

## **Job Satisfaction of Teachers working at the Primary School**

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**ABSTRACT:** Teachers have always played vital roles in the reconstruction of the society. In the event of universalisation of elementary education, therefore much emphasis was placed on recruitment of teachers. Teachers are accorded great due to their manipulative skills in igniting the inherent talents of the children. Hence NCTE (1998) put emphasis on teacher education as only enlightened and emancipated teachers can lead communities and nations in their march towards better and higher quality of life. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Job satisfaction could be said that the feeling of joy and pleasure that a person has at the work he is engaged is known as his job satisfaction. The study intended to highlight the job satisfaction of teachers working at the primary school in relation to nature of job, gender, locale, management and educational qualification variation. Dixit's job satisfaction scale (1998), developed by Panda (2007) was administered over a sample of 100 primary school teachers of Dakshin Dinajpur district of West Bengal. The findings of the study revealed that para, female, govt. school and under graduate teachers are more satisfied on their job than the regular, male, pvt. school and graduate teachers.

**KEYWORDS:** Job Satisfaction, Primary School teachers.

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### **I. INTRODUCTION**

Teachers have always played vital roles in the reconstruction of the society. In the event of universalisation of elementary education, therefore much emphasis was placed on recruitment of teachers. Teachers are accorded great due to their manipulative skills in igniting the inherent talents of the children. Hence NCTE (1998) put emphasis on teacher education as only enlightened and emancipated teachers can lead communities and nations in their march towards better and higher quality of life. Recent thrust on elementary education is intended to increase enrolment, retention and reduce drop and rates by achieving success through SSA/DPEP programs. Hence the following activities were given due importance – i) Operation Blackboard scheme. ii) Strengthening of teacher education in content and pedagogy. iii) Nutritional support for all children. iv) Making the school an attractive place. v) Innovative and alternative education. And vi) Inclusive Education etc. In all these activities, teacher improvement was the only solution. Hence capacity building of teachers thought to be the priority area at the primary level. Therefore a community based SSA was launched. Under SSA intervention, immediate recruitment of Para teachers was made who were directed to work as primary school teachers. They were given in service training and hints to look into the quality dimensions of education with a paltry salary not commensurate with their educational qualifications. But whether teachers working at those levels are satisfied or not, this was where looked. Hence the target of reaching at the aim of universalisation of elementary education is skill at stake. This has been quite pertinent from the reviews cited here under. The successful running of any educational system depends mainly upon the teacher, the pupil, the curriculum, and the facilities. Of these, the teacher is the most important one and is the pivot on whom the entire educational structure rests. **Abbasi (2003)** conducted a comparative study of job satisfaction among primary school teachers in Iran and India. It was revealed that in both countries, Iran and India, (a) More than 50% of teachers have medium level of job satisfaction, which shows that both countries have serious problems about situation of teachers in their societies and educational system, (b) In both countries, teachers have more satisfaction about social status aspect of their job. (c) In both countries, teachers have less satisfaction about economic sufficiency aspect of their job. (d) Female teachers in both countries, have more economic sufficiency and interpersonal cooperation than male teachers, (e) Male and female teachers in this study do not have the same level of job satisfaction and gender was a factor, which affects their job satisfaction. (f) There is no significant difference between teachers with varied groups of age and their job satisfaction. **Agarwal (2004)** in a study of job satisfaction of primary and secondary school teachers conducted that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school teachers were more satisfied than other; age and marital status however had no relationship with job satisfaction. **Raj and Mary (2004)** attempted a study on Pondicherry region and found that job satisfaction was not high. Overall job satisfaction level showed that 39 percent of the Government school teachers had low (40% had average and 21% high) level of job satisfaction.

No significant difference was found in job satisfaction between gender, medium of instruction, place of work, educational qualification, salary and religion. There was no significant difference among teachers irrespective of experience, age, subjects and type of schools. **Dixit (2005)** aimed to analyse the effect of sex on different factors intrinsic (physical and psychological) and extrinsic (salary etc. benefits) of job satisfaction among primary teachers. It was observed that gender differences had more effect on extrinsic factors rather than the intrinsic factors. **Bindu (2007)** studied relationship between job satisfaction and stress coping skills of primary school teachers and it was revealed that job satisfaction differentiates male and female primary school teachers and there is a positive correlation between job satisfaction and stress coping skills among primary school teachers. **Panda (2007)** concluded a study to find out the level of job satisfaction of Para teachers in comparison with the primary teachers and observed that the Para teachers were highly dissatisfied. **Basu (2009)** studied job satisfaction and mental health among teachers: A survey. He found that job satisfaction does have a significant relationship with mental health in case of primary school teachers. When gender, marital status and locality of the primary school teachers were taken into consideration, satisfied teachers evinced significantly better mental health than their unsatisfied counterparts.

A synoptic review of the above researches revealed that job satisfaction of the teachers at the primary school. The present study attempts to explore nature of job, gender, locale, management and educational qualification variation in the job satisfaction of primary school teachers and to find out relationship among them through the following research question -Are they the experienced or the in experienced teachers? Are they the regular teachers or the Para teachers? Are they the male teachers or the female teachers? Are they the teachers of urban area or rural area? Answer to the above questions form the basis of the rationale for conducting this study. Therefore the problem was stated as "Job Satisfaction of Teachers working at the Primary School".

## II. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

- 1) To estimate the level for job satisfaction of teachers at the primary level both regular teachers and Para teachers.
- 2) To compare the level of job satisfaction of the regular teacher and para teachers, male and female teachers, rural and urban teachers, government and private school teachers, under graduate and graduate teachers.

### Hypotheses of the Study

The following hypotheses were formulated in connection with the objectives stated:

**Ho<sub>1</sub>** Job satisfaction is not equally displayed to all the primary school teachers.

**Ho<sub>2</sub>** There is no significant difference in the level of job satisfaction of primary school teachers in relation to nature of job.

**Ho<sub>3</sub>** There is no significant difference in the level of job satisfaction of primary school teachers in relation to gender variation.

**Ho<sub>4</sub>** There is no significant difference in the level of job satisfaction of primary school teachers in relation to locale variation.

**Ho<sub>5</sub>** There is no significant difference in the level of job satisfaction of primary school teachers in relation to management variation.

**Ho<sub>6</sub>** There is no significant difference in the level of job satisfaction of primary school teachers in relation to educational qualification variation.

### Operational Definitions

**Job satisfaction:** According to Dixit (1998) Job satisfaction, is the feeling of joy and pleasure that a person has at the work he is engaged in what does he feel about the work he does, decides it is linked with his set of mind. It seems to his personal concern.

**Primary school teachers:** The teachers who teach the students from Class I to Class IV are primary school teachers.

## III. METHODOLOGY AND PROCEDURE

The purpose of the study was to find out the level of job satisfaction in primary teachers in relation to nature of job, gender, locale, management and educational qualification. The study was a normative survey study. It was also a descriptive study of 'ex-post facto' type because of the fact that the job satisfaction of primary school teachers have been studied as they feel in normal conditions and situations and evidences concerning the existing situation was secured and norms were identified to compare the present passions for further plan of action.

**The Sample** – the sample for the study was drawn from 14 government and 6 private primary schools of Dakshin Dinajpur district of West Bengal through simple random sampling procedure. The sample includes 50% of the regular and 50% of the para teachers from the total sample, while selecting the sample case was taken to have a representative sample of nature of job, gender, locale management and educational qualification category.

**Tool used** - Dixits job satisfaction scale (1998) was used for data collection. The scale consists of 50 items on 5 point scale.

#### IV. RESULT AND DISCUSSION

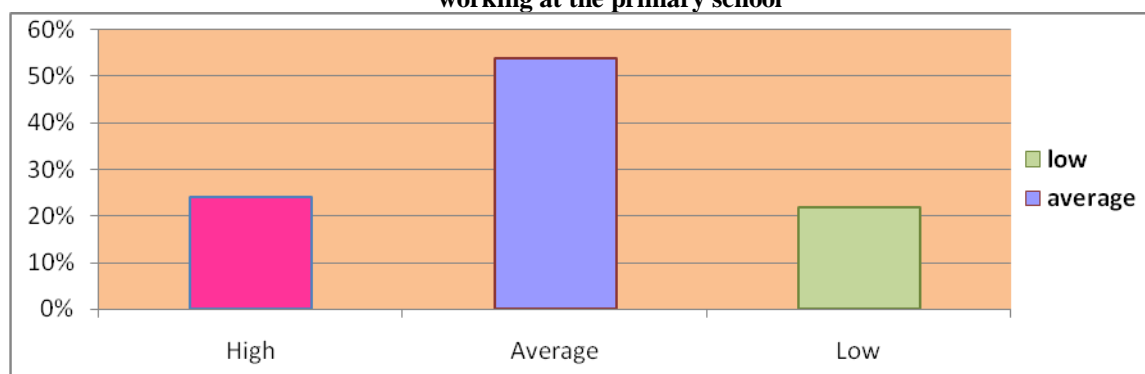
To find out the percentage of teachers in different degree of their job satisfaction, the total sample was categorized under 3 categories like teachers having high, average, and low of job satisfaction. This was done according to the percentile values of P75, P25. The scores ranging less than P25, P25 to P75 and above P75 were considered as low, average and high job satisfaction.

**Table 1 Categorization of the sample in their differential level on job satisfaction of teachers working at the primary school**

Categories	Score Range	No. of sample	% of sample
High	204 and above	24	24%
Average	184 to 203	54	54%
Low	183 and Below	22	22%

It was revealed from the above table that the percentage of teachers on high, average and low levels of their job satisfaction was 24%, 54% and 22% as against 16%, 68% and 16% respectively. Hence it can be concluded that the teachers in their differential level of their job satisfaction were not normally distributed. The percentage (%) of the teachers according to the differential levels of their job satisfaction of teachers working at the primary school was shown in figure (i).

**Figure (i) Categorization of the sample according to differential levels of job satisfaction of teachers working at the primary school**



#### Assessment of the teachers on equal distribution in their Job Satisfaction of Teachers working at the Primary School

One of the objectives of the study was to categorize the primary school teachers in differential levels of their job satisfaction. For this hypotheses formulated was 'the primary school teachers are not equally satisfied with their job'. In order to test the hypotheses the  $\chi^2$  test of equality was calculated and found to be 19.29. The  $\chi^2$  to be significant at 2 degree of freedom at 0.05 level is 5.99 and at 0.01 levels is 9.21. The calculated value was significant at 0.01 levels. Hence the null hypotheses 'the primary school teachers are not equally satisfied with their job' was rejected and it can be concluded that the primary school teachers were equally distributed in their differential levels of job satisfaction.

#### Nature of job, Gender, Locale, Management and Educational Qualification wise differential analysis on job satisfaction of teachers working at the primary school

In the present study Nature of job, Gender, Locale, Management and Educational Qualification were taken as an intra-variable and the all sample was divided in two categories. They were Regular and Para, male and female, rural and urban school, govt. and pvt. school and under graduate and graduate teachers. The test of significance of difference between the mean scores of all sub samples wise was calculated and results were shown in the table 2.

**Table 2 Summary of the test of significance of differences between the mean score of all sub samples on job satisfaction of teachers working at the primary school**

Variation	Sub sample	No.	Mean	SD	SE <sub>D</sub>	't'	Remarks
Nature of job	Regular	50	191.5	11.7	2.73	1.32	NS
	Para teacher	50	195.1	15.4			
Gender	Male	50	190.1	13.9	2.68	2.39	p < 0.05
	Female	50	196.5	12.85			
Locale	Rural	45	193.5	15.8	2.84	0.17	NS
	Urban	55	193	11.9			
Management	Government	60	196.3	15.4	2.74	2.23	p < 0.05
	Private	40	190.2	11.9			
Educational Qualification	Under Graduate	50	194.7	12.6	2.76	0.58	NS
	Graduate	50	193.1	14.9			

Critical value of "t" with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

On perusal of the above table, nature of job variation was found that "t" ratio was not significant as the "t" ratio (1.32) was less than the table value of "t" at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degree of freedom. Therefore the HO<sub>2</sub> that "there is no significant difference in the level of job satisfaction of regular and Para teacher" could not be rejected. It thus indicates that nature of job did not have significant impact on the job satisfaction of teachers working at the primary school. The Para teachers were found to be more satisfied in their job satisfaction than regular teachers. This was in conformity with earlier researches of Panda (2007).

Gender variation was found that 't' ratio was significant as the 't' ratio (2.39) was less than the table value of 't' at 0.05 levels (1.98). But the 't' ratio (2.39) is more than the table value of 't' at 0.01 levels (2.63) at 98 degrees of freedom. Therefore the HO<sub>3</sub> that "there is no significant difference in the level of job satisfaction of male and female teachers" was rejected. It thus indicated that the male and female teachers did not differ significantly in their job satisfaction working at the primary school. The female teachers were found to have more job satisfaction than male teachers. The female teachers think it is the most suitable job for them, where as the male teachers do not rate teaching as a profession. The female teacher feels satisfaction in teaching profession only because they think the profession suitable for them. This study was conformity with the research conducted by Abbasi (2003) and Bindu (2007).

Locale variation was found that 't' ratio was not significant as the 't' ratio (0.17) was less than the table value of 't' at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degree of freedom. Therefore the HO<sub>4</sub> that "there is no significant difference in the level of job satisfaction of rural and urban teachers" could not be rejected. It thus indicates that don't have significant impact on the job satisfaction of teachers working at the primary school. The teachers belonging to urban teachers were found to have more favorable job satisfaction than rural teachers. This was in conformity with earlier researches of Basu (2009).

Management variable was found that 't' ratio was significant as the 't' ratio (2.23) was less than the table value of 't' at 0.05 levels (1.98). But the 't' ratio is more than the table value of "t" at 0.01 levels (2.63) at 98 degrees of freedom. Therefore the HO<sub>5</sub> that "there is no significant difference in the level of job satisfaction of government and private school teachers" was rejected. It thus indicated that the government and private school teachers did not differ significantly in their job satisfaction working at the primary school. The Government school teachers were found to have more job satisfaction than private school teachers. The govt. school teachers think it is the most suitable job for them, where as the pvt. school teachers do not rate teaching as a profession. This study was conformity with the research conducted by Raj and Mary (2005).

Educational Qualification was found that 't' ratio was not significant as the 't' ratio (0.58) was more than the table value of 't' at 0.05 level (1.98) and at 0.01 level (2.63) at 98 degree of freedom. Therefore the HO<sub>6</sub> that "there is no significant difference in the level of job satisfaction of under graduate and graduate teachers" could not be rejected. It thus indicated that educational qualification did not have significant impact on the job satisfaction of teachers working at the primary school. The teachers belonging to under graduate teachers were found to have more favorable job satisfaction than graduate teachers. This was in conformity with earlier study of Agarwal (1991).

## V. RECOMMENDATIONS

The study of the present investigation revealed that the person, who is in charge of selecting the teaching personal in our country, should be informed about the very composite criteria of job satisfaction. The

present selection procedure for recruitment of teachers for schools is done mostly on the basis of post academic record. It does not consider the candidates traits and aspects which can make him component in the field of teaching. This result in selection of teachers probably, in most of the cases misfit for the profession. Such profession misfits of the teaching profession further accelerate the deterioration of the system as a whole. As much depends upon the efficiency of the teachers, the progress of nation hampers due to ill equipped teachers. Hence, it becomes a prime to attract more and more qualified and intelligent students towards teaching profession so we have to make this profession more attractive by provide different facilities so that they will be more interested to serve as a teacher with a greater degree of job satisfaction.

In this concertino some of the recommendations given by UNESCO may be stated:

- 1) There should be close co-operation between component authorities, organization of teachers, of employers and workers and of parents as well as cultural organization and intuitions of learning and research, for the purpose of defining educational policy and precise objectives.
- 2) Authorities should establish and regularly use recognized means of consultation with teachers' organizations on educational policy and school organization, upon new developments in the education service and upon the effects of administrative requirements on the word of teachers.
- 3) Teacher's organizations should be entitled to participate in making policy and in developing standards relating to teaching and to enter into the profession.
- 4) Better promotional venues and incentives may be provided at all levels to all the teachers without any prejudice.
- 5) Teachers need proper rest room and other physical facilities, up to-date teaching equipments and instructional materialism the schools in which they serve.
- 6) Salary of the school teachers need to be increased keeping in view the rise in price index.

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