

4

Job Satisfaction among the Primary Teachers: a Case Study of Senapati District, Manipur

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Abstract

Teachers are regarded as one of the most important group of professionals for nation building. As the teachers are directly involved in the academic progress of the children and educational system, their job satisfaction is prerequisite to imparting quality education. Job satisfaction of the teachers is also directly linked with their competence and effectiveness. If educational policies are formed taking researches into consideration, there can be more realistic resulting improved in proficiency of teachers. This can also contribute towards the successful outcome of education programmes being undertaken in the country. The study is an attempt to assess the job satisfaction of primary teachers in Senapati District of Manipur.

It is a gigantic task to estimate the influence of teachers on the children. The role of a teacher in moulding the character of the children is very crucial for their overall growth and development. In Indian context, teachers are assigned with many splendoured roles, she/he is a guide, purveyor of philosophy and knowledge, one who imparts values of 'oughtness'. Teachers who have academic excellence and apt training are selected to impart education. If

educational policies are framed after thorough research, these can radically boost the teachers' morale and improve their proficiency. This can also contribute towards the successful outcome of education programmes being undertaken in the country. As job satisfaction plays a major role in imparting excellent education to the children as it acts a motivating factor.

There are various factors that determine job satisfaction – individual factors such as level of education, age,

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family and social life; nature of job and job environment factors which include occupational level, job content, and situational factors like working conditions, supervision, equitable rewards, opportunity for promotion and working group relations. The effects of job satisfaction are on individual's physical and mental health, productivity, absenteeism and turnover. Smith, Kendall and Hulin have identified five dimensions of job satisfaction. These are (a) Work itself, (b) Pay, (c) Promotional opportunity, (d) Supervision, and (e) Co-workers.

Teachers spend better part of their life and work, influencing the children who come in contact with them year after year. Therefore, it is essential that teachers are sufficiently satisfied with their work. It is also necessary to keep the teachers away from stress that affects their teaching.

Quality teaching staff is the cornerstone of a successful educational system. Daily interaction between teachers and students is the centre of the educational process, which also attracts and retains high quality teachers. Satisfaction with teaching as a career is essential since it is associated with teacher's effectiveness which ultimately effects student achievement. A teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Teachers in high achieving schools reported greater levels of job satisfaction than those in low achieving schools. Teachers' job satisfaction is a

multifaceted construct that is critical to their retention, commitment and school effectiveness.

Objective of the Study

The objective of the study is to assess the job satisfaction of primary teachers in relation to their job/working conditions in the Senapati district, Manipur.

Research Methodology

For the study, random sample method was used. Ninety primary school teachers were randomly selected as a sample ensuring that they represent the total strength of the teachers in the schools in Senapati district. Of the total respondents, 16 were in the age group between 20-30 years, 36 between 30-40 years, 30 between 40-50 years and 8 were more than 50 years. Further, there were 49 female teachers and 41 male teachers. For collecting primary data, interview schedule was prepared to find out the job satisfaction of the primary teachers. The primary data so collected was analysed using cross tabulation with the help of the statistical package SPSS using relevant statistical techniques like Chi-square test, Karl Pearson's correlation. The data analysed has been presented in the tabular form for easy comprehension.

Satisfaction of the teachers regarding their job/working conditions was examined by posing statements such as

1. You like teaching as a profession.
2. The working hours of the school suits you.

3. You are satisfied with the emoluments which you receive in lieu of your services.
4. You enjoy your work more than leisure.
5. You have the freedom to prepare your work plan in the job.
6. You get time for recreation with your family and friends after school hours.

Analysis and result

Table 1
You like teaching as a profession

| Attributes/ Responses | Ranks | Strongly Agree | Agree | Un- decided | Dis- Agree | Strongly Disagree | p |
|---------------------------|----------------------------|-------------------|--------------|----------------|---------------|----------------------|------|
| Age (in years) | 20-30 | 6 (37.5) | 10 (62.5) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0.86 |
| | 31-40 | 17 (47.2) | 18 (50.0) | 1 (2.8) | 0 (00.0) | 0 (00.0) | |
| | 41-50 | 12 (40.0) | 16 (53.3) | 2 (6.7) | 0 (00.0) | 0 (00.0) | |
| | >50 | 4 (50.0) | 4 (50.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| Gender | Male | 21 (42.9) | 27 (55.1) | 1 (2.0) | 0 (00.0) | 0 (00.0) | 0.74 |
| | Female | 18 (43.9) | 21 (51.2) | 2 (4.9) | 0 (00.0) | 0 (00.0) | |
| Academic Qualification | Matric/ETT | 15 (36.6) | 26 (63.4) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0.43 |
| | Graduate | 20 (47.6) | 19 (45.2) | 3 (7.1) | 0 (00.0) | 0 (00.0) | |
| | Graduate with Education | 2 (66.7) | 1 (33.3) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| | Post Graduation | 2 (50.0) | 2 (50.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 1(a)
Pearson's correlation between the variables

| | | Value | Asymp. Std. Error | Approx. T | Approx. Sig. |
|----------------------|-------------|-----------|----------------------|-----------|-----------------|
| Interval by Interval | Pearson's R | 0.000 | 0.099 | 0.000 | 1.000 |
| | | (-) 0.016 | 0.106 | (-) 0.151 | 0.880 |
| | | 0.081 | 0.098 | 0.760 | 0.449 |
| | | | | | |

The data in Table 1 shows that highly significant majority of the respondents (above 90 per cent) were in agreement with the statement that they liked teaching as a profession. Further all the respondents (100 per cent) in the age group of 20-30 years, more than 50 years, matric/ETT, graduate with education and post graduation had affirmed the query that they liked the teaching as a profession. Statistically, no significant association

was found between the variables and the query.

The Pearson's coefficient of correlation has been presented in Table 1(a) which revealed a positive relationship between the variables and the responses of the teachers. The age variable had elicited perfect positive relationship whereas the gender variable had established high relationship. However, the variables academic qualification demonstrated low relationship.

Table 2
The working hours of the school suits you

| <i>Attributes/ Responses</i> | <i>Ranks</i> | <i>Strongly Agree</i> | <i>Agree</i> | <i>Un-decided</i> | <i>Dis-Agree</i> | <i>Strongly Disagree</i> | <i>p</i> |
|------------------------------|-------------------------|-----------------------|--------------|-------------------|------------------|--------------------------|----------|
| Age (in years) | 20-30 | 3 (18.8) | 13 (81.3) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0.86 |
| | 31-40 | 7 (19.4) | 29 (80.6) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| | 41-50 | 4 (13.3) | 25 (83.3) | 1 (3.3) | 0 (00.0) | 0 (00.0) | |
| | >50 | 1 (12.5) | 7 (87.5) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| Gender | Male | 9 (18.4) | 40 (81.6) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0.50 |
| | Female | 6 (14.6) | 34 (82.9) | 1 (2.4) | 0 (00.0) | 0 (00.0) | |
| Academic Qualification | Matric/ETT | 5 (12.1) | 36 (87.8) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0.68 |
| | Graduate | 9 (21.4) | 32 (76.2) | 1 (2.4) | 0 (00.0) | 0 (00.0) | |
| | Graduate with Education | 1 (33.3) | 2 (66.7) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| | Post Graduation | 0 (00.0) | 4 (100.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 2(a)
Pearson's correlation between the variables

| | | <i>Value</i> | <i>Asymp. Std. Error</i> | <i>Approx. T</i> | <i>Approx. Sig.</i> |
|----------------------|-------------|--------------|--------------------------|------------------|---------------------|
| Interval by Interval | Pearson's R | (-)0.087 | 0.099 | (-)0.819 | 0.415 |
| | | 0.078 | 0.104 | (-)0.738 | 0.462 |
| | | 0.025 | 0.084 | 0.238 | 0.812 |

On the query to the teachers that their working hour in the school suits them, the data in Table 2 shows that highly significant majority of the respondents (above 90 per cent) regardless of any variable were in agreement. Interestingly, there were more of agreed responses. Further, all the respondents (100 per cent) in all the categories of age except the respondents in the age group of 41-50 years, male respondents and matric/ETT, graduates in education and post graduates supported the viewpoint. The finding was dully supported by the observation of the

researcher. Interestingly, there were not any negative response which indicated that the working hours of the school suited the teachers. Statistically, no significant association could be seen with the variables and the viewpoint.

The data presented in Table 2(a) relates to the Pearson's coefficient of correlation between the variables showing a positive relationship with the responses of the teachers. The age and gender variables established low relationship while the academic qualification variable established high relationship to the responses.

Table 3
You are satisfied with the emoluments which you receive in lieu of your services

| <i>Attributes/ Responses</i> | <i>Ranks</i> | <i>Strongly Agree</i> | <i>Agree</i> | <i>Un-decided</i> | <i>Dis-Agree</i> | <i>Strongly Disagree</i> | <i>p</i> |
|------------------------------|--------------|-----------------------|--------------|-------------------|------------------|--------------------------|----------|
| Age (in years) | 20-30 | 0 (00.0) | 5 (31.3) | 5 (31.3) | 6 (37.5) | 0 (00.0) | 0.28 |
| | 31-40 | 3 (8.3) | 19 (52.8) | 5 (13.9) | 8 (22.2) | 1 (2.8) | |
| | 41-50 | 3 (10.0) | 18 (60.0) | 2 (6.7) | 5 (16.7) | 2 (6.7) | |
| | >50 | 1 (12.5) | 5 (62.5) | 1 (12.5) | 0 (00.0) | 1 (12.5) | |

| | | | | | | | |
|------------------------|-------------------------|-------------|--------------|-------------|--------------|-------------|------|
| Gender | Male | 4 (8.2) | 28 (57.1) | 7 (14.3) | 8 (16.3) | 2 (41.1) | 0.79 |
| | Female | 3 (7.3) | 19 (46.3) | 6 (14.6) | 11 (26.8) | 2 (4.9) | |
| Academic Qualification | Matric/ETT | 3 (7.3) | 26 (63.4) | 4 (9.8) | 6 (14.6) | 2 (4.9) | 0.06 |
| | Graduate | 3 (7.1) | 20 (47.6) | 9 (21.4) | 9 (21.4) | 1 (2.4) | |
| | Graduate with Education | 1 (33.3) | 1 (33.3) | 0 (00.0) | 1 (33.3) | 0 (00.0) | |
| | Post Graduation | 0 (00.0) | 0 (00.0) | 0 (00.0) | 3 (75.0) | 1 (25.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 3(a)
Pearson's correlation between the variables

| | | <i>Value</i> | <i>Asymp. Std. Error</i> | <i>Approx. T</i> | <i>Approx. Sig.</i> |
|----------------------|-------------|--------------|--------------------------|------------------|---------------------|
| Interval by Interval | Pearson's R | 0.180 | 0.105 | 1.721 | 0.089 |
| | | (-) 0.118 | 0.105 | (-) 1.113 | 0.269 |
| | | (-) 0.268 | 0.116 | (-) 2.608 | 0.011 |

On assessing the responses of the teachers on their emoluments which they received in lieu of their services, as per the data given in Table 3, it was found that there were split responses to the query. In the age variable, there was increase in agreed responses with the increase in the age. Barring the youngest age group (20-30 years) where the responses were nearly equally divided between agreed (31.3 per cent) and disagreed (31.3 per cent) and undecided (37.5 per cent) responses dominating the results, in all other categories of the age the majority respondents varying from fair majority to high majority were in

agreement with the statement, implying thereby the young teachers were not satisfied in comparison to the senior teachers. Analysing on the basis of gender variable, it was found that fair majority of male respondents (65.3 per cent) as compare to simple majority of female respondents (53.3 per cent) were satisfied with the emolument. Interestingly more of male respondents were found satisfied than female respondents. On the basis of academic qualification variable, except the respondents with post graduation all other categories of respondents in majority varying from simple majority to high majority were in agreement

with the statement. Statistically, no significant association was found between the variables and the statement.

The data presented in Table 3(a) relates to the Pearson's coefficient of

correlation between the variables which shows a positive relationship with the responses of the teachers. However, the variable age, gender and academic qualification had low intensity relationship.

Table 4
You enjoy your work more than leisure

| <i>Attributes/ Responses</i> | <i>Ranks</i> | <i>Strongly Agree</i> | <i>Agree</i> | <i>Un-decided</i> | <i>Dis-Agree</i> | <i>Strongly Disagree</i> | <i>p</i> |
|------------------------------|-------------------------|-----------------------|--------------|-------------------|------------------|--------------------------|----------|
| Age (in years) | 20-30 | 3 (18.8) | 9 (56.3) | 3 (18.8) | 1 (6.3) | 0 (00.0) | 0.74 |
| | 31-40 | 4 (11.1) | 26 (72.2) | 3 (8.3) | 3 (8.3) | 0 (00.0) | |
| | 41-50 | 2 (6.7) | 22 (73.3) | 2 (6.7) | 4 (13.3) | 0 (00.0) | |
| | >50 | 1 (12.5) | 4 (50.0) | 2 (25.0) | 1 (12.5) | 0 (00.0) | |
| Gender | Male | 9 (16.3) | 29 (59.2) | 4 (8.2) | 8 (16.3) | 0 (00.0) | 0.03 |
| | Female | 2 (4.9) | 32 (78.0) | 6 (14.6) | 1 (2.4) | 0 (00.0) | |
| Academic Qualification | Matric/ETT | 6 (4.9) | 33 (80.5) | 2 (4.9) | 4 (9.8) | 0 (00.0) | 0.10 |
| | Graduate | 6 (14.3) | 25 (59.5) | 6 (14.3) | 5 (11.9) | 0 (00.0) | |
| | Graduate with Education | 1 (33.3) | 2 (66.7) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| | Post Graduation | 1 (25.0) | 1 (25.0) | 2 (50.0) | 0 (00.0) | 0 (00.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 4(a)
Pearson's correlation between the variables

| | | <i>Value</i> | <i>Asymp. Std. Error</i> | <i>Approx. T</i> | <i>Approx. Sig.</i> |
|----------------------|-------------|--------------|--------------------------|------------------|---------------------|
| Interval by Interval | Pearson's R | (-) 0.101 | 0.110 | (-) 0.948 | 0.346 |
| | | 0.064 | 0.099 | 0.605 | 0.547 |
| | | 0.020 | 0.105 | 0.183 | 0.855 |
| | | | | | |

The data highlighted in Table 4 reveals that irrespective of any variable and also any category within a variable the respondents in majority varying from simple to significant majority enjoyed their work more than leisure. In the context of age, it was found with the increase in the age the responses which were in agreement decreased, though marginally. The trend indicated the most senior teacher did not enjoy their work as much in comparison to middle age category of the respondents. This could be attributed

to the reason that the youngest teachers struggled to establish themselves whereas the senior most teachers had enough of the work. Gender did not show much of variation as both male and female respondents in majority enjoyed work than leisure though female respondents in higher proportion agreed with the statement. Academic qualifications reflected interesting and noticeable finding that all the respondents with graduation in education (B.Ed.) enjoyed the work more than leisure for the reason that

Table 5
You have the freedom to prepare your work plan in the job

| <i>Attributes/ Responses</i> | <i>Ranks</i> | <i>Strongly Agree</i> | <i>Agree</i> | <i>Un- decided</i> | <i>Dis- Agree</i> | <i>Strongly Disagree</i> | <i>p</i> |
|----------------------------------|----------------------------|---------------------------|--------------|------------------------|-----------------------|------------------------------|----------|
| Age (in years) | 20-30 | 5 (31.3) | 10 (62.5) | 0 (00.0) | 1 (6.3) | 0 (00.0) | 0.53 |
| | 31-40 | 6 (16.7) | 28 (77.8) | 1 (2.8) | 1 (2.8) | 0 (00.0) | |
| | 41-50 | 9 (30.0) | 20 (66.7) | 0 (00.0) | 1 (3.3) | 0 (00.0) | |
| | >50 | 4 (50.0) | 3 (37.5) | 0 (00.0) | 1 (12.5) | 0 (00.0) | |
| Gender | Male | 17 (34.7) | 29 (59.2) | 0 (00.0) | 3 (6.1) | 0 (00.0) | 0.13 |
| | Female | 7 (17.1) | 32 (78.0) | 1 (2.4) | 1 (2.4) | 0 (00.0) | |
| Academic Qualification | Matric/ETT | 12 (29.3) | 27 (65.9) | 0 (00.0) | 2 (4.9) | 0 (00.0) | 0.73 |
| | Graduate | 10 (23.8) | 30 (71.4) | 1 (2.4) | 1 (2.4) | 0 (00.0) | |
| | Graduate with Education | 1 (33.3) | 2 (66.7) | 0 (00.0) | 0 (00.0) | 0 (00.0) | |
| | Post Graduation | 1 (25.0) | 2 (50.0) | 0 (00.0) | 1 (25.0) | 0 (00.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 5(a)
Pearson's correlation between the variables

| | | <i>Value</i> | <i>Asymp. Std. Error</i> | <i>Approx. T</i> | <i>Approx. Sig.</i> |
|----------------------|-------------|--------------|--------------------------|------------------|---------------------|
| Interval by Interval | Pearson's R | 0.059 | 0.128 | 0.551 | 0.583 |
| | | (-) 0.097 | 0.105 | (-) 0.911 | 0.365 |
| | | (-) 0.091 | 0.141 | (-) 0.859 | 0.393 |

they were trained teachers. In other sub-categories of this variable the respondents in majority varying from simple majority to significant majority enjoyed the work as well. Statistically, highly significant association was found with the gender variable and the statement.

The data pertaining to the Pearson's coefficient of correlation between the variables and the responses of the teachers as given in Table 4(a) indicated a positive correlation between the two. The variable age evinced low relationship whereas gender variable elicited moderate relationship. However, the relationship with the variable academic qualification was high.

On analysing the data presented in Table 5 it could be seen that majority of the respondents varying from high majority to cent per cent, irrespective of any variable were in agreement with the raised query that the teachers enjoyed freedom while preparing their work plan. Only few dissenting responses were recorded which were not significant. Interestingly, the strongly agreed responses to the query were outnumbered by the agreed responses since these were in higher

proportion. Yet the point of interest was that the strongly agreed responses were also in significant proportion. Those who disagreed or remained undecided may be for the reason that they were teachers on substitutions and were not incharge of a particular class/section. Statistically, no significant association was found between the variables and the statement.

Pearson's coefficient of correlation tested the relationship between the variables and the responses of the teachers as given in Table 5(a). The age variable had moderate relationship whereas the low intensity in relationship was found with the variable gender and academic qualification.

The data in Table 6 clearly indicates that the majority of the respondents varying from fair majority to significant majority were in agreement with the statement that they had time for recreation with their family and friends after the school hours, though there were some dissenting responses. Not much of variation was observed in the proportion of responses in the categories of all the variables. Statistically, no significant association

Table 6
You get time for recreation with your family and friends after school hours

| <i>Attributes/ Responses</i> | <i>Ranks</i> | <i>Strongly Agree</i> | <i>Agree</i> | <i>Un-decided</i> | <i>Dis-Agree</i> | <i>Strongly Disagree</i> | <i>p</i> |
|------------------------------|-------------------------|-----------------------|--------------|-------------------|------------------|--------------------------|----------|
| Age (in years) | 20-30 | 2 (12.5) | 9 (56.3) | 3 (18.8) | 2 (12.5) | 0 (00.0) | 0.72 |
| | 31-40 | 5 (13.9) | 26 (72.2) | 2 (5.6) | 3 (8.3) | 0 (00.0) | |
| | 41-50 | 7 (23.3) | 15 (50.0) | 4 (13.3) | 4 (13.3) | 0 (00.0) | |
| | >50 | 2 (25.0) | 5 (62.5) | 0 (00.0) | 1 (12.5) | 0 (00.0) | |
| Gender | Male | 11 (22.4) | 26 (53.1) | 6 (12.2) | 6 (12.2) | 0 (00.0) | 0.37 |
| | Female | 5 (12.2) | 29 (70.9) | 3 (7.3) | 4 (9.8) | 0 (00.0) | |
| Academic Qualification | Matric/ETT | 5 (12.2) | 30 (73.2) | 2 (4.9) | 4 (9.8) | 0 (00.0) | 0.48 |
| | Graduate | 9 (21.4) | 22 (52.4) | 6 (14.3) | 5 (11.9) | 0 (00.0) | |
| | Graduate with Education | 1 (33.3) | 1 (33.3) | 1 (33.3) | 0 (00.0) | 0 (00.0) | |
| | Post Graduation | 1 (25.0) | 2 (50.0) | 0 (00.0) | 1 (25.0) | 0 (00.0) | |

Source: Computed from Primary Data. Figures in parentheses are percentages. $p < 0.05$.

Table 6(a)
Pearson's correlation between the variables

| | | <i>Value</i> | <i>Asymp. Std. Error</i> | <i>Approx. T</i> | <i>Approx. Sig.</i> |
|----------------------|-------------|--------------|--------------------------|------------------|---------------------|
| Interval by Interval | Pearson's R | 0.066 | 0.110 | 0.622 | 0.536 |
| | | (-) 0.002 | 0.104 | (-) 0.019 | 0.985 |
| | | (-) 0.024 | 0.117 | (-) 0.223 | 0.824 |
| | | | | | |

was found between the variables and the statement.

The Pearson's coefficient of correlation between the variables is

presented in Table 6(a) highlighted a positive relationship with the responses of the teachers. Further, the relationship with variable gender,

demonstrated significantly high relationship and the relationship with the academic qualification variable was found to be high. Further, the age variable had shown moderate relationship with the responses.

Major Findings

1. The highly significant majority of the respondents (above 90 per cent) were in agreement that they liked teaching as a profession including all the respondents (100 per cent) in the age group of 20-30 years, more than 50 years, matric/ETT, graduate with education and post graduation.
2. The highly significant majority of the respondents (above 90 per cent) regardless of any variable were in agreement that the working hours in the school suited them including all the respondents (100 per cent) in the age group of 20-30 years, 31-40 years, more than 50 years, male, matric/ETT, graduate with education and post graduation.
3. The simple majority of the respondents (above 50 per cent) were in agreement that teachers were satisfied with the emoluments in lieu of their service except the respondents from 20-30 years of age group and post graduates who responded otherwise.
4. The high majority of the respondents (above 70 per cent) were in agreement that the teachers enjoyed their work more than leisure. Responses from more than 50 years of age (62.5 per cent) and

post graduation (50 per cent) showed less agreement on this item.

5. The highly significant majority of the respondents (above 90 per cent) were in agreement that the teachers had freedom to prepare their work plan in their job. However, respondents in the age group of more than 50 years (87.5 per cent) and post graduation (75.0 per cent) do not agree with this statement.
6. The high majority of the respondents (above 70 per cent) were in agreement that they got time for recreation with their family and friends after the school hours. Respondents from 20-30 years of age group (68.8 per cent) and graduate with education (66.7 per cent) showed low agreement with this statement.

Conclusion and Suggestions

The satisfaction of the primary teachers about their job/working conditions in the district of Senapati, Manipur was assessed in this study. The study establishes that the teachers liked their profession and enjoyed the work of teaching more than leisure. The working hours of the school suited them. Teachers enjoy the freedom in preparing work plan of teaching activities. Teachers have comparatively lower satisfaction with the emoluments in lieu of their service. However, they get time for recreation with their family and friends after school.

The teachers are accepted as the central figure in the educational

system as they mould and influence the young minds turning into the human resource of the nation in multiple ways. It is also inevitable that the quality of education depends on the quality of the teachers. Therefore, it is required to create conditions, which will motivate and inspire teachers to engage in constructive and creative activities. They should be given the freedom to innovate, to devise appropriate activities relevant to the needs, capabilities and concerns of the

students. The teachers also need training on proper understanding of the instructional materials and teaching skills to motivate and perform for higher achievement. Further, positive co-operation from parents can boost the teachers' work in the classroom. In short, the effectiveness of school education can be realised only when the teachers are satisfied with their job and are competent enough to discharge the responsibilities.

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