

CHAPTER VII

JOB SATISFACTION AND ITS IMPACT

ON PUPILS

EDUCATION AND DEVELOPMENT OF PUPILS

Every system of education has certain aims and objectives and these are dictated by several factors like the culture of the community, socio-economic needs of the people and the individuals' role in society etc. Different communities in different countries hold different aims of education. The education system of Italy during Mussolini aimed at preparing the strong fascists. The education system of Hitler's Germany aimed at establishing the superiority of German nation over others. The education system in Soviet Russia aims at building up a society which believes in obedience, discipline and subordination of the individual to the State. Education system in our country aims at preparing pupils as effective citizens of the Republic. Prof. John Dewey holds:

The school cannot immediately escape from the ideals set by prior social conditions. It should contribute through the type of intellectual and

emotional disposition which it forms to the improvement of those conditions.¹

Education should infuse in the youth the required skills and attitudes necessary to change their environment entirely in consonance with the principles of democracy. The concept of democracy implies that education system should foster the growth of the individual. This growth is given a narrow interpretation in most of our educational institutions and consequently more attention is paid for intellectual development of pupils. Acquiring a fair amount of knowledge in certain academic fields is all the growth meant by them. But academic achievement is merely one among several aspects of pupil development. We want our education system to produce people:

Who will have sense enough to judge the public affairs, discernment enough to choose the right officers; self-control enough to accept the decisions of the majority; honesty enough to seek the general welfare rather than his own at the expense of the community; public spirit enough to face ² trouble or even danger for the good of the community.

The supreme aim of education is enrichment of the life of the individual. John Dewey holds that pupil development means ' the direction of power into special channel, the formation of habits involving executive

1. John Dewey, Democracy and Education
(New York: The Macmillan Co., 1955) P.166.
2. J.Bryce, Promoting good citizenship
(New York: Houghton Mifflin Co., 1913) P.3.

skill, definiteness of interest and specific objects of observation and thought ".³ As pointed out by the Secondary Education Commission:

The education system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.⁴

Citizenship in a democracy is a challenging responsibility of the education system and hence it should train every pupil in intellectual, social and moral qualities.

Another important function of education especially at the secondary level is to release the source of creative energy in the students so that they may be able to appreciate their cultural heritage.

The members of the Secondary Education Commission held that the special function of the secondary school is to "train persons who will be able to assume the responsibility of leadership .. in their own small groups of community or locality ".⁵

3. John Dewey, op. cit. P.59.

4. Report of the Secondary Education Commission, loc. cit. P.24.

5. Ibid. PP.30-31

THE DIMENSIONS OF PUPIL DEVELOPMENT

With the attainment of Independence and adoption of a Democratic Constitution, the role of education in our country has assumed more importance. The objective of our education is no more the passing of an examination of securing a job. As held by Mahatma Gandhi it is "an allround drawing of the best in child and man .. body, mind and spirit ".⁶ The modern system aims at the development of intellectual, physical, moral and spiritual aspects of man. In the words of John Dewey it implies:

The ideal of a continuous reconstruction or re-organizing of experience, of such a nature as to increase its recognized meaning or social content and as to increase the capacity of individuals to act as directive guardians of this reorganization.⁷

Our educational goals at secondary level may therefore be summarised as the following:

- i. Improving pupils' knowledge
- ii. Promoting several skills and abilities
- iii. Developing useful interests
- iv. Shaping desirable attitudes

For achieving the above goals we have to shape our educational programmes in our secondary schools in such

6. M.S.Patel, The Educational Philosophy of Mahatma Gandhi, loc. cit. P.31.

7. John Dewey, op. cit. P.376.

a way as to help the pupils in the following directions.

- i. To build up their personality and character
- ii. To assimilate scientific knowledge and skills
- iii. To promote critical and creative thinking
- iv. To develop healthy attitudes in them towards other people so that they may have effective community life.
- v. To stimulate them into cultivating worthwhile interests in life and thereby enabling them to function as useful members in the community.

The teacher has to play a significant role in the realization of the above goals and some of these cannot be fulfilled by the teacher's class room instruction alone. The teacher has to contribute towards the desirable changes in pupils through both his precept and practice.

Although occidental systems of education neglect spiritual aspect of pupil development, our cultural heritage gives predominant place to this aspect. The education for us means character and moral development and not material progress. This concept has been very well clarified by Gurudev Rabindranath Tagore:

Education should enable the mind to find out the ultimate truth which emancipates us from bondage of the death and gives us the wealth not of things but of inner light, not of power but of love, making this truth of its own and giving expression to it. ⁸

8. D.V.Rao, Principles of Education (Vizianagaram: Sri Lakshmi Ganapathi Press, 1964) P.3.

Swamy Vivekananda holds that education is not the amount of information that is put into our brains and runs riot there. He argues that " we must have life building, man making, character making assimilation of ideas ".⁹ According to Dr, Annie Besant education has four fold function:

- i. Training in knowledge
- ii. Training in morality
- iii. Training in intellect
- iv. Training the body

Outlining the defects of the present system of education she holds:

Only one part of him has been developed; only one quarter of his whole nature has been trained; moral character has been neglected, spirituality has been ignored, body has been left weak, over strained, over worked.¹⁰

The present system of education is directed to one part of the boy's nature only, developing the intelligence and training the intellect. The other parts have been totally dis-regarded. Dr. Besant therefore observes, " If you go to public schools - Harrow, Eton, Rugby or Winchester, you will find four fold education ".¹¹

9. Ekenath Ranede (ed.) Swamy Vivekananda's Rousing call to Hindu Nation (Calcutta: Swastik Prakasham, 1963) P.94.

10. The Besant spirit (Ideals in Education) (Adyar: The Theosophical Publishing House, 1939) PP.61-62.

11. Ibid. P.64.

The ideal student according to her should possess four important qualities viz. Service, Study, Simplicity and self-control. ¹²

The supreme end of every educational system should be the training of character and personality of the student so as to enable him to realize his full potentialities and contribute to the well-being of the community at large. But the present system has been neglecting several aspects of pupil development.

Forces influencing the pupil's development are many but no other force is as much important as the teacher. The forces influencing the pupil's development are shown in figure 8 on page 328.

IMPORTANCE OF TEACHER IN PUPIL DEVELOPMENT

The role of the teacher in the process of pupil development has been dealt to some extent in the preceding chapters. Every one agrees that the pupil's attainments and his behaviour in the school and outside depend to a large extent on the influence of the teacher. The moral, social and emotional aspects of the pupil are

12. Ibid. P.83.



FIGURE 8

ASPECTS OF PUPIL DEVELOPMENT AND
FACTORS INFLUENCING.

developed to a large extent by the teacher's behaviour and treatment.

Several changes have taken place in human life in recent times and Mr. Kellemer observes:

Human personality has of course changed, and changed radically, many times in the course of history, some times fairly rapidly, under the impact of social and economic changes, technological advances and the influence of new ideas, 13

The changes attributed to the influence of new ideas are due to the educational system to which the pupils are subjected. The teacher who is the chief operator of the system of education is responsible for changes in human personality through the influence of new ideas. Teacher's attitudes and their motivation are far more important particularly in the secondary school stage in bringing about these changes than the physical factors such as quality of buildings, equipment and size of class. Right attitudes of the teachers are more important in this respect than even the quality of teaching.

There are many studies to reveal that pupils who are well motivated towards school attend more regularly than the pupils less motivated. Similarly successful

13. M.L.Kellemer Pringle (ed.) Investment in Children (London: Longmans Green & Co., Ltd., 1965) P.1.

and achieving pupils are those that are highly motivated towards school. Prof. Maurice Craft holds:

The child may come to school ill equipped and unprepared but most part of his educational development depends on the assumptions, values and aims personified in the teacher. ¹⁴

The vision, the interest and the enthusiasm of the teacher impart new interests and initiatives in the student. The progress of the student in several fields of development therefore depends on the inspiration given by the teacher. The dissatisfied and disinterested teachers breathe the life of dissatisfaction and frustration into the lives of young men and women. The dissatisfied teachers anxiously watch the clock and rush away from their task at the earliest possible moment. They have no interest in their work and hence dislike the whole process of teaching. They like neither teaching nor the pupils in the classrooms. They are the persons who continue in teaching just for earning their bread and butter. Teaching is only a way-side station to most of them until they secure something more interesting. Lack of interest in teaching gradually extends to pupils and so the dissatisfied and disinterested teacher develops, apathy towards the pupils.

14. Maurice Craft et. al, Linking Home and School
(London: Longmans, Green & Co., Ltd., 1967) P.113.

Dissatisfied teachers always feel fatigued. The complaint of fatigue is very common although we do not find any immediate reason for it. A person fatigued because of over work can relax for a while and get back to his work refreshed. But a dissatisfied teacher suffers more from boredom than fatigue and hence refuses to get refreshed. He becomes essentially lazy and to defend this complaint frequently of head-ache, aching back, sore throat etc. Such teachers not only suffer from boredom but also cause boredom to the pupils.

The behaviour of dissatisfied teachers has been well illustrated by Prof.L.E.Cole when he observes:

Dragging himself to his work, he tires his students as he begins teaching. The pupils also yawn in sympathy for the communicated fatigue Boredom like fatigue is infectious.¹⁵

The pupils' development is influenced by three important forces viz. Home, Neighbourhood and School. The atmosphere and the environment of the school, the facilities available there, the attitudes of the teachers and the teacher-pupil relationships exert powerful influence on the development of the pupil. The parents and other family members at home and the companions out-side home also exert

15. L.E.Cole and W.F.Bruce, Educational Psychology (Bombay: The Times of India Press, 1966) P.632.

tremendous influence on the pupil. But the influence of the teacher in the school is more powerful -- sometimes far more powerful than any other influence especially during adolescent period because of the special characteristics of that age. Some of the factors affecting pupil development are given in table XLVII and XLVIII.

TABLE XLVII

FACTORS AFFECTING EDUCATIONAL DEVELOPMENT (1)

S.No.	Home	Neighbourhood	School
1.	Socio-economic background	Economic levels and Social life	Atmosphere and Environment
2.	Discipline	Occupational level	Facilities
3.	Education of Parents	Cultural provision	Staff and their attitudes
4.	Cleanliness	Moral climate	Relationship with parents
5.	Order	Crimes in the locality	Contacts with neighbourhood

TABLE XLVIII

FACTORS AFFECTING EDUCATIONAL DEVELOPMENT (2)

Pupil	Parent	Teacher
Health	Intelligence	Intelligence
Intelligence	Education	Education
Temperament	Temperament	Knowledge
Attitudes	Occupation	Experience
Interests	Attitudes towards Life	Temperament
	Discipline	Training
		Attitudes

The twentieth century has seen many changes in our educational system and one important change is the improvement in personal relationships between the pupil and the teacher to the benefit of both. Schools are far happier to-day than a few decades ago. Now pupils feel happy to go to schools. Some of the pupils feel distressed if they are prevented from attending school on any day.

This change in the attitudes of majority of our pupils may be attributed to the democratic approach in many of our schools. But there are still considerable number of schools that follow authoritarian and laissez-

faire methods of school management. In authoritarian atmosphere we find a good deal of emotional tension because of the presence of one person dominating the whole group. In the laissezfaire group we find considerable amount of frustration and disruption. It is only in the democratic atmosphere that we find good morale in the pupils.

Prof. Anderson and his associates studied the effects of the teacher's class room personality on his pupils and reported the following results:

Integrative behaviour on the part of teacher tends to bring about integrative behaviour in the child. Obversely, dominating behaviour in the teacher tended to bring about resistance on the part of the children and more class room mis-behaviour.¹⁶

Dominating behaviour on the part of the teacher results in many conflicts between pupils and teachers and hence stifles spontaniety in pupils. Prof. Lowell states that, " the child does not have a completely fixed personality, but varies considerably is his behaviour according to the treatment he receives from his teacher ".¹⁷

16. K. Lowell, Educational Psychology and Children (London: University of London Press Ltd., 1966] P.194.

17. Ibid. P.195.

Influence of the Teacher's Personality

The attitudes of the teacher and his behaviour influence his pupils in several ways. It is usually felt that the teacher's influence works through his instruction. So more attention is usually paid to instruction part. But pupils are influenced more by the teacher's example, manners, earnestness etc. This influence works because of two characteristics inherent in children viz. Imitation and suggestibility.

Imitation:- Every student tends to imitate his teacher. The teacher is his hero and so the teacher's manners, skills, and attitudes are imitated by his pupils. Imitation may work either intentionally or unintentionally. In large many of the students imitation works intentionally. The students imitates the teacher's gestures, modes of speech, mannerisms, habits and behaviour patterns.

Suggestibility:- Every teacher performs unconsciously the act of a mesmerist. His prolonged contact with pupils makes it possible for him to work upon their susceptibilities. The age of pupils in secondary education stage is most conducive for laying strong impressions on them and so pupils at this stage are highly suggestible.

The pupils learn to respect the rules of an institution when they see their teachers respect the rules and regulations.

If the teacher is not punctual to his duties or careless in his functions, he cannot expect his pupils to be punctual and careful. The teacher who is lazy and fatigued always, transmits the same characteristics to his pupil.

Politeness and habits of cleanliness, ^{and} other virtues in which the teacher's example is copied by his pupils. All the rewards and punishments used for motivation in our schools are not half as effective as the teacher's own attitudes for instilling good qualities in the pupils. If pupils cannot learn politeness and cleanliness from their teachers during their educational career, they will have to learn them at a later day at heavy cost. The teacher's self-control and emotional stability have much influence on the youth entrusted to his care. Freaks of temper are usually a sign of frustration and dissatisfaction.

The teacher's earnestness often readily communicates itself to his pupils. An enthusiastic teacher who throws himself heart and soul into his work suggests to his pupils that they should also develop similar qualities in their pursuits. On the other hand, a teacher who does his work grudgingly and reluctantly leaves the mark of perfunctoriness upon his pupils.

USE OF RATING SHEETS

The need for securing ratings

The pupils come across very few educated and employed persons at their age and hence the teacher with whom they spend long periods is their leader. By spending considerable length of periods during their most impressionable age, the students tend to acquire many of the qualities possessed by their teachers.

We can assess the teachers' influence by making use of several evaluation tools. Tests and Interviews would yield a lot of information in this direction. But these tools have got many limitations in the present study as it involves hundreds of teachers and tens of thousands of pupils. Hence observation was supposed to be the appropriate method of approach in the present study. Observation for a day or two will not give reliable assessment. More over observation is to be made by the persons who are closely in touch with the teachers on one hand and pupils on the other hand.

Dr. Traxler holds that, " rating method is useful when the objective evidence such as output could not be used in judging certain occupations. Teachers cannot be judged by the number of pupils they teach but by the qualities they

develop in pupils ".¹⁸ Many psychologists believe that judging a teacher by the progress made by his students is the comprehensive index of success. Rating method of assessment of teachers' influence on their pupils was therefore considered to be appropriate in the present study. So rating sheets were prepared to secure the ratings from Head-masters and other authorities on the work of teachers based on their observation of pupils' development.

Satisfied and Dissatisfied Teachers

The administration of both the questionnaires enabled to classify the teachers into two groups viz. satisfied teachers and dissatisfied teachers. 218 satisfied teachers and 302 dissatisfied teachers are involved in this part of the study viz. finding out the impact of job satisfaction.

Happy, satisfied and contented teachers impress well on their pupils and contribute to considerable progress on several aspects of their development whereas the dissatisfied and frustrated teachers make very poor impression on their pupils. The pupils coming under the influence of dissatisfied teachers fall behind in their progress in several factors of development.

18. Arthur Edwin Traxler, Techniques of Guidance
(New York: Harper Bros., 1957) P.374.

To test this hypothesis ratings were obtained from the concerned head-masters on ten aspects of educational development as given below. A copy of the Rating Sheet has been furnished under Appendix 7.

Ten aspects of Educational Development

i. Academic Achievement:- This aspect deals with the progress made by pupils from time to time in several subjects prescribed for their classes.

ii. Regularity in class room:- Punctuality and regularity in attending classes and promptness in attending to class room functions are covered in this aspect. Sincerity in class work and interest evinced in class room activities also come under this item.

iii. Regularity in fulfilling home assignments:- Interest and promptness shown in attending to home assignments like records, diaries etc. are covered in this item.

iv. Participation in curricular and Co-curricular activities:- Present day curriculum gives much importance to activities and these activities may vary from school to school depending upon factors like location of the school and resources available. These activities add to the appeal of the school and release the creative talents of pupils. The Secondary Education Commission observed that, " the success of these activities depends

very largely upon the interest evinced by the teaching staff ".¹⁹

v. Discipline:- The role of discipline in educational institutions needs no over emphasis. Discipline among students can be promoted only when there is discipline among teachers and there is direct influence of teacher's behaviour on pupils in this respect.

vi. Politeness:- Good manners and consideration for other people go a long way in giving success to the individuals. Students learn much of this behaviour from their teachers.

vii. Habits of cleanliness and neatness:- These qualities are essential both for healthy living and successful social life. Cleanliness and neatness are cultivated from childhood and teacher's role in promoting these habits is no small.

viii. Cordial relationships with co-students and others:- Maintenance of good relations with other members in society is very important for success in life. Developing right out look on the world and acquiring proper appreciation of the nature of human relationships help the pupils to cultivate cordial relationships with others.

ix. Emotional Stability:- Some people tend to be over emotional and are easily moved to fits of anger and depression.

 19. Report of the Secondary Education Commission,
loc. cit. P.136.

Lack of emotional balance is a serious handicap for an individual's progress. A true educational system should give best training in emotional control.

x. Qualities of citizenship:- Citizenship is a challenging responsibility of every educational institution. It involves many intellectual, social and moral qualities. The teacher has to create these qualities in his pupils both by his teaching and practice.

Although there are many other traits equally important in deciding the personality of the student, the above ten aspects have been chosen as it is felt that the teacher's influence on the pupil is more pronounced in these aspects.

OBSERVATION

The development of these traits in pupils occurs over a long period of time. Hence it would not be possible for any investigator to arrive at decisions just by observing the pupils at one or two instances. The impressions made by the Head-teachers and other authorities based on observations over long periods are therefore supposed to be very useful in finding out the impact of teachers' job satisfaction on pupils' educational development.

The rating sheets at the rate of one for each teacher were sent to the Head-masters with a request for giving out their impressions on a five point scale. The five points used are 'Excellent', 'Good', 'Average', 'Below average', and 'Poor'. The distances between one point and the other are taken as equivalent for the purpose of other calculations. The rating sheets in respect of both satisfied and dissatisfied teachers were sent to the concerned Head-masters for securing their ratings. The procedure to be adopted by the Head-masters was clearly explained in a letter accompanied each set of rating sheets. To avoid complications and misunderstandings, the names of teachers were avoided on rating sheets and code numbers were substituted instead. The avoidance of names helped the head-masters to offer their views frankly. The particulars of teachers in respect of whom the ratings were secured are given below.

TABLE XLIX

CLASSIFICATION OF TEACHERS COVERED BY RATINGS

S.No.	Management	Satisfied Teachers	Dissatisfied teachers
1.	Committee	50	75
2.	Mission	56	53
3.	Zilla Parishad	62	82
4.	Municipality	40	56
5.	Government	10	36
	Total:	218	302

ANALYSIS AND INTERPRETATION OF RATINGS

After receiving back the rating sheets they were analysed into five groups according to the management and the ratings were tabulated. The results observed under different managements are given below.

Committee Schools:- 50 teachers are satisfied and 75 teachers are dissatisfied under committee management. The satisfied teachers secured 93.4 percent of average and above average ratings whereas the 'below average' ratings are only 6.6 percent. The satisfied group contributed to 10.2 percent of the 'excellent' ratings whereas the contribution of the dissatisfied group is insignificant at this level. The ratings contributed by the dissatisfied group are less in the case of 'Excellent' and 'Good' but more in the case of 'Average' and 'Below Average' as evident from the figures presented in table I on page 343.

TABLE L

EFFECTS OF TEACHERS' JOB SATISFACTION ON PUPILS IN
COMMITTEE SCHOOLS

Rating	Satisfied Teachers		Dissatisfied Teachers	
	Total rat-ings	Percent	Total rat-ings	Percent
Excellent	51	10.2%	24	3.2%
Good	277	55.4%	311	41.5%
Average	139	27.8%	300	40.0%
Below Average	30	6.0%	107	14.3%
Poor	3	0.6%	8	1.0%

Mission Schools:- Most of the mission schools coming under the present study belong to christian missions of several denominations. So the findings of the study under this section hold more valid in respect of Christian Mission schools. With an exception two schools all the Mission Schools under the study have got attached hostels or boarding homes. Boarding is free in the case of many students and several other concessions are allowed in respect of others. Because of the residential nature of these institutions, there is comparatively more contact between teachers and students in these schools and consequently the impact of the teacher's job satisfaction is more pronounced.

The satisfied teachers secured 71 percent of 'Excellent' and 'Good' ratings put together whereas the dissatisfied teachers secured only 36 percent of these ratings. Similarly the percentage of 'Average' and 'Below average' ratings secured by the former group is 29 whereas it is 64 percent in respect of the latter group. The differences are clearly shown in table LI.

TABLE LI

EFFECTS OF TEACHERS' JOB SATISFACTION ON PUPILS IN
MISSION SCHOOLS

Rating	Ratings obtained by Satisfied teachers		Ratings obtained for dissatisfied teachers	
	Number	Percent	Number	Percent
Excellent	40	7.2%	8	1.5%
Good	359	64.1%	183	34.5%
Average	158	28.2%	297	56.0%
Below Average	3	0.5%	40	7.6%
Poor	--	--	2	0.4%

Schools under Local Boards:- At present 48 percent of the schools in the State are under the management of local boards. Municipalities and Zilla Parishads dominate the scene of education in the State by having very large number of schools under their control. All the schools working in remote places with a few exceptions are under the control of Zilla Parishads. The conditions in most of the Parishad Schools are quite below the level of satisfaction and the problems faced by the teachers working in those schools are quite numerous. Administration of the schools in many of the Zilla Parishads is not up to the mark. Dr. Madhuri R. Shah while discussing the role of local authorities in education observes that ' local bodies are frequently criticised for their inadequate and inefficient role in administration ".²⁰ She points out that three charges are usually made against them (1) finance, (2) administrative staff, (3) Selection of teachers.

Compared to Parishad Schools, Municipal Schools are having better facilities and better administration. Teachers on the whole enjoy better amenities in Municipal Schools.

20. Madhuri R. Shah, ' Local Authorities and Education '. S.N. Mukerji ed., Administration of Education in India, loc. cit. P. 114.

Standards of education are also found to be better in the Municipal institutions. One important reason for these differences might be the difference in the number of institutions that these two agencies have to control.

The impact of teachers' job satisfaction on the pupils' development both in Zilla Parishad and Municipal schools is shown clearly in tables LII and LIII.

TABLE LII

EFFECTS OF TEACHERS' JOB SATISFACTION ON PUPILS IN
ZILLA PARISHAD SCHOOLS

Rating	Satisfied teachers		Dissatisfied teachers	
	Total rat-ings	Percent	Total rat-ings	Percent
Excellent	100	13.8%	40	4.8%
Good	400	50.0%	210	25.6%
Average	245	30.6%	402	49.2%
Below Average	43	5.4%	148	18.0%
Poor	2	0.2%	20	2.4%

TABLE LIII

EFFECTS OF TEACHERS' JOB SATISFACTION ON PUPILS IN
MUNICIPAL SCHOOLS

Rating	Satisfied Teachers		Dissatisfied Teachers	
	Total ratings	Percent	Total ratings	Percent
Excellent	37	9.25%	20	3.5%
Good	240	60.00%	205	36.6%
Average	105	26.25%	285	50.9%
Below Average	13	3.25%	35	6.3%
Poor	5	1.25%	15	2.7%

Government Schools:- The schools under the direct control of Government are very few in the State. The schools attached to Training institutions and schools in very backward areas only are under the Government management. But the situation is different in the districts of Telangana. The schools in this area were managed by the Nizam Government before the reorganisation of the State and now the schools have come under the management of Education Department of the State. But many of these schools have been now transferred in Zilla Parishads and the Government has retained only some important schools located in district head-quarters.

59 percent of the ratings are "Excellent" and "good" in respect of satisfied teachers whereas it is only 28 percent

in respect of dissatisfied teachers. "Below average" and "Poor" ratings are insignificant in respect of the former group where as it is 17 percent in the case of the latter group. The details are shown in Table LIV.

TABLE LIV

EFFECTS OF TEACHERS' JOB SATISFACTION ON PUPILS
IN GOVERNMENT SCHOOLS

Rating	Satisfied Teachers		Dissatisfied Teachers	
	Ratings	Percent	Ratings	Percent
Excellent	7	5.0%	4	1.1%
Good	76	54.3%	97	27.0%
Average	56	40.0%	197	54.7%
Below Average	1	0.7%	53	14.7%
Poor	0	—	9	2.5%

JOB SATISFACTION AND TEACHERS' REACTIONS

Individuals identify themselves with the professional roles and strive day and night for the realisation of professional objectives only when they enjoy job satisfaction. The changes introduced in the system of education become effective when the teachers feel happy and contented and

work sincerely. A dissatisfied and frustrated teacher is not only a burden to the school but to the whole community. Most of the idle, indifferent and inefficient teachers are the persons without job satisfaction. Lack of job satisfaction breeds many evils in the individuals.

The following are some of the reactions that occur in teachers when they do not have job satisfaction.

i) Taking classes without adequate preparation:-

What ever might be the level of class that the teacher handles, he can do justice only when he knows his subject thoroughly. There is a mistaken notion in many that preparation is not necessary for teaching lower classes. There is another wrong notion that a teacher needs no preparation after he has acquired considerable length of experience. These false ideas harm both the teacher and the pupils.

The teacher must prepare for the classes that he has to handle every day. Although every teacher is expected to maintain 'teaching notes' regularly, in many cases it is only a mechanical reproduction of certain points available in the text books. Use of reference books, source material and preparation of teaching aids are attempted only by a few teachers. 'Teaching Notes' is maintained by large number of teachers more to satisfy the Head-masters and Inspecting Officers.

Advance preparation on adequate lines lends life to the class-room work. It makes the teacher's efforts comprehensible to his pupils. Teachers organisations in some districts in the State have prepared some pamphlets on the procedures to be adopted in teaching different subjects. When the teacher feels his responsibility and identifies himself with his job, he cannot afford to face the class without adequate preparation. A sincere teacher must improve his ability from time to time in an attempt to prepare himself adequately for his task.

In the present study, the investigator could collect considerable data to prove that "Taking Classes without preparation" is one of the consequences of want of job satisfaction in teachers. One of the challenges of the present education system is that the teacher should deal with several individual differences. Adequate preparation on the part of the teacher is the only solution for it.

ii. Wasting time in class rooms:- Another evil prevailing in our schools is "Wasting Time" in class rooms. Leaving the subject matter aloft, some teachers follow the game of spending the periods dwelling on cheap gossip and idle chit-chat. The persons who idle away time by silent movements in the class-rooms and pretensions of controlling class-room discipline are not few in number. There are others who just pass on their precious time through

admonishing one student or the other. There is no need for all these practices in the class-room if the teacher is sincere in his duties. These practices are adopted as defensive mechanisms by some of the teachers lacking job satisfaction.

Lack of interest in class work and absence of devotion to the profession result in the above said undesirable practices. Wasting time in class-rooms is losing precious time in our onward march towards the national goals and no civilized nation can afford to neglect this feature without risking its future.

iii. Indifference in the discharge of professional

duties:- Dissatisfied teachers gradually lose their interest in the profession and consequently become indifferent to the professional duties. Irregularities like late coming to the classes, indiscipline and careless work habits are developed in dissatisfied teachers.

Teachers personality is a contagious one. If the teacher is happy, cheerful, confident and cooperative, we can find him dealing with happy, cheerful and poised pupils. If the teacher is tense, irritating and careless, his pupils also show evidences of tension, carelessness and lack of social grace. The student learns from his teacher unintentionally many of his reactions like quarrel-

someness, careless work habits and discourteous treatment to others. Prof. Bernard observes:

Whether we wish it or not, the most vital aspect of mental hygiene in the schools revolves about the personality of the teacher. The essential prerequisite for the maintenance of our nations emotional and mental maturity is a body of properly trained and personally adequate teachers.²¹

To illustrate the influence of teacher's personality on the behaviour of pupils, Prof. Clara Bassett²² gave out of the following data after analysing the problems in three class rooms studied by her.

Behaviour Problem	Teacher A	Teacher B	Teacher C
Number of pupils	45	47	47
Dishonesty	3	12	43
Cheating	18	34	40
Disorderliness	18	1	47
Carelessness in work	17	9	45
Failure to study	26	5	44
Shyness	5	2	37
Tattling	4	22	37
Day dreams	9	2	26
Unhappiness	0	0	17

The above particulars reveal that the three teachers varied in their impact on the development of class-room

21. H.W.Bernard, Mental Hygiene for Class room teachers (New York: Mc Graw-Hill Co., Inc.1961), P.111.

22. Ibid. P.123.

pupils so strikingly that very large number of pupils coming under the influence of teacher 'C' developed several behavioural problems when compared with teachers 'A' or 'B'.

The foregoing discussion makes it abundantly clear that the teacher has a serious responsibility in shaping the pupil behaviour and finally setting the course for his future development.

Educational Development:-

As explained in the beginning of the chapter, the pupils' education does not comprise of the knowledge only. It includes the development of several skills and attitudes. The education should also create healthy interests in students and make them disciplined citizens. We can decide the teacher's influence on his pupils from the angle of each one of the above objectives.

Pupils' Knowledge:-

Knowledge is the source of all power and happiness. It is not a mere ornamental possession. Our educational system from times immemorial has been stressing upon promoting knowledge in pupils.

All our teaching methods and techniques are therefore applied to secure more and more knowledge in our pupils.

Good methods which are psychologically sound raise the quality of teaching. But the choice of methods and use of them depends more upon the quality of the teacher and his attitudes towards the profession. The secondary education commission observes:

The business of the teacher should be to reestablish the link between life and knowledge, to share the aims and objects of teaching with his pupils and to plan the programme of work in such a way that pupils will have varied and ample opportunities for self-expression in speech, writing, collective reading, independent research, constructive activities and other projects that bring the hand and mind into fruitful cooperation.²³

Skills

Education ultimately aims at preparing the individual for life and so the student should be given proper training in several skills required for successful conduct of life. Class room instruction alone may not give necessary skills to the pupils. Activities organised in schools under co-curricular and extra-curricular programmes are therefore aimed at giving necessary skills to the pupils.

Attitudes

Cultivation of right attitudes towards individuals and institutions is one of the important functions of education.

23. Report of the Secondary Education Commission,
loc. cit. P.112.

The pupils in our schools should cultivate desirable attitudes towards several issues that he confronts from time to time. Superstitions, prejudices, envy and malices have no place in a democratic set up. On the other hand the pupils should cultivate attitudes like equality and fraternity.

Activities like "Scouts and Guides", "National Cadet Corps", "Social Service League", "Red Cross", and "St. John's Ambulance" etc. go a long way in promoting desirable attitudes and qualities in the pupils. All these activities release creative talents and promote social aptitudes in the students.

But the success of these activities depends to a very large extent upon the interest evinced by the teaching staff and their conduct and character. It is for this reason, the personnel incharge of educational activities should be the persons of integrity and enterprise. It is only the satisfied and devoted teachers that possess these qualities.

Discipline

In recent times indiscipline among students is increasing day to day. Incidents of student unrest have become a common phenomenon. Hardly a day passes without hearing

incidents of students' indiscipline at one part of the country or the other. Not only the frequency of incidents increased, in recent times, the element of violence exhibited has also grown enormously. Another special feature is that many of the incidents in which the students are involved are not connected with academic matters.

In many parts of the country there have been direct conflicts between students and police. Students are indulging in activities of arson and loot, causing unaccountable damages to both public and private properties. There have been several incidents in which many innocent young students lost their precious lives.

Shri Prem Kripal suggests that, " the student unrest is not a disease itself but a painful symptom of two main diseases...the weakness of the education system and the general social dis-organisation ".²⁴ Some how the present education system is providing elimate for antisocial and disruptive factors to take root and become effective. Concerted action on the part of administrators and educationists is the immediate need to correct the situation.

24. Prem Kripal, "Student unrest - A Programme of action ". Andhra Pradesh (Monthly journal of the Government of A.P.) November, 1967, P.31.

Discipline and orderly behaviour cannot be instilled into our pupils through class-room exhortations. Secondary Education Commission holds that, "it is proper habits of work and insistence on them in every detail and over a long period of time that create the requisite attitudes and values".²⁵ Discipline on the part of the teacher promotes discipline among pupils. It is possible for the teacher to organise his work in a systematic and disciplined way only when he is satisfied.

Sardar Ujjal Singh, Governor of Madras, while inaugurating the 42nd All India Educational Conference at Madras, traced the student unrest to three causes -- "The mechanical and soulless system of education, the attitude of teachers who at times behaved like trade-unionists and anti social elements".²⁶ The teacher has to realise that he is being watched by hundreds of his students both in the schools and out side. There are many instances to prove that the institutions in which teachers are dissatisfied have become hot beds of group rivalries.

The investigation also revealed that the teacher's influence is felt more in the following aspects of the

25. Report of the Secondary Education Commission,
loc. cit. P.109.

26. Indian Express (Morning) Vijayawada Dt.29-12-67,P.7.

pupil's development. (i) Knowledge (ii) Skills (iii) Examination results (iv) Discipline. The opinions expressed by the persons responded^{to} the questionnaire given below.

Aspect in which the teacher's influence worked	Percent of teachers contributing to the opinion
Pupils knowledge	60
Development of skills	64
Examination Results	62
Discipline	78

TEACHERS JOB SATISFACTION IN SOME OTHER COUNTRIES:

Teachers' job satisfaction as discussed already depends on many factors and among these factors some are very important. The important factors have been described as strong dissatisfiers in Chapter V with reference to their impact on teachers in our country. Some of the factors as existing in other countries are discussed in this section. The knowledge of the conditions prevailing in other countries may be helpful to emulate some of the healthy practices in order to improve the state of affairs of our teaching profession. The aspects referred to are (i) Salaries (ii) Load of work (iii) Academic Freedom (iv) Social Status (v) Service conditions (vi) Teachers' organisations.

The important features existing in three advanced countries viz. America, England and Soviet Union and two developing countries Isreal and Denmark have been presented in the following pages.

ENGLAND:- The status that a profession commands depends to a large extent on the salaries received by its members. The teaching profession was under paid in England when compared to other professions for a long time. But this disparity has been set right with the appointment of Burnham Committees. The pay scales have been revised as recommended by Burnham Committee so as to make them commensurate with the importance of work. The average secondary school teacher is paid £ 415 per year with an annual increment of £ 20 to a maximum of £ 675. Several allowances are paid in addition to the basic pay. Allowances are paid for additional qualifications, additional functions and for special features of the institutions. Advance increments are given for undergoing training in special fields.

Head-masters also receive the same salary scales as assistant teachers with similar qualifications except the allowances meant for additional responsibilities. This procedure has reduced the disparity between the head-teachers and assistants. The teachers are given limited work.

They are not over burdened with their functions. They are given the assistance of 'teacher-aides' in non-professional functions.

Teachers enjoy full academic freedom. This has two aspects, personal and institutional. Lord Robbins observes:

For the individual teacher academic freedom means the absence of discriminatory treatment on grounds of race, sex, religion and politics; and the right to teach according to his own conception of fact and truth, rather than according to any predetermined orthodoxy.²⁷

There exists good relationship between the teacher and the student and a good system of discipline therefore prevails in all educational institutions. Most of the schools in England have set up high standards of discipline.

Mr. Richardson holds:

With the development in the study of psychology and the consequent greater understanding of the children, modern educational methods are leading to a happier atmosphere in schools and to far better and more sympathetic relations between teachers and children.²⁸

The teacher in England has freedom to select his own teaching methods and to adopt his own procedures in the class

27. Her Majesty's Stationary Office, London.
Report on Higher Education under the Chairmanship of Lord Robbins, 1961-63, P.229.

28. C.A.Richardson et.al., The Education of teachers in England, France and U.S.A. (Paris: U.N.E.S.C.O. 1953) P.105.

room. Prof. Griffiths says:

In Britain we prefer to encourage vitality even at the risk of some teachers choosing material unwisely and at the cost of uniformity of treatment of children. We believe the spirit with which some thing is taught than in the content of lessons. ²⁹

UNITED STATES OF AMERICA:- The teacher in America occupies an honoured and enviable position in society. In the average community, the teacher is among the best educated, the most economically secure and most highly respected person. He has more time at his disposal for travel and other cultural pursuits useful for his professional advancement.

The teacher receives enough pay to supply him and his family with all the necessities of life. International Team on Teachers and Curricula holds that teachers in the United States are "adequately nourished, clothed and housed, and they generally have provision both for sickness and old age. Their economic status is, in short, equal to or not far below that of other public employees with similar qualifications". ³⁰ The American teacher compares favourably with physicians, lawyers and some engaged in commercial

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

30. Report of International Team on Teachers and Curricula, loc. cit. P.2.

organisations in respect of economic security and general respect accorded to his work.

Teacher's salaries are controlled by theories of salary scheduling in all the States and these afford adequate justification in fixing salaries from time to time. The profession has got a strong organisation. The National Education Association is a strong body and has adequate voice at every level. It gives complete protection to all teachers from any injustice done to them. Job security has been assured to all teachers by tenure legislations. Efforts are made to fix up optimum work load to teachers and not to exceed these limits. N.E.A. has fixed up "Code of ethics to teachers" and all teachers follow this code.

Apart from the usual leave that the teachers are eligible, they are also eligible for "Sabbatical leave". They become eligible for this leave once in every seven years and teachers can make use of this leave period either for extensive travel or for additional studies. Teachers enjoy long summer vacations extending to two to three months and during these periods they can take up supplementary employment if they want to earn more. Teachers are permitted to work as many years as they can but many persons retire after 30 or 35 years of service.

After retirement they are eligible for several benefits apart from service pensions. The teachers enjoy benefits like Annuity Savings Fund, Annuity Reserve Fund, Accumulation Fund, Pension Reserve Fund, Medical Concessions, Insurance etc.

ISRAEL:- Although Israel is a small developing country, it has made tremendous progress in the field of education. Teachers in Israel are appointed by the managements only with the consultation and approval of the Ministry of Education. Scales of Pay are paid at the rates approved by the Ministry. The pay scales compare favourably with the scales offered to other Government employees having similar education and training. In general the teachers are contented with their salaries. They are paid additional allowances to meet increase in cost of life from time to time. Family allowance is paid to satisfy teachers having large families.

There is no great deal of difference in the salaries paid to teachers teaching at different educational levels. The work load is reasonable. It varies according to the level of school, the teacher's age and family status. Women teachers and mothers with children below 6 years of age are allowed some reduction in their class work. Teachers in general need not work for more than 24 hours a week.

Another special feature of Israel education system is that the teachers are allowed concessions in work-load as they grow old. "At the age of 50 all teachers are entitled to two hours reduction in their weekly work load and at age 55 to a second two hour reduction".³¹

Teachers are allowed to work upto 65 years of age. At the time of retirement they get a lumpsum amount of pension fund. They are eligible for pension - retirement income which is equivalent to two thirds of their final year salary.

There are strong teachers' organisations which engage actively in improving the system of education at all levels and enhancing the socio-economic conditions of teachers.

DENMARK:- In Denmark there exists a regular machinery to settle teachers' salaries through negotiations between employers and teachers. The economic status of teachers is almost equivalent to that of employees working in other professions with similar qualifications. Regulations are in force to safeguard teachers against ill health and old age.

31. R.L.Braham, Israel: A Modern Education System (Washington: U.S.Government Printing Office, 1966) P.154.

The age of compulsory retirement is 65 years. There are strong teachers organisations with head quarters at different parts of the country. They play dominant role in creating sound working conditions to the teachers and in shaping suitable educational policies.

In general the teachers feel happy and contented. The representatives of the professional organisations act as full members on all Governmental Commissions set up to deal with educational matters.

Teachers are given many opportunities to improve their qualifications. International Team on Teachers and curricula which visited the country observes that "increments are granted for academic and professional qualifications gained through in-service training"³². In-service training is given in summer schools, evening classes and special institutes set up at several centres in the country.

SOVIET UNION:- Revolutionary changes have taken place in the field of education as in the case of any other field of life in recent times in Soviet Russia. Education in Soviet Union occupies a unique place as a result of teachers' incessant and sincere efforts. Along with education the

32. Report of the International Team on Teachers and curricula, op. cit. P.4.

teacher also occupies a unique place. He is given increasing importance at all places.

All institutions have been nationalised and consequently all schools enjoy uniform buildings, materials, libraries, play grounds and laboratories. As the Government is very much interested in education, specific standards have been laid down for all educational institutions and these standards are carefully maintained.

As the philosophy of Soviet Russia is quite different, we cannot compare the socio-economic status of the Russian teacher with his counter-part in India. But the Soviet Teacher is happy, contented and efficient. Dr. Chaurasia who visited the country as a member of Indian Delegation Team in April, 1967 observes that he was " highly impressed by the relentless zeal, efficiency and sense of duty of teacher " ³³.

Teachers in Soviet Union keep themselves always busy in preparing instructional material and new type literature. They have nothing to worry for their security and family maintenance. The conditions make the Russian teacher a devoted and dedicated worker and hence it is possible

33. G.Chaurasia, "Teacher Education in Soviet Union". Journal of Regional College of Education, Bhopal, Vol. 1:5, December 1967, P.304.

for him to devote his entire time for the progress of pupils entrusted to his care.

The teachers of the Soviet Union enjoy their work and are very zealous about it. The future of the Soviet Union is naturally safe and bright in the hands of such conscientious teachers.³⁴

The above discussed features in different countries lend the teachers a strong sense of devotion and dedication. These features are worthy of emulation in our educational institutions in an attempt to make our teachers happy and satisfied.

SUMMARY

Every system of education has got its aims and objectives calculated to develop several qualities in the pupils necessary for the realisation of national goals. The development of pupils has many dimensions. The role played by the teacher in the process of pupil development is very important. The pupil's attainments and his behaviour depends to a large extent upon the attitudes of the teacher. The teacher's vision, interests, enthusiasm, discipline and character shape the interests and attitudes in the student. Dissatisfied and disinterested teachers breathe only the life of dissatisfaction and frustration into their students.

34. Ibid. P.307.

The influence of the teacher on his pupils may be assessed in several ways. But observation is the best method. Ratings secured on the basis of observation are used for assessment of teacher's influence in the present study. Ratings have been collected from Head-masters who had the opportunity of close observation of teachers' influence over pupils.

As educational development cannot be judged on any one single trait, the following ten aspects have been chosen for deciding pupils development (i) Academic achievement (ii) Regularity in class-room (iii) Discipline (iv) Curricular and co-curricular activities (v) Discipline (vi) Politeness (vii) Cleanliness and neatness (viii) Cordial relationships (ix) Emotional stability and (x) qualities of Citizenship.

The investigation proved that satisfied teachers contributed to more number of "Excellent", "Good" and "Average" ratings than the dissatisfied teachers. Dissatisfied teachers contributed to more number of 'poor' and 'below average' Ratings.

Dissatisfied teachers betray many qualities which are hardly conducive to the pupil development. Some of these qualities are:

- i. Taking classes without adequate preparation
- ii. Wasting time in class rooms
- iii. Indifference to duties
- iv. Indiscipline.

Teachers' job satisfaction in other countries ..

England, United States of America, Israel, Denmark and Soviet Russia has been discussed at the end in an attempt to find out some of the healthy practices which are worthy of emulation in our institutions.