

**CHALLENGES FACED BY GOVERNMENT TEACHERS IN BEDBONYA
AND THEIR IMPACT ON JOB SATISFACTION IN THE EDUCATION
SECTOR**

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CERTIFICATE

This is to certify that the research in '**Challenges faced by Government Teachers in Bedbonya and their impact on Job Satisfaction in the Education sector**' submitted by T.Lalhriatzuala for the partial fulfilment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for any award for any degree in this or any other university or institution of learning.

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QUESTIONNAIRE

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(Dear respondent, kindly offer your valuable time for this questionnaire, this is purely academic & confidential for research purpose only. Thanking you with anticipation)

I. Profile of the respondent:

Name of Government School :

Educational Qualification : a. HSLC b. HSSLC

c. Bachelor d. Master

Age : a. 20-29 b. 30-39

c. 40-49 d. 50-59

Gender : a. Male b. Female

c. Others

Standard of working place : a. Primary b. Middle

c. High d. Higher

Religion : a. Religion b. Hindu

c. Buddhist d. Others

Marital status : a. Married b. Unmarried

c. Passed away d. Divorced

II. FAMILY PROFILE

Monthly	:	a. below 15000	b. 15000-20000
		c. 20000-30000	d. Above 30000
Family status	:	a. Nuclear family	b. Joint Family
		c. Extended Family	
Socio-economic category	:	a. BPL	b. APL
		c. AAY	

III. JOB SATISFACTION WITH YES OR NO QUESTION

Is there a promotion on your works	: Yes	No
Are you content with your job based on your degree?	: Yes	No
Are you satisfied with your working hours?	: Yes	No
Does it require contentment to be a teacher?	: Yes	No
Does your family expect a better job than this from you?	: Yes	No
Does your school provide your lunch	: Yes	No
Are you planning to be a teacher?	: Yes	No

IV. Challenges Faced:

Response key: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Disagree

S/n	As a teacher	SD	D	A	SA
1.	I am good in Teaching				
2.	I am good at motivating my students				
3.	I take responsibility for with my work				
4.	I trust my own in solving problem in teaching				

5. I take responsibility for another teacher in group work
6. Teaching is not only an income for me
7. Students often listen my lecture with interest
8. Students are believing me in teaching
9. Feedback from others about their own comments
10. Ability to form and develop knowledge

What are the challenges you faced as a teacher in the area of teaching?

CHAPTER-1

INTRODUCTION

Education is a fundamental pillar of a nation's progress, and teachers play a pivotal role in shaping the future of a country. In Bedbonya, as in many other regions, government teachers constitute a significant portion of the education sector. These teachers are responsible for imparting knowledge and skills to the next generation, influencing their personal and professional development. Job satisfaction among government teachers is essential for the effectiveness and sustainability of the education system. Despite the importance of their role, government teachers in Bedbonya face numerous challenges that can significantly impact their job satisfaction. Understanding these challenges and their effects is crucial for enhancing the quality of education in the region. This research aims to investigate the specific challenges faced by government teachers in Bedbonya and analyze how these challenges influence their job satisfaction, thereby shedding light on potential solutions to improve the education sector. The research aims to shed light on the challenges faced by government teachers in Bedbonya and their impact on job satisfaction in the education sector. By addressing these challenges and improving job satisfaction, we can work towards a more effective and sustainable education system that benefits both teachers and students in Bedbonya.

Government teachers, also known as public school teachers, are educators who are employed by government or public educational institutions at various levels, such as primary, secondary, and sometimes tertiary education. These teachers are responsible for delivering quality education to students in government-funded schools or institutions. Government teachers face a variety of challenges that can impact their job satisfaction and the effectiveness of the education system. These challenges may vary depending on the country, region, and specific educational institution, but common issues faced by government teachers include limited resources, Lack of effective communication, infrastructure, teacher, heavy workloads, administrative burdens, and inadequate compensation, which can negatively impact their well-being and effectiveness as educators.

Job satisfaction among government teachers is a critical aspect of the education system. Teachers play a pivotal role in shaping the future of students and the nation, and their satisfaction can directly impact the quality of education provided. Factors influencing job satisfaction for government teachers often include Compensation which means adequate and timely payment is crucial for teacher satisfaction. Fair and competitive salaries can contribute to their overall well-being .Workload include excessive workload, class size, and administrative tasks can affect job satisfaction. Teachers who are overburdened may find it challenging to deliver high-quality education. Professional Development basically means opportunities for continuous learning and professional development can positively impact teacher satisfaction. Teachers who can enhance their skills and grow in their careers tend to be more satisfied. Job satisfaction among government teachers in the North East state of Mizoram is a significant concern as it directly

impacts the quality of education and the overall development of the region. Mizoram, a state known for its unique culture, scenic beauty, and diverse communities, faces several challenges when it comes to teacher job satisfactions, which need to be addressed for the betterment of the education system. Mizoram, one of the "Seven Sisters" in the North East of India, is a region with its own set of socio-economic and geographic challenges. The state is characterized by its hilly terrain, distinct tribal communities, and a rich cultural heritage.

The education sector refers to a comprehensive and multifaceted system that encompasses all aspects of formal and informal education within a particular region, nation, or community. It encompasses various levels of learning and educational institutions and plays a vital role in the development and dissemination of knowledge and skills. The education sector plays a pivotal role in the development of Mizoram, and government teachers are at the forefront of this mission. Geographic Isolation includes Mizoram's remote and hilly landscapes present unique challenges for teachers. Many areas are not easily accessible, making it essential for teachers to have suitable living conditions and resources to perform their jobs effectively. Cultural Diversity are Mizoram is home to a diverse array of tribal communities, each with its distinct language and traditions. Government teachers often face the challenge of adapting their teaching methods to cater to this diversity while ensuring cultural sensitivity. The challenges faced by teacher have many effective ways in their job satisfaction, such as they did not want to stay on where they place them at their job or maybe they did not want to be in charged, so that they hired other in place of them. They may also face personal problems that they refused to show among their students but still effect their mood etc., in that occasion, it is hard for them to cooperate well with their student even with their colleagues. So, teachers may face several challenges or issue regarding their works.

Addressing these challenges is essential for improving job satisfaction among teachers, for the overall quality of education. Providing adequate resources, enhancing communication, investing in infrastructure, and supporting teachers' professional growth are vital steps toward creating a more conducive and fulfilling working environment for educators in the education sector. So, for these purposes the studied have been conducted for this research.

STATEMENT OF THE PROBLEM

Job satisfaction is an important way to measure whether employees like their job. Satisfied employee are less likely to live their job, which led to higher moral and more productivity as a whole, Lack of staff and availability of worker can weigh down the organization as a whole. This is in link with unsatisfactory with the job. As satisfaction in job can have different aspects and effect in the organization/work place stating the satisfactory level of the individual/employee is essential.

OBJECTIVES OF THE STUDY

1. To identify job satisfaction level among Government teacher.
2. To identify the challenges faced by the teachers in their workplace.
3. To suggest social work intervention.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature focuses on Job satisfaction among government teachers in Bedbonya Community.

Tshabalala and Alfred Champion Ncube September (2014) “Teachers’ perceptions on challenges faced by rural secondary schools in the implementation of the technical and vocational education and training policy in Nkayi district”. The paper analysed the teachers’ perceptions on challenges faced by rural secondary schools in the implementation of the technical and vocational education and training policy in Nkayi District in Zimbabwe. This study sought to investigate the challenges confronting teachers of rural secondary schools in Zimbabwe using the quantitative methodology. The study adopted the descriptive survey design. It revealed that schools faced many challenges as they tried to implement TVET. The study recommends that there should be more allocation of financial, material and human resources towards TVET in secondary schools.

Mizzi, Doreen 2013, with the topic “The Challenges Faced by Science Teachers When Teaching Outside Their Specific Science Specialism”. This paper aims to review a number of these studies and highlights key points concerning the teaching of different science subjects at secondary level and teachers' level of self-confidence. Teachers face considerable challenges when teaching outside their area of expertise. These challenges are mainly due to limited subject matter knowledge (SMK) in a particular science area. This will also influence the development of the teachers' pedagogical content knowledge (PCK) which is crucial in lesson preparation and in the way science teaching is conducted. Teachers have also developed a number of strategies to deal with such challenges.

Kozikoglu, Ishak 2017, with the topic “A Content Analysis Concerning the Studies on Challenges Faced by Novice Teachers” The purpose of this research is to analyze the studies concerning challenges faced by novice teachers in terms of various aspects and compare challenges according to location of the studies conducted in Turkey and abroad. A total of 30 research studies were included in detailed analysis. In addition, descriptive statistics such as frequencies, percentages and graphics were used. The most frequently used data collection tools are survey and interview form; the most frequently used data analysis technique is descriptive statistics. Most of the studies were conducted on small samples. Furthermore, it was found that novice teachers faced various challenges which were grouped under four themes named as instructional, relational, adaptation challenges and physical infrastructure/facilities of the school.

Richard Harris & Gill Clarke 24 Jun 2011, with the topic “Embracing diversity in the history curriculum: a study of the challenges facing trainee teachers”, This paper explores the issues that secondary history teachers on an initial teacher education (ITE) programme in England encounter in attempting to incorporate more cultural and ethnic diversity into the history curriculum. It also assesses the impact that changes in their training course had on their views and pedagogical practice. A framework for analysing trainees’ stances towards cultural and ethnic diversity based upon a confident-uncertain-uncomfortable continuum was developed. The research revealed that the course had had an impact, although this was in subtle rather than marked ways, which raises further questions about what is possible within the confines of an ITE training programme and the need for additional support beyond the course.

Maria Eliophotou Menon 22 Nov with the topic “Job satisfaction among secondary school teachers”: The paper investigates the association between individual characteristics and teacher job satisfaction in secondary education in Cyprus. It focuses on two individual characteristics commonly linked to job satisfaction in the literature, namely, gender and years of experience. Experienced teachers report significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). The differences between men and women are not significant on all dimensions of job satisfaction, pointing to the absence of a link between gender and job satisfaction.

Laveena D’Mello and Meena Monteiro(2017), In their research, “A study on the Challenges of Government Primary School Teachers in Dakshina Kannada District” stated that the student's whole life relays on those teaching given by them. If the foundation is good whatever building can be built in the future but if the foundation is not good then it may lead to not such good building, this means the teachers have to build the students well so that they can face any challenges in their upcoming life. To build those students, first of all, that teacher should be mentally as well as physically strong so as to handle any type of students and their parents. Not only will these stress be for the teacher but also the higher authorizes stress will be also on teachers by giving them a target or so. These things should become less so as the teachers teach the student for that student's good future but not to complete their task. The teachers should be respected and understood by the students and their parents.

Samy A Azer(2005), “The qualities of a good teacher: How can they be acquired and sustained?”, the research states that, the advent of PBL has cast a spotlight on the qualities of a good teacher. Excellent teachers serve as role models, influence career choices and enable students to reach their potential. Some of the necessary qualities are inherent, others can be acquired. In medical schools the good teachers must be nurtured and rewarded.

CHAPTER – 3

METHODOLOGY

This section provides a detailed overview of the methodology employed in the research study focused on assessing job satisfaction among government teachers. The primary objective of this research is to gain a comprehensive understanding of the factors that influence the job satisfaction of government teachers and to identify potential areas for improvement in order to enhance their overall well-being and effectiveness as educators.

3.1 Research Design

The present study is Descriptive research design; a descriptive research design can be a valuable approach to studying job satisfaction among government teachers. This study is descriptive in its design and the data were collected using quantitative methods. The universes of the study typically include all government teachers within the specific region or jurisdiction that your research is focusing on.

3.2 Sampling Method

The respondents are selected from Bedbonya as it is where the researcher went for fieldwork. Purposive sampling method is used to select sample. The sampling size of the current study is 23 since it is not feasible to study the whole group of challenges faced, sampling allows study a manageable number of people and this research select respondent by using Purposive sampling method.

3.3 Tools and method of data Collection

This research was held on job satisfaction among government teacher in Bedbonya community among the (20-59 years) with 23 respondents. Tool: Semi-structured interview guides. Method: Conduct one-on-one or group interviews with government teachers. Semi-structured interviews allow for in-depth exploration of their experiences, challenges, and perceptions of job satisfaction.

3.3.1 Questionnaire

A research questionnaire should ideally go through a testing and validation process to ensure that it is a reliable and valid instrument for collecting data. This helps ensure that the data collected is meaningful and can be used to address the research objectives effectively.

3.3.2 PRA

Conducting Participatory Rural Appraisal.

Participatory Rural Appraisal was conducted among the Bedbonya Community PRA such as social mapping, resource mapping, timeline of the community, matrix ranking, services and opportunities map, and seasonal diagram.

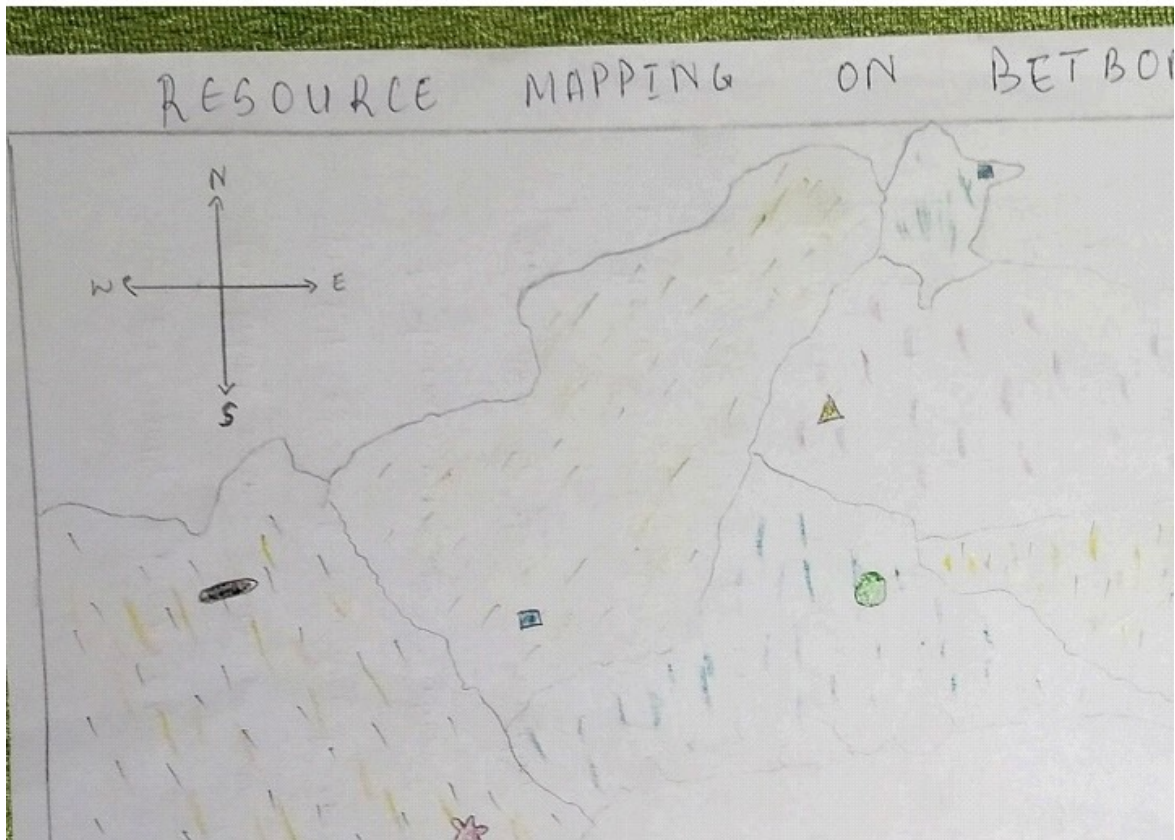
3.3.3 Data Analysis and Interpretation

The trainee used SPSS, and then we used Per Simple percentage and Ratio. This is data interpretation. This is used when Data Interpretation and Data Analysis are due to use. SPSS provides various features to help me calculate and interpret these statistics, so i can use it as a tool in my data analysis process.

3.4 Field Setting

Name of Community	: Bedbonya Community
Established	: 1994
Number of household	: 165
Number of Educational Institution	: Government-5 Private-2 Total-7
Number of Government Servants	: 15

- **Resource mapping of Bedbonya community**



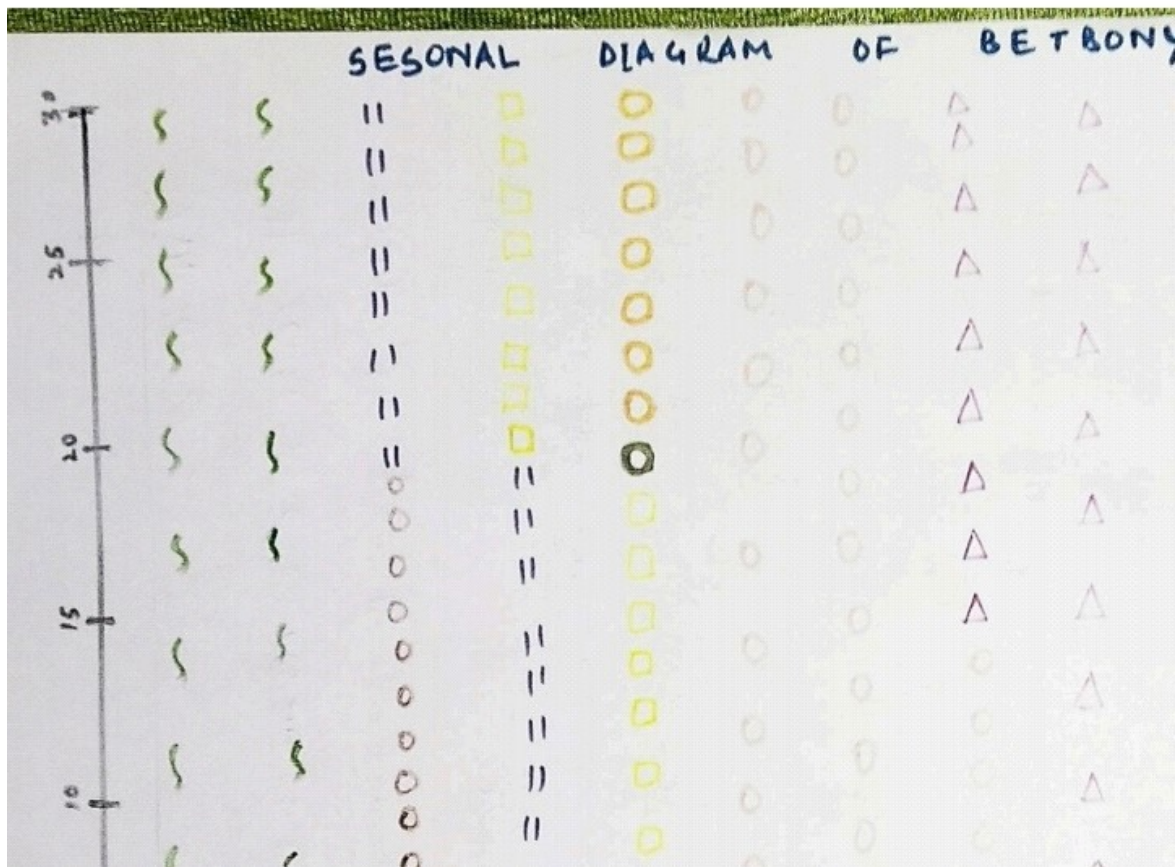
- Social mapping of Bedbonya community



- **Timeline of Bedbonya community**

TIMELINE OF BEDBONYA	
YEAR	EVENTS
1994	Bedbonya aum Kum
1997	Village council aum t
2004	Little Star High School
2013	Agomoni High School aum
1998	Govt Middle School aum
1978	YCA din Kum
1994	Power & Electricity aw

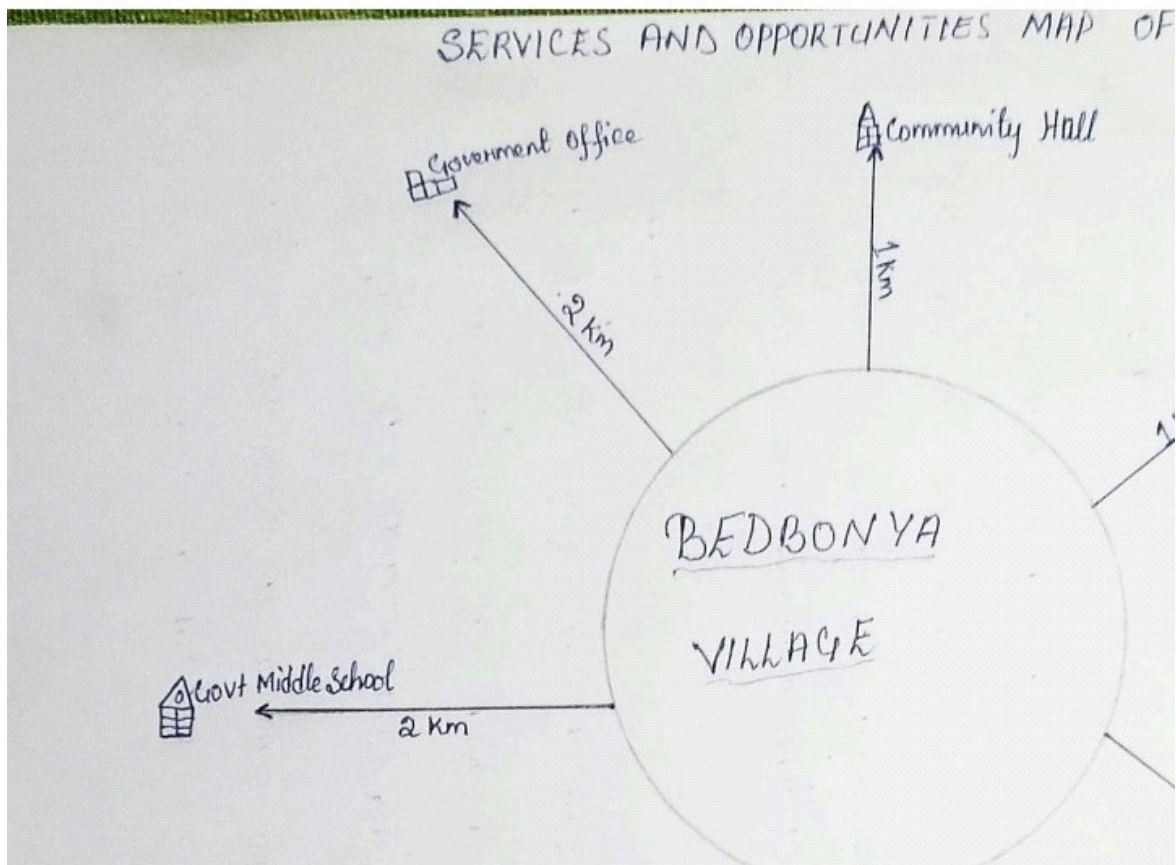
- Seasonal diagram of Bedbonya community



- **Matrix ranking in Bedbonya community**

MATRIX RANKING IN BEDBONYA	
PROBLEMS	
	Poor road connection
	Liquid waste disposal
	Drinking water

- **Services and opportunity mapping.**



CHAPTER-4

RESULT AND DISCUSSION

4.1 Structural based of the respondents

4.1.1 Profile of the respondents

The first indicator of demography of the respondents taken is Name of education, Educational Qualification, Age, Gender, Standard of working place, Religion, Marital Status (See table No.4.1.1)

Table 4.1.1 : Demographic profile of the respondents

		n=23	
Sl.No	Particular	Frequency	Percentage
I	Name of Government school		
	Bedbonya primary school	6	26.1
	Longpuighat primary school	4	17.4
	Bedbonya middle school	4	17.4
	Longpuighat high school	6	26.1
	Longpuighat Middle school	3	13.0
II	Educational Qualification		
	HSLC	1	4.3
	HSSLC	5	21.7
	Under Graduate	13	56.5
	Post Graduate and Above	4	17.4
III	Age		
	20-29	2	8.7
	30-39	5	21.7
	40-49	13	56.5
	50-59	3	13.0
IV	Gender		
	Male	16	69.6
	Female	7	30.4
V	Work place		
	Primary school	10	43.5
	Middle school	7	30.4
	High school	6	26.1
VI	Religion		
	Hindu	1	4.3
	Buddhist	20	87.0

	Others	2	8.7
VII	Marital Status		
	Married	22	95.7
	Unmarried	1	4.3

Source: Computed

The study has 23 respondents, out of which the female respondents constitute 30.4%. Majority of the respondents are male (69.6%). The number of males are more in number because all the respondents are chosen among the teachers who are from Bedbonya Government school and the number of the teachers for governments schools were more in number than the female.

4.1.2 Name of the government school

Majority of the respondents (26.1%) were from Bedbonya Primary School and Longpuighat High School, followed by Longpuighat Primary School and Bedbonya High School

26.1% for Bedbonya primary school and Longpuighat high school could indicate the percentage of teachers, 17.4% for Longpuighat primary school and Bedbonya middle school might represent a similar allocation of teacher's percentage, and 13.0% for Longpuighat middle school could be the percentage of teachers.

4.1.3 Educational qualification

This is also another important variable as it shows the intellectual progress of an individual from teacher with educational qualification. (56.5%) of government teacher have completed a under graduate. (21.7%) have completed their HSSLC or equivalent high school education. (17.4%) have pursued and obtained a post graduate which is higher level of education than under graduate. A smaller percentage, (4.3%) have completed their HSLC or equivalent education, which is typically at a lower than under graduate.

This breakdown provides an overview of the educational qualification of government teachers, with the majority holding at least under graduate.

4.1.4 Age

Age is an important variable in any study and therefore age study and therefore age group should be carefully selected to provide reliable data. For the present study, the ages of 20 to 59 years were selected as they are most likely to give reliable information regarding their family functioning. The age group of the respondents of the children was classified into three categories: (i) 20 to 29 years, (ii) 30 to 39 years, (iii) 40 to 49 years, and (iv) 50 to 59 years. It is evident from the table than more than half of the respondents (56.5%) belong to the age group of 40 to 49 years and, less than a forth (21.7%) belongs to the age group of 30 to 39 years, which is

followed by the age group of 50 to 59 (13.0%) and the age group of 20 to 29 (8.7%) were the least age group of the respondents.

4.1.5 Gender

Gender is an important factor in determining any information as males and females most usually have different opinions on most subjects. The present study also included both genders so as to incorporate different opinions held by teacher of both genders. A little more than half of the respondents (69.6%) in this study are male while the remaining (30.4%) are female, indicating again a near equal representation.

4.1.6 Work place

Standard of working place is also another important factors as it shows the teacher work place like Primary, Middle and High school. Primary level has the highest percentage of government teachers, making up the majority of teacher with 43.5%. Middle level comes next with 30.0% of Government teachers. High school level has the lowest percentage among the three categories, with 26.1% of government teachers. So, in terms of the majority to the least, its Primary, Middle, High.

4.1.7 Religion

Religion is very important factors as it shows like Buddhist, Hindu and Others religion. Buddhism is the majority religion at 87.0%, followed by others at 8.7%, and Hinduism at 4.3%. Buddhism has the highest percentage, making it the most prevalent religion in this context, while Hinduism has the lowest percentage

4.1.8 Marital status

This variable is very important as the present study aims at finding information on perceived Government teacher themselves. Marital status is categorized as: Married and Unmarried. Finding shows that majority (95.7%) of government teacher are married, while only 4.3% are unmarried. The majority of Government teachers, represented by the higher percentage (95.7%), are in a marital relationship, while smaller percentages (4.3%) are not married.

4.2 Structural based of Family Profile

Table No.4.2.1 Family Profile

Sl.No	Particular	No of respondents	percentage
		N = 23	
1	Monthly income		
	15000-20000	1	4.3%
	20000-30000	5	21.7%
	30000 and above	17	73.9%
2	Type of Family		
	Nuclear	15	65.2%
	Joint	8	34.8%
3	Socio-Economic category		
	BPL	4	17.4%
	APL	18	78.3%
	AAY	1	4.3%

Source: Computed

4.2.2 Monthly Income:

Income is another important variable in this study as it has a great impact on the functioning of the family. For the present study, Monthly teacher income is categorized as: (i) 15000 to 20000, (ii) 20000 to 30000, and (iv) 30000. (73.9%) of governments teachers have a monthly income of 30000 or more. (21.7%) have a monthly income between 20000 and 30000. And (4.3%) have a smaller percentage monthly income between 15000 and 20000. While the majority of government teachers, specifically, 73.9%, have a monthly income of 30000 or higher while a smaller percentage falls within the lower income ranges.

4.2.3 Type of family:

Family status is an important agency of socialization and it can be regarded as among the most interesting and influential human system. In this study, family type includes nuclear and joint. The results show a higher percentage of nuclear family where almost one-fifth (65.2%) of the respondents belong to nuclear families, while a lesser number i.e. eight (34.8%) of the respondents belongs to joint family. This means that the majority of government teachers

(65.2%) prefer or live in nuclear families, while a smaller percentage (34.8%) live in joint families.

4.2.4 Socio-Economic category:

Socio-economic category is another important variable to identify the status of family in a government's teacher. In the present study, the families are classified as: (i) Below Poverty Line (BPL), (ii) Above Poverty Line (APL) and (iii) Antyodaya Anna Yojana (AAY). Most of the families belong to Above Poverty Line (APL) and consist of 18 (78.3%) respondents followed by Below Poverty Line (BPL) consist of 4 (17.4%) respondents and the smallest socio-economic status is the Antyodaya Anna Yojana (AAY) consisting 1 (4.3%). Information on occupation of the respondents family was collected as it helps in determining the socio-economic status of the family.

So, in summary, APL is the majority category, BPL is the middle category, and AAY is the smallest percentage category, each indicating different levels of socio-economic status.

4.3. Job Satisfaction

Table No.4.3.1 Job Satisfaction

Sl.No	Statement	Yes	No
1	Is there a promotion on your works	6	17
		26.1%	73.9%
2	Are you content with your job based on your degree	23	0
		100.0%	0
3	Are you satisfied with your working hours	23	0
		100.0%	0
4	Does it require contentment to be a teacher	22	1
		95.7%	4.3%
5	Does your family expect a better job than this from you	15	8
		65.2%	34.8%
6	Does your school provide your lunch	16	7
		69.6%	30.4%
7	Are you plan to be a teacher	10	13
		43.5%	56.5%

Source: computed

Yes or no question about job satisfaction is typically used to gauge whether individuals are satisfied with their current job. (Yes) responses indicate that the individuals are satisfied with their job, they likely find their work fulfilling, enjoyable, and meeting their expectations. (No) responses indicate that the individuals are not satisfied with their job. They may have concerns, frustrations, or issues with their current work situation. Government teacher (26.1%) is satisfied with promotion opportunities and (73.9%) are not satisfied with promotion opportunities. Government teacher (100%) are content with their jobs based on their degrees this indicate unanimous satisfaction in this aspects. (100%) are satisfied with their working hour's again unanimous satisfaction in this area. Government teacher (95.7%) is believed that contentment is required to be a teacher and (43%) are not believed that contentment is required to be a teacher. (65.2%) feel that their family expects a better job from them. and (34.8%) do not have such expectation from their families. Government teacher 69.6%) receive lunch provided by the school and (30.4%) do not receive lunch from the school. (43.5%) plan to continue being a teacher and (56.5%) do not plan to continue in the teaching profession.

So, the majority of the teachers are having a problem and they do not plan to continue in the teaching line. In summary, the data shows varying levels of job satisfaction among government teachers, while some aspects such as job contentment based on degrees and satisfaction with working hours have unanimous agreement; other aspects like promotion opportunities and family expectation vary among the respondents. Additionally there is a split in future career plans, with a significant portion not planning to continue as teachers.

4.4. Attitudes

Table No.4.4.1 Attitudes

Sl.No	Particular	Strongly Disagree	Disagree	Strongly Agree	Agree
1	I am good in teaching	0	0	4	19
		0	0	17.4%	82.6%
2	I am good at motivating my students	0	0	4	19
		0	0	17.4%	82.6%
3	I take responsibility	0	0	4	19
		0	0	17.4%	82.6%
4	I trust myself in solving problem in teaching	0	0	2	21
		0	0	8.7%	91.3%
5	I take responsibility for	0	7	4	12

	another teacher in group work				
		0	30.4%	17.4%	52.2%
6	Teaching is not only an income for me	1	14	3	5
		4.3%	60.9%	13.0%	21.7%
7	Students often listen my lecture with interest	0	0	4	19
		0	0	17.4%	82.6%
8	Students are believing me in teaching	0	0	3	20
		0	0	13.0%	87.0%
9	Feedback from others about their own comments	0	6	0	17
		0	26.1%	0	73.9%
10	Ability to form and develop knowledge	0	0	1	22
		0	0	4.3%	95.7%

Source: Computed

Good in teaching “Agree 82.6 percent” means that 82.6% of the respondents agreed with the statement to some degree, but not necessarily strongly. whereas Strongly agree 17.4 percent means that 17.4% of the respondents strongly agreed with the statement, indicating a higher level of agreement compared to those who simply agreed. So, the majority of respondents expressed agreement with the statement, with a larger proportion falling into the “Agree” category rather than “Strongly Agree”. Good at motivating my students “Agree 82.6 percent” indicates that 82.6% of the respondents expressed agreement with the statement, but not necessarily strong agreement. “Strongly Agree 17.4 percent” means that 17.4% of the respondents strongly agreed with the statement indicating a higher level of agreement. In summary, most respondents agreed with the statement, with the majority falling into the “Agree” category, while a smaller portion strongly agreed with it. Take responsibility for with my work: “Agree 82.6 percent” means that 82.6% of the respondents expressed agreement with the statement, indicating some level of agreement but not necessarily strong agreement. “Strongly agree 17.4 percent” indicates that 17.4% of the respondents strongly agreed with the statement, showing a higher level of agreements compared to those who simply agreed. In summary, the majority of respondents in the survey agreed with the statements, with a larger proportion falling into the “Agree” category, while a smaller percentage strongly agreed with it.

Trust my own in solving problems in teaching. Agree is 91.3% and Strongly agree is 8.7%.In this case most respondents have a high level of trust (91.3%)in their own problem solving abilities for teaching with a minority (8.7%)strongly agreeing. Take responsibility for another teacher in group work. Disagree is 30.4%, agree accounting for 52.2% and Strongly agree

accounting for 17.4%. A significant portion 52.2% agrees with taking responsibility, indicating a willingness to share the burden or collaborate in group work. A smaller percentage 17.4% strongly agrees with this idea, suggesting a stronger commitment to collaborative efforts. On the other hand a minority (30.4%) disagrees with taking responsibility for another indicating a more individualistic approach or potential concern about the concept. Teaching is not only an income for me strongly disagree accounting for 4.3%. disagrees accounting for 60.9%. Agrees accounting for 21.7% and strongly agrees accounting for 13.0%. The data shows that a majority of respondents either disagrees 60.9% or strongly disagrees 4.3% with the statement that teaching is solely about income for them. In contrast, smaller percentages agree 21.7% or strongly agree 13.0% that teaching is not only about income. Students often listen to my lecture with interest. Agree accounting for 82.6%. Strongly agree accounting for 17.4%. A majority of respondents 82.6% agree that students often listen to their lectures with interest and a smaller percentage 17.4% strongly agrees with these statements. Students believe me in teaching. Agree making up 87.0%. Strongly agree making up 13.3 percent. Regarding students trust in teaching most respondents 87.0% agree that their students believe in them as educators while a smaller proportion 13.3% strongly agrees. Feedback from others about their own comments. Disagrees (26.1%), agree (73.9%). This data suggests that (26.1%) where individuals disagree with feedback given to others, while 73.9% indicate agreements with the feedback provided. Ability to form and develop knowledge. Agree (95.7%), Strongly agree (4.3%). In this case the majority (95.7%) agree that there an ability to form and develop knowledge and a small percentage (4.3%) strongly agrees with this notion.

4.5. Challenges faced as a teacher in the area

Table No.4.5.1 Challenges faced as a teacher

Sl. No	Particular	No of respondents	Percentage
1	Limited resources	2	8.7%
2	Lack of effective communication	3	13.0%
3	Lack of infrastructure	4	17.4%
4	Lack of teacher	8	34.8%
5	All of the above	6	26.1%

Source: Computed

What are the challenges you faced as a teacher in the area of teaching: Lack of limited resources is (8.7%), this suggests that 8.7% have identified a lack of limited resources as a challenge. Lack of effective communication is (13.0%), in this case 13.0% have recognized a lack of effective communication as a challenge. Lack of infrastructure is (17.4%), that (17.4%) have pointed out a lack of infrastructure as a challenge. Lack of teacher is (34.8%) A significant (34.8%) have

identified a lack of teacher as a challenge. All of the above is (26.1%), interestingly (26.1%) have highlighted that all of the above challenges (limited resources, effective communication, lack of infrastructure and lack of teacher) are issues they faced.

CHAPTER-5

CONCLUSION

Major findings:

The major findings from a study on job satisfaction among government teachers can vary depending on the specific research, context, and methodology employed. The majority of government teachers have an undergraduate education, which suggests that a significant portion of the age group of 40-49 years represents the majority of government teachers. This indicates that a significant portion of teachers in this sector falls within this age range. Among government teachers, the majority are Buddhist, which is the predominant religion among teachers in this context. For government teachers, being married is of particular interest and represents the majority. This suggests that a significant proportion of government teachers are married individuals.

These findings provide insights into the characteristics of government teachers based on educational qualification, age, religion, and marital status.

The majority of government teachers fall into an interesting family profile category. This suggests that there might be diverse family backgrounds among them. A monthly income of 30,000 and above represents the majority of government teachers. This indicates that a significant proportion of them have a relatively high income level. Nuclear families are the majority among government teachers. This implies that many government teachers belong to nuclear family structures rather than joint or extended families. APL (Above Poverty Line) is the majority Socio-economic category among government teachers. This suggests that most government teachers fall into the APL category, which typically indicates a higher income and socio-economic status. These findings provide insights into the family profiles, income levels, family types, and socio-economic categories of government teachers, highlighting the diversity and characteristics within this group.

The data indicates that a significant majority of teachers face challenges related to a shortage of teachers. This implies that there is a widespread problem of understaffing or a deficit in the number of educators in the educational systems. It's important to note that findings may vary based on regional and cultural differences, as well as the specific conditions and challenges faced by government teachers in different areas. However, these common findings offer valuable insights into the factors that affect job satisfaction among government teachers and can guide strategies for improving their overall well-being and the quality of education they provide.

Conclusion:

The research aims to shed light on the challenges faced by government teachers in Bedbonya and their impact on job satisfaction in the education sector. By addressing these challenges and improving job satisfaction, we can work towards a more effective and sustainable education system that benefits both teachers and students in Bedbonya. While some teachers find great satisfaction in their roles, others may face challenges that diminish their job satisfaction. Addressing issues related to compensation, working conditions, and professional development can help improve overall job satisfaction among government teachers. Additionally, recognizing the value of their work and providing adequate support can contribute to higher job satisfaction in this important profession.

The information appears to be related to a survey or study about the teacher in the Bedbonya area. Profile of the respondent this likely includes information about the demographics and backgrounds of the teachers Participating in the study .Family Profile this might refers to details about the family situation of the teachers, such as marital status, family status, Monthly etc.,

Job satisfaction yes or no this indicates whether the surveyed teachers are satisfied with their jobs, with yes or no responses. Challenges faced this section may list the challenges or difficulties that teachers in the Bedbonya area encounter in their work. Government teachers generally display moderate to high levels of job satisfaction due to their dedication to serving the community. However, they face various challenges in their workplace, including heavy workloads, limited resources, administrative burdens, and inadequate compensation, which can negatively impact their well-being and effectiveness as educators. Social work interventions such as training, resource mobilization, advocacy, and counseling can play a crucial role in addressing these challenges and improving the overall job satisfaction and performance of government teachers. By enhancing the working conditions and well-being of teachers, we can ultimately contribute to better educational outcomes and the empowerment of future generations.

Suggested Social Work Intervention:

Support Groups: Create or facilitate support groups for teachers facing similar challenges, where they can share experiences, offer emotional support, and exchange strategies for improving job satisfaction.

Stress Management and Work-Life Balance: Teach stress management techniques to help the teacher cope with the demands of their job and reduce burnout. Explore strategies to improve work-life balance, which can have a significant impact on job satisfaction. This could involve time management skills and boundary-setting.