

Job- satisfaction of primary female teacher with special reference to undivided Darrang district of Assam

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Abstract

Primary education and the development of a nation are interdependent. It is the milestone of our national educational system which help to proceed our nation in the ladder of upliftment and to reach its desired goals. With this end in view, it is called as mass education. To be a successful teacher, one should have both inborn and acquired qualities. It is found that the art of teaching can be acquired as far as possible. To increase motivation and perseverance towards teaching, the teacher should be free from all kinds of mental tension and anxiety and a convenient environment should be prevalent within their school campus.

But, it is observed that lots of problems faced by the teacher-community particularly by the female teacher of primary level under the study area. So, an attempt has been made to findout some relevant factors stand in the way of convenient working conditions of the primary female teachers under the study area in relation to infrastructural facility, socio-economic status and job-satisfaction.

Key Words: | 1 | Primary education | 2 | Female teacher | 3 | Job-satisfaction | 4 | National Prosperity.

1. Introduction:

Primary education constitutes a very important part of the entire structure of education because at this stage the child starts going to formal institution and the education which he receives there provides the foundation of his physical, mental, emotional, moral and social development. It is also the basis of sound secondary and higher education. Primary education has been given highest priority to secure social justice and democracy and also for raising the competence of the average worker and for increasing national productivity. Primary education is of utmost importance for spreading mass-literacy, which is a basic need for economic development, modernization of the society and effective functioning of democratic institution.

Education is the backbone of a nation, and teacher is the pivot in the system of education. Obviously, the progress of a nation ultimately depends upon the quality of the teachers. It is also acclaimed beyond doubt that the teaching profession is the noblest of all profession. But it is an irony of fate that teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. The teacher in India today suffers from poverty, negligence, indifference and insecurity. Financially they are poor, socially their status is low, professionally their task is a drudgery and administratively they are the worst affected. The financial prospects offered by the profession are still so unattractive that persons with ambition and intelligence are not attracted to it especially at the primary level. The society also does not give the due respect, does not bestow upon this profession. The social esteem which it deserves as one of the highest forms of social service. This is the 'ideal reward' that he gets for being an 'ideal teacher'. A nation-builder is not able to build a cottage for himself. Himself an educator, he cannot afford to provide higher education to his own children. A noble profession receiving ignoble comments from the society. A maker of man himself reduced to animal life for poverty. A trustee of knowledge duty-

bound to bestow it upon others who may in turn occupy the lofty positions in life. This is the present status of Primary Teachers in our society.

2. About the study area:

The Undivided Darrang District of Assam is selected as the study area with the proposed problem by the investigator. It consists of patch of the plain lying between the steeply rising Himalayas on the North and mighty Brahmaputra on the South. The undivided Darrang District of Assam is situated in the middle Brahmaputra valley with an area of 3465.00 sq. km. The Undivided Darrang District is bounded by the Bhutan, Arunachal Pradesh and Himalayas on the North, Panchnai and Sonitpur District in the East, the Brahmaputra in the South and Barnadi river in the West. Owing to the geomorphological, climatic and edaphic conditions, this area exhibits some specific characteristics in the distribution of natural as well as cultural landscapes throughout the district.¹

In undivided Darrang District, a sizeable section of people is covered by Tribal belt more particularly bodo and rabha community. Besides, the District is inhabited mostly by the SC Tribe, immigrant Muslims, people of chars, Adibashi tribe, chaotal tribe, mazdur community (Labours of tea-estates) etc. The culture of the population under the study area is different from community to community. The communication system is very backward in large part of the District. Although Mangaldai Town and Udalguri Town both are the Urban area as District Headquarter, yet their demographic nature is almost rural. It is one of the educationally backward districts of Assam till now too.

3. Significance of the problem:

It is observed that a sizeable no. of both lower and upper primary schools under the Undivided Darrang District, Assam are still functioning without the female teachers and even the existing primary female teachers are suffering from a lot of academical, economical, social as well as family related problems, which adversely affect on their professional career along with the quality of student-learning-outcomes; definitely contributed negatively to the prosperity of our nation, because primary education is the backbone of our national development.

The following table shows the no. of schools, no. of teachers, and percentage of Male/Female teachers working at the Primary level under the study area:

Table no. 1 : No. of schools (Govt. /Provincialized) & no. of teachers under Undivided Darrang District

Total No of School	Primary					Primary with upper primary		
	Total no of teacher			Sex wise % of teachers		Total No of teachers	Sex wise % of teachers	
	Total	Male	Female	Male	Female		Male	Female
2080	3932	2897	1035	73.37	26.63	1677	82.23	17.77

Source : DISE 2009-10

4. Objectives of the study:

- To study the nature of job-satisfaction of the primary female teacher.
- To examine the working conditions of the primary female teacher.

¹ Proceedings of National Seminer on Identification of Potential Forest Plantation sites using Remote Sensing And GIS with Special Reference to Assam P 66

5. Delimitation of the study:

- i. The study is primarily concerned with the primary female teacher as it obtains in the Undivided Darrang District of Assam.
- ii. The study is confined to the provincialized / Govt. Lower and Upper primary schools of both rural and urban places under the study area.

6. Methodology:

The investigator has been followed the **Descriptive Survey Method** for the study. It is based on the both Primary as well as Secondary data. Primary data have been collected through field observation, enquiry and conducting informal interviews with the respondents. The Secondary data have been collected from books, journals, official records, newspaper, published articles etc. **Sample population** is consisted with 100 Primary female teachers out of 1035 female teachers working under the 2080 provincialized /Govt. Primary schools under the Undivided Darrang District. (Source: DISE 2009, 30th September). The sample teachers have been selected randomly who were available and conducive during the field study. **Tools** for the study is consisted with a set of self structured non- standardized questionnaire prepared for the Female Teachers along with the informal interview. Opinion from the Headmasters were also collected as far as possible during the field study. In order to analyse and interpret the collected data the investigator has been used the percentage method, frequency distribution table, relevant tables when necessary.

7. Analysis and interpretation of the data :

The analysis and interpretation of the collected data are made with the following tables:

Table no. 2 : no. Of trained and untrained female teachers :

Total Trained female teacher 72.29%	Untrained female teacher 27.69%
Normal and Basic = 61.53%	
B.Ed. = 7.69%	
Computer Training Course (1-2 years) = 3.07%	

Source: Field Study, 2011

The table no. 2 shows that a large part of the female teachers working under the study area are trained teachers. These teachers are again be sub-divided into three categories as basic trainer B.Ed. trainer and Computer Trainer. From the table, it is observed that most of the trained teachers are Basic pass. Among this group of teachers some are old-aged and some are those teachers who were previously appointed against stripendary post by fixed pay. Therefore those teachers were always trying to go for training not for academic interest but for economic interest. Hence, it can be observed that inspite of completing training course, their contribution is not satisfactory in the qualitative improvement of primary education. It is not good for the national development. Obviously, the progress of a nation ultimately depends upon the quality of its teachers.

Another trained group is comprised with the B.Ed. degree holder. It is observed that this group of teachers is completed B.Ed. degree prior to joining their service as primary teachers. This group of teachers opined that due to lack of job-opportunity and to enrich their economic condition without proper interest they were compelled to join in the primary schools. Thus, the most of the female teachers under this group are belonging to low-income families. Thus, it is observed that they are .always suffering from inferiority complex with the other employees who have equivalent qualification with them and besides they are always express the dissatisfaction

because of deprivation from the actual educational-economical status. They were opined with more distressing mode that their knowledge is now throwing to the dustbin and compelled to cope up with the present situation. Thus, they are gradually growing a pessimist attitude towards their profession though they are well known that it isn't fit for a good teacher.

Another group is comprised with the computer trained teachers. This group of teachers are also completed their training course before joining in the primary schools. This group also opined as same manner with the B.Ed. degree holder. But, it is interesting that though it is the age or era of technology and era of globalization, where computer education is considered as the essential part of the general education yet, almost 97% of primary teachers are not computer learner teacher even today under the study area. Therefore, it is needed to take more initiative from the part of the Government to prepare the primary teachers as the computer learned person. Moreover, one fact is more notable that in our lower primary schools and upper primary schools there is no post of Clark and chowkidar for which the headmasters as well as the teachers of both the primary schools suffer from over burden work load besides teaching of different subjects with almost 4-7 period per day by one teacher. Moreover, a sizeable lower primary schools are functioning their all everything activities including teaching in the five classes by single teacher; this situation is more wonderful. Hence, due to overcome the difficulties of academic and administrative side computer aided learning is more necessary for primary school teachers also and it is felt more that computer teacher and office assistance with computer training should be appointed against requisite post at both of the lower primary and upper primary schools for smooth running of both the academic as well as the administrative activity.

The table no. 2 shows that 27.69% of female teachers are not able to get any long term training even today both lower primary and upper primary schools under the study area. It is observed that most of the teachers belonging to this group are newly appointed teachers within one to five years. This group of teachers opined that due to the negligence from the government as well as from the concerning department they are not able to attend in the basic and normal training course. One fact they evolve that the selection procedure for attaining training course is more or less chaotic and not through proper channel for which they are suffering from the complexity so that completing basic or normal training is made compulsory for all teachers at the primary level by the Govt. Of course, a few number of teachers including this group are senior teacher but due to unavoidable domestic problems and other unfavorable factors they are not able to attend in the Basic or Normal Training till now. They opined that they are interested to go for training but the situation is not favorable to them. But this situation is unfortunate for present generation. Because, the Education Commission of (1964-66) remarked that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession.²

Table no. 3 : work load of female teachers :

No. of classes in each day	Percentage
1-3 classes	3.07%
4-6 classes	86.2%
7-9 classes	10.8%

Source: Field Study, 2011

The table no. 3 shows that majority of the female teachers are work loaded by four to six classes in each day. Another group is consisted with 10.8% with seven to nine classes in each day and the rest group is consisted with 3.07% with one to three classes.

² Aggarwal J.C. – Development and planning of Modern Education – Vikas publishing house pvt. Ltd., 7th Revised edition, Page No. 290

The teachers of first group with 3.07% are generally the newly appointed teachers like OBB teachers, teachers with fixed pay. Moreover in some other cases it was observed during the field study that this situation is frequently observed in the semi-urban areas' schools where female teachers are over crowded against enrolment. It was also observed by the investigator that there are such type of primary schools under the study area where student enrolment was found to be only 5 (five) whereas no of teachers were found to be 4 (four). Besides, the study bring out the true picture of some such type of provincialised lower primary and upper primary schools under semi-urban area that there are such type of schools still functioning their activity where student enrolment is found to be only 19 (nineteen) whereas the no. of teachers are found to be 14 (fourteen). In that case the nature of classload definitely minimised by one or two classes per day against each teacher.

The second group is consisted with 86.2% which is the larger group of the present table. The teachers of this group are found to be both in the rural and urban areas. This group of teachers are workloaded with four to seven classes in each day with teaching in different subjects by each and every teacher. This group of female teachers are working in such type of lower and upper primary schools where teaching-staff is shortage against enrolment as well as requisition. One fact was observed by the investigator that teaching different subjects in each day with heavy workload by one teacher is contributed negatively to the qualitative improvement of primary education and gives the result of both physical and mental fatigue to the teachers. The teachers under this group opined that they are often feel worry and dissatisfaction with their nature of classload that each and every teachers are not prepared for teaching different subjects in each day. But, they are compelled to do so due to lack of requisite no. of teachers and lack of special teacher for teaching some special subjects like English, Mathematics, Science etc. It is notable that from the current year (From 2011 year) the state govt. of Assam gives the instruction to the concerning department without fail that class V should be included in the lower primary school and class VIII should be included in the upper primary school and this instruction of Govt. was implemented with effect from the current session. Besides another extra workload is to be given to the primary teachers that the subject English is made compulsory subject from the class I. The teachers of primary schools opined in this respect that the Govt. is not interested to appoint new teachers at the primary level but is interested to change the structure and the course content which gives a distressing picture in front of the existing primary teachers and thus their nature of class load is overloaded by more unfruitful classes, for which they are unable to cope up with the changeable new situation and gives them unnecessary physical and mental fatigue. This system is more responsible for creating more tiresome situation, more particularly, in case of to the female teachers working under the primary level.

The third group is found to be 10.8% with seven to nine classes per day. This group of teachers are those female teachers where teaching-staff is consisted with only one or two teachers. It is observed by the investigator during the field study that a large no. of lower primary schools are functioning their activity with the single teacher, where the task of teaching becomes a worry job and unfavorable activity for the existing single teacher. Because, in that case all everything related with the administration, academic and other activity like distribution of text-books, provision of mid-day meal, linking with the village people, performing different governmental activity, attaining different long term as well as short term training courses etc. are dependent on the only one teacher which is a very venture activity both to the teacher and to the taught. This situation arises a serious question to the improvement of the quality of primary education. Thus, this system of present primary education is directly responsible for quality concern of primary education. This situation resulted in standards deteriorating over a period of time in government schools. It is accepted that 'Quality' is an attribute, which is distinctive and connotes excellence. It is based on diverse parameters all of which must be individually and

collectively ensured for high levels of attainment. Quality concerns in education have assumed immense importance in the light of poor academic achievement by students. This alongwith lack of proper training in soft skills reduces the employability of those who step out of the system seeking employment. There is unanimous agreement among educationist today that the quality of elementary education in almost all parts of the country is questionable. The large-scale expansion of primary education facilities across the country has led to varying quality not only among students passing out but also in terms of institutional infrastructure and teaching-learning processes. Significant variations in quality are found at various levels between government and private schools; at the inter state and intra state levels, between forward - backward regions, rural-urban areas, and so on. Massive efforts to create a vast network of primary schools in the country had not initially taken into consideration quality concerns achievement of learners. The quality of a child's learning depends on several factors like the child – its innate ability, intelligence, age, gender, etc. The teacher – his/ her age and gender, qualification, experience, training etc. The school – the type of school, infrastructure and quality of facilities available, quality of learning, learning ability of the peer group, collective performance of all students etc. The family – background, the socioeconomic condition, parents' education, their contribution to the child's learning etc.³

Table no. 4 : nature of infrastructural facilities:

Nature of facility	Percentage
Sufficient	30.7%
Insufficient	69.3%

Source: Field Study, 2011

Table No. 4 shows that majority of the both lower as well as the upper primary schools have been suffering from insufficient infrastructural facilities like lack of sufficient water facility, lack of pure drinking water facility, lack of separate lavatory and urinal, lack of separate common-room for the female teachers, lack of adequate number of classrooms, lack of library and reading rooms etc. The percentage have been found in this respect is 69.3%. It is observed by the investigator during the field study that in the both rural and urban areas there are such type of both lower and upper primary schools where two or three classes are simultaneously continued by one teacher within one classroom due to the lack of adequate number of teachers and lack of sufficient infrastructural facilities. It is observed that the school building are not well-equipped hence are not attractive and the both lower and upper primary schools have no adequate furniture, equipments, teaching-aids, recreational facilities etc. which contributes directly to the increasing the wastage and stagnation at the primary level. This situation is very often found in the tribal areas and char areas under the Undivided Darrang District. Besides the both lower as well as upper primary schools in the rural as well as the urban areas simultaneously suffering from the problem of insufficient infrastructural facilities under the study area. But is very unfortunate for the qualitative improvement of the primary education. Because it is general fact that the equality and adequacy of schooling depends to a significant extent on material facilities, teaching aids and equipments available in the schools. Although during the post-independence period with the growth in the number of primary schools, it has become necessary to examine the impact of this expansion on improving the school buildings, equipments and other facilities in the schools. Because school building is considered as one of the most important factors of formal education.

³ Rao, D. Jagannatha – Elementary Education in India, Status, Issues and concerns – Viva Books Pvt. Ltd, 1st edition 2010, New Delhi, Pp 105 & 106

where knowledge of reading, writing and arithmetic is imparted to the pupil. It is the school building that gives an impression about the quality of education imparted to the children. It is necessary to construct the school houses in such a way that it can provide minimum facilities for the all round development and safeguard the health, happiness and safety to the children. Over and above these, during field study it is observed by the investigator that almost all the schools are suffering from the problem of inadequate number of female teachers and lack of proper infrastructural facilities to the children alongwith the female teachers and those which have, are of very inferior quality under the entire study area.

Besides, it is found that 30.7% of both lower and upper primary schools have sufficient infrastructural facilities under the study area. It is observed that this type of schools are generally located in the urban places under the study area. Of course, in the rural areas also such type of school with adequate facilities are found by the investigator. But their quantity is very less than the schools with insufficient facilities. The working teachers under the schools with insufficient facilities opined that though the SSA offered different grant regarding infrastructural improvement yet this is not upto the satisfaction, as a result the picture of insufficient facilities remain almost the same after the intervention of SSA also in the most part of the entire Undivided Darrang District.

8. Opinion of the headmaster in respect of female teacher :

The investigator tries to make interaction with the Headmaster of the schools under the study with the help of informal or non-structured interview. The majority of the Headmaster opined that the female teacher have more potentialities like having positive thinking, Co-operativeness, decision-making power, interest for participating in different Co-curricular activities, sincerity for completing their subject-content etc. which are more significant for smooth functioning and smooth management of an educational institution. Because without co-operation of the colleagues it is not possible to continue the educational management process which includes both administrative and academic management of an institution. But, they opined strongly against the social customs and attitude towards the female teacher because large part of our people recognise the women section as the weaker section of our society. This group of the headmaster said that due to different socio-cultural and family related problems female teacher are not able to perform active role in the administrative management. It is a matter of much concern. Because female teacher are the root of primary level which help to minimize the drop-out problem and increase the retention at the primary level of education.

9. Conclusion:

It is evident from the present study that there are more number of specific problems faced by the Primary Female Teachers than the Male teachers under the study area which adversely affect on their job-satisfaction along with their professional career as well as on the effective classroom transaction; results in poor student-learning-outcomes. It is a matter of much concern because Primary Education is the backbone of our national prosperity. Only through the quality of primary education available at the public sector the constitutional provision 'Education for All' can be properly executed which will be helper for a developing country like us.

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