



A STUDY ON THE PROFESSIONAL SATISFACTION OF TEACHERS AT PRIMARY LEVEL

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Abstract:

Primary Education much attention has not been paid to know the perceptions of teachers towards professional satisfaction and their effectiveness. Therefore, the investigator has taken up this study which is mainly intended to know the perceptions of teachers towards. Professional satisfaction is in regard to ones feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, is also creates from working environment, supervision style; interpersonal relationship and organizational culture also. This study is aimed to review the professional satisfaction among the teachers of primary schools. Analyze the components of teacher's professional satisfaction. Looking professional satisfaction from teacher's perspectives will also be interested to present. This paper is based on my own PhD thesis.

Keywords; Components, Interpersonal, Perceptions, Satisfaction

II. Introduction:

Education is a nation building activity and teachers are not only perceived as the pillars of the educational system but also the builders of the nation. A good number of inputs like school buildings, community support, physical facilities, finances, administrative support and teachers are needed for a good educational system. But, it is basically the quality teachers who occupy a pivotal and frontline position and all the other inputs are secondary. The quality of education depends on the quality of teachers. The key role of teacher is as facilitator and supportive to learning. Originally, teaching was considered as an art because it involved so many subjective factors like insight and judgment. Teaching methods denote the modes of instructions, education, interaction, communication etc. It is considered as an interactive process involving giving and taking of ideas by teachers and students respectively. According to J.P. Naik's opinion "The progress of Primary Education is an index of the general, social and economic progress of the country as a whole". Indian Constitution (Article 45) says that "Primary Education refers to free and compulsory education for all children until they complete the age of fourteen years. To develop the quality in education in Andhra Pradesh, improve their professional competencies and also satisfy with in system. Sarva Siksha Abhiyan (SSA) organized various programmes the details of the programmes organized at primary level are presented in detail the national programme "Sarva Siksha Abhiyan" (SSA) is introduced to provide useful and relevant elementary education to all children in the age group of 6-14.

III. Review of the study;

The Education Commission has rightly mentioned "of all the different factors that influence the quality of education and its contribution to national development, the quality, competence and character of teacher are undoubtedly the most significant".

ⁱAllocation of 6% of the gross domestic product (GDP) on education, as promised in the National Education Policy (NEP), 2020. It is strange that the budget allocated for Samagra Shiksha Abhiyan for 2021–22 is only ₹31,050 crore, far less than the budget allocated for 2019–20, which was ₹36,400 crore,

ⁱⁱThe system of primary education in India has yet to be analysed critically - a critique that would seek to probe the linkages between education and social change. This study seeks to initiate that process by looking at the District Primary Education Programme (DPEP) that was subscribed to by most World Bank borrowers, including India, as a social safety net against the social and economic turmoil that followed any structural adjustment processes. In India, the reach of DPEP extended to 240 districts across 16 states, within the first six years of its existence.

ⁱⁱⁱGoyal. (1980) reviewed on "A study of the relationship among attitudes, job satisfaction, adjustment and professional interest of teacher" educators in India. The Main objectives of the study are 1) To measure, attitudes, job, satisfaction, adjustment and professional interests of teacher educator's different categories based on sex, age Qualification and experience.

^{iv}The main objectives of the investigations are 1) To examine the extent of job- satisfaction and professional honesty among primary school teachers and 2) To make suggestions for creating a suitable environment in primary education in the above context. The major findings of the Investigations are 1) the primary teacher of the area were found to have high job satisfaction and professional honesty.

^vCorrelates of job satisfaction of Secondary School Principals such as management, teachers, students, parents and society, non-teaching staff, educational offers, economic fulfillment, organizational facilities, and individual nature were studied. The method of causal comparative study with an ex-post facto design was adopted. A job satisfaction scale constructed by the investigator was the tool for data collection. MYSTAT computer program was used to analyze the data: 'management 'and organizational facilities were found to be the most significant ones of job satisfaction of school principals. In this study aimed at finding the impact of Sarva Shiksha Abhiyan on the enrolment and performance of school students in Arunachal Pradesh, the investigator finds that the SSA had brought about significant improvement in the quality of education and enrolment in schools. Elementary education is backbone of the whole educational system of a nation.

III. Objectives of the Study:

1. To study the perceptions of teachers towards Professional Satisfaction at Primary Level.
2. To study the correlations in between the areas on the perceptions of teachers' towards Professional Satisfaction at Primary Level.
3. To study the differences in between the perceptions of headmasters and Assistant teachers.
4. To study the significant differences in between the rural, urban and tribal locality respondents in their perceptions towards Professional Satisfaction of teachers at Primary Level.
5. To study the significant differences in between the Mandal Parishad, Government and Municipality teacher respondents in their perceptions towards Professional Satisfaction of teachers at Primary Level.

IV. Sampling and Sample Design:

- 1..East Godavari district consists of 60 mandals, out of which the researcher selected four mandals from rural locality, two mandals from tribal locality and three municipal localities from urban area by adopting random sampling method.
2. All the schools covered under these selective madals and the teachers working in these schools constitute the universe. The researcher selected the sampled schools by adopting random sampling technique. The researcher selected Head Masters and one Secondary Grade Teacher who underwent as many in-service training programmes organized by who SSA in the District. The 270 sampled teacher respondents selected covering from 118 schools located in rural, urban and tribal localities.
3. The printed questionnaire was distributed to the selected respondents in each school, a total of 270 respondents were handed over the questionnaires. The returns position of the questionnaires distributed was also effective. Out of 290 distributed, 270 questionnaires were returned to the investigator by the selected sampled respondents.

V. Data Collection

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through the questionnaire was used for analytical purposes.

VI. Findings:

- All the categories of different age group respondents differed significantly high in their perceptions towards satisfaction. Below 35 years age group of teachers having high satisfactory level than that of 35 to 45 and above 45 years age group of teachers. It shows that, younger the age, are having more satisfactory level.
- Male and Female teachers category respondents did not differ significantly and expressed one and the same opinion towards professional aspects. Male and female category respondents are having high satisfaction towards professional aspects.
- All the categories of teachers basing on their general qualifications differed significantly. Where as B.A., qualified teachers were satisfied more towards professional aspects than that of M.A., M.Sc., and other qualified teachers.

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