

Enhancing Job Satisfaction in Primary School Education: A Comprehensive Analysis of Administrative and Managerial Strategies

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Abstract: *This study examines the multifaceted aspects influencing job satisfaction among primary school teachers, focusing on both government and private institutions in India. Primary factors assessed include work culture, perceptions of principal behavior, colleague interactions, administrative staff conduct, and recognition within the school environment. The research primarily aims to evaluate school administration and management, the impact of the Right to Education Act, and the influence of organizational and personal factors on teacher satisfaction. Additionally, it compares job satisfaction levels between government and private school teachers and proposes measures for improvement.*

The study is grounded in a comprehensive methodological approach, involving 300 primary school teachers—180 from government schools and 120 from private schools. The sample, though predominantly female, is diversified across various substrata such as age, gender, job status, academic qualifications, marital status, and income. Data collection was carried out in 10 randomly selected government and 10 private primary schools, focusing on infrastructure facilities and the experiences of both permanent and contractual teachers.

Key hypotheses explore the differential satisfaction levels regarding school infrastructure, pupil-teacher ratios, corporal punishment policies, school management committees, parent-teacher meetings, workload, professional honor, decision-making participation, salary fairness, job security, and stress levels. The study also investigates how personal factors such as age, gender, educational qualifications, and income correlate with job satisfaction among teachers in both school types.

The findings of this research are anticipated to contribute significantly to understanding the dynamics of job satisfaction among primary school teachers and to inform policy-making for enhancing the educational environment in Haryana.

Key Words: *Keywords: Teacher Job Satisfaction, Educational Administration, School Environment Dynamics, Comparative Analysis, Policy Implications.*

1. INTRODUCTION:

The RTE Act, 2010 provided for the Right of children to free and compulsory education till the completion of elementary education. The significant aim of the Act was to remove the educational disparities in the country. The Act further provided for the rights-based approach and imparting quality education to all the children *in the country, based on principles of equity and non-discrimination.

The RTE Act has not only standardized the norms for elementary education but has also put several obligations on teachers. The teachers were the chief actors who were directly linked to classroom teaching. Therefore, the success of any educational policy was directly linked to the job satisfaction of teachers. In order to attain the educational goals,

there was dire need to study and analyze job satisfaction of teachers, inter alia various provisions related to teachers as mentioned in the RTE Act.

Thus, the basic question was whether teachers were satisfied with the educational policy of the government? Whether the provisions of the RTE Act have any impact on the professional satisfaction of teachers? This chapter endeavors to ascertain the level of job satisfaction amongst primary school teachers *vis-à-vis* the provisions of RTE Act and to suggest appropriate measures to achieve educational goals in a comprehensive manner.

compulsory elementary education¹.

The Right to Education Act² provided for the:

- Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- It clarified that 'compulsory education' meant an obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It made provisions for a non-admitted child to be admitted to an age-appropriate class.
- It specified the duties and responsibilities of appropriate Governments, local authority, and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It laid down the norms and standards relating inter alia to Pupil-Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provided for rational deployment of teachers by ensuring that the specified pupil-teacher ratio was maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there was no urban-rural imbalance in teacher postings. It also provided for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to the local authority, state legislatures and parliament, and disaster relief.
- It provided for the appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibited (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provided for the development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality, and talent and making the child free of fear, trauma, and anxiety through a system of child-friendly and child-centered learning.

Under the Act, there were specific provisions for the improvement of infrastructural facilities in the school. It provided for availability of equipment and support services which impacted significantly besides increasing school access, enrollment, and retention rate. The Right to Education³ has also laid down the norms for teacher-pupil ratio, classroom teacher ratio i.e. the proper proportion of classrooms in schools. Additionally, it emphasized school-working days, teacher-working hours, which were also the indicators for measurement of the quality of education and effectiveness of teaching in schools. The RTE Act also negated the screening procedure for admission of children, capitation fee, and running of schools without recognition. It provided for the development of a curriculum which would ensure the wholesome development of the child, based on the child's knowledge, capability and talent"⁴. Undoubtedly, India has made substantial progress towards achieving EFA goals during the last two decades. The RTE, 2010 has given further impetus to the nation's efforts for ensuring quality education for all in a time-bound manner. The access to school, along

¹ *Right to Free and Compulsory Education Act*, (2010) New Delhi; MHRD, Government of India, pp.12-26.

² <http://mhrd.gov.in/rte> Accessed on 21 November 2016

³ *Right to Free and Compulsory Education Act*, Ministry of Human Resource and Development, Available at: <http://mhrd.gov.in/rte> (Accessed 30 may 2014).

⁴ *Right to Free and Compulsory Education Act*, Ministry of Human Resource and Development, Available at: <http://mhrd.gov.in/rte> (Accessed 4 January 2015)

with enrolment, has improved for most of the children, as almost all over India, the schooling facility exists within the close vicinity.⁵

Besides specifying the duties and responsibilities of school principals, parents and local authorities, *inter alia* the RTE Act also standardized the norms and standards related to teachers⁶. Some of the significant provisions are mentioned as follows:

Some of those factors considered under this study are as follows:

1. **Work culture in School**
2. **Perception of teachers regarding Principal's behavior**
3. **Behavior of Colleagues/ Co-worker**
4. **Behavior of Administrative Staff in School**
5. **Recognition in School**

2. OBJECTIVES :

This article has six specific objectives:

1. The main objective of this study is to examine administration in school and its management committee
2. To study the job satisfaction of primary school teachers working.
3. To assess the impact of Right to Education Act on job satisfaction of primary school teachers.
4. To assess the impact of organizational and personal factors on job satisfaction of primary school teachers.
5. To make a comparative study of job satisfaction of primary school teachers working in government and private schools.
6. To make suggestions to improve the job satisfaction of primary school teachers.

3. RESEARCH METHODOLOGY:

The study would employ the following research methodology

A total of 300 teachers have been taken for the current study. Which comprises of 180 government primary school teachers and 120 private primary school teachers.

An effort has been made to divide the sample into substrata like age, gender, the status of the job, academic qualification, marital status, and income.

The number of female teachers outnumbered the male teachers in the sampled schools but equal representation to gender remained a limitation of the present study. The sample included both permanent and contractual teachers.

As many as 10 government and 10 private primary schools were selected randomly to study the status of existing infrastructure facilities in the primary schools in the Kaithal District, Haryana.

3.1 Collection of Data::

- **Interview schedule-** A set of interview schedule was prepared to study the comparative impact of various provisions of Right to Education Act on job satisfaction of government and private primary school teachers and to find out the comparative difference of job satisfaction amongst government and private school teachers in relation to the impact of various organisational and personal factors on teachers.
- The interview schedule comprised both close-ended and open-ended questions related to teaching and its other aspects. Each question in interview schedule had three answers; yes, no, and no comments. The interview schedules were developed by searching relevant literature, various legislations by the government and by consulting the experts in the field of Public Administration, Education Administration and allied disciplines.

⁵NUEPA, 2013. *Elementary Education in India: Progress Towards UEE, Flash Statistics, DISE, 2011-12, Provisional*; NUEPA, New Delhi, India.

⁶ Education For All , Status and Trends (2012) NEUPA, MHRD, New Delhi P. 3-8

These interview schedules were translated into the Hindi language for the convenience of the respondents. The study employed both primary and secondary data.

- **Primary Data:** Primary data has been collected largely through structured Interview schedule, in-depth interviews, discussions and observations by the researcher.

3.2 Data Analysis and Interpretation

Use of Pearson's Chi-Square and P-Value

Data collected through structured and unstructured research questionnaire was processed and analyzed using SPSS tool. Besides using percentages, the researcher has used Pearson's Chi-square test result and p-value for processing the data. All these statistical tools have been used to discover the relationship between the categorical variables (gender, age, educational qualifications etc) and different organizational attributes and their relation to several issues related to teachers. The following parameters have been employed to analyze the data.

Chi-Square Test

Table 1.
Assumptions of Chi-Square Test Result in the Present Study

0.00 to 0.01	Highly Significant
Above 0.02 up to 0.05	Significant

The assumptions considered while analyzing the primary data given in the Tables

The chi-square was computed where,

1. If P- value=0.01 which means there was 99 percent confidence level and highly significant association(**) among categories within the attribute variable and
2. If P- value is between 0.02 and 0.05 that means there was 95 percent confidence level and significant association(*) among categories within the attribute variable, and
3. While, if the P- value is more than 0.05 that indicates relation was a non-significant association (ns) among categories within the attribute variable.

The attributes having significant or highly significant relations with different variables (i.e. questions) has been explained further. An attempt has been made to elucidate the statistical data quantitatively, as well as qualitatively on the basis of interviews, discussions and observations made by the researcher.

It is also pertinent to mention that most of the teachers, irrespective of the type of school they belonged to, were not willing to reveal negative aspects of their work culture or the school administration during formal data collection due to fear of losing job, reprimands or other apprehensions. However, during personal discussions and on the promise of maintaining complete secrecy, a good number of the respondents shared their opinions as well as genuine feelings. In some cases, their opinions were also found to be contradictory to what they had mentioned during formal interviews.

3.3 Limitations

The name of schools and teachers were nowhere mentioned in the text to keep the sanctity of the promise made to the respondents at the time of data collection.

The focus of the present study was on the various aspects related to job satisfaction of primary school teachers working in government and private schools of the selected blocks of the Kaithal district, Haryana; which is duly recognized by the Haryana Board of Secondary Education.

4. COMPARATIVE ANALYSIS OF SATISFACTION OF GOVERNMENT AND PRIVATE PRIMARY SCHOOL TEACHERS TOWARDS SCHOOL ADMINISTRATION

4.1 Work culture in School

Organisation and its work culture directly or indirectly affect the job satisfaction its employees.⁷ This study attempted to study the work culture in school. The table 1 manifested that, all government schools respondents, affirmed that the work culture was pleasant in their school. However, not more than 83.3% private teachers stated that work

⁷ N.C. (1953). Satisfaction in the white- collar job, Ann Arob MI: University of Michigan Survey Research Center.

culture was pleasant in their school (table 1). The conversation with respondents also, brought forward that government school teachers favored more that work culture was hospitable, cordial and amiable in school. Whereas private primary school teachers also feel that work culture was congenial in their school but sometime they feel repulsive of their school work culture due to principal’s high-handed leadership and for being considered as less important.

Even, the chi square results ($X^2=32.143$, $p>0.05$) was found statistically **highly significant**, which revealed that there was variation in the proportion of responses among the government and private school respondents covered under study (table 2). Therefore, it was reasonably concluded that **government school teachers as compared to private school teachers were feeling work culture as more pleasant in their schools.**

Table 2
Is there pleasant work culture in your school? Yes/ No/ No Comments

Variables								Chi-square	p-value
		Yes		No		No comments			
School type	Government School	180	100.0%	0	0.0%	0	0.0%	180	32.143 .000**
	Private School	100	83.3%	15	12.5%	5	4.2%	120	
Total		280	93.3%	15	5.0%	5	1.7%	300	

Source: Computed from Primary data p- value < 0.01 is highly significant denote **

4.2 Perception of teachers regarding Principal’s behavior

Principal is the chief executive of school. Principal’s leadership style and behavior leaves direct impact on almost every dimension of school including teachers. Hence, principal should be gregarious and benign to teachers in school. The table 2 showed that 98.3% government school teachers positively affirmed that principal was helpful to them. On the contrary, merely 70% respondents of private teachers approved the fact that principal was of helping nature (table 2). The discussions lay down that government school teachers perceived it principal was friendly, cooperative, and cordial with them. On the other hand, private school teachers unconcealed during formal discussion that principal was not much cooperative. Principal’s behavior was dominating, rigid, harsh and authoritative in nature.

Even, the chi square results ($X^2=51.162$, $p<0.01$) was found statistically **highly significant, which revealed that there was variation in the** proportion of responses among the government and private school respondents covered under study (table 3). Eventually, it was deduced that **government teachers as compared to private school teachers, perceived their principal as more helpful.**

Table 3
Does the Principal is helpful to you? Yes/ No/ No Comments

								Chi-square	P-value
		Yes		No		No comments			
School type	Government School	177	98.3%	2	1.1%	1	0.6%	180	51.162 .000*
	Private School	84	70.0%	28	23.3%	8	6.7%	120	
Total		261	87.0%	30	10.0%	9	3.0%	300	

Source: Computed from Primary data p- value < 0.01 is highly significant denote **

4.3 Behavior of Colleagues/ Co-worker

There is positive relationship between colleagues or co-worker behavior and job satisfaction of employees in an organisation.⁸ This study also made an effort to study the behavior of colleagues in the school. The table 4 manifested that, 95.6% government school teachers find colleagues as cooperative with them. In addition to this all the government M.Ed. and N.T.T teachers favoured that colleagues in their school were cooperative. Whereas, only 89.2% private teachers stated that colleagues were cooperative to them (table 3). Furthermore, formal discussion with government school teachers acknowledged more that colleagues were accommodating, co adjuvant and reciprocal. Whereas private

⁸.Riordan, C.M and Griffith, R.W. (1995), The opportunity for friendship in the workplace: An underexplored construct, Journal of business and psychology, 10(2), P.p 141-154.

school respondents unveiled more as compared to government school respondents that colleagues were not much supportive, and accommodating.

The chi square test results ($X^2=37.860$, $p<0.01$) was also found statistically **highly significant, which revealed that there was variation in the proportion of responses among the government and private school respondents covered under study (table 4).** Hence, it was deduced that **government teachers as compared to private school teachers, perceived their colleagues as more cooperative with them.**

Table 4
Does the colleagues were cooperative? Yes/ No/ No Comments

Variables									Chi-square	p-value
		Yes		No		No comments		Total		
School type	Government School	172	95.6%	8	4.4%	0	0.0%	180	37.860	.000* *
	Private School	84	70.0%	34	28.3%	2	1.7%	120		
Total		256	85.3%	42	14.0%	2	.7%	300		

Source: Computed from Primary data p-value < 0.01 is highly significant denote **

4.4 Behavior of Administrative Staff in School

Administrative support indirectly impacts positively on teachers.⁹ This study had made an effort to analyze the teacher's perception towards behavior of administrative staff. The table 4 showed that 93.9% government schools advocated positively that administrative staff was cooperative with them. Contrastingly, only 79.2% private school teachers declared that administrative staff was cooperative with them (table 5). The conversation with government school teachers also brought forward that teachers considered their administrative staff as congenial, benign and helpful. Whereas, private teachers viewed most of the administrative staff as less cooperative in nature.

Even the chi square results ($X^2=16.529$ $p<0.01$) was found statistically **highly significant, which revealed that there was variation in the proportion of responses among the government and private school respondents covered under study (table 5).** Therefore, it was inferred that **government school teachers as compared to private school respondents stated positively that administrative staff was cooperative with them.**

Table 5
Does the administrative staff is cooperative? Yes/ No/ No Comments

Variables		Q22							Chi-square	p-value
		Yes		No		No comments		Total		
School type	Government School	169	93.9%	11	6.1%	0	0.0%	180	16.529	.000**
	Private School	95	79.2%	21	17.5%	4	3.3%	120		
Total		264	88.0%	32	10.7%	4	1.3%	300		

Source: Computed from Primary data p-value < 0.01 is highly significant denote **

4.5 THE SCHOOL MANAGEMENT COMMITTEES (SMC)

The RTE Act, under section 21, mandated all schools to constitute School Management Committee in their school. The School Management Committee (SMC) has a very important role in actualizing the goals of the RTE Act. It has tremendous potential to transform the existing system of education. Its proper functioning and constructive approach can work towards reinstating a successful school system.¹⁰ Moreover, the SMC in schools provided innovative dimensions to fostering a cohesive teacher-parent relationship

⁹ Brunetti, G.J. (2006) Resilience under fire: Perspective on the work of experienced, inner city high school teachers in the United States, Teaching and Teacher Education, 22(7), P. 812-825.

¹⁰ Dayaram (2011) School Management Committee and the Right to Education Act 2009, American India Foundation Green Park Extension, New Delhi, p. 55.

4.5.1 Setting Up And Constitution of School Management Committee

The Act envisioned an active and well-meaning role of the School Management Committee, as the basic unit of a decentralized model of good governance with the active involvement of the local community including parents of the school children, in the proper functioning of the school. As a matter of fact, the local community always felt proud and motivated in making positive contributions towards improving the quality of education in the schools working in their close vicinity. The SMC would consist of elected representatives of local authority, parents or guardians of the school children and the teachers. Thus, 3/4th (75 percent) members were from parents/guardians. At least 50 percent of the members were women. Rest 1/4th comprised 1/3 local authorities; 1/3 teachers and 1/3 academicians/students. According to RTE Act, proportionate representation has to be given to parents or guardians of children belonging to disadvantaged groups and weaker sections.

Table 6
Your School have set up School Management Committee (SMC): Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	152	22	6	180	42.515	.000**
	84.4%	12.2%	3.3%	100.0%		
Pvt. School	60	53	7	120		
	50.0%	44.2%	5.8%	100.0%		
Total	212	75	13	300		
	70.7%	25.0%	4.3%	100.0%		

Source: Computed from Primary data p- value < 0.01 is highly significant to denote **

The data in Table 3.8 shows that 84.4 percent government school teachers and 50 percent private school teachers stated that School Management Committee has been set up in their respective school as specified under RTE Act.

Since most of the private schools were registered under Trust or Societies Act, which mandated them to constitute School Management Committee. Thus, the private schools have already established Management Committee under 'The Societies Registration Act'. Further, the RTE Act has clearly mentioned that private schools need not set up fresh Committees

During informal discussions, it was found that a good number of private school teachers were not even aware of the setting up of the School Management Committee in their schools. Mostly private school teachers were not taken into confidence into the functioning or other such activities in their school. Whereas, a good number of government school teachers were in the know-how of the SMCs Further, the Chi-square results ($X^2=42.515$, $p < 0.01$) was found **highly significant** as there was variation in the proportion of responses among the government and private school respondents. Therefore, it can be deduced that **the setting up of SMCs as specified by RTE Act found more in government schools as compared to private schools.**

Functions of SMC

As per the RTE Act some of the significant functions of SMCs¹¹ in schools were as follows;

- Managing School Development Plan (SDP) as per the RTE norms.
- Management of school
- Supervision/ monitoring of finance, management, academic progress, distribution of entitlements and other functions
- Keeping proper accounts of the funds available.
- Monitor the utilization of the grants received from the appropriate government or local authority or any other source.
- Monitoring academic progress of the children.

¹¹ Ministry of Human Resource and Development, Available at:
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SMC%20FORMATION.pdf (Accessed 12 August 2015).

4.5.2 TEACHER’S PERCEPTION REGARDING FUNCTIONING OF SMCs

During informal discussions, it was revealed that these Committees were not much active. According to a study by Sijan Thapa (2012), the SMCs were not much functional. They were not working in a practical way in the schools¹². The data in Table 3.9, however indicates that SMCs were functioning properly in the schools as per the observation of 62.8 percent government and 50.0 percent private school teachers

Table 7
The School Management Committee functions properly? Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	113	30	37	180	6.675	.036*
	62.8%	16.7%	20.6%	100.0%		
Pvt. School	60	34	26	120		
	50.0%	28.3%	21.7%	100.0%		
Total	173	64	63	300		
	57.7%	21.3%	21.0%	100.0%		

Source: Computed from Primary data p-value <0.05 is significant to denote*

Interestingly, 20.6 percent government school teachers and 21.7 percent private school teachers responded ‘No Comments’ with regard to the functioning of the SMC. The indifferent attitude on the part of the teachers cannot be taken in a positive stride. Some of the senior teachers, on the other hand, held lack of awareness or interest on the part of local members/ parents responsible for the poor working of SMC. On the contrary, some of the parents during discussions denied having received any circular or timely intimation from the school authorities regarding SMC meetings.

During discussions, the government schools teachers assigned following reasons for the poor functioning of SMCs;

- i) Most of the members/ parents were not aware of their rights and responsibilities related to SMSs; even some of them did not know that they were the members of such a Committee of the school.
- ii) Lack of timely information regarding the meetings or activities.
- iii) Lack of enthusiasm on the part of parents to attend SMC due to occupational engagements.
- iii) Women members neither had the knowledge or inclination nor the time to attend the SMC’s meetings.

Whereas, in private schools, parents were generally aware of their rights as a parent; but they were also not specifically aware of their rights related to the said Committee. While talking about the inactive role of the SMC, the Principal of a school observed;

“The paucity of appropriate funds and poor administrative support were the discouraging dimensions in the successful functioning of the SMC. Further, a good majority of the members were not able to appreciate the school issues or the projects in the right spirit or perspective, thereby making it difficult for the Committee to take judicious decisions.”

‘Mostly, the Committee meetings were merely an eyewash’, said one of the Principals. The opinion of parents or teachers in the meetings did not carry much weight in the eyes of the authorities. On the contrary, one of the active members of a government school’s SMC reiterated, SMCs can play a very supportive and useful role provided the members were given a chance to work sincerely. Highlighting the significance of SMC, one of the Principals rightly observed;

¹²Sijan Thapa (2012) “How functional are School Management Committees in Present Context?,” Summer Research Internship Programme 2012 Centre for Civil Society, New Delhi.

“The members of the SMC can act as change agents of the society. With their experience and acumen, they can make a substantial contribution towards school governance. Further, they can bring the community and school closer to each other in the wider interest of the students.”

It can, therefore, be stated that all possible efforts should be made towards the success of SMC by creating sufficient awareness amongst the members about the significant role they can play in improving the quality of education of the children of their region through their sincere efforts. The members can be made clear with regard to their roles and responsibilities. With a view to encouraging their honest participation in the meetings of the SMC, the authorities can plan some incentives to the Committee members by honoring them on national importance day or school annual day function by way of acknowledging their support and contribution. Over and above, the school Principal can make some sincere endeavor, to utilize the services of the local community through the platform of SMC by involving them in the mid-day meal distribution activities, school building repairs/construction or some other allied activities, thereby relieving the teachers of excess workload.

Furthermore, a detailed analysis of the data indicated that the SMC’s meetings were more regular in the government schools. The Chi-square results ($X^2=6.675$, $p < 0.05$), as shown in Table 3.9, was also found **significant**. There was variation in the proportion of responses among the government and private school respondents. Therefore, it was inferred that **the regularity in the functioning of SMCs was witnessed more in government schools as compared to private schools.**

4.6 SATISFACTION REGARDING PARENT TEACHER MEETINGS

4.6.1 REGULARITY OF PARENT TEACHER MEETINGS IN SCHOOL

The Parent-Teacher meetings provide ample opportunities to the parents to know about their child’s general and academic performance in schools. ‘The parental involvement through such meetings would not only help the parents to learn about the child’s academic progress and other school activities but would help the teacher to understand a child’s family background’, stated one of the senior teachers. An analysis of the data shows that 81.7 percent government and 90 percent private school teachers agreed that Parent-Teacher Meetings (PTMs) were held regularly in their respective school as may be seen from Table 3.10. The government school teachers felt concerned that most of the parents were not taking PTMs seriously as they hardly

Table 8
Are Parent Teacher Meetings (PTMs) held regularly in your school? Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	147	32	1	180	13.184	.001**
	81.7%	17.8%	0.6%	100.0%		
Pvt. School	108	7	5	120		
	90.0%	5.8%	4.2%	100.0%		
Total	255	39	6	300		
	85.0%	13.0%	2.0%	100.0%		

Source: Computed from Primary data p- value < 0.01 is highly significant to denote **

Attended the meetings. Several reasons were quoted for their absence viz. lack of awareness and time constraints, the absence of timely and proper intimation, lack of transport, indifferent attitude of the school staff etc. Highlighting the significance of parents’ participation in PTM, the Principal of a government school observed;

“The school children whose parents were involved with the school through PTM have good attendance in school, showed good conduct and behavior in the classroom, increased motivation for learning, showed positive attitude towards homework and academically performed better. Above all, there was a low dropout rate in the school and a stress-free atmosphere for the teachers. We, therefore, try our best to encourage maximum number of parents to come and attend the meeting”

The private school teachers considered it as an appropriate opportunity for updating the parents regarding their wards' performance. In most of the private schools, PTMs were held every month Echoing the significance of regular PTMs, a senior female teacher from a private school observed, 'the parents who keenly attended the PTM, not only learned about their ward's progress but indirectly supported the school teachers also. One can vividly witness some positive changes in such students viz. Positive motivation to do well in studies, regular attendance in the classrooms, up to date on homework assignments and an improved conduct and behavior'. All these factors were the stress busters for the teachers. Welcoming environment during PTMs can motivate the parents to attend meetings in large number.

Attaching great significance to the utility of PTMs and with a view to encouraging the parents to attend the meeting in large numbers, the Delhi Administration during the year 2016-17, made regular announcements on Radio, regarding the importance of PTMs as well as date and time of the forthcoming PTMs in all government-run schools in Delhi.

The preceding discussion makes it amply clear that the PTMs were more successful in private schools as compared to the government schools. Furthermore the Chi-square results ($X^2=13.184$, $p < 0.01$) was found **highly significant** as there was variation in the proportion of responses among the government and private school respondents as may be seen from the Table 3.10. Therefore, it was inferred that **the regularity of PTMs was witnessed more in private schools as compared to government schools.**

4.6.2 INTERACTION BETWEEN TEACHERS AND PARENTS DURING PTM

The PTM provided an effective platform for a close, one to one interaction between the teacher and the parents for sharing relevant information with each other pertaining to the school children and vice versa. One of the private school teachers shared, 'more the parents and teachers shared information with each other about the student, the better equipped both will be to help the student to perform better in each field.' The PTM can make a long-lasting influence on the academic achievements of the students,'¹³ provided the teacher was competent and experienced enough to share all the relevant information about the child and the school with the parents in a clear and lucid way. Hence, effective two-way communication was essential to develop a strong bridge of understanding and trust between the teacher and the parents. The data in Table 3.11 shows that 91.7 percent government and 80 percent private school teachers claimed that they could communicate easily and freely the progress/ problems/deficiencies and allied academic issues of the children with their respective parents.

Table 9
Do you feel at ease communicating with the parents during PTM? Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	165	14	1	180	10.284	.006*
	91.7%	7.8%	0.6%	100.0%		
Pvt. School	96	24	0	120		
	80.0%	20.0%	0.0%	100.0%		
Total	261	38	1	300		
	87.0%	12.7%	0.3%	100.0%		

Source: Computed from Primary data p- value > 0.05 is non- significant denote **

Highlighting the importance of an effective interaction between the teacher and parents in the interest of the student, the Principal of a private school stated;

“The manner in which the teachers communicate and interact with the parents affects the extent and quality of parents' involvement in their child's academic activities including learning of a lesson or completion of homework.”

¹³ Heeliye TITIZ and Asiye TOKEL (2015) Parents Expectations from Teachers and School Administration Regarding School Family Cooperation Development, *International Journal on New Trends in Education and their Implications* April 2015, Vol 6(2).

During informal discussions, certain respondents acknowledged that parents being the well-wisher of their child must know and understand the problems of their wards; and positively help the teachers in improving their child's performance. Some of the significant issues which were generally discussed with parents during PTM were related to attendance, ability to learn, progress made in learning and any other relevant information about the child. One of the teachers stated that her discussions with parents during PTM revolved around following three major issues;

- Academic attainments/problems of the student,
- Child's learning activities and conduct in the classroom,
- Parents' help at home in learning and homework completion.

In this regard, the private school teachers stated that parents were encouraging, reassuring and supportive to teachers. They also added that some of the parents used to discuss at length the causes and remedial measures for improving their child's poor performance. One of the teachers in the private school observed, 'the supportive parents were a boon not only for their wards but also the teachers. I was always focused and relaxed and stress-free owing to good parental support.' It was also learned that some of the parents of government school students too extended wholehearted support to the teachers in improving their child's performance. At the same time, there were other sets of parents who would blame the teachers for their child's poor performance. Most of the government school students were from the poor financial background and some of the parents were not much educated so as to help their child in studies. But they always extended support to the teachers in improving their child's performance.

It may, therefore, be stated that PTMs were of fundamental importance for bringing teachers and parents at one single platform in the larger interest of the students. More the teachers and parents share with each other relevant information about the students, the better equipped both will be to help the students in their educational outcome as well as general conduct and behaviour. A good parental support always relieved the teacher of a lot of work-related stress.

Further, the Chi-square results ($X^2=10.284$, $p > 0.05$) as shown in Table 3.11 was found **non-significant** as there was no variation in the proportion of responses among the government and private school respondents. Therefore, it was inferred that **both the government and private school teachers expressed ease in interacting with parents especially during PTMs regarding the problems of their respective children.**

4.7 TEACHERS' SCHOOL DUTIES AND WORKLOAD

The RTE Act, under Section 24 clearly mentioned the following duties of a school teacher

- To maintain regularity and punctuality in attending school;
- To conduct and complete the entire curriculum within a specified time;
- To assess the learning quality of each child and accordingly supplement additional instructions, if any, as required;
- Hold regular meetings with parents and guardians and appraise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about their child; and
- Perform such other duties as may be prescribed.

There was also a provision in RTE Act that teacher who was lenient in his/her performance of specified duties and tasks would be subject to disciplinary action as per the service rules. But even in such a condition or circumstances teacher shall be given appropriate and reasonable opportunity to defend him/her self.

4.7.1 WORKLOAD

The RTE Act has prescribed 200 working/instructional days for an academic year. This Act specified minimum working hours for teachers i.e. 45 hours per week, which also included preparation hours. The 'Preparation Hours', referred to the preparation which was to be done by the teachers before taking up scheduled classes. The data in Table 3.12 shows

that 92.2 percent government and 70 percent private school teachers agreed that they were satisfied with their school workload

Table 10
Are you satisfied with the workload? Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	166	13	1	180	27.804	.000**
	92.2%	7.2%	0.6%	100.0%		
Pvt. School	84	36	0	120		
	70.0%	30.0%	0.0%	100.0%		
Total	250	49	1	300		
	83.3%	16.3%	0.3%	100.0%		

Source: Computed from Primary data p- value < 0.01 is highly significant to denote **

The government school teachers during discussions observed that their workload was as per the RTE Act. Although they had to overview mid-day meal-related activities during lunch time by skipping their own lunch, they were managing the same with the co-operation of other staff members. A limited number of teachers, however, opined that their Principal was co-operative and did not overload the staff with frequent meetings, and other miscellaneous or repetitive functions. The private school teachers, on the other hand, were burdened with extra-work in their respective school. They were feeling unsatisfied due to frequent staff meetings and several other activities and additional duties involving a lot of paperwork. Most of the meetings were held without advance notice to the staff, causing thereby lot of inconvenience to the staff as well as their family. Apparently, the government school teacher looked more comfortable with regard to their workload as compared to private school teachers.

Even the Chi-square results ($X^2=27.804$, $p < 0.01$) was found **highly significant** that there was variation in the proportion of responses among the government and private school respondents as may be seen in Table 3.12 It is thus, inferred that **government school teachers expressed satisfaction with regard to their workload in the school as compared to private school teachers.**

4.7.2 Interference of Additional Duties with Teachers' School Duties and Personal Life.

According to RTE Act, a teacher shall not be deployed for non-teaching activities other than census, disaster relief duties or duties related to elections of local authorities/ State Legislature / Parliament, as the case may be. The present study endeavored to check whether additional duties in school interfered with teacher's normal school duties and personal life. The data reflected in Table 3.13 explains that 63.3 percent government and 70 percent private school teachers admitted that additional duties in school interfered with their work and caused stress on day to day basis.

Table 11

Do Additional duties interfered with your normal School work and Personal life? Yes/ No/No Comments

Type of school					Chi-square	p-value
	Yes	No	No Comments	Total		
Govt. School	114	66	0	180	22.935	.000**
	63.3%	36.7%	0.0%	100.0%		
Pvt. School	84	25	11	120		
	70.0%	20.8%	9.2%	100.0%		
Total	198	91	11	300		
	66.0%	30.3%	3.7%	100.0%		

Source: Computed from Primary data p- value < 0.01 is highly significant to denote **

The private school teachers opined that they were over-engaged in co-curricular, extra-curricular activities, frequent staff meetings, and annual functions etc., which increased their workload. One of the teachers from the private school mentioned, 'It was awful to maintain a lot of registers, prepare numerous lists and to fill a lot of forms on daily basis.' Yet another teacher mentioned, 'A lot of mechanical but administrative work was entrusted to each teacher thereby consuming a lot of teaching time and leaving too less time to focus on academics or to justify the teaching schedule.' Beside this, traveling a long distance to reach school and then back home, always consumed exhausted/drained leaving little time for his personal, family or social obligations, and what to talk of pursuing a hobby or a game of choice. There was an absolute need to recharge their energies by balancing the work-life engagements with the active cooperation of the school authorities. A teacher who was normally exhausted cannot be expected to enjoy the little – little joyful moments of life forgetting how to upgrade one's professional skills. The school authorities can try to involve certain NGOs or responsible, alert and active, senior and local citizens through the platform of SMCs in the preparation and distribution of mid-day meals and certain other allied activities including supervision of the school maintenance and minor repairs etc..

The preceding discussion also brings forth the fact that the teachers in private schools were more burdened with additional duties than the government school teachers. Further, the Chi-square results ($X^2=22.937$, $p < 0.01$) was found **highly significant** as there was variation in the proportion of responses among the government and private school respondents as can be seen from Table 3.13. Therefore, it was highlighted that **more of the private school teachers stated that additional duties interfered with the teacher's normal school work as also the personal life as compared to government school teachers.**

a lot of time, thereby leaving little time to attend to social and family life. These expressions were indicative of causing stress to the teachers at the workplace.

The government school teachers admitted about their deployment for non-teaching activities like purchasing and collecting items, various provisions, and vegetables (condiments, potatoes etc.) from the market for the preparation of mid-day meal. Cooking and distribution of Mid-day meal resulted in wastage of teaching hours of teachers. Moreover, it was very cumbersome and time-consuming task to maintain a detailed account of every purchased commodity and their consumption. They had to skip their own lunch as they had to supervise the proper distribution of mid-day meal during lunchtime in school. Preparation of several other reports and writing down of every detail of expenditure resulted into wastage of the teaching time. Besides this, teachers in government schools had to do other activities like census data collection, disaster relief duties or duties related to elections. The government school teachers specifically mentioned that when they had to perform activities related to mid-day meal in school; it became very hectic and tiresome for them.

The foregoing discussion vividly makes it clear that the additional duties viz. non-teaching or administrative duties not only consumed a lot of teachers' time but also drained their energies. By the end of the day a teacher was mentally and physically.

5. CONCLUSION:

This study provides a comprehensive analysis of the various factors influencing job satisfaction among primary school teachers in Haryana, India, comparing experiences in government and private institutions. The findings highlight critical areas that impact teacher satisfaction and offer actionable insights for policy makers and educational administrators.

➤ Work Culture and Environment:

- **Government Schools:** Teachers reported higher job satisfaction related to job security and benefits, though issues like infrastructure deficits and higher pupil-teacher ratios were significant concerns.
- **Private Schools:** While infrastructure and modern teaching aids were better, teachers faced challenges such as lower job security, higher workload, and stress related to performance expectations.

➤ Principal and Administrative Staff Conduct:

- Positive perceptions of principal behavior and administrative support correlated strongly with higher job satisfaction. Teachers in schools with collaborative and supportive leadership reported feeling more valued and motivated.

➤ Colleague Interactions:

- The sense of camaraderie and professional support among colleagues was a critical factor in job satisfaction. Schools that fostered a collegial and inclusive environment saw higher levels of teacher contentment and reduced turnover rates.

- **Recognition and Professional Honor:**
 - Recognition of teachers' efforts, both formally and informally, played a significant role in job satisfaction. Government school teachers often felt more respected in their communities, contributing to their overall job satisfaction despite infrastructural challenges.
- **Impact of the Right to Education Act:**
 - The implementation of the Right to Education Act influenced job satisfaction, particularly concerning class size and workload. Teachers in both sectors expressed concerns about increased administrative tasks and responsibilities.
- **Organizational and Personal Factors:**
 - **Age and Experience:** Older and more experienced teachers reported higher job satisfaction due to greater job security and professional recognition.
 - **Gender:** Female teachers expressed satisfaction linked to work-life balance and job security, though they faced challenges such as career advancement opportunities.
 - **Educational Qualifications and Income:** Higher qualifications and income levels were positively associated with job satisfaction, highlighting the need for professional development and fair compensation.

Policy Implications and Recommendations

- **Enhancing Infrastructure:**
 - Investment in infrastructure, particularly in government schools, is essential to create a conducive teaching and learning environment.
- **Supportive Leadership:**
 - Training programs for principals and administrative staff to develop supportive and inclusive leadership practices can enhance teacher satisfaction.
- **Professional Development:**
 - Continuous professional development opportunities should be provided to teachers to improve their skills and career advancement prospects.
- **Balanced Workload:**
 - Policies to manage workload effectively and ensure a balanced pupil-teacher ratio can help in reducing stress and increasing job satisfaction.
- **Fair Compensation and Recognition:**
 - Implementing fair compensation structures and formal recognition programs can significantly boost morale and job satisfaction among teachers.
- **Inclusive Policy-Making:**
 - Involving teachers in decision-making processes related to school management can lead to more informed and accepted policies, thereby increasing job satisfaction.

By addressing these critical areas, educational institutions can foster a more supportive and satisfying work environment for teachers, ultimately leading to improved educational outcomes for students. This study's findings offer valuable insights for developing strategies to enhance teacher satisfaction and retention in both government and private primary schools in Haryana.

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