

CHAPTER I

INTRODUCTION

TEACHING PROFESSION AND ITS IMPORTANCE

" The nation's well-being depends on teachers' well-being. Our two million teachers are the custodians of our future. "

' INDIRA GANDHI ' ¹

Teaching is believed to be the noblest of all professions in our country as well as in many other countries in the world. The profession enjoys some special importance in our country because of our ancient cultural heritage.

As pointed out by Dr. S.Radhakrishnan, the teacher's place in society is of vital importance. " He acts as the pivot for the transmission of intellectual traditions and technical skill, from generation to generation, and helps to keep the lamp of civilization burning. " ²

1. Govt. of India, Ministry of Education,
The Teacher Today and Tomorrow, August 1966, P.11.

2. Ibid. P.9.

Teaching is a Nation Building Activity and the teacher is " the Architect of our Future " as remarked by our President Dr. Zakir Hussain in his message on the teachers' day on the 5th September 1967. The teacher undoubtedly deserves this compliment as it is he that moulds the national character in the individuals and prepares the future citizens of the country. He has the rare privilege of shaping the most precious material of the land, the boys and girls during their crucial period of development. It is his influence that gives a definite shape to the great edifice of Democratic India. Smt. Rukmini Devi Arundale rightly calls him as the maker of the new age. Commenting on the nobility of the teaching profession, she states that " the teacher can love and inspire and therefore makes his profession noble. " ³

The progress of any country finally depends on the role played by the teacher. Prof. Chamberlain observes that " the wholesome growth of the individual child depends upon the competency of the teaching personnel. " ⁴

3. Govt. of India, Ministry of Information and Broadcasting, Future of Education in India, (A Symposium) 1966, P.53.
4. L.M.Chamberlian and L.W.Kinderd, The Teacher and School Organisation (New York: Printice Hall Inc., 1950), P.115.

Teacher exerts enormous influence on the child's character and mind. Sir John Adams describes the teacher as the ' maker of man ' as he believes that no one else exercises greater influence upon the mind of young persons. All educationists therefore attach great importance to the teacher.

A good teacher is a powerful and abiding influence in the formation of character. Therefore the provision of a proper teaching staff in any school is an important consideration, far more important than fine buildings, rich curricula and expensive equipment. The influence of a great teacher indirectly extends over many generations; It transcends national and geographical boundaries, and it advances the cause of civilization and world order.⁵

Prof. K.G.Saiyidain expresses the same opinion when he emphatically argues that " the quality of the teacher in an educational system is a more important factor than all the other educational factors put together- syllabus, text-books, equipment and buildings. " ⁶

The teacher in our country has been equated with the God Almighty from times immemorial and hence the maxims like " Acharya Devo Bhava " are very popular even today.

5. M. Siddalingaiah, School Organisation and Management (Lahore: West Park Publishing Co., Ltd., 1952), P.323.
6. K.G.Saiyidain, Problems of Educational Reconstruction (Bombay: Asia Publishing House, 1950), P.297.

Such a lofty position has been reserved to the teacher as it has been believed that the hidden potentialities of every individual are developed to the perfection only through the skill and ingenuity of the teacher. The teacher achieves this with his great patience. As remarked by Dr. Zakir Hussain, " Next to mother, a good teacher has patience greater than all."⁷

Prof. K.G. Saiyidain makes the role of teacher quite illustrative when he says " every true teacher in his experience repeats something of the story of " Pygmalion ", patiently hewing out of crude and unshaped stone, a thing of beauty, and proportion and balance and then quickening it into life."⁸

The teacher creates culture in the human beings. He preserves it and also promotes it. Society owes its culture and civilization to the tireless efforts of the teacher. The nature of his work therefore demands the characteristics like dedication and sacrifice on his part.

7. M.S. Patel, The Educational Philosophy of Mahatma Gandhi (Ahmedabad: Navjivan Publishing House, 1953) P.297.

8. K.G. Saiyidain, op. cit. p.280.

Mrs. Saraswathi Srinivasan⁹ during the course of Prof. Sabhasan Memorial lectures, rightly warns, that people should not embrace teaching profession unless they had equipped the qualities needed. It is for the same reason Dr. Zakir Hussain, in his presidential address of the Fifth All-India Basic Education Conference held in May, 1949 at Perianaickenpalayam in South India gives a clarification call that " Some of our best men and women, particularly of the younger generation should give this task their life long devotion and not run after lucrative jobs in offices. "¹⁰

The role of the teacher as the creator of culture and preserver of civilization was impressively illustrated by K.G.Saiyidain through the words of an Oxford Professor, who was challengingly questioned by a military official what he was doing in the University when many were fighting for the country. The Professor replies: " I? Oh - nothing very much. I merely help to create the culture for the preservation of which you are presumably fighting. "¹¹

9. South Indian Teachers Union, Madras. The South Indian Teacher, August 1964, P.222.

10. M.S.Patel, op. cit. P.152.

11. K.G.Saiyidain, op. cit. P.281.

No other profession is of so vital importance to the nation as teaching, for the nation's existence and its future are closely related to the work of the teacher. In the words of Sri R.L.N.Reddy,

Even an engineer who constructs the biggest project in a country is not so very important as the teacher, for, if the engineer constructs the project, the teacher constructs the man in the engineer.¹²

The vital importance of the teacher's place in society has been very well portrayed by the Philosopher President Dr. S.Radhakrishnan when he states,

He acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation He not only guides the individual, but also so to say the destiny of the nation.¹³

All our great leaders both religious and political have been teachers in the true sense of the term. The greatest and noblest persons of any country of any age had been teachers. Our leaders like Balagangadhara Tilak Rabindranath Tagore, Gopalakrishna Gokhale, Madana Mohana Malavya, Moulana Abdul Kalam Azad belonged to this sacred profession. The greatest saint of the recent times Shri Arabindo left his career in powerful civil service in favour of teaching profession. The first President of

12. Govt. Training College, Nellore (A.P.)
The College Magazine, April 1964, P.47.

13. Govt. of India, Ministry of Education,
The Teacher Today and Tomorrow, 1966, P.9.

Indian Republic Dr. Rajendra Prasad worked as a teacher before he plunged into politics under the influence of Mahatma Gandhiji. Our Second President, Dr. S.Radhakrishnan and the present President Dr. Zakir Hussain essentially belong to this noble profession. The father of our nation Mahatma Gandhiji was also a teacher of no small stature as evidenced by starting of schools under testing circumstances at Tolstoy Farm, Sabarmathi Ashram and Sevagram. His great experiments at the above centres shaped the new system of education which is called Nai Talim or Basic Education.

The teaching profession has been regarded as very important all over the world because of the growing realisation that no nation can prosper without the due contribution of the teacher. The British Educationist Prof. H.C.Dent states:

So highly do I rate the teacher's function that in my opinion no nation with any due regard for its civilization and culture would dream of giving national education anything but the first priority in the allocation of its mental and spiritual resources, even to the point of danger to other occupations if need be.¹⁴

14. H.C. Dent, To be a Teacher, (London: University of London Press Ltd., 1947) P.42.

THE TEACHER IN ANCIENT INDIA

If we look into the history of our country a few centuries back, we find people paying the highest respect and reverence to the teacher. He was called " Guru " or " Abharya " and was given the topmost position among all the professions. Prof. A.S.Altekar¹⁵ while explaining the status enjoyed by the teacher in those days, says that he was paid the highest reverence by all people. The Kings and Emperors were at his beck and call and they used to worship the teacher with all humility and submission. It is no exaggeration that the bejewelled crowns of the Emperors were bowing at the feet of " Gurus " of those days with all reverence.

The teacher in those days was the counsellor of rulers. If there was any special situation in the country, the rulers used to consult the " Guru " and act according to his suggestions. All important activities were performed only at the consent of the " Guru ". As observed by Dr. S.M.Divekar,

The teacher in those days was possessed of the highest culture and knowledge and hence he was fully aware of his moral and social responsibility in transmitting his wisdom to his disciples.¹⁶

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15. A.S.Altekar, Education in Ancient India, (Benares: Nand Kishore & Bros., 1951) P.48.
16. Dr.S.M.Divekar, A Critical Study of the Educational Philosophy of the Upanishads, (Unpublished Ph.D. Thesis submitted to M.S.University, Baroda, 1960), P.177.

If we owe our physical appearance to our parents, we owe our intellectual and spiritual regeneration to the teacher. In giving an illustrative example of this relationship Dr. S.M.Divekar referred to the answer given by the Greek King Alexander to the question, " Why do you show greater respect and reverence to your teacher than you do to your father? " The answer given was, " From my teacher I obtain life eternal; and from my father a perishable existence. Moreover my father brought me down from heaven to earth, but my teacher Aristotle has raised me from earth to heaven. "¹⁷

The Teacher in those days was an institution of perfect knowledge of all subjects. The teacher's residence was called " Gurukula " and the importance which we now attach to the School or the Almamater was attached to the individual teacher in ancient times. The preceptor of those times was doing the job, not for any material returns, but for the pleasure of service to humanity. He was never worried of material benefits from his job and was leading a happy, contented life.

A Guru in ancient India was always kept above wants. Voluntary contributions used to pour forth for his maintenance and every piece of his domestic work was done by his disciples. He had thus not to

17. Ibid. P.176.

worry his head over mundane necessities of life and was free to pursue his love of knowledge.¹⁸

The teacher of those days was commanding profound knowledge of all subjects and added to this, he was having fluent delivery, presence of mind and devotion to his purpose. He was unreservedly placing at the disposal of his disciples, all the essence of his knowledge and experience just for the love of knowledge. All these qualities in the teacher of those days were sure guides on the journey of the students from ' Darkness to Light '.

In those days there used to exist very close relationship between the teacher and the pupil. The relationship was founded more on love and affection rather than on power and authority as in the case of present times. As the teacher was primarily interested in the intellectual growth of the pupil, he was commanding unreserved reverence and regard both from pupils and parents. The pupil in those days was called " Chhatra ". There is so much meaning hidden in this term. Patanjali explains that " the pupil was so called either because the Preceptor was like an umbrella sheltering the pupil or covering his defects or the pupils was like an umbrella maintaining his preceptor. "¹⁹ The term discloses the intimate relationship that was existing between the " Guru " and the " Sisya ".

18. S.N.Mukerji, Education in India Today and Tomorrow (Baroda: Acharya Book Depot., 1957) PP.201-202.

19. Radhakumud Mookerji, Ancient Indian Culture, (London: Macmillan & Co., Ltd., 1947) P.236.

The teacher in those days was not only disseminating knowledge to his pupils but was also looking after all their material needs like boarding, lodging, medicine and clothing. All this was done by the teacher as a matter of duty. " The admission of a pupil was not a source of income to the teacher, but an addition of a member to his family like that caused by the birth of a son. " ²⁰ Prof. D.G.Apte ²¹ remarks that the maintenance of disciples must have necessitated large amounts of money or large supplies in kind.

But the teacher of those days was not confronted with any financial problems. Voluntary contributions from Kings and Emperors and from other highly placed persons were pouring forth for the maintenance of 'Gurukulas '. The disciples and their parents were paying " Dakshinas " to the teacher and these were utilised for the maintenance of establishments by teachers in the cases where royal patronage was not readily forthcoming.

As the teacher was leading a life of dedication and contemplation, the society was looking after all his needs. The society in those days, having realized the

20. Ibid. P.202.

21. D.G.Apte, Our Educational Heritage,
 (Baroda: Acharya Book Depot., 1961) P.145.

importance of the service rendered by the teacher instituted a custom of honouring the " Guru " off and on. The ancient custom of offering " Dakshina " to Brahmins at the end of every ritual in a household started with the objective of keeping the teacher above want. Prof. Apte observes that no ritual in ancient homes was complete unless " Dakshina " was offered to deserving Brahmins.²² " Society enabled him to lead a life of moderate comforts according to the ideal of plain living and high thinking."²³

THE TEACHER TODAY

We find the following features in the ancient system of education and its teachers.

1. The teacher was dedicated to his profession and was rendering self-less service.
2. There was an ideal " Guru-Sishya " relationship in those days based on mutual love and affection.
3. Society recognised the lofty role played by the teacher and was extending the highest regard to the teaching profession.
4. The teacher in those days was happy and contented.

But these characteristics are conspicuous by their absence in the present system. We no longer find the

22. Ibid. P.147.

23. A.S.Altekar, loc. cit. P.50

ancient glory in the teacher. It has vanished completely without leaving any trace. The modern teacher compares very badly with his counterpart of the ancient times. Prof. S.N.Mukerji observes " The days of the dignified teacher in India are gone. A modern teacher has no status, no stability of service, no peace of mind. A thousand and one odd jobs are entrusted to him.²⁴
At the same time, poverty grinds him down. "

▷All the attributes paid to the profession like " Nation-Building ", " Man-making ", " Noble ", " Sacred " etc. are only high sounding words which mean nothing, absolutely nothing today. The teaching profession in the case of many has come to stay as " the sorrowest of all trades " and the fruits reaped by many teachers are neither mental satisfaction nor material contentment, but disgust and misery. The profession now-a-days is not able to attract intelligent and talented men and women. The financial prospects and the social status that the profession can offer today are so meagre that many of the talented persons do not think of becoming teachers. A few that join the profession do so reluctantly and pull on repentfully.

24. S.N.Mukerji, Education in India Today and Tomorrow (Baroda: Acharya Book Depot., 1957), P.202.

Many people are taking to teaching not because of their liking for the profession, but because of their inability to secure any other job. Teaching has come to stay as the last resort to many when the entrance into all other lucrative professions is closed. Prof. S.N. Mukerji therefore rightly remarked that " most of our teachers are teachers not because it is their chosen calling, but because they could not secure employment elsewhere. " ²⁵ As the Profession is no more inspired with devotion and competency, it lost the prestige and glory which it commanded formerly in no small measure.

Added to this loss in social recognition, the profession has been infested with a number of other evils. There has been an enormous rise in work load of the teacher as the Government feels it convenient to entrust several odd functions like revision of census, collection of statistics, preparation of electoral rolls etc. safely to the teachers. Security of service is threatened day to day in the case of many teachers working under private managements. They are constantly afraid of retrenchment and removal from service at any moment. This feeling is not uncommon in the case of Government schools also in the state of Andhra Pradesh during the present times. The teachers may be thrown out of service and plunged into misery at any time.

The age old conduct rules are followed still to the detriment of the professional happiness. As observed by one seasoned teacher-legislator, the conduct rules observed by the Government even today are " a relic of the British bureaucracy and as such they should be scrapped in favour of a more reasonable set of rules. "²⁶

The work load of the teacher has been increased enormously in recent times but there is no corresponding rise either in the pay scales or in the amenities provided. The salaries of teachers are so low in many cases as to constitute a national disgrace. The average teacher gets much less than a manual worker in other professions. "The profession compares unfavourably not only with persons of similar qualifications in other professions, bu also, with those of lower qualifications who are entrusted with less important and socially less significant duties. "²⁷

The Secondary Education Commission reported that they had to hear many a woe tale of teachers at many places during their visits to several places in the country. The Commission observed, " During our tour, we were painfully impressed by the fact that the social status, the salaries and the general conditions of teachers are far from satisfactory.

26. S. Ramakrishnaiah, The Education in the State, A pamphlet issued by the A.P.Teachers Federation, 1964. P.4.
27. Government of India, Ministry of Education, Report of the Secondary Education Commission, 1952-53, September 1954. P.163.

In fact, our general impression is that, on the whole their position today is even worse than it was in the past. ²⁸ The Commission also made it clear that the treatment given by the managements in many cases was inconsistent with their position and dignity.

The average teacher is not able to meet even the bare needs of life because of the meagre salaries. No doubt, the scales are increased from time to time, but the pittance he is getting by way of increase in pay scales does not bring any real relief to him, as the cost of life is going up day by day and thereby nullifying the favours granted to him. Prof. Humayun Kabir observes, " Their salaries are in many cases hardly adequate even for their basic needs. Their social status is cause for constant concern to all who wish to preserve the prestige of the academic life. In many cases, their professional competence does not satisfy even ^{29.} the extremely low minimum prescribed today. "

Some how the general attitude of the Government and Society towards teacher community is not a happy augury. Because of this apathy, some of the teachers who possess the requisite qualities and also the abilities to do justice to their jobs are not able to dedicate themselves to the profession. The teachers are made to work in schools

28. Ibid.

29. Humayun Kabir, Education in New India, (London: George Allen and Unwin Ltd., 1959), P.167.

without proper accomodation and equipment. Some of the school houses are worse than cattle sheds. Dr.S.P.Choube points out, " In view of the tremendous job before the teacher and the meagre facilities that he is destined to enjoy, teaching may be considered a thankless job."³⁰

Dr. V.K.R.V.Rao, while emphasising that the academic standards finally depend on the teacher contends that " the teacher finds himself handicapped by the lower salary, lower status, longer hours of work and less facilities for keeping up his academic well-being."³¹

The recent administrative reforms in the State which have resulted in the formation of new local bodies like Panchayat Samithis and Zilla Parishads in the name of Panchayat Raj entrusted all the administrative powers on Primary and Secondary Education to local politicians. This has changed the lot of teachers from bad to worse. The fate of hundreds of thousands of teachers is now in the grim whims and fancies of the non-official, semi-literate administrators of our Local Boards. The teacher is now forced to become a hunchman of these local leaders. Some of these leaders unfortunately do not understand the meaning of democracy. It is only a catch

30. S.P.Choube, Secondary Education for India, (Delhi: Atma Ram & Sons, 1955), P.153.

31. V.K.R.V.Rao, Education and Human Resources Development (Bombay: Allied Publishers, 1966), P.112.

word for many for their security and livelihood.

As a result of the agitation made by the teachers and the teacher representatives in legislature, the Government of Andhra Pradesh was pleased recently to withhold the transferring powers of teachers from the Chairmen of Zilla Parishads and transferred them to the Secretaries. But these orders were cancelled just within a few weeks to the great dismay and disappointment of thousands of suffering teachers.

THE DISSATISFACTION IN TEACHERS

As a result of the foregoing conditions there is widespread dissatisfaction in teaching profession as a whole at present. Dissatisfaction in some sections is so intense, that many are repentent for their wrong choice and several are anxious to leave the profession in favour of other lucrative occupations., only if opportunities are available. There are many who actually changed their profession after having put in considerable periods of service as teachers. As a teacher-educator, the investigator has come across many of his former students who took to professions other than teaching, after successfully completing their teachers' training course. Those that cannot leave the profession in spite of their intense dissatisfaction and frustration some how pull on with

their jobs, desperate and disheartened.

In a symposium organised by the Ministry of Education, Government of India, Mrs. Choksi made the present day position adequately clear by observing that " Compared to other professions, far too large a number of teachers are left by the middle and end of their professional career, bereft of their vitality, weary and apathetic and cynical and dissatisfied. "³²

Many of our educational leaders who have had close contacts with class-room teachers made it repeatedly clear that the average teacher in our country is neither happy nor contented and argued for improving his lot so as to enable him to live reasonably contented and happy life. Educational Commissions appointed by the Government of India from time to time made the position too clear and suggested several measures for improving the conditions of teaching profession. The Secondary Education Commission, 1953, remarks that " it is surprising, in spite of the recommendations made by successive Education Commissions in the past, many of the disabilities from which teachers suffer still persist and adequate steps have not been taken to remove them. "³³ Sri Pattam A. Thanu Pillai, while issuing a message on Teachers Day stated that " the

32. Government of India, Ministry of Education, Delhi, 1956, The Teacher we need in India Today, P.3.

33. Report of Secondary Education Commission, loc. cit. P.163.

teacher today does not feel the contentment which is essential if his noble and indispensable work is to bear full fruit. " ³⁴

As a consequence of the existing discontentment, the teaching profession at the moment contains more lost souls than at any other time. Prof. K.L.Srimali, former Union Minister for Education and currently Vice-Chancellor, University of Mysore participating in a symposium on " Teacher and Society " pleaded for rooting out the hurdles on the way of teacher welfare. He argues that " it is foolish economics which keeps the whole class of teachers dissatisfied and frustrated. " ³⁵

THE NEED FOR THE STUDY OF JOB SATISFACTION

Job Satisfaction improves an individual's performance and effectiveness whatever might be the nature of work one is engaged in. The competent people in all professions enjoy job satisfaction. There is a positive correlation between job satisfaction and professional efficiency. A number of investigations carried out in this direction proved that the teacher's satisfaction is an important factor because effective teaching requires

34. The Teacher Today and Tomorrow, loc. cit. P.13.

35. K.L.Srimali, ' The Economic Status of Teacher ' The Teacher Today and Tomorrow, Govt. of India, 1966, P.34.

a feeling of satisfaction and positive identification with school. "36

In ancient times life was not so much complicated as it is today and hence the material needs of an individual were comparatively very few. The teacher of these times who was paid more in terms of respect and reverence than economic gains was very happy and contented as the material world did not matter much to him. Now the conditions have changed entirely. Standards of life changed so significantly that new values sway the lives of the present generation. The present day teacher cannot be pleased with mere respect and reverence as their happiness is conditioned by several material factors. Even the respect and reverence which could have given some psychological satisfaction have become scarce now a days because of the indifference of society towards the teacher.

Dissatisfaction in the individuals following any occupation results in professional stagnation and deterioration. A dissatisfied teacher is not only lost to himself but also to the society to which he belongs. He ceases to make any significant contribution to the educational development of pupils. As warned by many education-

36. E.C. Bidwell, " Administration and Teacher Satisfaction " Phi Delta Kappan, 37: 235, April, 1956

ists, a dissatisfied teacher spells disaster to the country's future. Prof. Amarnath Jah rightly diagnosed the situation when he cautioned the nation that " a discontented teacher can be a source of danger to the country. "³⁷

While dissatisfaction in any profession is dangerous to social harmony, it is suicidal if it happens in the case of teachers. " A dissatisfied teacher by his actions teaches hate, prejudice, violence and lack of respect for the worth of the individual. Such a teacher uses his class room to vent out his hate, frustration and feeling of inadequacy. Pupils who come into contact with him are blighted and warped by the experience."³⁸

While we hold the teacher responsible for building a new society based on democratic principles, we are simply disillusioned if he is not made happy and contented and is not able to put his heart and soul into his task. Contact with the teaching community at any level from pre-primary to the University, reveals at once that much is not well with the profession. The teacher, who once enjoyed the privilege of being the pinnacle of glory

37. Future of Education in India, loc. cit. P.114.

38. Kimball Wilcs, Teaching for Better Schools (New York: Printince Hall Inc., 1959), P.48.

and veneration is only a fallen angel now. Teachers in large number now a days are losing faith in their profession and are becoming casual workers concerned only with their livelihood.

Education has already lost a great deal because of these casual and indifferent teachers. The low standards of education which are so very striking when compared to the conditions in other countries is one of the consequences of indifference and dissatisfaction in the teaching profession. It needs no over emphasis that no system of education can rise higher than the quality of its teachers and the quality stays too far from the dissatisfied teachers.

The reasons for this dissatisfaction are numerous. Prof. Richard Wynn³⁹ who came to the conclusion that many persons leave teaching every year, gave out a list of reasons for this dissatisfaction and these reasons have been summarised by the Research Division of the National Education Association in England. Neglect of these dissatisfying conditions is not safe for the country's future as the discontented and disgruntled teacher causes havoc to the country's morrows as pointed out earlier. A developing country like India with a democratic set up cannot afford to commit such a blunder.

39. Richard Wynn, Careers in Education (New York: Mc Graw-Hill Inc. 1960) P.14.

The teacher being the flywheel of our educational machine, the success of our educational schemes ultimately depends upon the morale of the personnel that implement them. An old Chinese proverb runs:

If you wish to plan for one year, plant grain;
If you wish to plan for ten years, plant trees;
If you wish to plan for a hundred years, plant men.

Educational plans are meant not for any limited range of time. They are schemed with a keen foresight for the nation's progress for generations to come. It is, therefore, essential that our educational planners should instil right type of persons in the teaching profession and spare no efforts in weeding out the factors of dissatisfaction from time to time to make the profession active and energetic in its efforts for the cause of nation's progress.

The Educational Commission under the Chairmanship of Dr. D.S.Kothari, therefore suggested that "nothing is more important than providing teachers with best professional preparation and creating satisfactory conditions of work in which they can fully be effective."⁴⁰
The Commission also made it clear that the necessity

⁴⁰. Govt. of India, Ministry of Education,
The Report of Education Commission 1964-66,
1966, P.46.

for creating satisfactory conditions to teachers has acquired unprecedented importance and urgency in view of the rapid expansion of educational facilities expected during the next three plans, and specially in view of the urgent need to raise standards to the highest level and keep them continually improving.⁴¹ It also emphasised the need to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiastic and contented workers. This suggestion will be fulfilled only when it is possible to find out the causes of dissatisfaction in the profession and attempts are made by the State and Society to remove those distress conditions. Prof.K.G.Saiyidain emphasised the same opinion when he argued, " If Society and the State have given him a fair deal and assured to them the status that they deserve, they will be contented."⁴²

To extend this fair deal to the teacher, it is essential that both the State and Society should know what it is. The treatment that would satisfy this " fair deal " must be clear to one and all before one can think of such " fair deal " towards the teacher.

41. Ibid.

42. K.G.Saiyidain, op. cit. P.IX

This investigation therefore aims at finding out whether the dissatisfaction is suffered by all the secondary school teachers or limited only to a few sections at the secondary school level and then to suggest measures to remedy the situation so as to make the teaching profession dedicated, enthusiastic and contented.

The grievances of the teachers and the reasons for their dissatisfaction are so varied that they differ from one group to the other. The variation might be due to the difference in the working conditions under which they happen to function or some other reasons. This study is also, therefore, aimed at investigating the reasons of dissatisfaction among teachers under the following variables.

1. Management
2. Place of work
3. Professional status
4. Age and Experience

In many cases sex of the teacher is also a significant factor in deciding job satisfaction. As more and more women are entering teaching profession now-a-days, this study also aims at tracing out the difference in job satisfaction, if any, in men and women teachers.

OTHER NEEDS OF THE INVESTIGATION

Short Supply of teachers

The outlines of Social, Political and Economic Philosophies which should govern our Educational policies have been drafted in the Preamble of our Draft Constitution as follows:

We, the people of India, having solemnly resolved to constitute India into a Sovereign Democratic Republic and secure to all its citizens -
 Justice, Social, economic and political;
 Liberty of thought, expression, belief, faith and worship;
 Equality of status and opportunity; and to promote among them all Fraternity assuring the dignity of the individual and the unity of the Nation.⁴³

In accordance with this constitutional guarantee of equality of opportunities, the State Government of Andhra Pradesh introduced Compulsory Education for the age group six to eleven and free education upto the end of upper primary level. The State Government also declared that education would be free through out the secondary level with effect from the year 1968-69. The Government is giving several other facilities such as Scholarships, Book-grants, Loans and Mid-day Meals. The number of secondary schools in the State increased enormously during

43. The Constitution of India, Preamble.

the last two decades as a result of the above mentioned priveleges.

The number of secondary schools in the country has risen from 5000 in the year 1947 to 20,000 in 1964 giving an increase of 300 percent. The enrollment at the secondary stage in the age groups of fourteen to eighteen has risen from 9 lakhs in the year 1947 to 45 lakhs in the year 1964 resulting an increase of 400 percent. The teachers working at secondary stage rose from 0.5 lakhs to 1.5 lakhs which means a rise of 200 percent. It is evident from the above figures that the tremendous growth in the number of students attending the schools is not adequately followed by necessary increase in the number of teachers.

The increase in the number of secondary schools and their enrolment is no less spectacular in the State of Andhra Pradesh. The total number of secondary schools in the State which was only less than 1000 in the year 1950 rose to 3500 in the year 1964. The number of pupils attending the schools increased by ten fold within the last ten years. The particulars of this increase are given in Tables I & II.

TABLE I

TYPES OF SCHOOLS AND SCHOLARS IN ANDHRA PRADESH
IN 1956-57

S.No.	Type of Institution	No. of In-stitutes	Boys	Girls	Total
1	2	3	4	5	6
1.	Pre-primary Schools	17	711	572	1,283
2.	Primary Schools:				
	Basic	989	79,635	32,107	1,11,742
	Non-Basic	27,959	14,99,694	8,69,893	23,69,587
3.	Middle Schools:				
	Senior Basic	56	10,165	3,462	13,627
	Non-Basic	273	62,910	21,605	84,515
4.	High, Higher Secondary Schools	733	3,00,942	70,317	3,71,259

Note: The particulars of the year 1956-57 are given as the State of Andhra Pradesh in its present form took its birth on 1-11-'56.

44. Government of India, Ministry of Education, Education in the States 1956-57, 1959, PP.8-9.

TABLE II⁴⁵

TYPES OF SCHOOLS AND SCHOLARS IN ANDHRA PRADESH
IN 1964-65

S.No.	Type of Institution	No. of In-stitutes	Boys	Girls	Total
1	2	3	4	5	6
1.	Pre-Primary Schools	106	2,656	2,252	4,908
2.	Primary Schools:				
	Junior Basic	2,587	2,00,230	1,39,878	3,40,108
	Non-Basic	37,203	17,98,810	12,10,868	30,09,678
3.	Senior Basic Schools	238	44,110	20,592	64,702
4.	Middle Schools and Higher Elementary Schools	1,618	2,37,622	1,25,147	3,62,769
5.	High, Higher Secondary and Post-Basic Schools	2,088	6,61,138	2,21,358	8,82,496

45. Government of Andhra Pradesh, Bureau of Economics and Statistics, Hyderabad. Statistical Abstract of Andhra Pradesh, 1965, P.244.

The Phenomenal increase in the number of schools and scholars as evident from Tables I & II is not adequately followed by necessary increase in the supply of teachers. The increase in the number of teachers is given in Tables III & IV.

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TABLE III

NUMBER OF TEACHERS EMPLOYED IN SCHOOLS
IN ANDHRA PRADESH 1956-57

S.No.	Type of Institution	Men	Women
1.	Pre-Primary Schools	4	52
2.	Primary Schools	62,306	13,758
3.	Middle Schools (including Higher Ele.)	3,408	1,013
4.	High and Higher Secondary Schools	13,970	2,213

46. Education in the States 1956-57,
op. cit. P.12.

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TABLE IV

NUMBER OF TEACHERS EMPLOYED IN SCHOOLS
IN ANDHRA PRADESH 1964-65

S.No.	Type of Institution	Men	Women
1.	Pre-Primary Schools	26	110
2.	Primary Schools - Basic	6,862	1,688
3.	Primary Schools - Non-Basic	62,357	15,092
4.	Senior Basic	1,871	352
5.	Middle Schools including Higher Ele. Schools	10,509	3,304
6.	High, Higher Secondary and Post-Basic Schools	33,849	6,260

As a result of this spectacular increase in the number of schools and their enrolment unaccompanied by necessary increase in the number of teachers, many evils such as heavy load of work, lack of suitable accomodation and adequate equipment, employment of unqualified and untrained teachers, frequent incidents of gross indiscipline crept into educational institutions. This has also

47. Statistical Abstract of Andhra Pradesh, 1965
op. cit. P.250.

resulted in depriving the average teacher of his job satisfaction.

Under these circumstances, the purpose of education will be fulfilled and the objectives realised only when adequate attempts are made to study the working conditions of the teaching profession and measures adopted to make the teachers happy and satisfied.

Success of Democracy

Having constitutionally decided to form a Sovereign Democratic Republic in our country, we are now at the threshold of creating a new society.

The School in Democratic India is responsible for producing those behaviours, attitudes and skills in children which are compatible with democracy as conceived in the Constitution. Our investment in education should be made with the hope that the school will be able to produce young men and women who will be proud of Indian Culture and who will have great faith in India's commitment to democracy, and who will leave no stone unturned to make India one of the most successful democracies in the World.⁴⁸

The task of creating a new democratic society rests squarely on the shoulders of the teacher and he can discharge this pious responsibility only when he is satisfied

48. S.P.Choube, Secondary Education for India,
(Delhi: Atmaram & Sons, 1956) P.111.

and reconciled to his professional obligations.

Important objectives of this investigation are given below:

1. To find out whether job satisfaction is not enjoyed by the entire teaching profession at secondary school level or only in certain sections of that level and to trace out the sections in which the dissatisfaction is intense.

2. To find out the position of job satisfaction among teachers under the following categories:

- i. Teachers under different managements
- ii. Teachers under different professional placements
- iii. Teachers working in rural and urban schools
- iv. Teachers under different age groups
- v. Teachers differing on account of experience
- vi. Men and Women teachers
- vii. Trained and Untrained teachers

3. To find out the reasons of dissatisfaction in the above groups of teachers.

4. To find out the impact of the Teacher's job satisfaction on the educational development of pupils.

5. Finally to suggest measures to ensure job satisfaction in different sections of secondary school teachers.

SUMMARY

The teacher has been rightly called ' the man maker ' and ' the nation builder ' as he is entrusted with the task of building up the intellect and character of our future citizens. All other professions in one way or other owe their existence to the contribution made by the teacher and hence the teaching profession may be rightly called as the mother of professions.

Teaching profession was enjoying the highest glory in the past. The ' Gurukula ' of ancient times was holding complete responsibility of maintenance of students. The teacher in those days was enjoying both mental and material satisfaction.

The present day teacher stands at a complete contrast to his counterpart of the past. At present teachers are beset with a number of problems and consequently do not enjoy either mental satisfaction or material contentment. There is wide spread dissatisfaction among teachers in the State of Andhra Pradesh. Large number of teachers are leaving teaching profession in favour of other lucrative jobs. Many candidates coming out of teacher training institutions do not join teaching profession and even if they do so, they do it as a stop-gap arrangement.

Job satisfaction and professional efficiency are positively correlated. Job dissatisfaction is dangerous in any profession and it is more serious if it happens in teaching. A dissatisfied teacher spells disaster to the country's future. A developing country like India ill affords, to have dissatisfied persons in teaching profession.

The spectacular growth in the field of education to satisfy the constitutional guarantees is not accompanied by suitable increase in the number of teachers. Consequently a number of evils like heavy load of work, indiscipline, lack of facilities, employment of unqualified teachers crept into the profession and deprived the teacher of his job satisfaction.

Success of democracy and creation of a new society based on democratic principles ultimately depend on the teacher and the teacher can adequately play his role in this direction only when he is satisfied and reconciled to his professional obligations.

This investigation aims at finding out the reasons for dissatisfaction in teachers working under different conditions and to suggest ways and means to correct the existing situation so as to make the teacher dedicated, enthusiastic and contented.