

Compare the Teacher's Job Satisfaction at Different Schools of Burdwan District

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Abstract: *The study was to compare the teacher's job satisfaction at different set ups. To achieve the purpose of this study, the investigator selected 60 sample (20 for each group, Primary, middle and secondary level) from different schools of Burdwan district were selected for the study. All the subjects were working as physical education teachers in different schools of Burdwan district. A questionnaire for job satisfaction developed by Richard Bellingham was used to obtain data for the job satisfaction of teachers. The questionnaire was highly reliable and valid. The test comprised of 30 questions which were answered by the subjects in an alternative response scale (yes/no) type. Two points were awarded for answering each item positively, whereas no point was awarded for answering negatively. Data analyzed by descriptive statistics and ANOVA (one way analyses of variance) was used at level of significance 0.05. On the basis of findings the conclusion was drawn that, there were no significance difference found in the job satisfaction of teachers at primary, middle and secondary level. However the mean of middle level teacher was comparatively higher than primary and secondary level. The mean of secondary level was comparatively higher than primary level but lower than middle level. The difference among these level were at .156 significance, which is not enough to conclude that there is a significance difference between job satisfactions of teachers.*

Keyword: Job satisfaction, Primary, middle and secondary teacher

1. Introduction

'Schools are the nurseries of the Nation' and 'Teachers are the Architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous. (Suryanarayana and Luciana)

The good teacher must enlighten by his example, show wisdom in his discourse and restraint by his silence; he must help the willing with a welcoming encouragement; overcome the recalcitrant with a patient determination and check the exhibitionist with a reasonable superciliousness. What he stands for, important for all times, is of paramount importance in the deepening black out of spiritual and intellectual values by which our age is oppressed' -C.E.M. Joad.

Rao said that 'the quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. The imperative that the entire process of teaching learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action,

for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as -what teaching behaviors' are related to pupil out comes in different areas of classroom learning? In what way they are related. What are the characteristics of effective and ineffective teachers? How can teacher's behaviors be incorporated in teachers during their training? Lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to Teacher's Job satisfaction (Rao, 1985).

—Happy employees are productive employees." —Happy employees are not productive employees." We hear these conflicting statements made by HR professionals and managers in organizations. There is confusion and debate among practitioners on the topic of employee attitudes and job satisfaction—even at a time when employees are increasingly important for organizational success and competitiveness. (Sari and judge, 2004)

Teachers are arguably the most important group of professional for our nation's future.(Andre Bishay).

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, Personnel and human resource management and organizational management. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job; it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also. At present job satisfaction has

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been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behavior. But in reality how far such job satisfaction is ensured in different jobs. The researcher interest is to analyses job satisfaction from organizational perspective. (Tasnim, 2006)

Job is not only a main source of income but also an important component of life. Work takes away a large part of each worker's day and also contributes to ones social standing. Because of work's central role in many peoples' life, satisfaction with one's job is an important component in overall well being (Smith, 2007). Hence, the big question is- are you satisfied with the job? Employee satisfaction is supremely important in an organization because it is what productivity depends on. If the employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions. Institution to grow and a change positively with time and changing market conditions. (Sharma, 2009).

A teacher occupies an important and unique place in the system of education. He is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding. He acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Thus the importance of a teacher for the community and educational system is very much evident. Although teaching is profession, yet people do not think of a teacher as a professional worker like other professions such as medicine, law, engineering etc. Many consider it not a profession but a mission. The problem of job satisfaction never arose during ancient times because it was a willing service which they used to render to the society and educational scene was quite different from what it is now. Job satisfaction is an individual attribute and it is the art which comes of the fulfillment of the individual needs, which vary greatly from person to person.

Job Satisfaction is the favorableness or un-favorableness with which the employee views his work. It expresses the amount of agreement between one's expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as Job Satisfaction influences one's general life satisfaction. Job Satisfaction, thus, is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job under condition with such specific factors such as wages. Supervisors of employment, conditions of work, social relation on the job, prompt settlement of grievances and fair treatment by employer.

However, more comprehensive approach requires that many factors are to be included before a complete understanding of job satisfaction can be obtained. Such factors as employee's age, health temperature, desire and level of aspiration should be considered. Further his family relationship, Social status, recreational outlets, activity in the

organizations etc. Contribute ultimately to job satisfaction. (Suryanarayana and Luciana).

2. Methodology

Total 60 sample (20 for each group, Primary, middle and secondary level) from different schools of Burdwan district were selected for the study. All the subjects were working as subject teachers in different schools of Burdwan district. A questionnaire for job satisfaction developed by Richard Bellingham was used to obtain data for the job satisfaction of teachers. The questionnaire was highly reliable and valid. The test comprised of 30 questions which were answered by the subjects in an alternative response scale (yes/no) type. Two points were awarded for answering each item positively, whereas no point was awarded for answering negatively. The copies of the questionnaire were personally distributed with prior permission of principal to the all the subjects with the request that they shall give correct and accurate answer. The subjects were properly guided and assisted whenever they faced any difficulty. Proper instruction regarding the objectives of study and procedure for filling in the questionnaire was given. The subjects were motivated by the researcher to give the reliable information. The researcher personally contacted with the subjects and collected all the data's. An assurance was given to keep all the received information confidential. The entire respondents were assured of copy of summary of the results. Data analyzed by descriptive statistics and ANOVA (one way analyses of variance) was used at level of significance 0.05.

3. Result

Table 1: A Descriptive Profile Of Teachers Job Satisfaction At Different Set-Ups

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Primary	20	47.8	8.15379	1.82324	28	60
Middle	20	52.4	6.31123	1.41123	38	60
Secondary	20	48.6	9.08672	2.03185	28	60
Total	60	49.6	8.05742	1.04021	28	60

Table 1 show, there was an equal number of subjects in each group (primary, middle and secondary) and total 60 subjects were taken for the study.

The teachers of primary level have 47.8000, 8.15379, 1.82324, 28.00, and 60.00 as mean, standard deviation, standard error, minimum and maximum scores respectively.

The teachers of middle level have 52.4000, 6.31123, 1.41123, 38.00, and 60.00 as mean, standard deviation, standard error, minimum and maximum scores respectively.

The teachers of secondary level have 48.6000, 9.08672, 2.03185, 28.00, and 60.00 as mean, standard deviation, standard error, minimum and maximum scores respectively.

In this table the minimum score is 28.00, 38.00, 28.00 of primary, middle and secondary level respectively, the

maximum score is 60.00, 60.00, and 60.00 of primary, middle and secondary level.

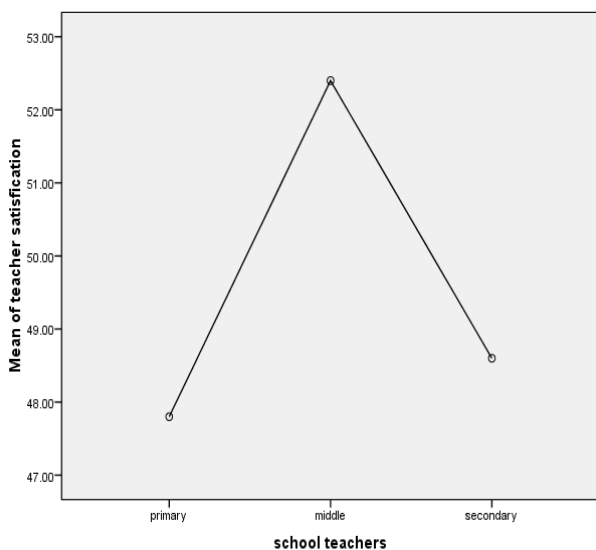


Figure 1

Mean score of job satisfaction among teachers of different set-ups

Figure 1 show that there was no significance difference among different groups (primary, middle and secondary level). However the mean of middle level teacher was comparatively higher than primary and secondary level.

Table 2: Analysis of Variance of Job Satisfaction among Teacher of Different Set-Ups

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	241.600	2	120.800	1.919	.156
Within Groups	3588.800	57	62.961		
Total	3830.400	59			

*F_{0.05} ratio at df (2,57) ≈ 3.17

Table 2 show the mean value between the group was 120.800, f-value was 1.919 with no significance difference. It was found that the mean value within the groups was 62.961 with no significance difference.

4. Discussion of Findings

The obtained value of mean and standard deviation from table 1 reveal that under the job satisfaction the mean score in the primary school teachers is 47.80, the middle schools teachers is 52.40, the secondary school teachers is 48.60 and the standard deviation is 8.15, 6.31 and 9.08 respectively for various level.

There was no significance difference found in the job satisfaction among teachers of primary, middle and secondary school after the analysis of data. Similar study was conducted by Evans et.al (1986) on job satisfaction, leadership behavior and job perception between male and female athletics directors. Data was analyses with descriptive method and ANOVA. There were no

significance difference in the mean score between the male and female directors and job satisfaction leadership behavior and job perception.

Santra (1982) was also compared the job satisfaction and socio-economic factors of teachers of physical education and other academic subjects working in the government colleges in west Bengal. Two questionnaires, a job satisfaction and the other regarding a socio-economic factor were used for this purpose. The data were analyzed using chi-square test and by comparing the percentages where no difference between the teachers of the two categories regarding their job satisfaction with the salaries, relationship with their superior colleges us and student and that their jobs did not provide them opportunities for promotion and advancement

This insignificance difference in job satisfaction among teachers of various levels may be attributed to similar nature of work which is performed by teachers at various levels. It may also be highlighted that the salaries paid to the teachers at various levels may vary but the amount of salary is in accordance with their qualifications and competencies.

The lack of significance may also be due to equal working hours at schools of various levels.

The working environment also plays an important role in level of job satisfaction of an individual. So the lack of significance difference in job satisfaction among teachers of various levels may be attributed to suitable working environment found in all the levels of schools due to policies and demands of particular level of school.

The teacher's job is highly respected and valued, also the facilities or incentives provided to the teachers of various levels are almost identical, so it also denotes that the dissimilarities in the standard of living is negligible. The lack of significance difference may be attributed to this factor also as it is well known that the principal's policies of governing school at various level are being framed and observed by some authorized organization so the lack significance difference may also be caused due to similarities in the policies governing at various levels of school.

Discussion of Hypothesis

It was hypothesized that there would be a significant difference in job satisfaction of teachers at different levels, but after the analyses of the data it was found that, there was no significance difference in the job satisfaction of teacher at different set ups. Thus the research hypothesis was rejected at level of significance 0.05.

5. Conclusion

On the basis of findings the conclusion was drawn that, there were no significance difference found in the job satisfaction of teachers at primary, middle and secondary level. However the mean of middle level teacher was comparatively higher than primary and secondary level. The mean of secondary level was comparatively higher than primary level but lower than middle level. The difference among these level were at

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