

CHAPTER II

INTRODUCTION-2

(STUDIES ON JOB-SATISFACTION)

REVIEW OF THE STUDIES MADE SO FAR ON THE TOPIC:

The factor of job satisfaction is positively related to the factor of teacher efficiency. Job satisfaction has assumed much importance as the function of the teacher is no less than Man-making and Nation-building activity. As pointed out by the Educational Commission, 1964-66 at the very outset of its epoch making report, " the destiny of our country is now being shaped in her class rooms as it is education that determines the level of prosperity, welfare and security of the people. "¹ Much importance is therefore attached to the teacher's function in the class room which finally decides the educational development of the younger generation of the country. At the present juncture when the problem of teacher competence has assumed unprecedented importance, it is important that special efforts should be directed towards increasing the holding power of the profession by ensuring job satisfaction among

1. Report of the Education Commission, 1964-66
loc. cit. P.1.

teachers. Research in Education alone can achieve this purpose.

The amount of Educational Research turned out in our country so far is not much. The little that has been done is almost negligible as most of these studies are limited only to small areas. It may be said that research in education is lagging far behind in our country as in the case many other areas of research when compared to other advanced countries.

Most of the research studies available at the moment, have been turned out by way of theses reports submitted to different universities in the country and abroad for securing M.Ed. and Ph.D. degrees. Apart from these studies some useful work has been turned out by some of the University Departments of Education by making use of the U.G.C. grants and also the grants given by the National Council of Educational Research and Training. But large number of these studies relate to the construction and standardisation of certain achievement and aptitude tests. Very little work has been done so far in our country on the problem of job satisfaction in teachers.

The Department of Education, Allahabad University undertook a research project on the " Load of work of

X Higher Secondary Teachers in U.P."² sponsored and financed by the Ministry of Education, Govt. of India under the supervision of Shri S.K.Pal during 1957 to 1960. This project helped to assess the nature and amount of curricular, co-curricular and extra-curricular work performed by teachers both at school and home. A comparative study of work-load of different categories of teachers - male and female, urban and rural, government and private has been made. Amount of work-load and its relationship to the teacher's efficiency in work was also studied and finally suggestions to lessen the heavy load of work were made.

The Extension Services Department of Government Post Graduate Basic Training College, Bilaspur (M.P.) under the guidance of Shri G.S.Thakur undertook a research project on " Investigation into the causes of dissatisfaction among teachers. "³ The study was limited to Bilaspur but included all types of teachers in that area. The findings of the project were reported in a brochure published by the Extension Services Unit, Bilaspur.

2. Allahabad University, Department of Education, Report on A Survey of the Load of Work of Higher Secondary Teachers in U.P., 1961, PP.95.

3. Govt. Post Graduate Basic Training College, Bilaspur (M.P.), Causes of dissatisfaction among teachers, 1965, PP.53.

× Dr. S.B.Adval⁴, Head of Education Department, Allahabad University conducted research on " the quality of teachers under training. " He undertook to (a) investigate the personal qualities required for success in teaching, (b) assess some of these qualities in the present teachers, and (c) to suggest a broad re-orientation of teacher-training programme in the country so that it may be directed towards improvement in the desirable personal qualities.

Dr. M.M.Shah⁵ in his doctoral thesis on " An aptitude Test for Secondary School Teachers " submitted to M.S. University, Baroda, suggested the qualities required for success in teaching profession.

✓ Shri S.M.Mahajan⁶ worked on a research project to find out the causes of tension among Delhi teachers. His investigation resulted in finding out the factors that

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4. S.B.Adval, " An investigation into the quality of teachers under training ", Indian Education, Vol. IV No. 1 Summer 1964, pp.10-16.
 5. M.M.Shah, " An aptitude Test for Secondary School Teachers " unpublished Ph.D. Thesis, MS.University, Baroda. 1962.
 - ✓ 6. S.M.Mahajan, " Causes of Dissatisfaction in Delhi Teachers " Journal of Education and Psychology, October 1964.

lead to worry in teachers. He finally succeeded in suggesting clues to minimise their recurrence.

↳ Shri S.S.Sandhu⁷ worked on a project " An investigation into the personal and professional problems of teachers serving in secondary schools ". His investigation revealed several problems that deprive teaching community of the professional happiness and contentment. But this study was limited to Bikanir Division of Rajasthan.

The Task Force on School Education set up by the Education Commission 1964-66 in co-operation with a working group on Secondary Education Consisting of senior headmasters of secondary schools from different States in the country prepared a Discussion Paper on the " Major problems of Secondary Education ".⁸ This pamphlet listed several important problems faced by the secondary school teachers and formed a nucleus for the report of the Education Commission.

7. S.S. Sandhu, " An investigation into the personal and professional problems of teachers serving in secondary schools " unpublished M.Ed. Thesis, Basic Training College, Gandhi Vidya Mandir, Sardarshahr (Rajasthan), 1960, PP.63.

8. Govt.of India, Education Commission, New Delhi, Discussion paper on Major problems of Secondary Education, 1965, PP.53.

✓ Dr. B.B.Chatterjee⁹ of Gandhian Institute of Studies, Varanasi made a study on ' Masculinity-Femininity as predictor of Job Satisfaction of teachers '. He found out the statistical characteristics of predictor and Criterion score distributions for male and female groups of teachers.

✓ A large number of studies on Job Satisfaction made both in the country and abroad have been referred to by Prof. Pritam Rohila¹⁰ in an article in ' Indian Educational Review ' published by National Council of Educational Research and Training. But all these studies are not related to the field of education. Many of the studies related to the field of industrial psychology.

✓ It has been found out in the studies made by Messrs. Sinha and Nair that " lack of job satisfaction results in a higher rate of absenteeism, accidents wastage and lower rate of efficiency ".¹¹

9. B.B.Chatterjee, " Masculinity-Femininity as predictor of Job Satisfaction of teachers, Journal of Indian Academy of Applied Psychology, Vol.2; No.2; 1965, PP.72-82.

✓ 10. Pritam Rohila, " Job Satisfaction - A Summary of Research ", Indian Educational Review, N.C.E.R.T., New Delhi, Vol.1, No.1, July 1966, PP.85-95.

✓ 11. D.Sinha and R.R.Nair, ' A Study of Job Satisfaction in factory workers ', Industrial Journal of Social Work, 1965, 26: PP.1-8.

✓ Individuals differ in age, sex, family back-ground, marital status, education, abilities, interests, needs and values. They also differ in the amount and type of satisfaction sought in work. Consequently they differ in the degree of vocational adjustment. Shri H.C.Ganguli¹² found out a curvilinear relationship between job satisfaction and age.

✓ Sex differences and marital status have also been found to be the sources of satisfaction or dissatisfaction. Messrs. Sinha and Nair¹³ found out in their research studies that married individuals expressed more satisfaction than unmarried ones.

✓ Central Bureau of Educational and Vocational Guidance, Delhi and some of the State Bureaus of Guidance in several States also made some valuable studies on Job Satisfaction of the teacher.

✓ Dr. M.B.Buch, the present Head of Department of Field Services made a study on the measurement of attitudes of secondary school teachers towards teaching

12. H.C.Ganguli, " A Discussion of Some variables affecting attitudes of individual workers ' Industrial Journal of Psychology, 1950, 30; PP.45-60.

13. Sinha and Nair, op. cit.

profession and an article with the same title appeared in the Journal of Education and Psychology in 1959. Messrs. R.G.Chatterjee and R.N.Kundu made a study on ' the analysis of motives for the choice of teaching profession ' and their studies appeared in the Journal of Education and Psychology in the year 1959.

× Attitudes of the teachers and teaching competencies were analysed and studied by many persons and the studies made by Messrs. Dayal, Bhagavan and Chatterjee¹⁴ throw new light on the subject.

✓ The studies made by Prof. T.K.N.Menon¹⁵ on the causes of dissatisfaction in the teaching profession were published in Indian Journal of Psychology in the year 1952. The investigator could not get into touch with other research studies made in our country as most of them remained as unpublished theses in the Departments of Education of several universities in the country.

14. Dayal, Bhagavan, Chatterjee, " Personal back-ground attributes of the teacher and teaching competency ". Journal of Education and Psychology, 1954, 12:2. PP.113-128.

15. T.K.N.Menon and Phatak " Causes of dissatisfaction of teachers at work ", Indian Journal of Psychology, 1952: 27

Apart from the above mentioned formal investigations on the problem, eminent educationists of our land Dr. Zakir Hussain, Prof. K.G.Saiyidain, Prof. Humayun Kabir, Prof. K.M.Munshi, Prof. S.N.Mukerji, Dr. K.L.Shrimali, Prof. Samuel Mathai and many others made valuable studies on the Teacher's attitude towards his profession and made significant contribution for improving the existing state of affairs.

Large amount of research work has been turned out in the United States of America and also in the United Kingdom. Many Educational Research Associations and Research scholars in America probed deep into the problem of Job Satisfaction among teachers. Their studies have been based on the hypothesis that the professional efficiency of the teacher and his success largely depends on his job satisfaction.

Many studies were directed towards Teacher success. These studies were based on the idea, " Judging a teacher by the progress made by the students seems at first a reasonable comprehensive index of success ".¹⁶ It has also

16. A.S.Barr and L.M.Emams, " What qualities are pre-requisite to success in teaching? ". Nations Schools, 6: Sept. 1930, pp.60-64.

been found by many researchers that " a positive correlation exists between pupil achievement and the achievement of the teacher ".¹⁷

Messrs. Bidwell and Charles made studies on administration and teacher satisfaction and finally concluded that " teacher's satisfaction in his job was very important, because effective teaching requires a feeling of satisfaction and positive identification with the school ".¹⁸

Messrs. McLaughlin and Nicholson¹⁹ studied the problem, " Why teachers quit the profession? " and concluded that some of the teachers quit the profession because they are dissatisfied. The following reasons were found out to be the chief sources of dissatisfaction in the teachers.

- i. Clerical work
 - ii. Supervision duties
 - iii. Inadequate salaries
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17. W.S.Monrow ed. Encyclopadia of Educational Research (Revised), (New York: The Macmillan Co., 1956) P.139.
18. Bidwell and Charles, " Administration and Teacher Satisfaction ", Phi Delta Kappan, April 1956: 37, PP.285-288.
19. Mc. Laughlin and B.Nicholson " Why Teachers quit teaching? ", Nations Schools, 53: 60-61 November 1956. (Referred in Review of Educational Research, Vol. XXVIII, No.3, June - 1958)

Prof. Roe²⁰ conducted many studies on Vocational Success in a job and suggests that satisfaction was found to consist of liking for the work, liking the present employment, acceptance of pressures, aspirations and adjustments.

Prof. A.S.Barr²¹ in his studies on "Teacher Success" suggested a number of pre-requisites for the teacher's satisfaction in his profession. His studies revealed that a genuine interest in the work involved was one of the deciding factors for job satisfaction.

Some of the factors influencing choice or rejection of teaching profession were found out by Messrs. Crammar, Ostile and Steward. It was found out in their studies that large number of teachers who entered the profession with a genuine liking for teaching work seemed to be happy and contented irrespective of the problems faced by them in their profession. The studies revealed that "Eighty seven percent of the persons that left the profession, joined the teaching profession in the beginning not because of their liking, but because of the

20. Anne Roe, Psychology of Occupations
(New York: Wiley Co., 1956)

21. A.S.Barr and R.D.Jones, "The Measurement and prediction of teacher efficiency". Review of Educational Research, June 1958: 28, PP.256-261.

pressure given by their parents and relatives ".²²

\ Dr. Jewett found out after many long years of study that teachers were dis-illusioned by conditions which prevented their performance at quality level. Clerical routines, teaching loads, pupil-teacher ratios and community projects were among the chief reasons for this complaint.²³

\ In a study made by Prof. G.O.King, it was concluded that " teachers would be more effective and happier if teaching loads were reduced. "²⁴

\ The Research Division of the National Education Association (U.S.) summerized research studies on teacher load and pointed out that " continued efforts for smaller classes, more time for planning, freedom from unnecessary tensions and relief from clerical duties would contribute to the teacher satisfaction and efficiency. "²⁵

22. American Educational Research Association, Review of Educational Research, June 1958, 28:3, PP. 198-200.
23. E.R.Jewett, " Why the able public school teacher is dissatisfied? ", Educational Research Bulletin, October 1957, 36: 223-24.
24. E.Luther et al. " Employment practices and working conditions, " Review of Educational Research, June 1958, Vol.28, P.227.
25. Ibid

Prof. Moffitt studying the working conditions in schools pointed out that public is responsible for salary, security and promotions; the school administration is responsible for equipment, class size and general working conditions and teaching colleagues for the supply of appreciation and a feeling of belonging.²⁶ He also indicated that teachers want the same things as do other workers: good salary, security, promotion, interesting and stimulating work and loyalty from associates. Teachers' most important desires included (a) More and better equipment (b) few children per class room and (c) better working conditions.

In one study made by Mr. Anderson, it was found out that parents of daughters in upper-middle and lower-middle classes rated the opportunity to teach young people in schools as an advantage whereas parents of sons rated this characteristic as a disadvantage.²⁷ This difference in the parents' ratings provides a clue for the difference in the attitudes of male and female teachers.

26. Frederick J. Moffitt, "What do Teachers Want?" Nations Schools, September 1957, 60: 53-56.

27. William F. Anderson, "The Advantages and Disadvantages of Teaching", Journal of Educational Sociology, November 1965, 29: 119-125

Prof. Lieberman reviewed the research studies on Job Satisfaction and economic status of teachers and concluded that the teachers' economic status when compared to that of other professions was not providing teachers with much satisfaction. He discussed the psychic income derived out of teaching and concluded finally that the notion that "the intangible rewards of teaching make up for low economic status, was not realistic."²⁸ Dr. Sueher found out that sex differences worked as sources of satisfaction and also dissatisfaction.

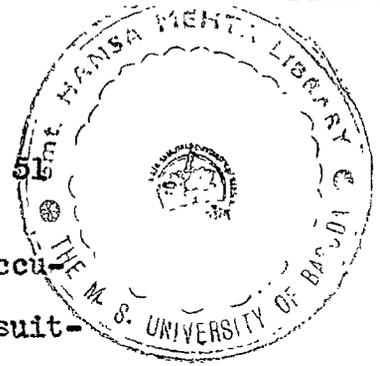
Women more than men were found to be better adjusted in their jobs. For many women, work is an escape from the drudgery of house keeping. It is a source of status in the family and among associates and for greater independence and security.²⁹

In the studies made by Dr. Sueher, male teachers placed 'salary' as the first among the sources of dissatisfaction where as female teachers placed it as fifteenth.³⁰

28. M.Lieberman, Education as a Profession, (Englewood Cliffs, N.J: Printice Hall Inc.) 1963.

29. J.H.Sueher, "A Study of morale in education", Journal of Educational Research 1962, 56: 75-81.
(Referred in Indian Educational Review, N.C.E.R.T., July 1966)

30. Ibid



Prof. Super in his sample of men employed in occupations at different levels found that the lack of suitability of job requirements to the individual's abilities was one of the primary reasons of dissatisfaction.³¹

All the foregoing studies indicate that considerable number of persons in teaching profession are not happy and satisfied and that many of the current practices in the field of education are failing to meet the requirements of teachers. In the process of our Educational Reconstruction, the need for finding out the harmful teacher behaviour and rectifying it so as to improve the teacher effectiveness through ensuring job satisfaction, must be given top priority.

With the background of the research studies made in our country and abroad on the Teacher's working conditions and his job satisfaction, the present study is an endeavour to trace out the exact working conditions under which teachers are functioning in the State of Andhra Pradesh.

As Prof. Ramani Mohan Roy has pointed out, " The most important factor in any scheme of education is the

31. D.E. Super, Psychology of Careers (New York: Harper and Brothers, 1957) PP.362.

teacher, because it is he that can make or mar a scheme."³²
 The teachers would be able to devote to their duty only when their status and dignity are improved and their worries removed as pointed out by Hon. Devakanta Baroah,³³ Minister of Education, Assam, while delivering the presidential address at the 29th All India Federation of Educational Associations Conference at Indore.

SCOPE OF THE STUDY

This study is limited to the teachers working in Secondary Schools in the State of Andhra Pradesh. All kinds of Secondary schools viz. Middle Schools, High Schools, Higher Secondary and Multipurpose Schools have been included in this study. Oriental schools and Secondary and Training Schools also have been included in the study as the teachers employed in these schools also hold similar qualifications as the teachers in other secondary schools.

All twenty districts in the state under the three regions, viz., Circars, Rayalaseema and Telangana have been covered in this investigation.

32. Ramani Mohan Roy, " Some problems of Higher Education " Indian Education (A.F.F.E.A.) February 1965, IV:3, P.42.
33. Dev Kanta Baroah, " Education in India ", Indian Education (A.I.F.E.A.) February 1965, IV: 3, PP.3-12.

THE STATE OF ANDHRA PRADESH

The present State of Andhra Pradesh with an area of 2.75 lakhs of square miles and a total population of nearly 40 millions living in twenty revenue districts was founded on the first of November, 1956 as a result of reorganisation of States according to the languages spoken.

Andhra Pradesh is the biggest State both in population and extent among all the Southern States.

" It occupies a large portion of the eastern part of Deccan plateau. To its west lies Mysore State and Bombay to its north west. The district of Bastar of Madhya Pradesh and the districts of Koraput and Ganjam come to its north. Towards the east is the Bay of Bengal. " ³⁴

Eleven districts of the State were in Madras State and the remaining nine districts were in Nizam State before the formation of this new State. Separate State for Andhra Pradesh came into existence in the beginning with only eleven Telugu speaking districts of the former Madras State and the State was originally inaugurated

34. Govt. of India, Ministry of Education,
" The Report of the All India Educational
 Survey " 1960.

on 1-10-1953 with Sri T.Prakasam as the Chief-Minister and Kurnool as the capital. Three years later, the State expanded with the inclusion of a large portion of the former Nizam State as a result of States re-organisation. This time the State emerged on 1-11-1956 as one land for all ' Telugu ' speaking people with Sri N.Sanjeeva Reddy as the Chief-Minister and Hyderabad as the capital city.

Telugu is the chief language of the people. It is spoken by 86% of the people according to the latest census. Telugu is also understood and spoken by the majority of the rest.

Mother tongue is the medium of instruction in the schools and in all the bilingual areas there is provision for teaching through other languages also.³⁵

As the State is a newly formed one, many problems are being faced by the State Government in the educational development of the people, particularly in the backward regions. The State may be divided into three regions viz.(1) Eastern Circars, (2) Rayalaseema and (3) Telangana. The region called " Telangana" is still backward economically and educationally and now efforts are being made to improve the conditions of people living in this region.

The district wise particulars of area and population are given in Table V.

TABLE V³⁶

DISTRICT WISE AREA AND POPULATION OF THE STATE OF ANDHRA
PRADESH AS IN 1961

S.No.	District	Area in Sq. Miles	Population
1.	Ananthapur	7,388	17,67,464
2.	Chittoor	5,844	19,14,639
3.	Cuddapah	5,935	13,42,015
4.	East Godavari	4,178	26,08,375
5.	Guntur	5,780	30,09,900
6.	Krishna	3,366	20,76,956
7.	Kurnool	9,209	19,08,740
8.	Nellore	7,960	20,33,679
9.	Srikakulam	3,889	23,40,878
10.	Visakhapatnam	5,179	22,90,759
11.	West Godavari	3,010	19,78,257
12.	Adilabad	6,252	10,09,292
13.	Hyderabad	2,997	20,62,995
14.	Karimnagar	4,588	16,21,515
15.	Khammam	6,104	10,57,542
16.	Mahaboobnagar	7,132	15,90,686
17.	Medak	3,675	12,27,361
18.	Nalgonda	5,491	15,74,946
19.	Nizamabad	3,113	10,22,013
20.	Warangal	4,956	15,45,435

36. Govt. of Andhra Pradesh, Bureau of Economics and Statistics, Hyderabad, Statistical Abstract of Andhra Pradesh, 1965, P.2.

ANDHRA PRADESH

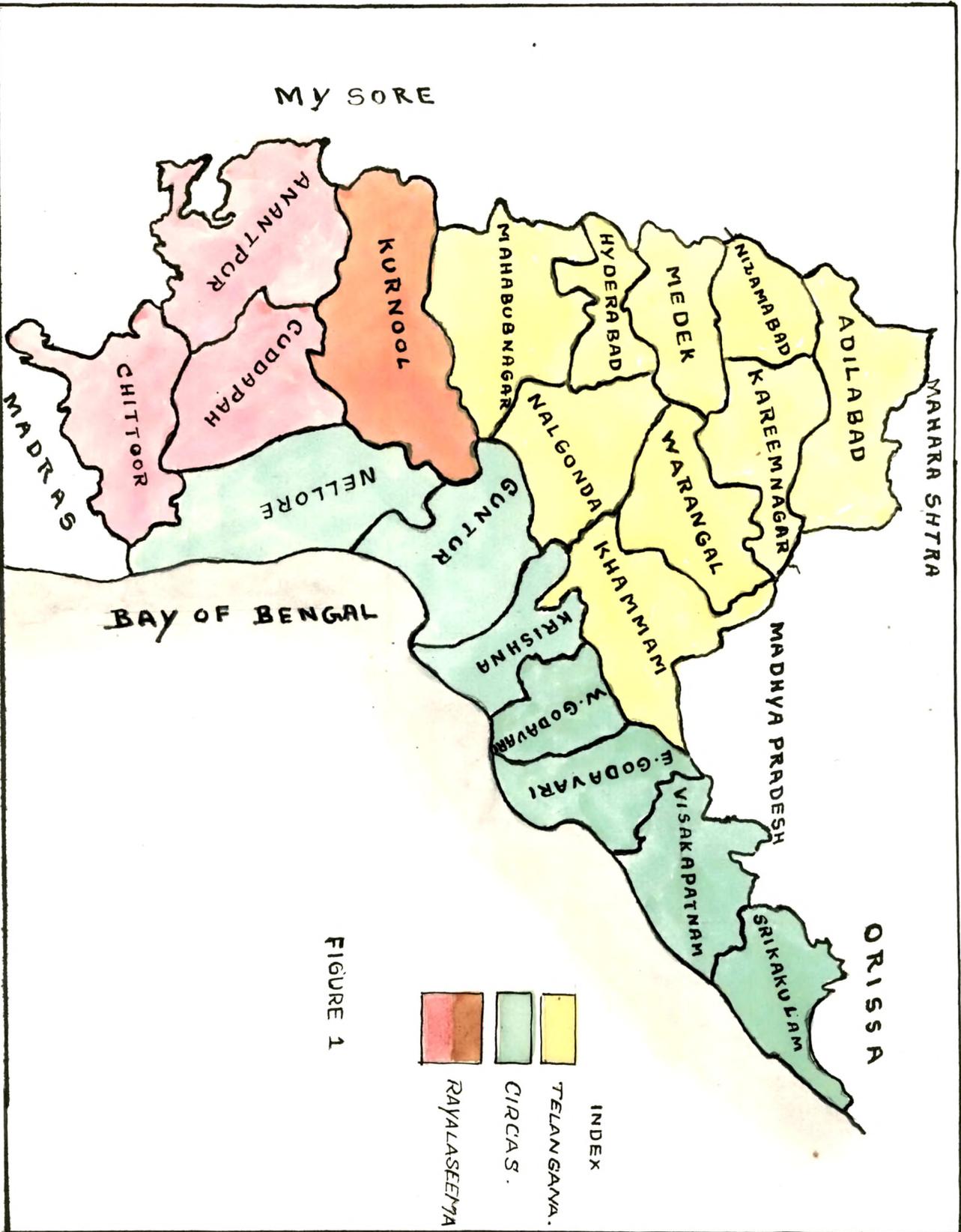


FIGURE 1

SECONDARY EDUCATION AND ITS TEACHERS

Secondary Education is the most important stage in the whole field of education. It connects the primary education at one end and the Higher education at the other and hence holds a significant position.

Secondary education has a vital role to play in any programme of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. Besides, it is the stage which in all countries makes the completion of education for the vast majority.³⁷

In the words of Secondary Education Commission, secondary stage plays a significant role as it trains persons who will be able to assume the responsibility of leadership in their groups of community or locality.³⁸ Leadership is generally taken as political leadership. But in its real sense it stands for general leadership meant for the welfare of humanity. So it calls for a high standard of education, a deeper and unbiased understanding of social issues and greater technical efficiency marked with character and conduct.

 37. Humayun Kabir, Education in New India (London: George Allen & Unwin, 1956) P.39.

38. Govt. of India, Ministry of Education, Report of Secondary Education Commission, 1952-53, September 1954. P.30.

The Secondary School must make itself responsible for equipping its students adequately with civic as well as vocational efficiency and the quality of character that go with it - so that they may be able to play their part worthily and competently in the improvement of national life.³⁹

The State Government of Andhra Pradesh defined Secondary Schools as " the schools whose main object is to afford higher general education. "⁴⁰ They may be divided into (i) Middle Schools, (ii) High Schools or Post Basic Schools and (iii) Higher Secondary and Multipurpose Schools.

The following types of secondary schools are functioning at present in the State.

1. Middle Schools having classes VI to VIII and covering the age group of 11 to 14 years. These schools are now called as " upper primary schools " consequent on the introduction of Integrated syllabus with VII class as the top class.

ii. High Schools with classes VI to XI and covering the age group 11 to 17 years.

iii. Higher Secondary and Multipurpose Schools offering instruction for classes VI to XII and covering the age group 11 to 18 years.

39. Ibid. PP.30-31

40. Govt. of Andhra Pradesh, Education Department, Integrated Andhra Pradesh Educational Rules, 1961. P.5

Secondary education deals with the crucial period in an individual's life which is 11 to 18 years of age. This period which is called as 'adolescent period' is very valuable in one's life as the future life of the individual takes roots during this period.

As defined by Montaigne, Education is the development and exercise of the faculties and this occurs predominantly during secondary education period. Dr. A.L. Mudaliar has rightly pointed out that, "the secondary stage of education forms the background for a democratic set up in a country as it is here that the immature youth is gradually to be trained to value the rights of citizenship and to realise the duties and obligations thereof."⁴¹

The objectives of such an education system should be the following as suggested by Dr. K.M. Munshi.⁴²

- i. To develop and maintain mental and physical vigour in the student.
- ii. To teach the individual how to command the respect and affection of all with whom he comes into contact.
- iii. To equip him adequately, so that he can win freedom from want through an honourable vocation and work for a better social order.

41. Govt. of India, Ministry of Information and Broadcasting, The Future of Education in India, 1956, P.32.

42. Ibid. P.25.

The conditions prevailing in most of our secondary schools are far from conducive to the fulfilment of the above said objectives. Most of the institutions dealing with secondary education are over-crowded, ill-equipped and poorly financed. The teachers are also ill-equipped in many cases and are incompetent for qualitative improvement. The present study is aimed at throwing light on such unhealthy and unacademic conditions prevailing in our secondary schools and finally helping them to become centres of academic dignity and human welfare. But the fulfilment of this objective depends on the vigour and vitality of our secondary school teachers.

PROCEDURE ADOPTED FOR THE STUDY

The method of Questionnaire study supplemented with Interviews was employed to secure necessary data for this research study. One thousand teachers working under different professional capacities in different types of secondary schools, viz., Middle Schools and Upper Primary Schools, High Schools, Higher Secondary and Multipurpose Schools situated in different districts all over the State of Andhra Pradesh were taken up for study. The sample included teachers holding different professional positions, viz., Post-graduate teachers, Graduate teachers, Secondary grade teachers, Language teachers and Specialist teachers.

Untrained teachers working in the schools were also included in the sample. Efforts were made to draw the sample from different managements operating in the State. Schools functioning both in urban and rural areas were included in the study. The sample was chosen carefully so as to make it quite a representative cross section of the teaching community working in the State.

In the beginning large number of causes of dissatisfaction in the teaching profession were collected through personal contact with teachers working under different professional conditions. As the working conditions differ from one place to the other and from the management to the other, the investigator could collect sixty four probable causes of dissatisfaction operating in different conditions. They relate to both personal and professional factors and pertain to the following areas.

- i. Economic conditions
- ii. Administration of schools
- iii. Discipline in schools
- iv. Social status of teachers
- v. Facilities for effective class-room work
- vi. Security and professional growth

All the problems relating to the above six areas were finally reduced to twenty four causes of dissatisfaction on the basis of opinions collected from large number of experienced teachers.

The reduction in the number of causes helped to make the questionnaire a compact one. It is made as short as possible, but long enough to secure the necessary data. The caution given by Prof. John W. Best that , " long questionnaires frequently find their way into the waste basket"⁴³ was held in mind in finalising the questionnaire form. Clear and complete directions were issued to the teachers responding to the questionnaire and questions were worded as simply and clearly as possible so as to secure accurate and unambiguous answers. Provision was also made to find out the causes of dissatisfaction other than those given in the form.

When the responses secured to the questionnaire were tabulated and analysed, it was found out that 63 percent of the teachers were not having job satisfaction and the remaining 37 percent only were having job satisfaction.

Research literature reveals that a majority of workers, about two thirds are in general satisfied with their jobs.⁴⁴ But the position is found to be reverse in the teaching profession as nearly two thirds are dissatisfied.

43. John W. Best, Research in Education, (New Delhi: Prentice-Hall of India Ltd., 1963) P.151.

44. Edwin E. Ghiselli and Brown, Personal and Industrial Psychology (New York: Mc Graw-Hill Book Co., Inc. 1955), P.430.

It indicates that there is something radically wrong in the teaching profession at the moment.

Prof. Super states, " Job satisfaction has many points of reference and few workers indeed are satisfied with all aspects of their jobs."⁴⁵ It has also been stated that " the over all measurement of job satisfaction may obscure differences in degrees of satisfaction in specific areas."⁴⁶

Because of the above observations made by an expert in the field of Vocational Guidance the investigator doubted whether all the 37 percent of the sample were satisfied in all aspects of the profession. This doubt was strengthened when it was found out during analysis of replies, that some of the teachers who expressed dissatisfaction in the profession when contacted personally, responded to the questionnaire in a different manner.

It was therefore felt that some of the teachers that responded to the questionnaire were not frank in their answers because of the following reasons:

45. ~~D~~ D. E. Super, " Occupational level and job satisfaction. " Journal of Applied Psychology, 1939, 23:547-564.

46. Ibid.

i. Some of the teachers who were more sensitive might be apprehensive of their managements and superior officers. They did not like that their bosses should come to know of their dissatisfaction in the profession.

ii. Some of the teachers who were easy-going in nature did not like to give out reasons for their dissatisfaction.

Prof. Deobold B. Van Dalen cautions that the questionnaire is not an " all purpose " tool for cutting through to the truth and hence suggests that it must be handled adroitly to obtain reliable data.⁴⁷

In order to get to the truth regarding job satisfaction in respect of the above mentioned 37 percent of the respondents, an opinionnaire was prepared with eighteen statements which served as a " Check - questionnaire ".

The opinionnaire was sent to all the teachers who answered that they enjoyed job satisfaction in response to the earlier questionnaire. Analysis of the responses received for the opinionnaire revealed that no one teacher is having job satisfaction on all aspects of the professional life. Although Prof. Super observes that only a

47. Deobold B. Van Dalen, Understanding Educational Research (New York: Mc Graw Hill Book Co., 1962) P.254.

few workers are satisfied with all aspects of their jobs, it is none in the teaching profession at the moment, as evidenced from the findings of this study. The dissatisfaction in teaching profession at the secondary school level appears to be so wide spread. But the intensity as measured by the number of areas in which dissatisfaction is felt differs in accordance with different variables that operate in the case of individual teachers.

For the convenience of further investigation, teachers found to be dissatisfied only on a few items are taken as Satisfied teachers and the rest as Dissatisfied teachers. It has been found out in the analysis of the two questionnaires that 37 percent of the teachers are satisfied on large number of aspects of the profession and dissatisfied only on a few aspects.

It is evident that a dissatisfied teacher cannot do justice to his job. There might be a few exceptions of very conscientious teachers but their number is too small as in the case of any other exceptional instance. To find out the impact of job satisfaction on the educational development of pupils, ' Five Point Rating Scale ' with ten aspects of educational development was used. Rating sheets at the rate of one for each teacher under all the categories taken for this experimental study were

sent to the heads of institutions and correspondents and their ratings were obtained. Necessary statistical treatment was given to their ratings to find out the difference of educational development in the pupils coming under the influence of satisfied and dissatisfied teachers. The study has yielded solid results to establish the difference in pupil's development under the influence of the teachers with job satisfaction and the teachers without job satisfaction. Finally the study helped to prove the hypothesis that job satisfaction in the teachers and pupils' development are positively correlated.

This investigation helped to explore several problems faced by different sections of the teaching profession. Analysis of the results obtained for questionnaires and interviews enabled the investigator to offer many tangible suggestions at the end to make the teaching profession happy, contented and effective.

LIMITATIONS OF THE STUDY

Selection of Sample

The State of Andhra Pradesh is the biggest of all States in South India. Only a few States in North India are as large as Andhra Pradesh. There are about 4,000 secondary schools and 56,000 teachers working in those schools and it would be impossible to collect information

from all those schools. So a cross section has been selected for this study. But all precautions were taken to make the sample quite a representative one.

Questionnaires and Interviews

The investigator is well aware of the fact that the questionnaires and interviews have got their own limitations. Questionnaires have certain weaknesses and these can be overcome to a large extent by careful structuring and administration. In all research studies using questionnaire technique, one common difficulty faced is that the respondents do not evince any interest in the problem under study and consequently answers are not received from large number of the persons wanted. But in the present study, establishment of rapport was not found to be difficult both for the questionnaires and the interviews as the problem related to the respondents themselves. Most of the respondents that were contacted were found to evince keen interest in the problem under study as they believed that the study would throw a new light on the actual working conditions of more than half a lakh teachers working in different secondary schools of the State.

The investigator took adequate care in framing the questions in order to avoid vague and uncertain answers.

The little scope for giving evasive answers was eliminated by issuing the opinionnaire. The suggestion offered by Prof. Van Dalen that " questionnaires have been subjected to severe criticism, but many common weaknesses in them can be avoided if they are carefully structured and effectively administered to qualified respondents",⁴⁸ was literally followed by the experimenter.

Care was taken in establishing rapport, framing of questions, designing directions and eliciting honest replies. Similarly every precaution was taken to make the interviews quite reliable. It is but natural that some people like to communicate information verbally than in writing and so they feel happy to furnish data more readily and fully when approached personally in an appointed interview. Both structured and unstructured interview techniques were used depending on the nature of the person interviewed.

Structural technique was used for interviewing teachers whereas unstructured technique was used for interviewing School Managers, Correspondents and Inspecting officers.

48. Ibid. P.257.

Educational Development of pupils

The last aspect of the investigation is related to the impact of job satisfaction on the education of the pupils. Every one agrees that the marks scored by the pupils in examinations is not the true index of educational development. Although academic achievement as found out through the examinations is one among many of the aspects of educational development of the pupil, it alone cannot stand for the development. The present system of examinations which is the only means for us, for a very long time to find out the progress of pupils has been much criticised now-a-days because of its non-objectivity.

Therefore several other aspects of educational development were also taken into consideration and included in the ' Rating Sheets ' to judge the educational progress of the pupils. The following ten aspects of development are taken up for studying the impact of job satisfaction.

- i. Academic achievement
- ii. Class room work
- iii. Home assignments
- iv. Co-curricular activities
- v. Discipline
- vi. Politeness
- vii. Cleanliness and neatness
- viii. Social relationships
- ix. Emotional balance
- x. Citizenship qualities

SUMMARY

The research studies made in our country and abroad on the topic of ' Job Satisfaction ' are discussed in this chapter. Many of the studies available in our country were originally produced as thesis reports for securing academic degrees. Large number of these studies remained unpublished and hence very little access is available to those studies.

Study of ' Teachers ' Load of Work ' by the Education Department of Allahabad University, Study of ' Causes of dissatisfaction among teachers ' undertaken by the Bilaspur Training College and research project on the quality of teachers undertaken by Dr. S.B.Adaval are some among other studies. The studies made by S.M.Mahajan and S.S. Sandhu are limited to certain places only. Others who made important studies on the topic are B.B.Chatterjee, Dayal, Bhagvan, M.B.Buch, B.Kuppuswamy and T.K.N.Menon.

Large amount of work was turned out in America and England. Bidwell and Charles, Laughlin and Nicholson, A.S. Barr, Anne Roe, E.R.Jewett, G.O.King, F.J.Moffitt, M. Lieberman, D.E.Super are some who made important studies on the teachers' Job Satisfaction and his success.

This study is limited to the secondary school teachers working in the State of Andhra Pradesh. The State being a newly formed one, is facing many a diversity because of the inclusion of " Telugu " speaking areas from other States. The study is hoped to forge unity into diversity by focussing the working conditions of different groups in the State and finally preparing ground for uniform conditions of work, so as to result in maximum job satisfaction to the largest number of teachers.

Secondary education plays a crucial role in the whole field of education. So any reform or reconstruction at the level of secondary education would pay in hundred fold.

Questionnaire and Interview techniques were followed in this investigation and all efforts were made to overcome their limitations.

As the educational development of pupils cannot be judged by academic achievement only, several other aspects of development were also taken into account in finding out the impact of teachers' job satisfaction on the education of the pupils.