



## **Socio- Economic Status And Job Satisfaction of Private School Teachers**

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### **Abstract**

The education of teacher is of utmost importance to carry out the responsibilities of educating future citizens and moulding the behaviour of the people in a desirable way. The new education policy stresses the need for overhauling the existing education system. Teachers in private schools are very hard working and they are overloaded by many extra. Classes for teaching. The time spent by them and their salaries are great concerning topic. This may affect the social status, economic problems, personal problems, professional values and service conditions etc. Many highly qualified persons are also working with a very little amount of salary. These may create many problems in the society. But it will be very difficult if the situation of private school teachers are going on. The goal of rendering private school teacher awareness is to help in the development of our society and concern about the teachers and its associated problems and to work individually and collectively towards the solutions and current problems and the prevention of them. The need of giving a message of private school teachers which highlights their problem is very much essential. So, the present study has been made to study the socio-economic status and job satisfaction of private school teachers.

### **INTRODUCTION**

Education is as old as the human race. It is never ending process of inner growth and development and its period stretches from cradle to grave. Education, in the real sense is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and attitudes, positive sentiments and skills, good values and attitudes. It is through education that man transformed into social, moral

and spiritual being. Man learns something every day and at every moment. His entire life is education. Hence, education is a continuous and dynamic process.

On the recommendation of the Hunter Commission, the responsibility for "Secondary Education" was entrusted to the local bodies 1883-84. Since then, these bodies are performing its function. According to the Second All India Education Survey, about 31 lakh students were receiving education in schools run by local bodies, Private schools have played a major role in the development of education system. Such schools are being managed by different types of organizations e.g. Religious associations, registered trusts and also by various communities. More than 50% of the secondary schools in India are being managed by private organizations. The internal administration of such schools is carried on by their managing committees, principles, representatives of permanent teachers and trusts or religious associations concerned along with the representative of Education Department are the members of such committees. But it would be more desirable, as in some countries of the West, if the guardians of school children are also represented on the committee as it would enable them to extend greater co-operation in looking after the interests of their wards and in dealing with the problem of indiscipline among them.

The teacher is facilitation for providing education to students. The teacher helps the students to visualize facts in new light and also helps to discover knowledge. The key figure in any educational organization is teacher. It is upon him that the educational efforts of the society depend. It is therefore, necessary for us to understand his role.

#### **OBJECTIVE OF THE STUDY**

- 1) To study the social status of private school teachers.
- 2) To study the ' economic conditions of private school teachers.
- 3) To study the service conditions of the private school teachers.

#### **METHODOLOGY**

The survey method to educational problems is one of the most commonly used approach and it is one of the important category of descriptive or normative survey method. It is followed in studying local as well as state, national and international aspects of education. It goes beyond more gathering and tabulating of data. It involves impetration, comparison, measurement, classification, evolution and generalization of educational problems. In view of the purpose of the study only the survey method has considered most appropriate.

The major tool used was questionnaire which was used for measuring socio economic status and job satisfaction of teachers and principals in Imphal West District as it was thought to be more flexible and fool for collecting both quantitative and qualitative information. For the present study a questionnaire known as socioeconomic status and job satisfaction was constructed by the researcher to fulfill the mission of the study. A study was conducted over representative sample of teachers to get some variables related to socio-economic status and job satisfaction. At first 70 questionnaire was prepared with the consultation of the supervisor. From the 70 questionnaire 60 questionnaire was selected for the final form of the questionnaire.

The sample has been defined as, "a miniature picture of the entire group of aggregate from which was selected, in other words, it is the representative proportion of the population. For the present study, the investigator has selected 100 private school teachers and 20 principals in the Imphal West District on the basis of simple random sampling technique.

The self-constructed questionnaire which contains 53 items were used. All the items were in the form of opinions or statements. Five alternative choices of responses were given against each opinion or statement and the subject had to choose only one alternative out of the five depending on his/her best belief. In order to analyse and interpret the test scores the investigator adopted the following statistical procedure: Percentage, Chi-square Test.

### DELIMITATIONS OF THE STUDY

- 1) The present study will be delimited to the private school teachers and principals of Imphal West District, Manipur only.
- 2) The present study will be delimited to 120 samples i.e. One hundred sample from private school teachers and twenty sample from principals of private schools.

### DATA ANALYSIS

When the data are arranged and tabulated, the researcher proceeds to analysis and interpretation of data. There are various methods of analysis of data. Analysis and interpretation are often attempted through comparison between two or more sets of data. These comparisons may be at a fixed point of time or between two time periods. The most important of these methods of analysis and interpretation are the methods which help in establishing functional relationships and forecasting. Table 1 shows the social status of the private school teachers.

**Table 1**

#### Social Status of Private School Teachers is very low

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly Agree	33	20	8.45
Agree	25	20	1.25
Undecided	07	20	8.45
Disagree	18	20	0.2
Strongly Disagree	17	20	0.45
	100	100	Obtained=18.80

From the table, it is observed that the obtained chi-square is 18.80 and the table value of the chi-square at 4 df and 0.05 level of significance is 9.488 and 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. 58% of the teachers support that the social status of private school teachers is very low. Also, 65% of the principals support the same statement.

**Table 2 Shows the Economic Status of Private School Teachers**  
**Economic Status of Private School Teachers is very low**

Categories	Observed frequency	Chi-square frequency	Chi-square
Strongly Agree	32	20	7.2
Agree	41	20	22.05
Undecided	08	20	7.2
Disagree	13	20	2.45
Strongly Disagree	06	20	9.8
	100	100	Obtained=48.7

From the table 5, it is observed that the obtained chi- square is 48.7 and the table value of the chi-square at 4df and 0.05 level of significance is 9.488 and 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. 73% of the teachers support that the economic status of private school teachers is very low. Also 70% of the principals support the same statement.

**Table3 Shows the Service Conditions of the Private School Teachers**  
**Service Conditions of private school teachers is not adequate**

Categories	Observed	Chi-square	Chi-square
Strongly Agree	25	20	0.89
Agree	44	20	28.8
-Undecided	12	20-	3.2
Disagree	14	20	1.8
Strongly Disagree	05	20	11.25
	100	100	Obtained =45.94

From the table 4, it is observed that the obtained chi- square is 45.94 and the table value of the chi-square at 4df and 0.05 level of significance is 9.488 and 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. 69% of the teachers support that the service conditions of private school teachers is not adequate. Also 70% of the principals support the same statement.

**MAJOR FINDINGS OF THE PRESENT STUDY**

1. The community and society considered the private school teachers as a helpless and unemployed-person. So, there is need for the improvement of the private school teachers.
2. The salary of the private school teachers is from Rs. 1500 to Rs. 5000 and for the principals are also from Rs. 3500 to Rs. 7500. Thus the economic status of the private school teachers is very low. The school authority should try to solve this situation.
3. The private school teachers are not satisfied with the present job as a teacher. The qualification of private school teachers and their salaries are inappropriate.

Thus, the professional satisfaction of the private school teacher is not satisfied. The higher authority should consider and provide extra facilities.

4. There is no provision or low from the government side for the betterment of the private school teachers. So, the government should try to make some law or provisions for them.
5. In the private school, the focus is only to the students prospects not in the teacher's welfare. There is no enough holidays, no employment provident fund, no job security etc. So, the teacher prospects should also be consider.
6. There are many types of personality difficulties in the private school teachers. Mental harassment of the private school teachers are very frequent.. They are also very difficult to participate any social work or social service. It will also affect on their teaching also. Therefore, the higher school authority should relax certain situations to solve such type of situations.
7. There is more examination system like unit test, weekly test, monthly test, half yearly test and final test in the private school. Women teachers are facing problems in managing their household and school work. So, the higher school authority or committee should try to minimize it.

**SUGGESTIONS FOR FURTHER STUDY**

1. Studies on the private school teachers of other stages such as senior secondary, college and university level can be conducted.
2. The present study is confined only to 100 private school teachers and 20 principals. Similar studies can be conducted with larger samples.
3. The same study can be conducted in the private school teachers and principals in other districts of the state also.

4. A study of the pt-school teachers of different status could be conducted.
5. The same study can be conducted in the private school teachers and principals of the hilly areas of the state.
6. A study of the socio-economic condition and job satisfaction of non-teaching staff of private schools can also be conducted.

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