

## Job of Primary School Teacher in Uttar Pradesh: A Profession By Chance Not By Choice



### Education

**KEYWORDS :** Unsatisfied, Motivation, Salary, Assignment, Posting

**Deepa Awasthi**

Research Scholar, Department of Education, University of Lucknow, Lucknow – 226007, Uttar Pradesh.

### ABSTRACT

*In recent years researchers have pointed out that low quality of Primary level education is the main reason for downfall in overall education level of country. State Government of Uttar Pradesh with the help of Government of India have done its outmost effort in improving Quality of education at primary level but most of the effort were based on providing infrastructure in schools, opening new schools, recruitment of teachers etc. Although teachers play an important role in our education system yet none of the effort were directed toward the welfare of teachers, they remain neglected assuming that satisfaction of teachers do not affects the quality of education. Although their salary have been increased as per 6th pay commission but in absence of some allowances and facilities such as medical reimbursement facility, transport allowance, absence of new pension scheme etc, it failed in bringing satisfaction among primary school teachers employed in Government primary school run by Basic Education Council of Uttar Pradesh. With the help of survey this research paper will try to focus on the problems of primary school teachers and reasons behind these problems.*

### Introduction:

During last two decades State Government of Uttar Pradesh has put a lot of efforts in uplifting the quality of Primary Education. Large number of teachers with better educational qualification has been recruited. New schools have been opened. Better facilities have been made available at schools, but on other side issues related to welfare of primary school teachers remain untouched. Due to this Motivation level of teachers has gone down, affecting the quality of education. Teachers who are the backbone of our education system if remain neglected for long time will not be in favour of children.

### Objective:

- To study the job satisfaction level of primary school teachers employed in Government primary school of Lucknow District of Uttar Pradesh.
- To discuss the problems commonly faced by primary school teachers.
- To find out appropriate solutions for the problems of primary school teachers.

### Hypothesis:

Teachers employed in Government Primary Schools of state Uttar Pradesh are not satisfied with their jobs. An unsatisfied teacher who himself is not motivated cannot fulfil the expectations of students and Parents.

### Research methodology:

Descriptive survey method has been used in this study.

### Sample:

Sample of 100 primary school teachers employed in Government primary schools of Lucknow district of Uttar Pradesh were selected by simple random sampling technique. A List of schools and teachers posted in those schools were obtained from *Basic Shiksha Adhikari* Office.

### Tool for Data Collection:

For collection of Data a questionnaire was prepared by researcher. It comprised of total ten Questions. Experts were consulted for testing validity of Questionnaire.

### Statistical Technique:

Percentage technique is used to analyse the Data.

### Findings:

- 72% of Primary School Teachers have Post Graduate or above educational qualification, 21% teachers are Graduate while 7% teachers have secondary or Higher Secondary level education as their Qualification.

- 83% teachers were unsatisfied with the working conditions provided to them in schools. 6% of them were satisfied and 11% of them did not answer the question.
- 91% of teachers find their officers and other staff as non cooperative and non supportive. Only 4% of teachers were satisfied with behaviour of officers, while 5% of teacher did not answer this question.
- 87% of teachers were unsatisfied with their posting, they find that distance between their school and home is too much while 13% teachers were satisfied with the location of posting.
- 77% Primary school teachers said that they would like to join another job at same pay scale if chance is given. 20% denied from opting another job while 3% were not sure on this issue.
- 79% teacher said that their social status is degraded due to job of primary school teacher. While 21% of them find no effect on their social status due to this job.
- 94% teachers believe they feel discriminated as compared to secondary & higher secondary or degree college level teachers on issue of salary given to them. 6% teacher did not answer the question.
- 96% teachers believe that their job is more complicated because they have to perform other assignment given to them from time to time. 4% of them believe that assigning other work is common in every job.
- 77% teacher feels that due to the odd timings of school especially in summer they find difficulty in carrying their personal responsibilities at home. 23% teachers don't have any problem with the timings. 9% of them have nothing to say on this issue.
- 81% of teacher accepts that they do not want their child to opt for job of primary school teacher. Only 7% of teacher wants their children to join the job of primary school teacher, while 11% teacher did not respond to the Question.

### Discussion:

There is a common perception in society that job of primary teacher is easy as compared to other jobs but that is not true. It is full of challenges. Primary school teacher has to face a number of problems from home to work place. Above survey has been successful in pointing out some of the problems of primary school teachers employed in Government primary schools run by Basic Education Council of Uttar Pradesh.

- **Low salary:** Primary school teachers are paid less as compared to the other teachers working in secondary – higher secondary level or at degree colleges. Few years before it was believed that teaching at primary level do not require any special education or skill. Usually secondary or higher secondary passed

individual use to opt for this job but this belief has changed in last decade. Highly educated youth are being recruited as primary school teachers now a day. So discriminating the primary teachers on the basis of educational qualification and providing them less salary is beyond explanation.

- **Unfavourable working conditions:** It is accepted true that after passing more than six decades of independence Government in India has failed in providing minimum basic facilities for children as well as for teachers in primary schools. Even furniture available in school for teacher is inadequate or substandard. Availability of clean drinking Water, useable toilets, electricity is still day dream. Appropriate and comfortable furniture is also not available in schools. Funds made available to them for annual maintenance and procuring needs of school is very small. (Raj, T. 2011)

- **Uncooperative officers and support staff:** Another most common problem faced by teachers is that the officers, seniors, and other support staff like clerks, accountant are uncooperative and non supportive. Teacher accepted that they have to bribe the officers even for their salary, leaves, increments, promotion and transfers which are their right. (Raj, T. 2011)

- **Unjustified posting:** Study revealed that teachers are posted very far from their home. Too much time and money is wasted in travelling. Female teachers complained about their posting where no public conveyance is available. Due to this it is almost impossible for teachers to reach the school at time especially during summer (for 6 months from April to September).

- **Low motivation level:** During studies it is found that motivation level of primary school teachers is very low. They are not happy with their job. They believe that changing the job can help them. Teachers told that they are still applying for the other jobs especially young teachers below the age of 35 years, they are eager to leave the job.

- **Low social status:** Social status of Primary teachers is very low as due to low salary and weak economic condition they are not able to fulfil the expectations of society and family members. Even they are not allowed to take part in political activities like secondary or higher secondary teachers.

- **Extra assignments:** Teachers feel very low when they have to perform other works of different Government departments. Although Supreme court of India have ordered that teachers will not be engaged in extra works except elections, public census and works of national interest but higher administrative officers like D. M. and S. D. M. use the order in their favour.

- **Political interfere:** Teacher posted in schools situated in rural areas has to face the problem of political interfere. Usually *Gram Pradhan* interfere in the working of school. (Raj, T. 2011) Most common problem is related to providing school building for family functions of their supporters. Beside restrictions

teacher has to provide the building because even departmental officers are hesitant to interfere in political matter.

These are few common challenges faced by primary school teacher on daily basis. Beside these there could be some local problem differ from area to area.

#### Suggestions:

Here are few suggestions if implemented with serious efforts keeping in mind welfare of teachers, for improving the motivation level of primary school teachers –

- Formulating employee charter in Basic Education Department, under which a fixed time must be allocated from the day application is moved, for each work. If concerned officer or support staff fails in completing the and fails in giving a reasonable response they must be penalised.
- Teachers grievance cell must be established in each block to solve the problems of teachers at local level. A toll free number can also be helpful in making their complaints.
- Service rules regarding transfer, posting, promotions, increments must be implemented with transparency.
- No political interfere should be allowed in primary education. A clear cut policy must be formulated at state level in this regard.
- Motivational seminars, lectures and other such programmes may be arranged for teachers from time to time.
- Primary school teachers especially who are highly educated can be given few more allowances for reducing their inclination toward other jobs and to bring job satisfaction among them.
- Primary school teachers must not be used as multipurpose employees for conducting assignments of other department. Education must be kept at top priority.
- Officials and senior staff must be sensitive with female teachers. They must be posted to the schools have public transport facilities.

#### Conclusion:

From above discussion we can conclude that condition of primary school teachers is not satisfactory. Their motivation level is down. Low motivation level of teachers certainly affects the outcomes of students. None of the problems above mentioned is so big that it cannot be solved. All these problems are the result of corruption and illness of system. With little extra effort problems of primary school teachers can be solved to bring happiness of satisfaction on their face. A satisfied and happy teacher will certainly be able to fulfil the expectations of students, parents as well as society.

## REFERENCE

- Chetty, R.(2011). The Long Term Impacts of Teachers: Teacher Value added and Students Outcomes in Adulthood, Working Paper 17699, www.nber.org | • Darmody, M. & Smyth, E. (2010). Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland | • Ghosh, M. (2013). Job Satisfaction of Teachers working at the Primary School. International Journal of Humanities and Social Science Invention. Volume 2, Issue 7, July 2013 Page 01- 05 www.ijhssi.org | • Raj, T. (2011). Evaluating the level of teachers' job satisfaction and identifying the factors affecting it in the government primary schools in district Lakhimpur Kheri, Uttar Pradesh, India. Module code: EDUC500IM www.fordipf.net | • Raj, T. (2011). What is 'Professional Development' and how can it be useful for educational leaders and managers for the purpose of institutional development in elementary education in rural India? Module: EDUC 5731M www.fordipf.net |