

## A Comparative Study of Job Satisfaction of School Teachers Towards Teacher Performance

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### Abstract:

Teachers have always played vital roles in the reconstruction of the society. In the event of universalization 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 school in relation to nature of job, gender, locale, management and educational qualification variation. This paper reflects the idea, how to develop and increase job satisfaction and Teacher Performance among teachers. The present research study is carried out on the job satisfaction of school teachers towards teachers performance at primary level. It is carried out among 40 teachers from Solapur district by executing descriptive research method. The survey method, school survey was used in the present research study. The research study reveals that the job satisfaction of school teachers towards teachers performance at primary level.

**Key Words:-** Job Satisfaction, School Teachers, Teacher Performance.

### Introduction

Teachers have always played vital roles in the reconstruction of the society. In the event of universalization 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. Under SSA intervention, immediate recruitment of Para teachers was made who were directed to work as 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

universalization 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. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner's achievement of content standards. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

### Review of related literature

A review of related literature the necessary insight into the problem widens the knowledge of the researcher and ensures the avoidance of unnecessary duplication it also helps the researcher to decide her methodology tools sample and technique analysis.

**Abbasi (2003)** conducted a comparative study of job satisfaction among primary school teachers in Iran and India. **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. **Raj and Mary (2004)** attempted a study on Pondicherry region and found that job satisfaction was not high. **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. **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. **Basu (2009)** studied job satisfaction and mental health among teachers: A survey. 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 their Teacher Performance to find out relationship among them. Job satisfaction and Teacher performance variables are not studied more so this topic has been selected for research.

**Operational Definitions of the Study**

The following terms and variable have been operationally defined by the researcher:

1. **Job Satisfaction :** Job satisfaction of a teacher is defined as the extent to which a teacher's expectations concerning various aspects of job like salary security and status, interpersonal relation, supervision, policy and admission working condition task, itself interest in the task, recognition achievement, responsibility for enlarged work, growth and advancement in higher task get fulfilled in the institution as measured by job satisfaction scale.
- 2 **Teacher Performances:**  
It is define as the extent of teacher's mastery over the subject matter, his / her desirable personal qualities conducive to the professional like confidence regularity, punctuality,

emotional resilience, relationship with students and colleagues, communication skills, planning and preparation and task orientation.

**Aim of the study**

The broad aim of the study was to ascertain the relationship between Job Satisfaction and Teacher performance of school Teachers.

**Objective of the study**

The study was conduct with the following specific objectives.

1. To compare of male and female school Teachers Job Satisfaction.
2. To compare of male and female school Teachers Teacher Performance.
3. To study of correlation between Job Satisfaction and Teacher Performance of school Teachers.

**Hypotheses of the study**

To study conducted with the following specific objectives

1. There is no significant different among male and female school Teachers Job Satisfaction.
2. There is no significant different male and female school Teachers Teacher Performance.
3. There is no significant correlation between Job Satisfaction and Teacher Performance of school Teachers.

**Scope and delimitations of the study**

For the present research study has included school Teachers of Solapur District in Maharashtra from other like Osmanabad, Beed, Pune and so on, have not been included in the study. The research involves school teacher from Solapur District with Marathi medium school of private institute and zilla Parishad Teachers. While pre-primary, higher secondary school and college's teacher are not included in this study. The study has been delimited to school Teacher working at present situation. Retired and on probation Primary, secondary, higher secondary school Teacher have not been included. All selected school Teachers are came under urban and rural Areas. Only Marathi medium school Teacher are selected, beside this English, Urdu, Kannada, and other medium Primary, secondary, higher secondary school teachers are not covered.

For present study School Teachers Job Satisfaction and Teacher Performance this variable are selected. Other variables like learning style, Peace Education and Life skill etc. are not selected. Descriptive method is used for data collection. in the research study ‘t’ test and correlation statistical technique are used for the analysis of collected data. Beside these other statistical technique are not used.

**Significance of the study**

This research will be useful to head master, principle, and supervisor of primary school for daily administration, management and organizational work. This research work will help for self-awareness and self-motivation of Teachers. Teacher Performance will help the Primary School Teacher to use their knowledge, attitude and values in a better useful way to develop the positive behavior. It helps to identify their ‘capacity’, increase the ‘capability’ and achieve ‘competency’ in their endeavor of teaching profession. The findings of the study can also help the teachers that they can cope with stress, with different types of institutional /school environment climate and they catch make teaching effective. The studies are also helpful to increase the teachers Performance by making congenial institutional environment climate and by reducing stress in School Teachers. There are views of Job satisfaction and Teachers performance, and they are inverted to one another. One believes that Job satisfaction leads to Teachers performance, while the other believes performance leads to job satisfaction. In effect, we are saying if someone is happy with their job they will perform better, but in order to be satisfied, they have to perform in their job to get that satisfaction. It is somewhat of a revolving door, and again, it is hard to distinguish between whether satisfaction drives performance or if performance drives satisfaction.

**Data Analysis**

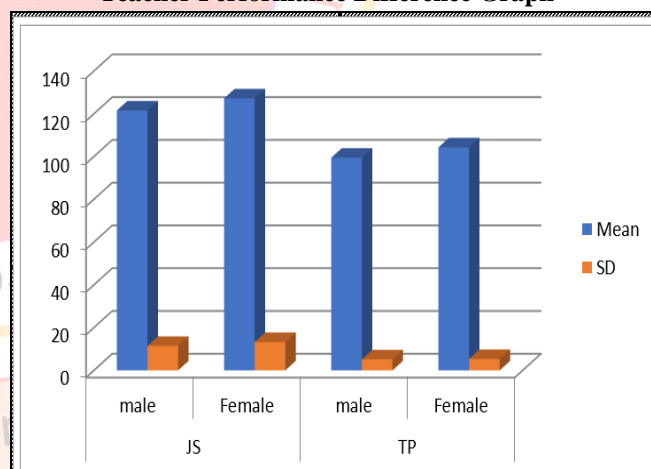
**Null Hypothesis:**

1. There is no significant different among male and female school Teachers Job Satisfaction.
2. There is no significant different male and female school Teachers Performance.

**Table 1**  
**Difference in Mean Score of male and female school Teachers Job Satisfaction and Teacher Performance**

S r N o .	Varia bles	Gr ou p	Sa mp le	M ea n	S D	d f	Table value		't' score	Leve l of signi ficant
							0. 0 5	0. 0 1		
1	Job Satis facti on	ma le	18	12 1. 55	11 .4 1	3 8	2. 0 2	2. 0 7 1	1. 4 4	No Signi fican ce
		Fe ma le	22	12 7. 18	13 .2 7					
2	Teac her Perfo rman ce	ma le	18	99 .4 5	3. 54	3 8	2. 0 2	2. 0 7 1	1. 2 2	No Signi fican ce
		Fe ma le	22	10 4. 27	5. 35					

**Male and female Score of Mean Job Satisfaction and Teacher Performance Difference Graph**



**Graph**

**Null Hypothesis:** There is no significant correlation between Job Satisfaction and Teacher Performance of School Teacher.



**Table 2**

**Correlation between JS and TP among Primary school Teacher**

Group	Sample	df	Table 'r'		Correlation coefficient	Significant level	100r <sup>2</sup>
			0.05	0.01			
Total Teacher	40	38	0.304	0.3	0.053	0.01	0.28 %

**Conclusion**

1. There is no significant different among male and female school Teachers Job Satisfaction at 0.5 level.
2. There is no significant different among male and female school Teachers Teacher Performance at 0.5 level.
3. There is no significant correlation between Job Satisfaction and Teacher Performance of School Teacher. This correlation is significant and positive on the 0.05 level but it is very less correlation. So this hypothesis is rejected on the 0.05 level of significance. It means that the School Teachers whose Teacher Performance score is higher their Job Satisfaction will be higher.

**Discussion:**

It can be seen from the table 1 & 2 that the relationship between school Teachers Job Satisfaction and Teacher Performance is significant in total Teachers. This relationship is positive. The Teachers who have higher Teacher Performance their Job Satisfaction will be higher. If there is higher they can easily adjust with their Headmaster, supervisor as well as colleague. Their behavior will be good consequently it develop enthusiasm in work. It develops the possibility of increasing Teacher Performance among Teachers. If the training program for the self-awareness among Teachers will be developed. This is helpful for the professional development of the Teachers and this will also increase Teacher Performance. Job Satisfaction score of mean is more than Teacher Performance score of mean. Teacher Performance is necessary for teacher because they are the one who are going to

produce effective and efficient students to the society. Teacher Performance consists of positive thoughts, pure feelings, and good wishes to stay peaceful require strength and compassion. Teacher Performance is the main characteristic of a civilized society.

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