# An Analyzed and Empirical Study on NON JOB SATISFACTION OF TEACHERS OF ANDHRA PRADESH And SOLUTIONS TO PROTECT GOVERNMENT SCHOOLS

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## ABSTRACT

Teachers are the pillars of our nation. Teachers play an important part in developing the knowledge and skills of youth. This study aims at investigating the job satisfaction among school teachers. Two Fifty respondents from the government school participated for the purpose of this study. Data collected was analyzed with descriptive statics using SPSS version 16. On comparing the job satisfaction levels, Student achievements and infrastructural facilities in government school it was found that there is less job satisfaction due to heavy non related teaching work irrespective of gender.

Education in India is provided by public schools (controlled and funded by three levels: central, state and local) and private schools. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The approximate ratio of public schools to private schools in India is 7:5. At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group.[7] Certain post-secondary technical schools are also private. The private education market in India had a revenue of US$450 million in 2008, but is projected to be a US$40 billion market.

This paper implies the report of survey conducted about functioning of schooling in root level and academic standard levels of students, job satisfaction of teachers and infrastructural facilities in schools, as well as effect of Private schools for low enrolment and low strength in government schools, it is observed more number of dissatisfactory responses from teachers and they urge their opinion to change current system.

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**Key Words: Job satisfaction, Government School Teachers, Private Schools etc**

## INTRODUCTION

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach.Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfactionfrom their work.Job satisfaction is the combination of emotional and psychological experience at any work. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. School teachers are important in building the nationand budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well being.Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession.

Teaching is Noblest profession among all the profession. Teacher plays a vital role in shaping the children mind and soul in a proper way. There are many kinds of meanings for teachers on basing their capability.

**According to Osho there are Five Categories of Teachers**

1.In India we have five categories of teachers.

A). The first category is called the "**Arihanta":** He's a teacher and also a master. Being a master means that he has realized what he says.

B). The second category is called the **"Siddha".** The Siddha is only a master. He has realized but he's incapable of communicating it.

C).The third category is called an "**Acharya** "– who is only a teacher but not a master. He knows exactly what he's teaching, but not on his own authority.

D). The fourth category is called "**Upadhyay "–** one who is not even certain of what he says.

E).The fifth is called a **Sadhu**. A "Sadhu" is one who has not achieved but is trying sincerely to achieve. He may be just one foot ahead of you, but he can teach that much. He cannot claim the achievement; he cannot say with certainty that this is so.

## Gradation of teachers based on teaching levels:

1. The teacher who gives you information only is .....Adhyapak

2. The one who imparts knowledge by combining information is....Upadhyaya

3. Skills are imparted by ....."Acharyas" (remember.. Dronacharya.)

4. The teacher who is able to give an insight into the subject is ....."pundit"

5. The master who has a futuristic view on the subject and teaches you to think in that manner is ....."dhrishta"

6. The superior master who is able to impart wisdom in you is the ....."GURU'.

I think only Sanskrit language has got this distinct vocabulary to distinguish such fine differences in the teaching levels.

Basing on above description about teachers, what kind of teachers it may be, they committed to noblest profession. But now a days there many hurdles we observed in schools there should be non job satisfaction is existed.

**While we conduct a survey about functioning of schooling in root level and academic standard levels of students, job satisfaction of teachers and infrastructural facilities in schools, as well as effect of Private schools for low enrolment and low strength in government schools, we received more number of dissatisfactory responses from teachers and they urge their opinion to change current system.**

**The following observation are given below:**

There are many initiatives by the Department of School Education. There will be no time left for the teachers to implement them.

Head Master of any School will have the following works:

1. Head Master of a School has to maintain more than 30 registers manually and buying the ruled books at his own cost. They have to make their own formats and keep it ready for inspection, as the formatted books are not available.

2. Head Masters have to submit many reports everyday, week and monthly. Most of the times the same reports are asked again and again and preparing them manually. DSE will not provide the stationery or funds for buying stationery. They may release the funds at a later date. The funds are not sufficient to meet the electricity charges.

3. As many initiatives will come on regular basis, Head Master has to attend many meetings at Mandal Level. There will be minimum of 3 to 4 such meetings per month.

4. Head Master has to post the useless marks obtained in 4 Formative Assessment and 2 or 3 Summative Assessment marks to the state level Web Portal by running around net centers. In most of the cases it is the responsibility of Head Masters.

5. Head Masters has to attend to the meetings called by Village Sarpanch and Anganwadi Officers and also prepare student village registers

6. Head Master is also responsible to contact parents for absent students and in conducting PTA meetings

7. Head Master Is responsible for MID DAY MEAL scheme for keeping stock, maintaining stock registers, getting the meals cooked and served to the students and inform the MEO about how many meals were served and how much Rice and other provisions were used and stock left.

Most of the cases the other teachers will not give helping hand to the Head Master.

The above work will take half day in a school, in addition to taking the class for 5th class, as there will not be surplus teachers. If there are 5 teachers including Head Master in a Typical Primary school, there will be 125 casual leaves in a year. That means more than 50 per cent of working days there will be one or two teachers on leave. In addition to this Teachers are eligible for health leave. It is noticed many teachers use this this for other purpose under pretext of health grounds.

If you read and imagine what type of responsibilities were entrusted to Head Master in addition to take classes from 8.40 am to 3.40 pm. SSA will provide Library books but they were hardly given them to students to take home and read.

What type of Management and Education takes place in most of the Government Schools. At least 20 to 25 per cent of the schools will have 1 to 4 teachers due to low strength. If leaves are accounted for imagine the teachers availability in School for teaching. Most of the days 2 to 4 classes are clubbed together.

Government should consider these above issues and find methods to alleviate these problems in school management for giving time for better teaching, learning and monitoring.

MHRD is proposing to conduct training program to 42 Lakh School Teachers in 19,000 Teacher Educational Institutes all over the Country. There are many reports about the uselessness of these TEIs and Dr Kasthuri Rangan severally criticised them as unethical places of learning.

They requested MHRD to reconsider this decision and get the teachers trained in School Complex Meetings every Saturday, by declaring holiday for the school on that day.

Even school is running no teaching and learning takes place as one or two teachers will be in the school for managing 5 classes and some are in SCMs. There are good teachers in Schools, who can be better resource persons to teach the teachers.

It is observed and opinion of the many teachers School complex meetings are waste as no effective learning takes in such meetings. Though there is specific agenda, but it is never followed as there is no proper supervision and guidance.

**The proposal we submit will be as follows**:

Govt schools are closed on Second Saturday and there will be 3 or 4 Saturdays left out for a month. School Complex Meetings planed on 1st, 2nd and 3rd Saturday of every month from July to March every Academic year. There will be certain holidays on Saturdays. Out of 27 days in 9 months, School Complex Meetings can be conducted in

20 Saturdays or less based on available days. The requirement of 20 mandatory IN SERVICE can be imparted to improve the teaching methodologies and make them Effective Teachers and monitoring and guiding them for better learning takes place in Schools.

Most of the private schools work only 5 days a week. By closing the schools on Saturday, it will not have much impact on completing the syllabus. If teachers are trained better, the student learning process will be better.there will be enormous saving on mid day meals and can be used to fund good readable books to teachers to improve their skills.

**Some of Head Masters gave suggestions are the following**:

1. Train the Head Master as a leader in school management and in computer operation to maintain registers and transfer the data through E Mail, so that multiple sending of data is eliminated. Head Masters are mainly Senior Teacher of a School. That practice should be avoided and willing, hard working and technology savvy person give the role of Head Master. They should be paid additional allowance. MHRD May consider providing assistance in doing majority of routine works under the guidance of Head Master.

2. MHRD proposes to conduct training Program under NISHTHA for 42 lakhs teachers in the so called defunct Teacher Educational Institutions as per the the news item below.

This is a waste of money and no purpose will be served. MHRD has SCHOOL COMPLEX SYSTEM ( SCM ) in its place. But hardly any such meetings are conducted, as the funds are not released which were provided for some years. Even if they are given after lapse of many months.

The conducting of SCM is only an eye wash no useful purpose is served as some teachers are in school and some teachers are in SCM. Either teacher improvement nor student learning takes place on that day.we don't know any impact study was made on the usefulness of SCMs, but majority of the teachers feel it is a waste of time. Instead of conducting the meeting for 6 hours, only few hours are spent in SCM discussing other personnel issues, not the issues required to be discussed.

## Solution to Protect Government Schools

The complete elimination of private schools in the country is the only solution to quality education. Then the children of the chief ministers, grandchildren, grandchildren, children of the rich, the children of the rich and the poor must read all in the government school. The school system, facilities and quality of education will all be improved. By adding six to ten schools to the zone, the rest of the small villages will be provided with transport facilities to reduce the number of schools, improve facilities and improve educational standards.

The government should provide quality education to all, as stipulated in the Constitution of India. Poverty in any country is well developed and the foundation for this is school education, college education and university education. But in our country, government elders,

politicians and contractors are not able to pay enough attention to the quality of work for children. Civil engineering projects and real estate transactions provide the necessary funds for elections. Investing in government schools is not worth the money! That is why spending time on education for politicians seems like a sheer scandal. However, it is not impossible for us to provide quality education to all if there is political will. Let's see how. In a district where I worked as a collector, I would analyze how private and public education is. There is one teacher for every 38 students in a private school in the district, while every 17 students in a government school in the district has one teacher. While private ownership costs an average of Rs 6,200 per student per year (how much private ownership is raised from parents), 86 per cent of students can afford to grade 'A' in quality. 67% of students fail to pass 'Sea' grade. While private ownership pays from Rs. 5,000 to Rs. 20,000 per month (depending on the subject), the government pays Rs. And where is the error? Not to mention that it is in government administration.

If the situation in the same district (backward district) is analyzed, there are 4500 students studying in private schools in the four major villages and 1400 of the government schools in 36 villages in the same zone. In that zone, poor and middle-class parents borrowed from Rs. 15,000 to Rs. Up to 30,000 fees are paid. The rest of the middle class families and a large number of farmers are putting their families in big cities, and the children are studying in private convent schools. Parents in a village told me that it was a namoshi to read in government schools. How to send our children to the government school in Dilwal if the children of a neighbor's house is made of a tip-top and put on a van and tie to a private school in the center of the zone. Recently, WhatsApp has been widely publicized on WhatsApp. The private school building is gorgeous, but the private teacher lives in a shelter. When it comes to the same government school, the public school building is in a worse state. But the government teacher's house is gorgeous in the district headquarters.

That is a pretty good example of understanding the situation. Another incident - I should mention here the scenery I saw in the villages when I went to China 16 years ago. Teachers are housed in state-of-the-art, government-built buildings in the village's modern building. Due to the investment and diligence of its government in the 1950s, China is today one of the leading countries in the world. “Why do you not send your children to government schools? There are no basic amenities such as toilets, clean drinking water and classroom furniture; He said the quality of teaching will not be good. They also point out the lack of LKG and USG. Krishna Reddy and,

Srinivas Rao another (for example) is a name for a private school owner. Sarkar school owner in your village say who is the government.

What is the problem here? In the same way, Krishna Reddy and Srinivas Rao are concerned about the quality of education and the measures taken in relation to the facilities of the school. Teachers there are accountable to school owners. The big question is who is responsible for the teachers of government schools. Some people say they should hold the government accountable, but two questions arise here. One is a peculiar system that the government does not see as far as education is concerned. Two, are teachers afraid of government? Or, are governments afraid of teachers? Said. As a solution to this, parents are authorized to question teachers if they can get parents together and form those committees and share them with the school administration and each mother / father can pay the student Rs. The ability to review quality of education comes naturally. Without public participation no matter how much money the government spends, the government will not be good. The quality and speed of work can be increased if the government can spend it on every single rupee parenting committee. In the olden days when there were no private schools, the quality of the public schools and the will of the teachers in rural areas were high. Then there are the cousins of the village, the government teachers who live there, and the government employees who read their children in public schools. They diligently monitor the quality of school events. Teachers were accountable. Now no government employee (including the gram panchayat secretary) lives in the village (except for the Anganwadi teacher). Many villages do not even have public representatives. Large farmers and public representatives are raising their families in towns. Only poor families study their children in government schools. They do not have the ability to question teachers or have the knowledge of studying with respect to their children.

America's and Europe's countries have a school district code. This means that all children in the habitat must read in the government schools. Residential schools are few and far between. If we have a good school near our home, there will be no need to send children to remote Gurukul schools (private corporate, government .. whatever)! Affordable schools are not the solution to quality education. Children attending school in Gurukul are deprived of their childhood rights and happy times that parents spend with them. There is an urgent need to introduce English medium (except 10th standard Telugu medium) to all classes in all states across the country.

## Conclusion:

Considering the issues discussed here, our social conditions, the political system and the caste system, the only way to get rid of private schools in the country is to provide quality education.Then the children of the chief ministers, grandchildren / grandchildren, children of the ministers, children of the rich, children of the rich and children of the poor should be read only in the government school. The school system, facilities and quality of education will all be improved. Setting up of six to ten schools per zonal transport network to other villages can reduce the number of schools and improve the quality of education through better reviews. Students of all castes come to the same school to create friendship and friendship among the students. The caste system is also vulnerable. We have plenty of human resources, technology and financial resources to provide quality education, especially in our state. Governments are committed to providing quality education as a fundamental right for all classes of students! If the government is willing to do so, the state and the country can do without poverty. You can build a secular society, a golden Telangana and a golden India.

**References ( Evidences):**

1 Dr Kasturirangan committee said about the present teacher education institutions, "Corrupt and substandard 'institutions ' cannot and must not be allowed to run. They must be shut down. " And also recommended for, "Substandard and dysfunctional TEIs that do not meet basic educational criteria will be closed." But ironically the MHRD is going to launch 'NISHTHA' to train 42 lakh teachers in the same corrupt and substandard institutions. Isn't it a mockery?

2. HRD Ministry to launch world's biggest teacher training programme to train over 42 lakh teachers - Education Today News - https://www.indiatoday.in/education-today/news/story/hrd-ministry-to-launch-world-s-biggest-teacher-training-programme-to-train-over-42-lakh-teachers-1581961-2019-08-18

**Acknowledgement**

Special Thanks to Madhu garu, Dr.Bantumilli Srinivasand and Akunuru Murali IAS garu for contributing their views about this article.