

### **Job Satisfaction of Primary School Teachers**

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#### **Introduction**

Education develops the individual like a flower which distributes its fragrance all over the environment. In this sense education is that conducive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects-physical, mental, emotional and social with this type of all-round development, he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, high his society and his nation to the highest extent by contributing his best to national honour, nation glory, nation of which he is a part, as integral part. Education develops the personality of an individual in all fields and aspects making him intelligent, learned, bold, courageous, and possessing strong good character much in the same way, on the other hand, it contributes to the growth and development of society. It is only through education that moral ideas and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievement. Thus, education is greatly essential for the growth and development to individual as well as society.

#### **Job Satisfaction**

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facts of jobs, such as nature of work or supervision. Job satisfaction is the mental condition of a person in which one feels that his job needs his economical, familial and social requirements and according to one's feeling of pleasure with job. Job satisfaction improves the performance as well as the effectiveness of an individual irrespective of his/her nature of work. The friendly, enthusiastic, well-adjusted and well-satisfied teacher can contribute a lot to their pupils as well as the society and nation.

#### **Review of Related Literature**

Abha Sharma (2016) has done a research on job satisfaction secondary school teachers on the basis of sex and location. A purposive sample of 200 male and female teachers was selected equally from 20 secondary schools of Prataghar district of UP state situated in urban and rural areas. Data were collected using teacher job satisfaction scale developed by Singh and Sharma (1986). The data collected were analysed using percentage mean, SD and t test. The study revealed that (i) there was no significant difference in the job satisfaction of male and female teachers. (ii) There was significant difference in the job satisfaction of urban and rural teachers where rural teachers were higher in job satisfaction. (iii) Teachers of government schools were more satisfied than the teachers of private schools. (iv) Teachers of aided private schools were more satisfied than the teachers of unaided private schools.

Rashmi Sharma and Naresh Chandra Srivastava (2015) have done a research on "Job satisfaction of higher secondary school teachers". Both Hindi and English medium school teachers are satisfied with their job comparatively more satisfaction than Hindi medium teachers. They feel that

teaching is the best profession for them and they feel proud to be a teacher. It may be concluded that there are indications that teacher's level of job satisfaction has a positive relation with success in teaching.

Srinivasan and Ambedkar (2015) has done a research on "Job satisfaction towards teaching profession among the higher secondary school teachers". The findings of the study revealed that the majority of the higher secondary school teachers selected as samples are having average level of job satisfaction towards teaching profession. Regarding sub-variables urban higher school teachers and higher secondary school level teaching teachers show more job satisfaction towards teaching towards teaching profession than their counter parts.

Ombeni William Msoya (2016) has done a research on "Exploring level of job satisfaction among teachers in public secondary schools in Tanzania". The findings of the present study have provided answers to all research questions and suggest that teachers in public secondary schools in Tanzania generally have higher job satisfaction.

Moyosola Jude Akomolofe and Abel Olufemiogun makin (2014) has done a research on "job Satisfaction among secondary school teachers; Emotional intelligence, Occupational stress and self-efficacy as Predictors". Determinant of job satisfaction among secondary school teachers. This study also revealed that occupational stress was not a significant predictor of job satisfaction. Even the relationship that was found between the two variables was negative. The implication of this finding is that high level of stress would result in job dissatisfaction, among teachers. Although this study did not examine all the possible psychological correlates. and predictors of job satisfaction among teachers. Although this study didn't not examine all the possible psychological correlates and predictors of job satisfaction among teachers.

### **Statement of the Problem**

The research problem is entitled as "Job Satisfaction of Primary School Teachers"

### **Objectives of the Study**

1. To construct and standardize tool for measuring Job satisfaction of Primary school teachers.
2. To measure the Job satisfaction of Primary school teachers.
3. To find out the effect of background variables namely gender, marital status, nature of school, caste in job satisfaction of Primary school teachers.

### **Null Hypothesis**

1. There is no significant difference in the job satisfaction of male and female Primary school teachers.
2. There is no significant difference in the job satisfaction of married and unmarried Primary school teachers.
3. There is no significant difference in the job satisfaction among girls, boys and co-education Primary school teachers.
4. There is no significant difference in the job satisfaction among OC/BC/MBC/SC/ST Primary school teachers.

### **Method of the Study**

Survey method was used by the investigator for this study

### **Sample**

The present study was conducted on a sample of 200 teachers from various Primary school in Bellamy district Karnataka state using stratified random sampling technique. The prospective teachers selected differ in their gender, marital status, nature of school and caste.

#### Tool Used

- The tools used for the present study were,
- Job Satisfaction scale constructed and standardized by Investigator

#### Statistical Techniques Used

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

#### Gender wise Comparison Job Satisfaction of Primary School Teachers

Gender	N	Mean	Standard Deviation	Calculated 't' value	Table value	Level of significance
Male	91	142.53	9.612	1.856	1.96	Not significant
Female	109	139.95	9.943			

The above table showed that the calculated 't' value (1.856) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

Therefore, there is no significant difference between the male and female primary school teacher in their job satisfaction.

#### Marital Status Wise Comparison of Job Satisfaction of Primary School Teachers

Gender	N	Mean	Standard Deviation	Calculated 't' value	Table value	Level of significance
Married	173	141.25	10.056	0.504	1.96	Not significant
Unmarried	27	140.33	8.566			

The above table showed that the calculated 't' value (0.504) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted.

Therefore, there is no significant difference between the marital statuses of primary school teachers in their job satisfaction.

#### Nature of School wise Comparison of Job Satisfaction of Primary School Teachers

Nature of School	N	Mean	S. D	Source	Sum of Squares	df	F	Level of significant
Girls	43	137.37	9.383	Between Groups	815.494	2	4.341**	Significant
Boys	65	141.52	10.092	Within Groups	18504.381	197		
Coeducation	92	142.60	9.543	Total	19319.875	199		

Note \*\* indicates significant difference at 0.05 level

The above table showed that, the calculated F value 4.341 is higher than the table value (3.00) at 5% level significant. Hence the null hypothesis is not accepted. It shows that there existed significant difference among Girls, Boys and Co-education Primary school teachers in their job



satisfaction. Mean values show that Co-education higher secondary school teachers possess better job satisfaction compared to Boys and Girls higher secondary school teachers.

The result does not identify exactly the pairs of groups which differ significantly. Hence scheffe multiple comparison is used for further analysis.

#### Result of Scheffe's Procedure

Category	Pair	Scheffe's P
Girls(A)	A vs B	0.096
Boys (B)	A vs C	0.015**
Co-Education(C)	B vs C	0.791

Note \*\* indicates significant difference at 0.05 level

The result in table 4.08 shows that, there existed significant difference between Girls, Boys and Coeducation primary school teachers in their job satisfaction. The other primary school teachers working in Girls and Boys, Boys and Co-education higher secondary school teachers do not differ in their job satisfaction.

#### Caste Wise Comparison of Job Satisfaction of primary School Teachers

Nature of School	N	Mean	S. D	Source	Sum of Squares	df	F	Level of significant
OC	29	140.45	8.68	Between Groups	518.739	4	1.345	Not significant
BC	71	143.11	9.73	Within Groups	18801.136	195		
MBC	57	140.58	9.47					
SC	26	138.50	10.13					
ST	17	139.82	12.39					

The above table showed that the calculated 'F' value (1.345) is less than the table value (3.00) at 5% level of significance. Hence, the null hypothesis is accepted.

Therefore, there is no significant difference among the caste of primary school teachers in their job satisfaction.

#### Conclusion

From this study, it is found that job satisfaction of co-education primary school teachers are highly satisfied this is due to the co-education is a better system education because boys and girls are educated together, have stronger sense of competition. Based on the findings the investigator has given the following recommendations in order to enhance a better job satisfaction of primary school teachers. Teacher should be satisfied with their past and present performance of academic activities. Teacher can create new ideas for the development of students. Necessary steps may be taken by the management to develop the overall personality of the teachers. The management may provide sanitary working conditions in the school to increase job satisfaction. Proper training should be gradually given to the teachers to face problems under stressful situation.

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