

A study on the Professional Satisfaction of Elementary School Teachers working in Guwahati City of Assam

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Abstract

Professional Satisfaction has different dimensions viz. , related to the nature of work, wages, working environment, inter-personal relationship between and among co-workers, infrastructure, rapport with supervisors or immediate authority, recognition etc. and professional satisfaction is the result of individual feelings that derive from each such dimensions which later may go to influence his/her performance. Every profession requires knowledge and skill and so as teaching. But teaching the elementary grade students is a very challenging job as the learner here are in their tender stage. The first and foremost asset requires to strengthen the elementary school education is the elementary school teachers, whose professional satisfaction may assumed to have a significant impact on the service provided by them. The information regarding professional satisfaction of elementary school teachers may help the decision makers in preventing and solving the problems of elementary school teachers. The present study was conducted on the professional satisfaction of elementary school teachers working in the Guwahati City of Assam by taking 200 teachers of both private (100) and Government (100) by applying Random sampling Technique. Among the nine dimensions of professional satisfaction as taken under the present study, teachers of both Government and Private schools, male and female, express highest satisfaction in student related aspect. It has been observed that Private school female teachers express more satisfaction in the said aspect in compare to Private school male, Government school male and female teachers.

Key Words: Professional Satisfaction, Elementary Teachers, Elementary Education, Gender.

Introduction

The Dictionary meaning of 'Profession' is a paid occupation, especially one that involves prolonged training and a formal qualification. 'Profession' is something a little more than a job and occupation or vocation as it is concern with applying knowledge and skills in the interest of others, apart from derived income from a particular task. In simple word Professional Satisfaction can be defined as the state of a person's like or dislike of his/her own profession or how a person is content with his/her job (Spector, 1997). Professional Satisfaction has different dimensions viz. , related to the nature of work, wages, working environment, inter-

personal relationship between and among co-workers, infrastructure, rapport with supervisors or immediate authority, recognition etc. and professional satisfaction is the result of individual feelings that derive from each such dimensions which later may go to influence his/her performance.

Getting education in an institution, popularly called 'school' become a fundamental need as well as right of every human being to cope with the fast growing and changing world by making development in all aspect – physical, mental, emotional, social and moral. The first formal stage of education is Elementary education. Elementary education in India comprises Class –

I to Class – VIII, that is, both Lower and Upper Primary level. The education receive in elementary school provides the base for all physical, mental, emotional, intellectual and social development, along with inculcating value and discipline and thereby preparing a generation which will be term as human capital of a nation in future. Every profession requires knowledge and skill and so as teaching. But teaching the elementary grade students is a very challenging job as the learner here are in their tender stage and it became the ultimate responsibility of the elementary school teachers to introduce the students with the world of knowledge and science and thereby mould their innate capabilities to become a competent person in all spheres. Teaching the elementary grade students never has been and never will be easy. It takes courage, wisdom, endurance, humor and dedication. Like in other profession, in teaching also the 'satisfaction' concept determines a lot in its output in term of teaching learning outcome. Thus, professional satisfaction of teachers is a significant issue as it is related to quality education as aimed by Sarva Siksha Abhiyan and RTE Act, 2009. Professional Satisfaction may have an impact on mental and physical state of the teacher which further may affect the effectiveness of the instruction and guidance provided, that can be viewed in learners' achievement on multiple dimensions viz. behavioural change, acquisition of knowledge, development in co-curricular activities and so on.

Needs and Significance of the Study

In the field of education teachers are the human capital who can nurture and groom up each child and can turn every unit of population of a country to a human resource. However the output and quality of the teachers' work may influence by the level of professional satisfaction, they have. Thus, professional satisfaction of teachers is a relevant issue to study to impart quality education to all children as aimed by Sarva Shiksha Abhiyan and Right To Education ACT, 2009. Guwahati is the most prominent city of Assam and being working in a

city, the prospect as well as challenges of any profession is expected to be more than any other part of the state and so as for an elementary school teacher. The first and foremost asset requires to strengthen the elementary school education is the elementary school teachers, whose professional satisfaction may assumed to have a significant impact on the service provided by them. The information regarding professional satisfaction of elementary school teachers may help the decision makers in preventing and solving the problems of elementary school teachers and that tends to be connected with the positive outcome of teaching-learning process. Thus study of their professional satisfaction is very much relevant and significant.

Statement of the Problem

The present study has entitled as- "A study on the Professional Satisfaction of Elementary School Teachers working in Guwahati City of Assam"

Objectives of the Study

1. To study the level of professional satisfaction of elementary school teachers in multi-dimensional facets.
2. To compare the professional satisfaction of Private school teachers with Government school teacher.
3. To study the level of differences in professional satisfaction of male and female teachers.
4. To know whether the level of professional satisfaction differs according to the teaching experience.

Hypotheses

- There is no significant difference in professional satisfaction of Private and Government school teachers.
- There is no significant difference in the level of professional satisfaction of male and female teachers.
- There is no significant difference in the level of professional satisfaction of teaches with different teaching experience.

Review of Literature

Many studies have been done on professional satisfaction of teachers. Hazarika (2016) reported that 90% of the University library professionals are highly satisfied with their job. Managerial level, gender and marital status have no impact in job satisfaction of the University library professionals. It was found that an increase in the age of the library professional, the overall satisfaction level also increases. Again, higher the qualification, lesser is the satisfaction level. Neelam(2014) examined job satisfaction among primary school teachers working in the government primary schools located in Varanasi district, in relation to their demographic variables and reported that no significant differences were found on the basis of gender, marital status and educational qualification. Again, Raja Babu (2013) conducted a study on the professional satisfaction of teachers at primary level in East Godavari district of Andhra Pradesh. He reported that no significant difference in professional satisfaction between male and female teachers. No significant differences were also found among all the teaching experience categories and categories of teacher of different age groups. However B.A ./BSC. qualified teachers are found to be more satisfied towards professional aspects than that of M.A. / M.Sc. and other qualified teachers. The teachers working in rural,

urban and tribal area categories of respondents did not differ significantly.

Methodology

The present study covers the professional satisfaction of elementary school teachers working in the Guwahati City of Assam. Teachers of both private and Government schools have been included.100 were from Government/Aided Schools and 100 from Private Schools were taken by applying Random sampling Technique. A Likert-type self-structured questionnaire (36 items) grouped by nine dimensions was developed to collect primary data was used to rate the degree to which the units of sample were agree or disagree with statements related to his/her profession. The Questionnaire covers 22 positive type statements 14 negative type statements. The dimensions are-Headmaster / SMC related, Students related, Interpersonal relationship with Co-teachers, Infrastructure related, Salary related, In-service training related, Work load related, Syllabus and Evaluation Related and Guardian/Parents Related.

Result and Discussion

The results of the data collected from the sample are presented in tabular form-

Analysis of objective No. 1. To study the level of professional satisfaction of Elementary school teachers in multidimensional facet.

Table 1

Scores and Percentage of Professional Satisfaction of Elementary School teachers in Nine Dimensions

Sl. No.	Dimension	Total Items	Total Marks/Scores	Scores Obtain by 200 Teachers	Percentage
1	Headmaster/ SMC	5	25× 200	3764	75.28
2	Students	4	20× 200	3362	84.05
3	Interpersonal relationship	4	20× 200	3084	77.1
4	Infrastructure	4	20× 200	2649	66.23
5	Salary	3	15× 200	1700	56.67
6	In-service training	4	20× 200	3103	77.56

7	Work Load	4	20× 200	2668	66.7
8	Syllabus and Evaluation	4	20× 200	2550	63.75
9	Guardians / Parents	4	20× 200	2727	68.18
N = 200					

From the table it has been observed that professional satisfaction of Elementary school teachers is highest in student related aspect which is 84.05 %, followed by in- service training related aspect (77.56 %) and interpersonal

relationship with co-teachers (77.1 %). Teachers show less satisfaction in relation to salary related aspect which is only 56.67 %. Less satisfaction is also expressed in relation to syllabus and evaluation related aspect.

Table 2

Scores and Percentage of Government and Private Elementary school teachers in Nine Dimensions of Professional Satisfaction.

	1	2	3	4	5	6	7	8	9
Government School Teachers N = 100	1902 76.08	1615 80.75	1504 75.2	1214 62.05	906 60.4	1438 71.9	1215 62.55	1117 55.85	1281 64.05
Private School Teacher N = 100	1862 74.48	1747 87.35	1580 79.00	1408 70.4	794 52.93	1665 83.25	1417 70.85	1433 71.65	1446 72.3

It is seen that the level of professional satisfaction is highest in students related aspect in both Government and Private school teachers. However Private school teachers are more satisfied with their students (87.35 %) than Govt. school teacher (80.75 %). Aspects related to headmaster/ SMC and interpersonal relationship quite satisfactory for both Govt. and

Private school teachers. However regarding salary related aspect, Govt. school teachers are more satisfied than private school teachers. On the contrary Private School Teachers are more satisfied than Govt. school teachers in the aspects related to syllabus & evaluation, in-service training, work load and guardians / Parents.

Table 3

Scores and Percentage of Female and Male teachers in Nine Dimensions of Professional Satisfaction.

	1	2	3	4	5	6	7	8	9
Female N = 148	2827 76.41	2492 84.19	2537 79.63	1995 67.4	1309 58.96	2322 78.45	1994 67.36	1908 64.66	2045 69.09
Male N = 52	937 72.08	870 83.66	722 69.9	654 62.88	391 50.13	781 75.1	674 64.81	642 61.73	682 65.58

The Table shows that both the level of satisfaction of female and male teachers are high in relation to student, head master / SMC and in-service training related aspects and less in salary related aspects. It is seen that male teachers are

less satisfied than female in salary related aspect. Again, from the table it is also observed that female teachers are more satisfied in interpersonal relationship with co- teachers than the male teachers.

Table 4

Scores and Percentage of Government School Female teachers in nine dimensions of professional satisfaction.

	1	2	3	4	5	6	7	8	9
Govt. School Female N = 78	1537 78.82	1266 81.15	1205 77.24	1003 64.29	725 61.97	1169 74.94	982 62.95	901 57.76	1033 66.22
Private School Female N = 70	1290 73.71	1266 87.57	1152 82.29	992 70.86	584 55.62	1153 82.36	1012 72.29	1007 71.93	1012 72.29

It is observed in the table that level of professional satisfaction related to syllabus & evaluation differs between Govt. school female teachers and private school female teachers. Private school female teachers are much more satisfied than Govt. school female teachers in the said aspect. Similarly, private school female teachers showed more high level of satisfaction

than Govt. school female teachers in relation to in-service training related and work load related aspects. On the contrary, regarding salary related aspect Govt. school female teachers are more satisfied than private school female teachers. But both Govt. and Private school female teachers express high satisfaction in student related aspects.

Table 5

Scores and Percentage of Government School Male and Private School Male teachers in Nine Dimensions of Professional Satisfaction.

	1	2	3	4	5	6	7	8	9
Govt. Male N= 22	365 66.36	349 79.32	299 67.95	238 54.09	118 54.85	269 61.14	269 61.14	216 49.09	248 56.36
Private Male N=30	572 76.27	521 86.83	428 71.33	416 69.33	210 46.66	512 85.33	405 67.5	462 71.00	434 72.33

Professional satisfaction of Private school male teachers in relation to syllabus & evaluation aspect is 71 %, where as of Govt. school male teachers are only 49.09 %. Similarly, regarding guardians / parents related and in-service training related aspects private school male teachers show 72.33 % and 85.33 %, whereas of Govt. school male teachers are only 56.36 % and

61.14 % respectively. Regarding head master / SMC related aspect, Govt. school male teachers express less satisfaction (66.36 %) than private school male teachers (76.27 %). On the other hand regarding salary related aspects, both Govt. and Private school male teachers show less satisfaction. However private school male

teachers are more less satisfied (46.66 %) than Govt. School male teachers (54.85 %).

Table 6

Scores and percentage of Government School Female and Male teacher in Nine Dimensions of Professional Satisfaction.

	1	2	3	4	5	6	7	8	9
Govt. School Female N= 78	1537 78.82	1266 81.15	1205 77.27	1003 64.29	725 61.97	1169 74.94	982 62.95	901 57.76	1033 66.22
Govt. School Male N=22	365 66.36	349 79.32	299 67.95	238 54.09	181 54.85	269 61.14	269 61.14	216 49.09	248 56.36

Level of professional satisfaction of Govt. school female teachers is higher than Govt. school male teachers in almost all the aspects. The differences are more in respects to interpersonal

relationship with co-teachers, infrastructure and guardian / parents related aspects.

Table 7

Scores and percentage of Private Schools Female and Male teachers in Nine Dimensions of Professional Satisfaction.

	1	2	3	4	5	6	7	8	9
Private School Female N= 70	1290 73.17	1226 87.57	1152 82.29	992 70.86	584 55.62	1153 82.36	1012 72.29	1007 71.93	1012 72.29
Private School Male N= 30	572 76.27	521 86.13	428 71.33	416 69.33	210 46.66	512 85.33	405 67.5	426 71.00	434 72.33

It is observed from the table that level of satisfaction in different dimensions of private school female and male teachers are similar, though in salary related and interpersonal relationship aspects female teachers are more satisfied than their male counterpart. Teachers

are highly satisfied with students related and in-service training salary related aspect.

Analysis of objectives no.2: To compare the Professional Satisfaction of Private school teachers with Government school teachers.

Table 8

Frequencies of scores/marks of Private and Government school teachers along with Mean. S.D. and t-value

Class-interval	Frequency of Private School Teachers	Frequency of Govt. School Teachers
160 -169	4	0
150 -159	18	6
140 -149	14	8
130 -139	26	20

120 -129	16	30
110 -119	12	10
100 -109	10	12
90 – 99	0	10
80 – 89	0	4
N	100	100
Mean	133.7	121.9
S.D.	16.6	17.64
C.R. / t-value	4.88	

Since the calculated Critical Ratio / t-value 4.88 is larger than 1.96 (large sample, two tail, at 0.05 level), as well as larger than 2.58 (large sample, two tail, at 0.01 level), the null hypothesis, 'there is no significant difference in professional satisfaction of Private and Government school teachers' is rejected. Thus it can be interpreted that as the Critical Ratio 4.88 is much higher than 1.96 and 2.58 (at 0.05 and 0.01 level of significance, respectively) the H_0 is rejected and there is highly significant difference between the

professional satisfaction of Private Elementary school teachers and Government Elementary school teachers. It is revealed that professional satisfaction of Private Elementary school teachers (M =133.7, S.D. =16.6) are more satisfied than the Government school teachers (M = 121.9 , S.D. =17.6).

Analysis of objective no. 3: To study the level of differences in Professional Satisfaction of male and female teachers

Table 9
Frequencies showing scores of male and female teachers

Class Interval	Frequency of male teachers	Frequency of female teachers
160-169	0	4
150-159	0	24
140-149	4	18
130-139	16	30
120-129	12	34
110-119	10	12
100-109	4	18
90-99	4	6
80-89	2	2
N	52	148
Mean	121.81	129.9
S.D.	15.65	18.5
t-value	3.05	

Here the Calculated C.R./t-value is 3.05 is higher than the table value 2.58 at 0.01 level of significance (large sample, two tail). Hence the null hypothesis----“there is no significant difference in the level of professional satisfaction of male and female teachers” is rejected. The difference between male and female teachers regarding professional satisfaction is therefore significant. As the mean

of female teachers is (M=129.9) more than the male teachers (M=121.81), it may be concluded that satisfaction level of female teachers are higher than that of their male counterpart.

Differences in the level of Professional Satisfaction of Private and Government School Female Teachers.

Table 10
Frequencies showing scores of Private and Government School Female Teachers

Class Interval	Frequency of Private school female teachers	Frequency of Government school female teachers
160-169	4	0
150-159	16	8
140-149	10	8
130-139	14	16
120-129	8	26
110-119	10	2
100-109	4	10
90-99	0	6
80-89	0	2
N	70	78
Mean	134.785	125.53
S.D.	18.1	17.82
t-value	3.13	

Since the computed 3.13 is higher than 1.96 at 0.05 and 2.58 at 0.01 level of significance (large sample, two tail), it has to be said that there is significant difference between the Mean of Private and Government school female teachers. Professional Satisfaction of Private school female teachers is higher than Government school female teachers (134.785 >125.53).

Differences in the level of Professional Satisfaction of Private and Government School Male Teachers

The total numbers of Male teachers of the present study is 52 of which 30 are from Private schools and 22 are from Government schools. To find out the significance of difference between the Mean of Private and Government school male teachers the researcher has to apply the formula for small sample, two tail of t-test.

Table 11
Sum of the Scores and Mean of Private and Government School Male Teachers

	Private School Male Teacher	Govt. School Male Teachers
N	30	22
$\sum X$	3932	2446
Mean	131.07	111.18
$\sum (X - M)^2$	$\sum (X - M)^2 = 2337.72$	$\sum (X_2 - M_2)^2 = 4107.22$

$$\begin{aligned} \text{Pooled S. D} &= \sqrt{\frac{\sum(X_1 - M_1)^2 + \sum(X_2 - M_2)^2}{(N_1 - 1) + (N_2 - 1)}} \\ &= \sqrt{\frac{2337.72 + 4107.22}{(30 - 1) + (22 - 1)}} \\ &= 11.35 \end{aligned}$$

$$\begin{aligned} SE_D &= S.D \sqrt{\frac{N_1 + N_2}{N_1 \times N_2}} \\ &= 11.35 \sqrt{\frac{30 + 22}{30 \times 22}} = 3.18 \end{aligned}$$

$$\begin{aligned} t &= \frac{M_1 - M_2}{S E_D} \\ &= \frac{131.07 - 111.18}{3.18} \\ &= 6.25 \end{aligned}$$

$$\begin{aligned} df &= (N_1 - 1) + (N_2 - 1) \\ &= (N_1 + N_2) - 2 \\ &= (30 + 22) - 2 = 50 \end{aligned}$$

Tabulated value of 't' at 0.05 level is 2.01 and at 0.01 level is 2.68 (t-table, small sample two tail). The calculated value of 't' 6.25 is much higher than the table value at both 0.05 and 0.01 level of significance. Hence it may be concluded that there exist a significant difference in professional satisfaction of Private school male and Government school male teachers. The satisfaction level of Private school male teachers (M=131.07) is much higher than that of Government school male teachers (M=111.18)

Analysis of objective No.4.

To know whether the level of Professional Satisfaction differs according to the teaching experience of teachers having high teaching experiences (8 years and above) and less teaching experiences (below 8).

Differences in the level of Professional Satisfaction of Highly Experience and Less Experience Teachers.

Table 12
Frequencies showing the score of High and Less experienced teachers

Class Interval	Frequency of Highly experienced teachers	Frequency of Less experienced teachers
160-169	0	4
150-159	8	16
140-149	10	12
130-139	24	22
120-129	26	20
110-119	6	16
100-109	14	8
90-99	8	2
80-89	4	0
N	100	100
Mean	123.9	131.7
S.D.	18.27	14.59
t-value	3.28	

$$\begin{aligned} \text{Critical Ratio} &= \frac{M_1 - M_2}{\sigma_D} = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \\ &= \frac{123.9 - 131.7}{\sqrt{\frac{(18.27)^2}{100} + \frac{(14.59)^2}{100}}} \\ &= 3.28 \end{aligned}$$

Since calculated Critical Ratio 3.28 is greater than 1.96 (at 0.05 level) and 2.58 (0.01 level), the hypothesis that there is no significant difference in the professional satisfaction of teachers with different teaching experience is rejected. Thus, it may be concluded that there is significant differences between in the professional satisfaction of highly experienced and less

experienced teachers. It is observed that less experience teachers are more satisfied in their professional life than highly experienced teachers.

Differences in the level of Professional Satisfaction of Highly Experience Government and Private School Teachers

Table 13
Frequencies of Highly Experience Government and Private School Teachers

Class Interval	Frequency of Govt. School Highly experience teachers	Frequency of Private School Highly experience teachers
150-159	6	2

140-149	6	4
130-139	18	6
120-129	14	12
110-119	3	3
100-109	9	5
90-99	8	0
80-89	4	0
N	68	32
Mean	122.59	126.7
S.D.	19.87	13.8
t-value	1.198	

$$\begin{aligned}
 \text{Critical Ratio} &= \frac{M_1 - M_2}{\sigma_D} \\
 &= \frac{122.59 - 126.7}{3.428} \\
 &= 1.198
 \end{aligned}$$

The calculated Critical Ratio 1.198 is smaller than 1.96 and 2.58 (large sample, two tail). Thus, it can be concluded that there exist no significant difference in between professional satisfaction of highly experienced Government and Private

Elementary school teachers at both 0.05 and 0.01 level of satisfaction.

Differences in the Level of Professional Satisfaction of Less Experience Government and Private School Teachers

Table 14
Frequencies of Less experience Government and Private School teachers

Class Interval	Frequency of Highly experience teachers	Frequency of Less experience teachers
160-169	0	4
150-159	0	16
140-149	2	10
130-139	2	20
120-129	16	4
110-119	7	9

100-109	3	5
90-99	2	0
N	32	68
Mean	120.4	137.0
S.D.	11.33	16.75
t-value	5.82	

$$\begin{aligned} \text{Critical Ratio} &= \frac{M_1 - M_2}{\sigma_D} \\ &= \frac{120.4 - 137}{2.85} \\ &= 5.82 \end{aligned}$$

Since Critical Ratio is found to be 5.82 which is much higher than 1.96 (at 0.05 level of satisfaction) and also at 2.58 (at 0.01 level of satisfaction), it may be concluded that, the differences between professional satisfaction of less experience Government school and Private school teachers is highly significant. As the Mean 137 of Private school teachers is higher than the Mean 120.4 of Government school teachers , it

may also be said that less experience Private school teachers are more satisfied than less experience Government school teachers.

Differences in the Level of Professional Satisfaction of Government School High and Less Experience Teachers.

Table 15
Mean and S.D. of Government school high and less experience teachers

	Mean	Standard Deviation	Numbers
Government School High Experience	122.59	19.87	68
Government School Less Experience	120.4	11.33	32
t-value/C.R.	0.699		

$$\begin{aligned} \text{Critical Ratio} &= \frac{M_1 - M_2}{\sigma_D} \\ &= \frac{122.59 - 120.4}{31.3} \\ &= 0.699 \end{aligned}$$

Computed Critical Ratio / t-value 0.699 is less than 1.96 (at 0.05) and 2.58 (at 0.01). Thus there exists no significant difference between the professional satisfaction of Government school high and Government school less experienced teachers.

Differences in the Level of Professional Satisfaction of Private School High and Less Experience Teachers.

Table 16
Mean and S.D. of Private school high and less experience teachers

	Mean	Standard Deviation	Numbers
Private School High Experience	126.7	13.8	32
Private School Less Experience	137.0	16.75	68
t-value/ C.R.	3.25		

$$\begin{aligned} \text{Critical Ratio} &= \frac{M_1 - M_2}{\frac{\sigma_D}{\sqrt{n}}} \\ &= \frac{126.7 - 137}{\frac{31.17}{\sqrt{100}}} \\ &= 3.25 \end{aligned}$$

Since Critical ratio /t-value 3.25 is higher than 1.96 (at 0.05 level of significance) and also higher than 2.58 (at 0.01 level of significance), it can be maintained that the difference in the level of professional satisfaction of Private school high and less experienced teachers is highly significant. It can also be said that less experience Private school teachers are more satisfied than highly experience teachers (Mean = 137.0 > 126.7).

Conclusion

The present study was made on professional satisfaction of Elementary school teachers of Guwahati City of Assam. 200 teachers from Government/Aided and Private schools, male and female, with high and less experienced, were included as sample. From the study it has been found that professional satisfaction of Private school teachers are more than Government school teachers. This is may be due to the fact that the infrastructures available in the Private schools are more improved than those are in Government schools. The in-service trainings conducted by private institutions are more organized and systematic. Satisfaction level of male teachers is less than female teachers. This may be because of the fact that as overall satisfaction level of teachers is less in salary related aspect and as in an Indian society male remain more responsible to run a family, it may be due to the economic hardship which may

a male teacher face due to increasing price rise of all commodity and services. Again, it is seen that Private school male teachers are more satisfied in their professional life than Government school male teachers. This may be due to the reason that Private school teachers have the opportunity to easily switch off from one school to join another if they dislike the authority or any aspects of the school. But it is difficult for a Government School teacher to get transfer from one school to another. Moreover, a Government school teacher cannot take private classes to generate extra money as per Government rule. On the contrary, a Private school teacher can go for private tuition. Though as a whole, female teachers are more satisfied than male teachers, Private school female teachers (as well as male teachers) are more satisfied than Government school female teachers. The reason may be certain facilities like separate ladies staff toilet, staff bus facilities, adjacent crèche facilities for the children of working mothers etc. are available for the female employees of Private school teachers and totally absent in Government / aided schools. Moreover, it is seen that Government school teachers irrespective of sex, are engaged in various work like NRC duty, election duty etc. which increase their workload and dissatisfaction as well. Another point, the system of record keeping, now- a -days, demand the knowledge of computer. But proper training to

the Government school teachers in this respect is hardly provided. Asking the teachers to work in computer like update students portal, download Open Educational Resources (OER) etc. add confusion, stress and dissatisfaction among Government school teachers. Thus, in conclusion it can be maintain that both Government and Private school teachers though by and large satisfied with their profession, dissatisfaction remain to some extent the reasons of which may differ depending on the types of school, Government or Private, male or female, experienced or less experienced. The authorities should give due importance to solve various problems of Elementary school teachers, facilities and recognitions should be given to the teachers to enhance the level of satisfaction of the teachers.

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