

SOCIO ECONOMIC STATUS AND JOB SATISFACTION OF PRIVATE SCHOOL TEACHERS IN MANIPUR

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Abstract

Life in private schools is different. Being fully independent management, the teachers are expected to be more committed and compassionate. This paper examines the socio economic status and job satisfaction of private school teachers. The pressure on teachers of low socio economic status, professional difficulties, inadequate service condition and higher responsibilities and less salary, the problems found by the study.

Key words : Private school teachers, condition of services

Private school have played a major role in the development of education system. Such schools are being managed by different types of organisations e.g., religions associations, registered trusts and also by various communities. Teacher in private schools profoundly appreciate the eternal dimensions of their work, for they nourish not only the minds but also the hearts and souls of their students. Serving in schools that emphasize a child's complete development, private school teachers have privileged opportunity to transmit the core academic skills as well as the lessons that count most in life: lessons about spirituality, love, values, and the wonder of creation, the existence. The conditions of service of private school teachers working under several private schools are far from satisfactory. They have little security of tenure and no pensionary benefits and sometimes not even a contributory provident fund; their remuneration is generally lower than that given to teacher of corresponding status under government schools. In many cases, they do not even receive the amount which is supposed to have been paid to them because the managements, who are unable to raise popular contributions, often try to produce the matching contributions required of them under the grant-in-aid rules by an illegal and unacknowledged cut in teacher's salaries.

Objectives of study

To study the socio economic status and job satisfaction of private school teachers.

To find out the reasons for discontinuing service.

Method of Study

The stratified random sample technique was used to select 200 private school teachers and 40 principals from 40 different private schools in Imphal East, Imphal West and Thoubal district of Manipur. All the private schools were affiliated to Board of Secondary Education Manipur. Survey method was adopted for the study. The tools used for the study were sought through two questionnaires, one for teachers and one for principals. Statistical techniques like chi-square and percentage were used to analyse the data.

Table - 1

Social status of private school teachers is very low

Categories	Observed frequency	Chi-Square frequency	Chi-Square
Strongly Agree	56	40	6.4
Agree	72	40	25.6
Undecided	10	40	22.5
Disagree	30	40	2.5
Strongly Disagree	32	40	1.6
Obtained =			58.6

From the table 1, it is observed that the obtained chi-square is 58.6 and the table value of the chi-square at df & 0.05 level of

significance is 9.488 & 0.01 level of significance is 13.276. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 64.02% of the teachers support that the social status of private school teachers is very low. Also 65.01% of the principals support the same statement.

Table - 2

Economic status of private school teachers is very low

Categories	Observed frequency	Chi-Square frequency	Chi-Square
Strongly Agree	66	40	16.9
Agree	86	40	52.9
Undecided	10	40	22.5
Disagree	26	40	4.9
Strongly Disagree	12	40	19.6
Obtained =			116.8

From the table 2, it is observed that the obtained chi-square is 116.8 and the table value of the chi-square at 4df & 0.05 level of significance is 9.488 & 0.01 level of significance is 13.276. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 76.01% of the teachers support that the economic status of private school teachers is very low. Also 70.03% of the principals support the same statement.

Table - 3

There is no professional satisfaction of private school teachers

Categories	Observed frequency	Chi-Square frequency	Chi-Square
Strongly Agree	44	40	0.40
Agree	66	40	16.90
Undecided	18	40	12.10
Disagree	50	40	2.50
Strongly Disagree	22	40	8.10
Obtained =			40.00

From the table 3, it is observed that the obtained chi-square is 40.00 and the table value of the chi-square at 4df & 0.05 level of significance is 9.488 & 0.01 level of significance is 13.276. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 55.03% of the teachers support that the teachers do not get professional satisfaction in the private schools. Also 60.04% of the principals support the same statement.

Table - 4

Service conditions of private school teachers is not adequate

Categories	Observed frequency	Chi-Square frequency	Chi-Square
Strongly Agree	64	40	14.4
Agree	78	40	36.1
Undecided	14	40	16.9
Disagree	32	40	1.6
Strongly Disagree	12	40	19.6
Obtained =			88.6



From the table 4, it is observed that the obtained chi-square is 88.6 and the table value of the chi-square at 4df & 0.05 level of significance is 9.488 & 0.01 level of significance is 13.276. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 71.02% of the teachers' support that the service conditions of private school teachers is not adequate. Also 70.02% of the principals support the same statement.

Table - 5
Committed and qualified people do not turn up to private schools because of higher responsibilities and less salary

Categories	Observed frequency	Chi-Square frequency	Chi-Square
Strongly Agree	48	40	1.6
Agree	82	40	44.1
Undecided	16	40	14.4
Disagree	40	40	0
Strongly Disagree	14	40	16.9

Obtained = 77.00

From the table 5, it is observed that the obtained chi-square is 77.00 and the table value of the chi-square at 4df & 0.05 level of significance is 9.488 & 0.01 level of significance is 13.276. Because the obtained chi-square is more than the table value of the chi-square, the hypothesis is rejected. 71.01% of the teachers' support that committed and qualified people do not turn up to private schools because of higher responsibilities and less salary.

Table - 6
Pay Scales of Private School Teachers

Lowest	3500	to	5000
Highest	5000	to	7000

The lowest salary of private school teachers is 3500 and the highest salary 7000. Thus the salary of private school teachers is very low.

Table - 7
Pay Scales of Private School Principals

Lowest	6000	to	8000
Highest	8000	to	15000

The lowest salary of private school principals is 6000 and the highest salary 15000. Thus the salary of private school Principals is very low.

Conclusions

On the basis of the results drawn and discussion with the teachers and principals of private schools, the following conclusions and suggestions are made for the further necessary action of the higher authorities :

The society and community considered the private schools teachers as a unemployment person.

Employment provident fund and minimum basic pay scale not applicable yet.

Higher responsibility and less salary.

Disappropriate qualification and standard of teaching.

More involvement in non-academic and academic activities.

No laws or provisions for service conditions.

The salary of the private school teachers is from Rs. 3500 to 7000 and for the principals also from Rs. 6000 to 15000. Thus, the economic status of the private school teachers is becoming very low.

Suggestions

The staff of private school should be brought under the employment provident fund, which is already applicable compulsory in the private schools.

The salary status of the private school teachers is required to make improvement. There should be a fixed regionable maximum basic pay scale.

To avoid overload of teachers, every teacher may be equally treat. There should be no stress or train on any individual.

For extra work for teachers and some extra allowances from the school authorities.

Provisions for service rule from the government and management side for the betterment of the private school teachers.

Organised a private school welfare association for the evaluation and monitoring various academic activities of private schools.

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