

Job Satisfaction Of Junior Teachers (JT) Working In Primary Schools

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Abstract

Essential key components to make a teacher an effective are involvement and job satisfaction. Being an integral part of education system teacher education has always responded to the developments in school education in terms of not only in content, processes but also in manpower required with the nation's commitment to offer education for all. The schooling facilities have expanded to a great extent and a large workforce had to be drafted with or without training. In the present context the teacher working in the primary schools have to face number of problems while performing their job as a teacher. In this context there is stress and strain which affect their performance as a teacher. Besides, low salary, service condition insecurity and unfavourable atmosphere also affect teacher mental state. The feelings of dissatisfaction affect his efficiency, his emotional and totality of his behaviour. In this context the following research questions arises that how far the junior teacher serving in primary schools has job satisfaction in relation to gender, qualification and experience. If teacher is dissatisfied with the job naturally society will go towards the destruction. Under such background the study of job satisfaction of junior teachers working in primary schools come to the light.

Key Words: Job Satisfaction, Junior Teachers (JT), Primary School

Background Of The Study

Several theories have tended to influence most thinking and research on satisfaction and morale. Maslow (1970), for example, theorized that a person's satisfaction is determined by the fulfilment of five levels of need, ranging from physiological needs, such as hunger, to psychological needs, such as self-actualization or self- fulfilments. Although the terms utilized in

Maslow's theory are interspersed in the conversations of school practitioners, there is little to indicate that school personnel policies are based on the theory in any major respect. A review of the research on Maslow's theory conducted by Wahba and Bridwell (1976) concluded that research has not confirmed the theory, the reviewers emphasized that a lack of evidence thus far does not necessarily invalidate the theory and they proposed a reformulation of the theory to improve its validity and usefulness. In the meantime, school administrators continue to be encouraged to utilize Maslow's theory in trying to motivate teachers and to increase their satisfaction (Williams, 1978). A second major theory that has guided considerable research on the topic of employee satisfaction is Herzberg's motivator-hygiene theory (Herzberg, Mausner and Snyderman, 1959). This theory assumes that two variables determine a person's satisfaction: (1) internal factors, such as achievement and recognition, and (2) external factors, such as salary and interpersonal relations. Herzberg believes that the presence of internal factors increases a person's satisfaction, but their absence does not decrease it, the absence or reduction of the external factors, on the other hand, reduces a person's satisfaction, but the increase of these factors does not improve the satisfaction. Some authorities have criticized Herzberg's theory as an oversimplification of the relationship between motivation and satisfaction (House and Wigdor, 1967) for the most part in an educational setting. Hoy and Miskel (1978) reformulated Herzberg's theory to include three rather than two factors: Motivators, hygienes, and ambients. Ambients function as either satisfiers or dissatisfies and include such salary, professional growth possibilities, and variables as salary, professional risk opportunities, and relationships with superiors and status. Hoy and Miskel also revised Herzberg's theory by positing that motivators contribute more to job satisfaction than to job dissatisfaction, but the absence of adequate motivators can contribute to dissatisfaction. In addition, they believe that hygiene factors contribute more to job dissatisfaction than to satisfaction although an abundance of hygiene factors also contributes to job satisfaction and morale that provide useful ideas worthy of further investigation include those proposed by Mc-Gregor (Mc-Gregor and Bennis 1967), Argyris (1957) and Vroom (1964).

Job satisfaction of teachers in Botswana and found that the majority of teachers are satisfied with their job of teaching (Monyatsi, 2012); there is no significant difference between the elementary teacher educators in relation to area and age but they are significant difference in relation to gender in self-finance educational institution with regards to job satisfaction in their

teaching profession, there is no significant different between the secondary teacher educators in relation to area, gender and age in self-finance educational institution with regards to job satisfaction in their teaching profession (Singh, 2012); job satisfaction of secondary school teachers in relation to their personal variables as sex, experience, professional training, salary, religion etc" and found that majority of the teachers linking their job and teachers personal factors influence his job satisfaction (Khatoon, 2000); job insecurity, stress and pressure have a significant negative impact on job satisfaction, while teamwork, recognition, advancement, feelings of independence and social and professional relationship with colleagues and supervisors had a significant positive impact on satisfaction (Volkewein and Zhou, 2003); the female head teachers younger than 36 and older than 55, less than 10 years and more than 15 years experienced located in urban areas were significantly more satisfied than the male head teachers of medium age and medium experienced located in rural areas for the dimension supervision human relations (Ghazi, 2004); the least qualified teachers are employed in Gansu's poorest and most remote villages are most satisfied with their job (Sargent and Hannum, 2005); job satisfaction did not differ significantly in relation to working or teaching experience, there are no significant differences in job satisfaction in relation to marital status, educational qualification, teaching experience and promotion (Ngimbudzi, 2009); teacher teaching secondary schools in Thimpu district are highly satisfied with interpersonal relationship, management, work, working condition and the least satisfaction is the income, male teachers have higher level of satisfaction than female (Drukpa, 2010); highly adjusted teachers had low job satisfaction and vice versa, through the relationship between adjustment and job satisfaction was found to be low and negative yet it indicated that high adjustment leads to low job satisfaction, it also reveals that adjustment didn't play any significant role in job satisfaction of teachers (Shafeeq, 2014); sex was not related to job satisfaction and married teacher possessed more positive toward job satisfaction than the unmarried teacher. Also, educational qualification was not found to be related to job satisfaction of teacher (Vyas, 2016).

Objectives Of The Study

1. To study the job satisfaction of Junior Teachers working in Primary schools.
2. Comparative analysis of job satisfaction of Junior Teachers in relation to gender.
3. Comparative analysis of job satisfaction of Junior Teachers in relation to their qualification.
4. Comparative analysis of job satisfaction of Junior Teachers in relation to their experience.

Hypotheses Of The Study

1. There is no significant difference of job satisfaction between male and female Junior Teachers working in primary schools.
2. There is no significant difference of job satisfaction between Junior Teachers on the basis of their qualification.
3. There is no significant difference of job satisfaction between Junior Teachers in relation to their teaching experience.

Scope Of The Study

Since job satisfaction is a complex problem, it is difficult to locate the exact factors upon which satisfaction or dissatisfaction of the teacher depends. The study is design to ascertain the degree of job satisfaction of junior teachers working in government primary schools of Sonapur district. For this study the sample of 100 male/female junior teachers working in different government primary schools were selected through simple random sampling Method. The researcher has to complete it keeping in view the factor of time, energy and money. The present study has been delimited as only junior teachers working in government primary schools, 100 primary school junior teachers working in 3 blocks of Sonapur district i.e., Tarbha, Dunguripali and Binka are confined as the sample of the study, the data are collected only through job satisfaction scale of S.P Anand.

Method Of The Study

The present study confined its scope for studying the job satisfaction of junior teachers working in primary schools of Sonapur district. This study is meant for assessing the job satisfaction of the junior teachers who were working in different primary schools. The focus of the study is purely descriptive in nature. For the present study researcher has taken job satisfaction scale developed and standard by S.P. Anand and adopted by researcher to assess job satisfaction of junior teachers working in primary schools of Sonapur district. The scale consists of 30 statements. The subject is required response symbols provided against each statement. The scale carried 15 statement express positive attitudes and 15 statement express negative attitude of teachers towards the teaching profession. Serial no of statement expressing positive attitude: 1, 5, 6, 10, 11, 13, 15, 17, 19, 20, 21, 23, 25, 26, 27, and serial no of statement 'expressing dissatisfaction or negative attitude; 2, 3, 4, 7, 8, 9, 12, 14, 16, 18, 22, 24, 28, 29, 30. The positive statements for their alternative responses are scored in order of 5, 4, 3, 2, and 1. The scoring order is reverse for

scaring negative statements. The scale usually responded by teachers within 10 to 15 minutes. The job satisfaction scale it's given in appendix. For proper analysis and interpretation of data, the researcher applied both decorative and inferential statistics i.e., simple percentage and 't' test.

Analysis And Interpretation Of Data

Distribution Of Job Satisfaction Score

The score of job satisfaction ranges from 30 to 150. The job satisfaction of junior teachers working in primary schools were studied. In order to find out job satisfaction of junior teachers, the results are presented below.

Table -1

Distribution Of Total Score On Teachers Job Satisfaction Scale

C-1	F	Male	Female	Higher qualification	Required qualification	Above 30years	Below 30 years
131-140	9	4	5	5	4	6	3
121-130	4	2	2	3	1	1	3
111-120	16	12	4	12	4	14	2
101-110	28	19	9	18	10	19	9
91-100	21	12	9	14	7	15	6
81-90	15	9	6	6	9	8	7
71-80	7	2	5	4	3	4	3
	100	60	40	62	38	67	33

Job Satisfaction Of Junior Teachers Working In Primary Schools

The first objective of the study was "to analyse the job satisfaction of junior teachers working in primary schools of Sonapur district". For this the researcher collected data about the job satisfaction of primary school junior teachers by using job satisfaction scale. In order to find out the job satisfaction of junior teachers working in primary school the quartile deviation was calculated. The data are presented below in Table No -2.

Table - 2

Degree Of Job Satisfaction Of Junior Teachers Working In Primary Schools

Criteria	Range	Percentage	Interpretation
Above Q3	Above 113	24%	High degree of job satisfaction
Between Q1 to Q3	92 to 113	55%	Medicare degree of job satisfaction
Below Q1	Below 92	21%	Low degree of job satisfaction

The Table No - 2 shows that teachers securing scores 113 and above this were considered as teachers having high degree of Job Satisfaction. The teachers securing scores within 92-113 were considered as teachers having Medicare degree of job satisfaction. The teachers securing scores 91 and less than it was considered as teachers having low degree of job satisfaction. From this analysis it is evident that only 24% of teacher have high degree of job satisfaction, 55% of teachers have Medicare degree of Job satisfaction and 21% of teachers have low degree of Job satisfaction. This is not a positive sign regarding job satisfaction of primary school junior teachers.

Job Satisfaction Of Primary School Junior Teachers In Relation To Their Gender

The second objective of the study was "to study the job satisfaction of primary school junior teachers in relation to their gender". The objective of the study is to find out the gender as a variable for affecting teacher's job satisfaction. For this the researcher calculated t' value which is presented in Table - 3

Table -3

't' Value Of Job Satisfaction Of Primary School Junior Teachers In Relation To Their Gender

Gender	N	Mean	S.D.	't' value	Result
Male	60	104.1	17.2	0.60	Not significant
Female	40	102.2	15.6		

The Table No -3 indicates that the calculated ' value is 0.60 which is smaller than table value 1.98 at 0.05 level and 2.63 at 0.01 level. So, the null hypothesis "There is no significant difference of Job satisfaction between male and female junior teachers working in primary

school" is accepted. Therefore, it is inferred that gender does not play any vital role in discriminating the level of job satisfaction of junior teachers working in primary school. But the mean score of male teachers is more than that of female teachers. It indicates that male teachers have more job satisfaction than female teachers.

Job Satisfaction Of Primary School Junior Teachers In Relation To Their Qualification

The third objective of the study was "to study the job satisfaction of primary school junior teachers in relation to their qualification". The objective of the study is to find out the impact of qualification of job satisfaction of junior teachers working in primary schools. For this the researcher calculated 't' value which is presented in Table – 4

Table - 4

't' value Of Job Satisfaction Of Primary School Junior Teachers In Relation To Their Qualification

Group	N	Mean	S.D.	't' value	Result
High qualified	62	105.3	15	1.20	Not significant
Required qualification	38	101.2	16.8		

From the above table it is found that the calculated 't' value is 1.20 which is less than 1.98 at 0.05 level and 2.63 at 0.01 level. So null hypothesis "There is no significant difference of Job satisfaction between high qualified and required qualified primary school junior teachers" is accepted. Therefore, it is inferred that qualification does not play any vital role in discriminating the level of job satisfaction of junior teachers working in primary school. But the mean score of high qualified teachers is more than that of required qualified teachers. It indicates that high qualified teachers have more job satisfaction than required qualified teachers.

Job Satisfaction Of Primary School Junior Teachers Experience In Relation To Their Teaching

The fourth objective of the study was "to study the job satisfaction of primary school junior teachers in relation to their experience". The objective of the study is to find out the impact of teaching experience on job satisfaction of junior teachers working in primary schools. In order to find this 't' test has been used. The result of 't' test is presented below.

Table - 5

't' Value Of Job Satisfaction Of Primary School Junior Teachers In Relation To Their Experience

Group	N	Mean	S.D.	't' value	Result
Above 30 years	67	104.1	15.1	0.85	Not significant
Below 30 years	33	101.8	17.2		

The Table No - 5 shows that the calculated 't' value is 0.85 which is smaller than table value 1.98 at 0.05 level and 2.63 at 0.01 level with df 98. Hence the null hypothesis "There is no significant difference of Job satisfaction between primary school junior teachers in relation to their teaching experience" is accepted. Therefore, it is inferred that teaching experience does not play any vital role in discriminating the level of job satisfaction of junior teachers working in primary school. But the mean score of above 30 years' teachers is more than that of below 30 years' teachers. It indicates that above 30 years' teachers have more job satisfaction than below 30 years' teachers.

Discussion

On the basis of the analysis and interpretation findings emerged that

- Only 24% of teachers have higher degree of job satisfaction, 55% of teachers have average level of job satisfaction and 21% of teachers have low degree of job satisfaction.
- There is no significant difference between male and female teachers in relation to their job satisfaction.
- There is no significant difference between high qualified and required qualified teachers in relation to their job satisfaction.
- There is no significant difference in the level of job satisfaction of teachers belonging to different levels of teaching experience.

Conclusion

Teachers act a vital role in social, moral, intellectual and in national development. They also contribute a lot for cultural preservation, inculcation and transmission to coming generation. Therefore, Kothari Commission (1964) rightly stated that the destiny of India is now being shaped in her class room. To be a good teacher one must be satisfied with his/her job. But unfortunately, now most of the teachers are not satisfied with their job. Most of teachers are not

able to discharge their duties towards society in general and students in particular. It is observed that teachers are not working as teacher but acting as something else. The cause for their dissatisfaction is many and varied. The researcher desire to recommended an atmosphere in the institution free from stress and strain. There should prevail appropriate organizational climate in the institution. The educational institution should be centre of learning with better opportunities for the teachers, the administrators and the students. Researcher hereby suggested to the educationists and administrators to ameliorate the status of teachers.

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