

An executive summary of the final report of work done on the Minor Research Project of Ms Vidya Vinutha D'Souza entitled “Job Satisfaction among Government Higher Primary School teachers- A Study in Mangalore Taluk, South Canara, Karnataka**”, sanctioned by UGC, vide sanction letter No. MRP(H)-0176/12-13/KAMA002/UGC-SWRO dated 23-09-2013**

Introduction

The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. Teachers are an essential element of educational opportunity, and attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction. The teacher is a worker whose job satisfaction study is inevitable due to his enormous role in Nation building, so as to make him comfortable and stay on the job. The study of teacher's job satisfaction and job performance in teaching and learning has become imperative to administrators, academicians, school heads and government so as to motivate teachers to be productive or perform effectively.

Methodology

The aim of this Descriptive study was to understand the job satisfaction of government higher primary school teachers and to suggest measures to improve their morale and motivation. The universe of this study comprised of Mangalore taluk in South Canara. 100 government higher primary school teachers were selected for the study using Simple Random Sampling method. Informed consent was obtained from each respondent before the inclusion in the study. Respondents were informed about the strict confidentiality of their personal data. Participation was voluntary and that the respondent was allowed to refuse to give information at any time.

Findings

Majority of the respondents of the study are females above the age group of 30 and the occupation of teaching has been taken up by them as a choice. It is their inclination towards the teaching profession that has motivated them to take up this noble profession. TCH course has been done by the teachers to learn the methods of teaching the school children. As most of the teachers are married, their maturity level helps them in handling the class efficiently.

Earning of the school teachers is less compared to the other counterparts with the similar level of qualification. Still the attrition level in this profession is less as it is seen that majority of the respondents have stayed in the job for more than 10 years. Teachers enjoy this profession and being in this profession gives them pride. While talking about the job motivators most of the teachers say that their efforts to do good job is mostly blocked by the supervisors or the school authorities. They are not allowed to be innovative or to be creative at work as it cripples others status at school. Teachers are also of the opinion that their efforts to do good job is never appreciated by the supervisors at school and this de motivates them. Regular paper work at school takes away majority of the time of the respondents and they are left with very less time to prepare for classes or to provide additional classes to students for their overall development.

Teachers are also of the opinion that management provides them with additional training facilities as and when it is arranged by the respective authorities and every teacher gets to attend the same atleast once a year. Absenteeism is found less among the teachers and authorization of leave for valid reasons is done without much difficulty by school management. Most of the teachers are of the opinion that they are engaged in governmental projects such as census, survey very often which takes away a lot of time of their teaching schedule and they never enjoy doing it as they feel it is an overburden provided only to government paid primary school teachers and not to any other cadre. Teachers at school are not very happy with the educational facilities provided for their development, very happy with the leave facilities and retirement facilities provided by the government. Majority of the teachers are not happy with the grievance handling procedures followed in the institution and they feel that they are never given any chance to share their feelings towards any activity at school. Even during staff meetings the voice of the teachers are unheard.

Teachers at school feel that there is a necessity to have collaborations with external institutions and organization for the individual development of school teachers which is

missing at governmental schools at present. Teachers at school are very happy with their position in the society and would want to refer the same profession to their family members.

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