Lack of bright prospects in the job	4
Lack of social status	5
Rigid and orthodox service conditions	6
Interference of politicians.	7

#### JOB SATISFACTION AMONG MEN AND WOMEN TEACHERS

All the boys schools in the State except a very few admit girls also. In these few schools admissions are not open to girls because of the simple reason that separate girls institutions, in some cases under the same managements have been functioning in the vicinity. Co-education is allowed by the State and hence all the boys schools except the few mentioned above may be called as Mixed Schools. But there are many girls schools meant

exclusively for the education of girls. According to the latest statistics made available, there are 217 schools meant exclusively for girls out of 2033 high schools and higher secondary schools.<sup>9</sup> Although boys schools admit girls also, the bulk of teachers in those schools are men. It has been observed in the course of this investigation that women teachers do not feel happy to work in boys schools.

The particulars given in Table XXVIII indicate the employment position of men and women teachers in mixed schools in the State.

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TABLE XXVIII

EMPLOYMENT POSITION OF MEN AND WOMEN TEACHERS IN THE STATE  
OF ANDHRA PRADESH

Type of Institution	Men teachers	Women teachers	Percent of women teachers
Primary Schools	69,219	16,780	19%
Middle Schools and Upper Primary Schools	10,509	3,304	24%
High, Higher Secondary and Post Basic Schools	33,849	6,260	15%

9. Government of Andhra Pradesh, Hyderabad (1966) Statistical Abstract of Andhra Pradesh - 1965, P.245.

10. Ibid. pp. 250-251.

The percentage of women teachers is only 15 in respect of high and higher secondary schools. This includes the women teachers working in girls schools also. If we, calculate the percentage of women teachers working in mixed schools only the percentage would fall still lower. Although co-education is encouraged by the State at secondary education level, the reason why women teachers shun to work in mixed schools is a problem worthy of separate investigation. In the present study 98 teachers i.e. 16 percent of the total are women. The marital status of women teachers is given in the following table.

TABLE XXIX

WOMEN TEACHERS INCLUDED IN THE STUDY AND THEIR MARITAL STATUS

S.No.	Management	No. of women teachers		Total
		Married	Unmarried	
1.	Committee	8	8	16
2.	Mission	10	25	35
3.	Zilla Parishad	4	6	10
4.	Municipal	10	12	22
5.	Government	6	9	15
Total:		38	60	98

The attitudes of women teachers towards their profession have been studied separately in respect of married and unmarried women. It has been noticed that the attitudes change strikingly between married and unmarried women and these differences are presented in Table XXXIII. The general attitude of women teachers towards the profession is presented in Table XXX.

TABLE XXX

JOB SATISFACTION IN WOMEN TEACHERS UNDER DIFFERENT  
MANAGEMENTS

S.No.	Management	Teachers satisfied		Teachers dissatisfied	
		Proportion	Percentage	Proportion	Percentage
1.	Committee	5/16	31%	11/16	69%
2.	Mission	16/35	46%	19/35	54%
3.	Zilla Parishad	4/10	40%	6/10	60%
4.	Municipal	6/22	27%	16/22	73%
5.	Government	3/15	20%	12/15	80%

Large number of women teachers are not having job satisfaction in Government Schools and next in order are Municipal and Committee Schools as evident from table XXX. The social conditions in our country some how do not encourage women taking employment. It is only recently that we find some change in the attitudes of people and so more

and more women are entering one job or other. Now-a-days we have more women teachers in Mission and Municipal schools than in other managements.

In our country we do not have any restrictions on the employment of married women teachers as in the case of some western countries. In an investigation made by J.H. Krammer<sup>311</sup>, twenty out of twenty one schools in South Dakota State in America did not employ married women teachers before 1941. But women teachers were employed later on in seventeen schools. But four of these seventeen schools consider them only as substitutes. Although we do not have any such restrictions on the employment of married women in our country, many women leave employment soon after marriage.

The investigator had come across a few instances where the private agencies in education preferred unmarried women as they were supposed to work with more interest and devotion. The appointment of more number of married women is not liked by some managements because of the reason that they go on maternity and other leaves frequently causing dislocation to school work. But these apprehensions are unfounded in many cases.

11. Encyclopedia of Educational Research (Revised)  
loc. cit. P.1430.

It has been discovered in the present investigation that the problems of married women teachers differ from those of unmarried women both in kind and degree and these differences are given separately in tables XXXI and XXXII.

TABLE XXXI

## CHIEF FACTORS OF DISSATISFACTION AMONG MARRIED WOMEN

S.No.	Factor	Percentage Dissatisfied
1.	Inadequate Salaries	58%
2.	Lack of academic freedom	53%
3.	Lack of accomodation& amenities	50%
4.	Heavy load of work	41%
5.	Indiscipline among pupils	40%
6.	Too much domination by the authorities	35%
7.	Low standard of pupils	20%

( Total number of Married Women is 38)

TABLE XXXII

## FACTORS OF DISSATISFACTION AMONG UNMARRIED WOMEN

S.No.	Factor	Percentage dissatisfied
1.	Inadequate salaries	75%
2.	Lack of accomodation & amenities	62%
3.	Lack of academic freedom	60%
4.	Lack of bright prospects in the job	54%
5.	Lack of security	50%
6.	Low standards of pupils	48%
7.	Indiscipline among pupils	48%

TABLE XXXIII

IMPORTANT FACTORS OF DISSATISFACTION AND THEIR RANK  
POSITIONS IN MARRIED AND UNMARRIED WOMEN  
TEACHERS

S.No.	Factor	Rank position given by	
		Married Women	Unmarried Women
1.	Inadequate Salary	1	1
2.	Lack of academic freedom	2	3
3.	Heavy load of work	4	8
4.	Lack of security	5	5
5.	Lack of suitable accomodation and amenities	3	2
6.	Indiscipline among pupils	9	7
7.	Lack of bright prospects in the job	6	4
8.	Low standards of pupils	7	6
9.	Lack of recreation facilities	10	9
10.	Lack of parental cooperation	8	10

The rank positions have been arrived at with reference to the percentage of teachers dissatisfied on the factors mentioned.

While ' Inadequate Salaries ' ranks the top in causing dissatisfaction to both married and unmarried women, 75 percent of the unmarried women teachers are dissatisfied because of this factor whereas it is only 58 percent in the case of married women. Similarly ' lack of academic freedom ' causes dissatisfaction in more number of unmarried women than married ones. ' Heavy load of work ' is not so serious a problem with married women. ' Lack of security ' is an equally disturbing factor among both married and unmarried women teachers. Lack of suitable accommodation and other amenities like staff rooms, separate toilet arrangements etc. cause dissatisfaction in more number of unmarried than in married women. Women teachers need certain facilities for their privacy and also minimum comforts to keep up their efficiency. Unmarried women teachers appear to have been more worried on account of the absence of these essential facilities.

While ' low pupils' standards ' is an important factor of dissatisfaction for both the groups 48 percent of unmarried women teachers are dissatisfied on account of this factor where-as the percentage is only 20 in the case of married women teachers. This difference suggests that

unmarried women evince more interest in their professional activities. As these persons do not have heavy house-hold responsibilities as in the case of married women, it is possible that they identify themselves more with their jobs and pay more attention to their functions. We find similar difference in their attitude towards ' indiscipline among pupils '. More number of unmarried women teachers are dissatisfied on this factor than married women teachers.

A similar study on the attitudes of women towards professional factors was made in England by the British Federation of University Women.<sup>12</sup> The Federation after a long study on women teachers prepared lists of both attractive features and unattractive features in teaching profession. There has been some similarity between the list of unattractive features as prepared by the British Federation and the factors of dissatisfaction as discovered in the present study. The characteristics of teaching disliked by women as found out in the investigation made by the British Federation of University Women are given below.<sup>13</sup>

Characteristic	Percent mentioned
Syllabus and Examination	12
Salaries	12
Large classes	10

12. M.Collins Ed., Report of the Working Party of the British Federation of University Women (Manchester: Manchester University Press, 1964) PP.70.

13. Ibid. P.15.

Atmosphere of schools	10
Out of school activities	9
Authority in schools and rules	10
Discipline problems	8
Uninterested pupils	5
Isolation of schools	8

The similarity is more in kind than in degree as the country is well advanced in many respects.

#### JOB SATISFACTION AND PROFESSIONAL PLACEMENT

Secondary schools deal with classes from VI to XII and so teachers possessing suitable educational and professional qualifications to teach different subjects at secondary level are employed in these schools. The teachers working in these institutions may be classified into the following categories in accordance with their educational and professional qualifications.

- i. Post-graduate teachers
- ii. Graduate teachers
- iii. Secondary grade teachers
- iv. Regional language teachers
- v. Special teachers.

The qualifications required for teachers in each one of these categories have been given in Chapter II and the particulars of teachers chosen for this study according to professional status have been furnished in Table X. Exceedingly large number of teachers among Post-graduates, Regional language teachers and Special teachers are dissatisfied in the profession and these particulars are given in figure V on page 270.

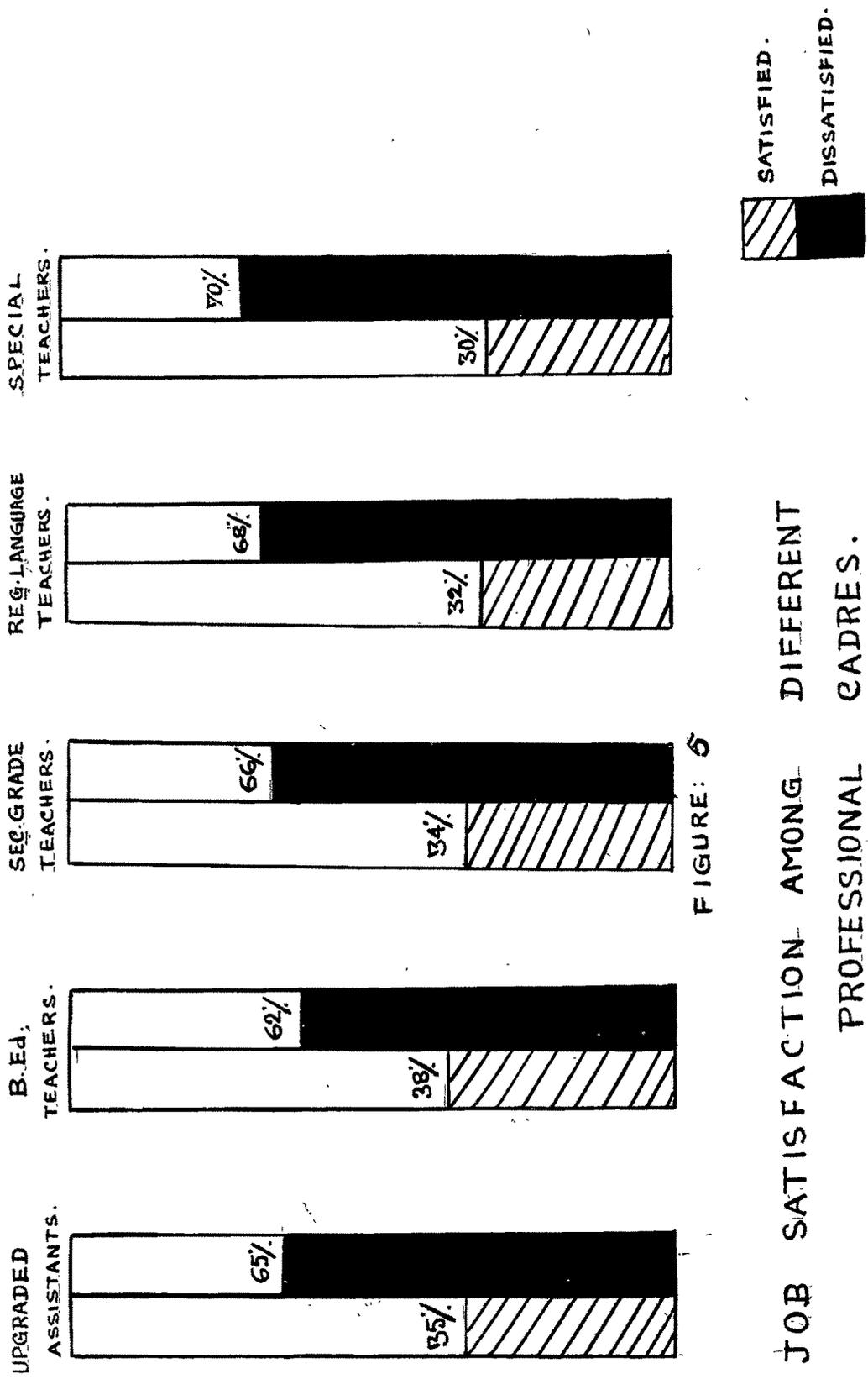


FIGURE 5

JOB SATISFACTION AMONG DIFFERENT PROFESSIONAL CADRES.

Special features of different categories

i. Post-graduate Teachers:- Teachers with post-graduate qualification are appointed to handle XI and XII classes in Higher Secondary and Multipurpose Schools consequent on the implementation of the recommendations made by the Secondary Education Commission. The Commission observed that the qualifications of the teachers entrusted with the last two years at the higher secondary stage should be the same as prescribed in some Universities for teachers of the Intermediate.

Most of the Post-graduate teachers in our secondary schools are persons who secured third class in B.A.Hons. or M.A. Degree. Persons possessing first or second class prefer to join colleges as the scales of pay offered in colleges are higher than the scales in secondary schools. Such of those that cannot secure employment in colleges join secondary schools. As the disparity in scales of pay is very high, the post-graduate teachers do not like to continue long in secondary schools; It is unfortunate that the Secondary Education Commission which recommended the appointment of post-graduate teachers for handling higher secondary classes on par with the old Intermediate did not ensure that these teachers are paid the same scales of pay. Consequently there has been much discontentment among post-graduate teachers.

The Kothari Commission recommended that " a certain proportion of the teachers at the secondary stage should have the same qualifications and the same scales of pay as junior lecturers in affiliated colleges ".<sup>14</sup> But there is no indication that the scales recommended would be implemented in near future. The important factors of dissatisfaction and percent of teachers discontented on account of these factors are given in table XXXIV.

TABLE XXXIV

IMPORTANT FACTORS OF DISSATISFACTION AMONG POST-  
GRADUATE TEACHERS

S.No.	Factor	Percent dissatisfied
1.	Inadequate salaries	88%
2.	Heavy load of work	73%
3.	Lack of academic freedom	65%
4.	Lack of bright prospects in the job	53%
5.	Lack of social status	46%
6.	Absence of strong teachers organisation to protect their interests	36%
7.	Non availability of suitable accomoda- tion, equipment and furniture	35%
8.	Lack of parental cooperation	35%

(Total number of teachers: 33)

14. Report of The Education Commission (1964-66)  
loc. cit. P.50.

ii. Graduate Teachers:- The teachers that deal with classes VIII to XI in high schools and VIII to X in higher secondary schools are the graduate teachers. So far as high schools are concerned, graduates with a degree in education are competent to deal with all higher classes. Although Mudaliar Commission<sup>15</sup> felt it important to have a fair number of trained graduates to deal with middle school stage also, it has not been possible for the State Government of Andhra Pradesh to fulfil this suggestion in view of the financial commitments.

Graduate teachers may be divided into three groups - (a) Teachers in Humanities (b) Science Teachers (c) Commerce Teachers. The present investigation has not revealed much difference in the problems of these three groups of teachers except that the Science teachers are less dissatisfied than the teachers in humanities and commerce. 58 percent of Science teachers are dissatisfied in the profession in general as against 66 percent in the case of teachers in humanities and commerce. Many of the science teachers are able to supplement their income by way of tuitions and considerable number are able to evince interest in their subjects as evidenced by the organisation of science clubs, science weeks, science fairs etc. in many of the schools.

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15. Report of the Secondary Education Commission, op. cit. P.165.

Important factors of dissatisfaction among graduate teachers are given in table XXXV.

TABLE XXXV

IMPARTANT FACTORS OF DISSATISFACTION AMONG GRADUATE  
TEACHERS

S.No.	Factor	Percent dissatisfied
1.	Inadequate salaries	83%
2.	Lack of academic freedom	62%
3.	Absence of strong teachers' organisation	51%
4.	Lack of social status	47%
5.	Lack of parental cooperation	46%
6.	Lack of bright prospects in the job	45%
7.	Heavy load of work	43%
(Total Number of teachers: 294)		

Secondary Grade Teachers:- Secondary grade teachers form the largest group in teaching community. Now that elementary grade training has been abolished, secondary grade teachers are appointed to all posts at primary level in both basic and non-basic schools. In secondary schools these teachers handle the lower classes viz. VI and VII classes and some times VIII class too on exemption from the Department when graduate teachers are not available in adequate number. Although the minimum educational qualification required is S.S.L.C. or its equivalent, many secondary grade teachers in the State are either Intermediate passed or B.A. candidates. The normal period of training for these teachers is of two years duration but the State Government has sanctioned in recent years, one year condensed training course in certain selected places for persons possessing higher qualifications than S.S.L.C.

The Education Commission (1964-66) wanted that secondary grade teachers should be confined to primary or Junior Basic Schools. But the Commission however recommended this " for consideration of a long term plan ".<sup>16</sup>

The important factors of dissatisfaction in secondary grade teachers are given in Table XXXVI.

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16. Ibid.

TABLE XXXVI

FACTORS OF DISSATISFACTION AMONG SECONDARY GRADE  
TEACHERS

S.No.	Factor	Percent dissatisfied
1.	Inadequate salaries	84%
2.	Lack of academic freedom	66%
3.	Lack of bright prospects in the job	62%
4.	Lack of social status	57%
5.	Indiscipline among pupils	53%
6.	Heavy load of work	50%
7.	Too many other assignments and clerical duties	47%

(Total Number of Teachers: 175)

iv. Regional Language Teachers:- Three or four languages are usually taught in secondary schools. Although each student has to learn three languages at secondary education level provision has been made in certain schools especially in bilingual areas to teach more than one language under mother tongue. The languages taught in secondary schools are - (a) The mother tongue (b) The regional language if it differs from mother tongue (c) The official language which is so far 'English' (d) The National language 'Hindi' (e) The classical language 'Sanskrit' or 'Arabic.'

Under three language formula which has been in vogue

in the State of Andhra Pradesh, English, Telugu and Hindi are taught in all classes at secondary level. Schools in the border districts make arrangements for teaching fourth language also which is the mother tongue of the minorities living there. 'Sanskrit' is compulsory in addition to other subjects in all Oriental Schools in the State and similarly 'Arabic' is taught in Muslim Schools. Except in the case of English which is taught by B.Ed. or Secondary grade teachers other languages are taught by Pandits or Munshis.

The sample selected for this investigation included 64 vernacular teachers who teach exclusively one of these languages - Telugu, Hindi, Sanskrit and minority languages like Tamil, Kannada, Oriya and Maharashtra. Teachers handling English are not included in this group and hence these are called as Vernacular or Regional language teachers to distinguish them from ' Language Teachers '.

It has been found out that this category of teachers are put to many hardships under different managements and are not able to enjoy job satisfaction. The dissatisfaction in the group might be partly due to the inadequacy of the teachers themselves. In many cases these teachers are not fully qualified and experienced. Oriental Language diploma holders without any teachers' training are appointed

as Pandits in Telugu and Sanskrit. Similarly persons with some advanced diploma or certificate in Hindi are appointed as Hindi Pandits. Many of these teachers are untrained. Secondary Education Commission remarked that " there can be no justification for the teaching of the subject by persons with meagre knowledge of the language and ill equipped to arouse interest or enthusiasm in the student ".<sup>17</sup>

As a result of the absence of training on the part of these teachers, their approach in the class-room in many cases is far from creating interest and enthusiasm in students. Mudaliar Commission also remarked:

To try to cram into the young people, a number of abstract terms and definitions of grammar and syntax long before the student has learnt to read fluently simple prose, is to create in the young mind an aversion for language classes.<sup>18</sup>

The above defects are partly responsible for indiscipline in vernacular classes and this can be solved by appointing fully qualified teachers and also deputing the untrained ones for training in teaching methods. The need for appointing qualified staff needs no over emphasis in these days when the medium of instruction at all levels is going to be switched on to regional languages.

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17. Ibid. P.74.

18. Ibid. P.75.

It has been observed in many schools that two or three vernacular teachers have to look after teaching of " Telugu " for all the classes in those schools. Consequently a telugu teacher has to work for 30 to 35 periods per week in the same subject and the same case holds good for Hindi Pandits and other regional language teachers. These teachers therefore do not enjoy variety in the subjects they teach as in the case of other teachers and consequently they feel monotonous in their work. Vernacular teachers are also given additional work for want of adequate staff in other subjects. Added to all these problems they have to correct composition exercises at the rate of 12 to 15 in respect of each student in a year. This correction work which has to be attended to every day in addition to the regular preparation for class-room work appears to be too heavy. The new regulation increasing the number of composition exercises for every class has proved to be the last hay on the camel's back in the case of many vernacular teachers. On account of all the foregoing problems, many regional language teachers now-a-days are disgusted, dissatisfied and frustrated.

Important factors of dissatisfaction in these teachers are given in table XXXVII on page 280.

TABLE XXXVII

FACTORS OF DISSATISFACTION IN REGIONAL LANGUAGE  
TEACHERS

S.No.	Factor	percent dissatisfied
1.	Inadequate salaries	95%
2.	Heavy load of work	77%
3.	Very low standard of pupils	56%
4.	Lack of academic freedom	50%
5.	Indiscipline among teachers	54%
6.	Lack of bright prospects	40%
7.	Lack of social status	35%

v. Special Teachers: The following are the subjects taught in middle school classes as well as high school classes.

- i. Languages
- ii. Social Studies
- iii. Mathematics
- iv. General Science
- v. Arts (Drawing)
- vi. Music (for girls)
- vii. Craft
- viii. Physical Education

In addition to the general subjects mentioned above, diversified courses are also taught in Higher Secondary and Multipurpose Schools.

It is a great surprise to note that some of the subjects the students learn are not important for examination and hence the subjects like Drawing, Music, Craft and Physical

Education are important only from the curriculum point of view but not from examination point of view. The teachers handling these subjects are called ' special teachers '. They may be called more appropriately as " teachers handling non examination subjects ".

The special feature of these subjects, that the progress in these subjects is not taken into consideration for declaring promotions, present many problems to these teachers. The managements also neglect these subjects and so qualified and competent persons are not often appointed to handle these subjects. Indiscipline among pupils, Lack of social status are some of the important problems faced by these teachers. The factors are given in the following table.

TABLE XXXVIII

## FACTORS OF DISSATISFACTION AMONG SPECIAL TEACHERS

S.No.	Factor	Percent dissatisfied
1.	Inadequate salaries	85%
2.	Lack of bright prospects	65%
3.	Indiscipline among pupils	55%
4.	Lack of social status	50%
5.	Too many other assignments	45%
6.	Low rating by family members	40%

JOB SATISFACTION AND PLACE OF EMPLOYMENT

India is a land of villages. According to the latest census 82.7 percent of the Indian population live in 558,089 of its villages. The people living in rural areas in India is approximately one eighth of the human race in the world.

On account of the expansion in education facilities in the two decades after independence, large number of schools have been opened in rural areas. The present investigation comprises of 234 rural teachers and 383 urban teachers. The problems confronted by rural teachers are different from those of the urban teachers because of the differences in living conditions and professional facilities. The face of our villages has not much improved even after independence. Messrs Narulkar and Sykes observe:

The majority of village homes, however are unsanitary and are built without windows and ventilators. No air penetrates inside. Roads are without planning, with windings in and out between the houses. . . . . There is, of course, no such thing as street lightings.<sup>19</sup>

The above conditions hold good to many of our villages even to-day. " Villagers know very little about sanitation, hygiene, balanced diet or the care of children. All these factors contribute to the general unsanitary

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19. S.Narulkar and M.Sykes, A Picture and Programme of Adult Education (Sevagram: Hindustani Talmi Sangh, 1951) P.15.

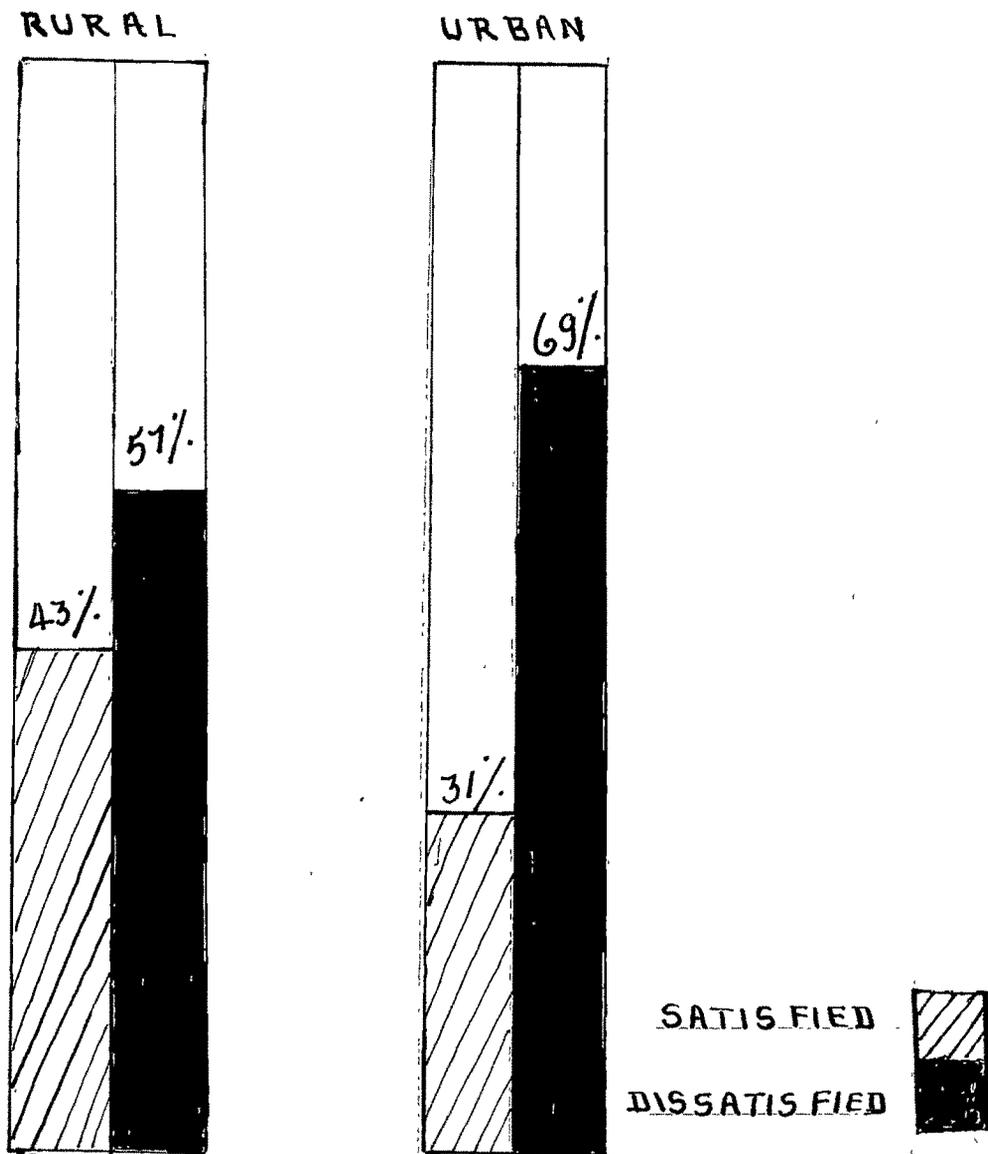


FIGURE 6.

JOB SATISFACTION AMONG URBAN  
AND RURAL TEACHERS.

conditions of village life'.<sup>20</sup> These conditions give rise to a number of problems to the persons that happen to work in certain rural areas. The teachers in rural areas do not get suitable residential accommodation. They do not have medical facilities and higher education facilities for their children. Although urban teachers got better material facilities, they are confronted with problems connected with 'indiscipline' and 'misbehaviour of pupils'. The factors of dissatisfaction in both the groups are given in tables XXXIX and XL.

TABLE XXXIX

## FACTORS OF DISSATISFACTION AMONG URBAN TEACHERS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	85%
2.	Lack of academic freedom	57%
3.	Lack of bright prospects	53%
4.	Misbehaviour of students	47%
5.	Lack of social status	42%
6.	Lack of parental cooperation	40%
7.	Lack of suitable accommodation, equipment and furniture	36%
8.	Too much domination by management and other authorities	35%

20. S.N.Mukerji, Higher Education and Rural India (Baroda: Acharya Book Depot., 1956) P.13.

TABLE XL

## FACTORS OF DISSATISFACTION AMONG RURAL TEACHERS

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	72%
2.	Lack of academic freedom	64%
3.	Lack of suitable accomodation, equipment and furniture	60%
4.	Lack of parental cooperation	56%
5.	Lack of bright prospects in the job	54%
6.	Very low standards of pupils	41%
7.	Interference of Politicians	40%
8.	Too much domination by the management.	38%

Although some of the factors are the same, the impact felt by the teachers differ in both the groups. 'Lack of suitable accomodation and equipment' is an important problem in the case of rural schools. 'Interference by politicians' trouble more number of rural teachers because of rural politics. In urban areas, teachers are less worried of these factors. 'Inadequate salaries' is an important problem for both the groups. But the number of teachers dissatisfied on account of this factor are less among rural teachers. Misbehaviour of pupils and Indiscipline are major factors of dissatisfaction in urban areas but not so in rural areas.

JOB SATISFACTION VIS-A-VIS TEACHERS' AGE AND EXPERIENCE

The studies on job satisfaction reveal that the attitudes of teachers towards their profession differ in young and aged teachers and similarly in beginners and experienced teachers. Differences also occur in the attitudes of trained and untrained teachers. The beginners to the profession naturally expect decent working conditions and liberal service rules. They cannot tolerate too much authoritarian approach from the management and the department. They feel much worried of the rigid and orthodox service conditions and unwarranted interference of the local politicians. They tend to look upon all the traditional undemocratic practices in our schools with contempt and scorn. But these attitudes seem to change in course of time as they become accustomed to the usual practices.

After having worked for considerable length of periods the teachers naturally become conditioned to some of the practices prevailing in our educational institutions. They do not become easily disturbed because of the very practices which were highly distressing to them in the beginning of their service. Thirty five periods a week may seem very heavy to the new entrants in the profession and they may feel disgusted of the monotonous

work. But after putting up five or six years of service the same work load may not worry them. The same is true with " Clerical and other assignments " unconcerned with teaching.

It has been found out that " indiscipline among pupils " and " too much physical and mental strain " are reported to be some of the major causes of dissatisfaction among young teachers. But these factors are conspicuous by their absence in the factors of dissatisfaction mentioned by aged teachers. The major factors of dissatisfaction among teachers divided according to age and experience are given in the following tables.

TABLE XLI

IMPORTANT FACTORS OF DISSATISFACTION AMONG TEACHERS  
BELOW 30 YEARS OF AGE

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	90%
2.	Lack of academic freedom	72%
3.	Lack of bright prospects in the job	61%
4.	Lack of recreation facilities	51%
5.	Non availability of suitable accomodation, equipment & furniture	45%
6.	Rigid and orthodox service conditions	42%
7.	Lack of social status	42%

TABLE XLII

FACTORS OF DISSATISFACTION AMONG TEACHERS BELOW  
5 YEARS OF SERVICE

S.No.	Factor	Teachers dissatisfied
1.	Inadequate salaries	92%
2.	Lack of bright prospects	74%
3.	Lack of academic freedom	64%
4.	Rigid and orthodox service conditions	50%
5.	Lack of social status	48%
6.	Non availability of suitable accomodation, equipment & furniture	47%
7.	Very low standard of pupils	38%

As observed earlier, experienced teachers seem to be better reconciled with the profession than other teachers. As they have put up considerable service, they become accustomed to the existing practices. Hence the percentage of satisfied ones among teachers with more than ten years of experience is higher than the general percentage of satisfied teachers. 48 percent of the experienced teachers are satisfied where-as the general percentage of satisfied teachers is 37. The particulars are given in the following table.

TABLE XLIII

## JOB SATISFACTION AMONG EXPERIENCED TEACHERS

Management	Teachers with more than 10 years experi- ence	Teachers satis- fied out of Col.2	Per- cent
1.	2.	3.	4.
Committee	66	31	48%
Mission	50	23	56%
Zilla Parishad	74	26	35%
Municipal	46	25	54%
Government	9	1	11%
Total:	249	111	48%

JOB SATISFACTION AND TEACHERS' TRAINING

There are 61 untrained teachers in the sample. Out of these teachers only six are satisfied. Most of the untrained teachers do not enjoy job satisfaction. They appear to have joined the profession as a temporary measure till they secure some better placement. The percentage of satisfied teachers among untrained is only 10 whereas the general percentage of satisfied teachers is 37. Almost all the untrained Regional language teachers are dissatisfied in the profession. The figures are furnished in table XLIV.

TABLE XLIV

## JOB SATISFACTION AMONG UNTRAINED TEACHERS

Management	Total No. of teachers	Untrained teachers	Teachers satisfied out of Col. 3.	Percent of satisfied teachers
1.	2.	3.	4.	5.
Committee	140	16	3	19%
Mission	123	12	2	17%
Zilla Parishad	180	18	-	-
Municipal	120	11	1	9%
Government	54	4	-	-
<b>Total:</b>	<b>617</b>	<b>61</b>	<b>6</b>	<b>10%</b>

IMPORTANT FACTORS OF JOB SATISFACTION

The investigation on job satisfaction in teachers working under different working conditions revealed that there are several factors which directly or indirectly affect job satisfaction in teachers. The Education Commission (1964-66)<sup>21</sup> holds education as " a powerful instrument of social, economic and political changes " and hence suggests that it should be " related to the long-term national aspirations and the programmes of national development. "

But the present system of education is not able to meet the requirement of society. Many of our educationists made several studies on this problem and contributed significant recommendations. Some of the suggestions have been implemented already both by the Union Government and the State Governments at different states. But still there is large amount of criticism against the present system of education. Shri K.G. Pant observes:

The politician laments the fall in standards. The disciplinarian rises a hue and cry against the growing indiscipline. The parents complain of the poor quality of teaching while the students themselves curiously enough are unhappy with the system. <sup>22</sup>

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21. Report of the Education Commission (1964-66),  
loc. cit. PP.1-2.

22. K.G.Pant, " Leave Education Alone "  
Vijayawada: Sunday Standard Dt.23.8.1964.

The investigator feels that the defect of the present educational system is three fold. One is deficiency in the 'subject matter content' and the second is defect in the 'method of approach'. The third is 'lack of interest in teachers'. The present study has very little to do with the first two factors and is mostly concerned with the third factor.

Teachers who should be the chief operators of educational policies at various levels, unfortunately remain passive spectators of the changes that take place from time to time without evincing any interest. As long as the teacher feels that he is doing his work just for the paltry sums he is drawing at the end of every month, there is no salvation to the system of education. The educational system will be able to discharge its noble role when the persons entrusted with the task of educating our future generation take keen interest in their profession.

But many hurdles stand in the way and these obstacles should be removed at once if the teaching profession is to discharge its obligation in an effective manner. It should be the endeavour of every educational agency, educational administrator, Government and society to see that adequate facilities are provided to teachers so that they may discharge their functions with utmost competence and efficiency. Effort also should be made to discover the

problems faced by the teachers at different levels and solve them at the earliest moment so that the problems may not rip their enthusiasm and interest.

Some of the important problems faced by teachers in general are discussed below in an attempt to trace out their role in contributing to job satisfaction.

1. Salaries:- Among several problems faced by the teacher, none is more important than salary problem as seen from the responses given by different groups of teachers. Teachers like all other people must live and live happily. The salary question therefore is in the forefront of the thinking of every teacher, however genuinely interested he may be in social service. Messrs/Chamberlian and Kindred observe:

Like any other worker, the teacher is rendering a benefit to his employer and like any other worker he may justily demand pay commensurate with the service rendered. The individual teacher has a right to interest himself in the salary problem without <sup>23</sup> being accused of being selfish and unprofessional.

To enable the teacher eat nutritious food, cloth himself decently, find a suitable place to live and to provide atleast the minimum comforts to his dependents, he should have adequate salary. Prof. S.N. Mukerji condemns vehemently the present state of affairs which bring salary scales

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23. L.M.Chamberlain and L.W.Kindred, The Teacher and School Organization, loc. cit. P.188.

of teachers into a national scandal.<sup>24</sup> The scales of pay in many cases especially under private managements depend entirely on the mercy of the managing committees. Even the paltry sums that the teachers get are not paid regularly in some schools. The investigator came across many cases where payment of teachers' salaries was delayed for months together under private managements and Zilla Parishads.

The Sargeant report also upheld that the teachers in India must be paid properly if India wants to educate her children on proper lines. Even after two decades of Independence, the conditions of teachers remained a story of scandal and disgrace.

The quality of teacher is .. or should be .. a matter of deepest social concern. The nation risks its entire future if it entrusts its children to the charge of men and women who are not intelligent, not informed, not skilful, not democratic, not devoted to young people and to their calling.<sup>25</sup>

It is therefore highly essential that our teachers who day in and day out influence the conduct, thought and behaviour of our future citizens should be kept above want for the maintenance of himself and his family. The Secondary Education Commission observed fifteen years back that

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24. S.N.Mukerji Education in India Today and Tomorrow loc. cit. P.202.

25. The Improvement of Teacher Education (Washington: American Council Education, 1950) P.246.

the teachers compare unfavourably with the persons holding lower qualifications and doing less important and less significant duties in other professions. The Commission held:

We are aware that in recent years, in many States, there has been a revision of teachers grades and dearness allowances have been sanctioned. But they have not brought adequate relief because, in the meanwhile, the cost of living has risen steeply and thus nullified the concessions that had been granted.<sup>26</sup>

The Commission also warned, " If the present mood of discontentment and frustration is to be removed and education is to become a genuine nation building activity, it is absolutely necessary to improve their status and their conditions of service ".<sup>27</sup> The conditions of scales of pay, method of payment and other service conditions have not improved even after one and half decades. The Kothari Commission therefore had to observe categorically:

In our opinion the most urgent need is to upgrade the remuneration of teachers substantially particularly at the school stage.<sup>28</sup>

The average annual salaries of teachers in India at different periods as furnished by the Education Commission are given in Table XLV.

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26. Report of the Secondary Education Commission, loc. cit. P.163.

27. Ibid. P.164

28. Report of the Education Commission (1964-66) loc. cit. P.47.

TABLE XLV  
29

AVERAGE ANNUAL SALARIES OF TEACHERS IN INDIA (1950-51 TO 1965-66)

S.No.	Type of Institution	Average annual salaries of teachers (at current prices)			Average annual salary in 1965-'66 at 1950-51 Prices.	
		1950-51	1955-56	1960-61		
1.	Secondary Schools	1258 (100)	1467 (113)	1681 (134)	1959 (156)	1187 (94)
2.	Higher Primary Schools	682 (100)	809 (119)	1058 (155)	1228 (180)	741 (109)
3.	All teachers	769 (100)	919 (120)	1218 (158)	1476 (192)	895 (100)
4.	Cost of living index for working classes	100	95	123	165	
5.	National Income per head	267 (100)	255 (96)	326 (122)	424 (159)	

N.B.: The figures within brackets give the index of growth on the basis of 1950-51 : 100.

Table XLV indicates how the increase in salaries at different stages could not offset the sharp rise in the cost of living index during the last fifteen years. The average annual salary of secondary school teachers is equivalent to 94 points in 1965-66, whereas the cost of living index shot up to 165 points during that year. Although the per capita national income has increased by 59 percent in fifteen years, the real wages of teachers has not registered any increase and on the other hand there is a disparity to the tune of 71 points. This problem should be set right at once as a half-fed teacher can never do justice to his functions. 'National Scales of Pay' on the lines suggested by the Kothari Commission supported by national 'salary schedules' as followed by several educational managements in America should be adopted in our country without any loss of time.

At present teachers with the same qualifications working under different managements are paid different scales of pay. Teachers with higher qualifications are made to work in lower posts on lower scales of pay. These differences should be removed by following the principles of parity.

The following principles should be followed in deciding the scales of pay at different levels.

i. Minimum salaries should be high enough to attract qualified and competent people into teaching profession. The periodical increases should be high enough to retain them in the profession with utmost efficiency.

ii. Equity of treatment for like qualifications and experience should be accorded to teachers.

iii. There should be scope for professional stimulation through incentives in recognition of professional qualifications.

iv. Salaries should be revised periodically with due consideration for trends in earnings in other professions and for changes in the cost of living.

v. Teachers should be given opportunity of participation in the development and administration of salary policies.

Many evils in salary revisions can be eliminated if teacher representatives are committed in finalising salary policies. Teacher participation in the formulation of salary schedules will help in securing and maintaining an adequate and competent staff which will be concerned with the growth and learning of pupils rather than with their own problems.

Inadequate salaries result in low economic and social status to the teacher and finally lead to unhappiness, in-

security and misery in life. Pupils will receive better services from teachers who are well prepared and who are happy, secure and adequately paid than from those who are emotionally upset, poorly prepared and financially worried.

The present investigation also discovered several cases of dissatisfaction on account of disparity in the payment of qualification allowances. Some teachers with higher qualifications are not securing the financial benefit which many of their counterparts enjoy on account of certain inconsistent orders. To give an example, some teachers are not receiving any additional allowance for possessing M.Ed. where-as some are being benefited to the tune of Rs.100/- per month by virtue of the same qualification. In this connection the salary schedules in use in the Scarsdale (New York) School system which makes provision for (i) annual assured increments (ii) in-service increments and (iii) merit increments to the staff members is worthy of emulation in our country. This system has been referred to by the International Team of Teachers and Curricula in Secondary Schools.<sup>30</sup>

As the salary problem decides both the satisfaction and efficiency of the teacher it is necessary that adequate safeguards should be taken in time.

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 30. The Ford Foundation, New Delhi, Report of a Study by an International Team, 1954, PP.123-124.

2. Academic Freedom:- Academic freedom implies liberty to work according to one's own plans and principles. One of the important key notes of modern education is democratic approach. Democracy may be defined as a way of life which not only allows the individual to achieve his best and the highest but also creates suitable conditions for the realization of his worthy ideals in terms of social goals. Liberty, equality, fraternity and freedom are the important principles of democracy guaranteed to all Indian citizens by our Constitution.

The teacher who is to train young people to take up their respective roles as effective citizens in a democratic set-up must know the concept of democracy not merely in theory but in practice too. Knowledge of democracy alone is not sufficient to the teacher. He must have faith in democratic order not because of convenience but because of conviction based on experience. Democracy has been defined as:

A spirit, an attitude towards our fellow men, a mode of cooperation through which the human personality may find the finest and richest expression of human values. The form is not the end, but it is the means towards an end... the happiness of mankind.<sup>31</sup>

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31. C.E. Merriam, What is Democracy (Chicago: The University of Chicago Press, 1941) P.92.

The teacher in a democratic State must be able to understand the principles of democracy and put them into practice in his day to day functions. This is not possible without freedom and liberty to the teacher. Freedom does not mean that the teacher should be able to follow his own whims and fancies for selfish ends. Similarly liberty does not mean unrestrained way of behaviour. Freedom implies heavy responsibility. If freedom is not related with responsibility, democracy means very little. Freedom is not an end but a means of approach. Dr. Chaube observes, " Freedom viewed only as freedom from restraint is only its negative aspect. So freedom must imply intellectual freedom which may be utilised for working at new problems ".<sup>32</sup>

Teacher should have freedom in a progressive educational system to decide the course of studies and to follow suitable procedures in the class room. This freedom is almost absent in our country. The teacher is not free to follow the methods he feels fit to his pupils. He has to follow the methods and procedures approved by the Government. The Department of Education prepares the syllabus, prescribes the books and also fixes the topics to be taught to different classes in each subject. The teacher has to blindly follow the procedures prescribed

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32. S.P. Chaube, Secondary Education for India (Delhi: Atmaram & Sons, 1956), P.50.

by the State from time to time. He has no freedom to use his own plans and principles. The curricular and co-curricular activities are also fixed either by the department or the management.

Teacher will be able to do justice to his profession when he is allowed certain amount of freedom both in the selection of material and in the adoption of the method. Prof. V.L.Griffiths observes that " an essential vitality and sense of value is lost when a teacher has to follow another person's plan of work .. a plan which was not devised with the interests of his children but of his own interest in mind ",<sup>33</sup> The education system which is aimed at shaping the future citizens and also to contribute to the building of a free, democratic, self sufficient nation cannot afford to have the teacher who simply copies out the ideas passed on to him by some centralised agency.

The teacher must be able to recognise the individual differences in pupils and adopt his own plans and principles to suit his students. Prof. Griffiths points out that " people in Britain prefer to encourage vitality and originality on the part of teachers even at the risk of -----

33. V.L.Griffiths, loc. cit. P.9.

some teacher choosing material unwisely and at the cost of uniformity of treatment of children ".<sup>34</sup> The spirit with which something is taught is more important in developing the personality of children than the content of the lessons. Unfortunately this idea has been neglected in our country and the teacher is not free to follow what is best according to his abilities and estimates.

Many of the educationists that the investigator interviewed felt that the teacher should have more freedom in his academic functions. They believe that the teacher in consultation with his head-teacher must be free to teach what ever he feels fit to the students entrusted to him. The International team on Teachers and Curricula in Secondary Schools recommended that:

Teachers should be given wide freedom and facilities to work out their own syllabuses and methods, and time should be provided for them to plan and evaluate their work and to organize conferences for discussion and coordination of their findings.<sup>35</sup>

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34. Ibid.

35. Report of a Study by an International Team, 1954, loc. cit. P.10

### 3. Professional Working Conditions

Teaching Load:- The problem of teaching load is concerned of several factors out of which the following seven are important.

- i. The size of classes
- ii. The presence of problem children
- iii. The number of teaching periods
- iv. The amount of clerical work required
- v. The extra curricular duties
- vi. The number of professional duties assigned
- vii. The amount of outside preparation required

Some of these factors are discussed below with reference to the present investigation.

Class Size:- Although no reliable data is available as to the optimum class size in secondary schools, many educationists feel that 35 to 40 pupils would be normal size conducive to good class room work. The present system of education emphasises several goals in addition to intellectual development. Teachers feel that it is not possible for them to make significant contribution to several fields of development in pupils if size of the class is more than 35 to 40.

In a research study made by National Education Association in United States of America,<sup>36</sup> involving 2055 class room teachers, 199 Principals and 218 Superintendents,

36. A.I.Huggett and T.M.Stinnett, loc. cit. P.212.

an attempt was made to find out the harmful effects of large classes and it was found out that there was close agreement among the above three groups in regard to the harmful effects of large classes. In this study the health ratings of teachers and the average number of pupils taught daily were found to be as follows:

Health status of teachers	Average number of pupils taught daily
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Excellent health	37.2
Good general health	37.4
Fairly good health	37.7
Low vitality	38.8
Chronic ill health	40.0

We have very little reliable data as to the optimum class size for the most effective teaching in our country. But effectiveness for good teaching lies undoubtedly, in the opportunity to pay individual attention to the pupils in the class room. This is possible when the class size does not exceed forty. In many of the schools visited by the investigator, there are classes having a strength of fifty and more. In some schools there are classes with 60 to 65 students. Special exemption has been secured from Government by one Municipal school to run one section with 65  $\bar{a}$  students.

Large classes cause much strain to teachers and consequently lead to many behavioural problems including

indiscipline among pupils. The opinions expressed by the National Education Association in America in this connection are worthy of consideration. The Association observed:

A modern school programme with its variable and complex objectives cannot be fully achieved when classes enroll more than 25 pupils. Every additional unit of five pupils beyond 25 reduces substantially the likelihood that the teacher can adjust the class room programme to the individual differences of the pupils. . . . . Classes of 30 to 35 can make 'normal' progress in the fundamental subjects.<sup>37</sup>

The Presence of Problem Children:- Problem children are those that give trouble to the teacher as well as to other pupils in the school. Although mischievous ones are problem cases to many teachers, the term includes many other kinds. Physically and mentally retarded pupils, aggressive pupils and pupils that lack social adjustment and emotional balance also come under this category.

The presence of problem children cause extra strain to the teacher. He may have to devote some of his time to set right the problems created by these children. The present day sophisticated society with its multifarious problems creates many disciplinary problems in the field of education. Democracy in education is misconstrued by  
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37. Ibid. PP.214-215.

many students and consequently they turn rebellious against law and order of the school. Student participation in politics has been vehemently opposed by several experienced educationists. But the persons who support student's role in politics are not few in number in our State. Consequently we find a number of parallel political organisations thriving in educational institutions.

Strikes, demonstrations, assaults, and gharoes are not uncommon in many parts of the State. Reports on anti social activities indulged by the pupils in one part of the country or other have become very common every day. These activities occur because of the presence of certain ring leaders among students who might have been induced by certain anti-social elements outside. The presence of such students as well as physically and mentally retarded pupils in the school pose many a problem to the teaching staff.

Teaching Periods:- As revealed by the responses received to the questionnaires, most of the teachers work for 30 to 35 periods per week. Many teachers have practically no leisure periods. Some have only one leisure period per day. Even this period is taken away in many cases because of 'extra class' assigned to them on account of the absence of one or two teachers.

In the case of Municipal schools, the investigation has revealed that only 22 percent have more than five free periods per week. 30 percent have only five free periods per week. The remaining 48 percent have less than five free periods in a week. Reasonable break after a continuous class room work of two periods is extremely necessary to enable teachers to do their work with certain amount of vigour and enthusiasm. This break is also necessary to protect the health of the teacher.

In the case one school visited by the investigator, the teachers are not over burdened with any extra work on account of absentee teachers. The students are trained to take up self study or library work during the unengaged periods. This kind of practice is worthy of emulation by other schools but adequate precaution must be taken so that the students may not misuse the time at their disposal.

Many teachers feel that the periods of work per week should not exceed 24 if the class room work is to go on efficient lines. Even then, the teachers are not completely free during the remaining time as they have to attend to the records work or correction work. Implementation of 24 periods week may not be feasible immediately in view of the commitment financially for additional teachers. But the

State Government would do well to fix the maximum number of periods as not exceeding 30 for the present.

Clerical and other assignments:- With the increase in the number of returns and reports that every school has to submit to the Department at short intervals, teachers in many schools are made to do a lot of clerical work. In middle schools no provision is made for any clerical assistance. In some high schools inexperienced persons are appointed as clerks. In all these cases, the Head-master looks after the clerical work with the assistance of other teachers in the school. Even in the schools where experienced clerks are working, the clerical work has increased so much that the clerks are not able to cope up with the work completely unless assisted by teachers. In some schools the fees are collected and accounts maintained by teachers. The maintenance of 'Student Cumulative Records' has increased the clerical duties of the teachers still more.

In some schools, teachers do more of clerical work than teaching. Many of our Head-masters are so much worried of the office work that they find very little time to attend to academic aspects of the schools. The following types of clerical work are performed in general by teachers in secondary schools.

- a) Maintenance of class attendance registers
- b) Realising fees and issuing receipts
- c) Preparing progress reports
- d) Maintenance of library
- e) Maintenance of school co-operative society, hostel etc.
- f) Preparation of cumulative records
- g) Maintenance of office records and returns.

Considerable amount of precious time of teaching personnel is wasted for several items of clerical work mentioned above. All the above items of work excepting Cumulative Records can be got done by clerks. A little more money spent on the appointment of efficient clerks would reduce the teachers' burden considerably.

In many of the progressive countries attempts are being made to relieve the teacher from routine clerical duties by appointing adequate number of clerical helpers. The 'Teacher Aids' system in America is proving to be very useful in relieving the teacher from clerical and non-professional duties.

Extra Curricular Duties:- Many teachers are overwhelmed by the duties to be performed out side class hours. In some schools Daily games, School magazine, School dramatics, Science club, Library work etc. are looked after by the teachers after the school hours are over. The following are some of the extra-curricular activities supervised by teachers.

- a) Games
- b) Scouts and Guides
- c) N.C.C., A.C.C.
- d) Physical Training
- e) Excursions
- f) Literary Association Activities
- g) Dramatic society and other cultural activities
- h) School choir
- i) Social Service
- j) School magazine
- k) Museum
- l) Co-operative stores
- m) Red cross
- n) School garden
- o) Science club.

Apart from the above said co-curricular and extra curricular activities, the teachers are made to work on certain non professional functions like census collection, elections, revision of electoral rolls etc.

The division of work in Government Model Higher Secondary School, Nellore studied by the investigator reveal that 52% of the teachers' time is devoted for class instruction, 25% of time for non-instructional duties and 23% of time for Miscellaneous duties as indicated in figure No.7 on page 312.

Because of the heavy work that the teacher has to perform during the present days, the teachers as a class feel that they are the most frustrated lot. Although many beginning teachers entertain favourable attitudes towards the profession, the service conditions prevailing

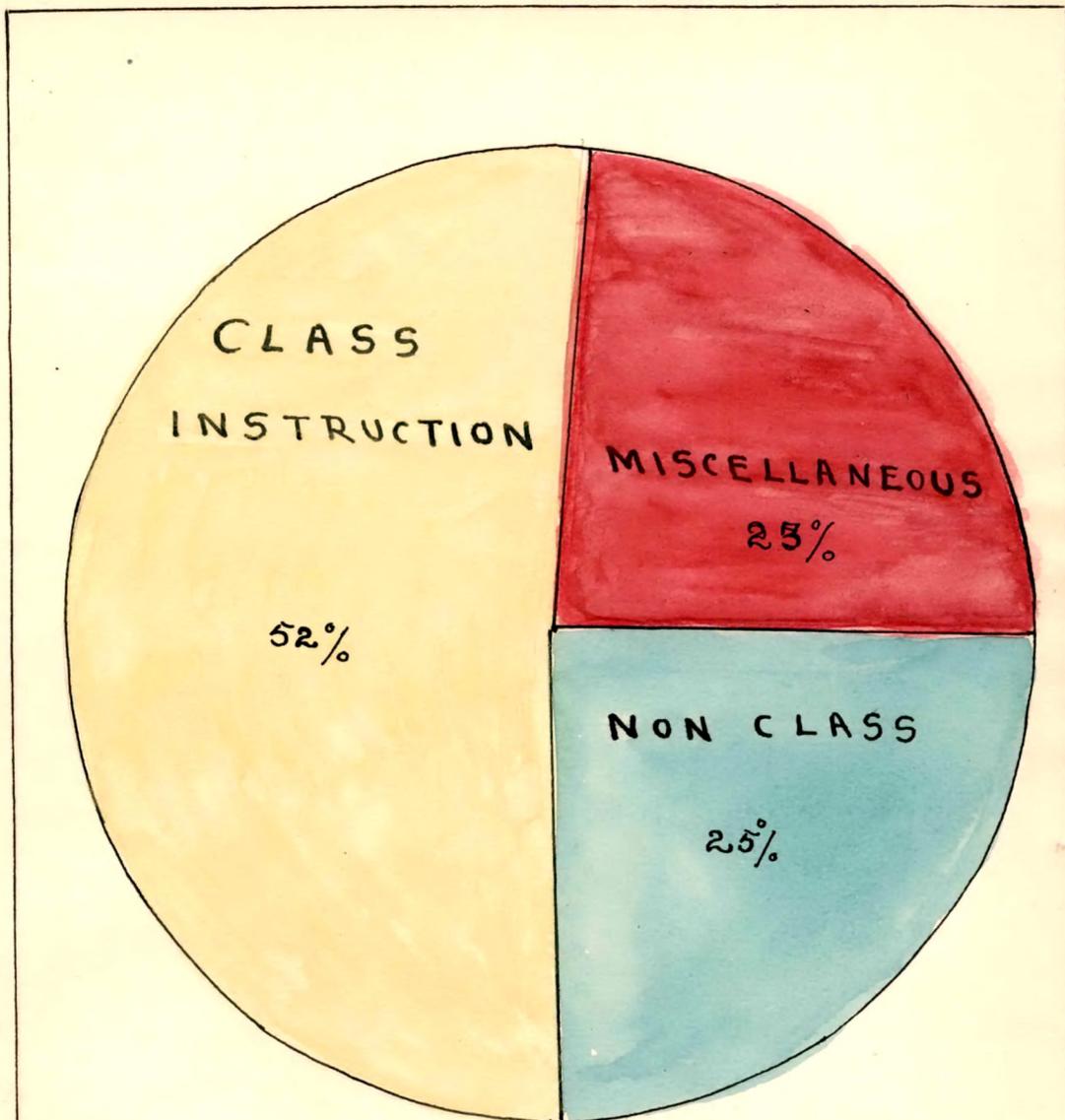


FIGURE 7  
DIVISION OF TEACHERS' WORK  
IN A SCHOOL AT NELLORE

are such that after entering into the profession and serving for short periods they find the profession most dissatisfying and disappointing.

#### 4. Social Status:-

Although people never fail to glorify the teaching profession in superlative terms both on the plat-form and in the press, the paradoxical fact is that the profession is losing day by day the high esteem it has been commanding formerly. The status of teachers in society at the moment is very meak. Unfortunately the society has formed a poor image of the teacher. The teacher is often blamed for all the defects in the system of education. The present society has no regard for teaching profession and consequently the students too have lost regard for teachers.

On one side there is increasing recognition that good education is an investment for not only the individual but also the country at large. On the other side, the teacher who is the chief instrument to put all educational theories into practice has lost his prestige, status and respect in society. Dr. K.L.Shrimali observes:

The cumulative effect of our neglect of teaching profession over centuries has been that it does not any more attract well educated and enterprising

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persons and this trend led to further impoverish- 38  
ment and continuous down grading of the profession.

But any progressive country cannot afford to allow this kind of affairs unchecked but for the detriment of its own progress. Prof. K.G.Saiyidain observes:

There is hope and promise in the life of those nations which cherish education and the pursuit of knowledge as one of their supreme objectives. ..1..... A nation which is indifferent to these and does not plan them in the forefront of its activity is doomed to decay.<sup>39</sup>

It is unfortunate that the society is far more ready to pay homage to men and women of wealth and power than to those who are engaged in peaceful teaching profession.

It is curious but common observation that people show far more consideration to those who have the power to do them an injury and they would bow down to all sorts of officials from the patwari and the constable upwards while paying scant heed to those who are wedded by nature of their task to quiet and constructive service.<sup>40</sup>

The social status enjoyed by teachers as found out in one investigation is depicted in Table XLVI.

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38. K.L.Shrimali, ' The Economic Status of Teacher ' The teacher today and tomorrow, loc. cit. PP.32-33.

39. K.G.Saiyidain, Problems of Educational Reconstruction, loc. cit. P.290.

40. Ibid. P.292.

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TABLE XLVI

EDUCATIONAL STATUS ENJOYED BY  
TEACHERS

S.No.	Type of Teacher	Social Status enjoyed by the Teachers				
		V.High	High	Ordinary	Low	V. Low
1.	Rural	4.5	16.0	73.1	4.0	1.1
2.	Urban	5.1	21.0	61.2	7.5	2.8
3.	Men	4.8	12.8	66.5	2.0	3.1
4.	Women	5.2	30.4	62.3	13.8	0.9
5.	Government	3.0	27.5	52.1	13.0	1.4
6.	Private	5.2	18.3	66.8	5.4	2.4
Total:		5.0	19.4	65.0	6.4	2.3

The teacher is partly responsible for this state of affairs. A true teacher must question himself, whether the low social status is entirely due to the neglect of the State and Society and not because of his inefficiency and inadequacy. The solution for this problem partly depends on the teacher. He has to improve his competency and by his devotion to the profession he should be able to bring about a thorough change in the attitudes of people.

41. Report on a survey of the load of work of Higher Secondary Schools in U.P. loc. cit.

### 5. Undemocratic Administration and Supervision

The administration and supervision of secondary education is not conducive to healthy understanding between the administrator and the teacher. Administration of a school system in a democratic State should be a cooperative enterprise. In America the class room teacher is given increasing recognition and his contribution to the effective administration of the schools is well appreciated. Teachers' participation in administration has great significance as it gives to the teacher, the sense of belonging to the school system. Participation of teachers in administration and supervision opens a new field of prestige to the teacher which finally helps for continuous improvement of the quality of education.

The present system of supervision and inspection of our schools is neither efficient nor useful. Inspection of schools has become a mere formality and the Inspecting officer spends most of his time on non academic aspects of the school in an attempt to find out faults of the teachers rather than to guide them on right lines. Very little time is paid to academic aspects of the school which need more supervision and guidance.

Many teachers and head-teachers are worried of the too much authoritative attitude on the part of inspecting

officers. This kind of attitude does not suit to the democratic values that we profess. The inspecting officer in a democratic State should not be a mere fault finding boss but a friend, philosopher and guide. He should act as an educational adviser and try to solve all problems confronted by teachers through mutual discussion and cooperation. The Secondary Educational Commission pointed out:

On many occasions the inspecting officer instead of being the friend, philosopher and guide of the school behaved in such a critical and unsympathetic way that his visit was looked upon with some degree of apprehension, if not of resentment.<sup>42</sup>

The above conditions exist partly due to the defects in selecting persons for these posts. In view of the growing importance of education and the need for proper guidance to teachers at all levels, people possessing necessary aptitude and ability to guide our teachers with unstinted energy and enthusiasm alone should be selected. The authoritarian and bossing tendency on the part of inspecting officers should change into cooperative and sympathetic one.

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42. Report of the Secondary Education Commission  
loc. cit. P.194.

Some teachers have pointed out the dominating attitude on the part of Head-masters and Correspondents of schools as one of the reasons for their dissatisfaction. This kind of tendency on the part of people holding key roles is not conducive to healthy administration of schools in these days. Many head-teachers rely on a system of spies who bring various reports periodically on the teachers. But in an institution like school with all its ideals and aims, the spy system is neither desirable nor ethical. As human nature is basically lazy and selfish unless properly motivated, the heads of institutions and correspondents of schools should know and employ the skills of motivation.

Naturally people resent to be bossed over and if it is done, they develop unnecessary resistance to authority. Prof. Jaswant Singh holds:

No decision should be taken without consulting those whom it is going to affect. Orders and decisions which come to people like a bolt and from blue engender a negative reaction.<sup>43</sup>

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43. Jaswant Singh, loc. cit. P.23.

SUMMARY

Large number of schools in the State are under the control of private agencies and local boards. The Government conducts only a few schools. Because of the differences in the nature of managements and their policies, the factors of dissatisfaction and their impact on teachers differ from one management to the other. The common factors of dissatisfaction in all kinds of managements are -- i) Inadequate salaries ii) Lack of academic freedom and iii) Heavy load of work. Other problems have been classified according to the managements under which the teachers work.

Women teachers working in boys schools and mixed schools are comparatively small in number. It has been found out that the factors of dissatisfaction felt by women are different from those of men. Even among women teachers, the impact of several factors of dissatisfaction is different in married and unmarried women.

Studies made with reference to professional placement of teachers revealed several differences in the factors of dissatisfaction among Post-graduate teachers, Graduate teachers, Secondary grade teachers, Regional language teachers and Special teachers.

The differences in the factors of dissatisfaction in urban and rural teachers are also significant. Similarly differences have been observed in the factors of dissatisfaction among young and aged teachers. Differences in both kind and degree have been also observed in the problems confronting trained and untrained teachers.

The educational system will not be able to discharge its objective of ' National Development ' unless the teachers become interested and dedicated workers. It should therefore be the endeavour of every educational agency, educational administrator and society to see that adequate facilities are provided to the teachers so that they may discharge their functions with utmost efficiency.

Among the factors of dissatisfaction that demand immediate consideration the following are important.

1. Salaries
2. Academic freedom
3. Working conditions
4. Social status
5. Administration and supervision.