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 consequences. 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 conditions and high responsibilities and less salary, the problems found by the study.

Key words: Private school teachers, condition of service.

Private schools 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 management, 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.

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 adopted for the study. Survey method was sought 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 adopted for the study. 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 adopted for the study. Survey method was adopted for the study.
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

<table>
<thead>
<tr>
<th>Categories</th>
<th>Observed frequency</th>
<th>Chi-Square frequency</th>
<th>Chi-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>40</td>
<td>1.6</td>
</tr>
<tr>
<td>Agree</td>
<td>82</td>
<td>40</td>
<td>44.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>40</td>
<td>14.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>40</td>
<td>16.9</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Lowest</td>
<td>3500 to 5000</td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td>5000 to 7000</td>
<td></td>
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</tbody>
</table>

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

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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>6000 to 8000</td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td>8000 to 15000</td>
<td></td>
</tr>
</tbody>
</table>

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 an unemployment person.
- Employment provident fund and minimum basic pay scale not applicable.
- 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.

References
Sears, J. B. (1947) *Public School Administration* New York: Ronald Press Company