

Job Satisfaction of Primary School Teachers in West Champaran District

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Abstract - Primary school teachers no doubt play an important role in our educational system. 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. The present investigation was undertaken to study the levels of job satisfaction of primary school teachers. The study was conducted in West Champaran district in Bihar by using random sampling technique to select the sample. The sample comprised of 150 primary school teachers. Adapted Job satisfaction scale developed by Meera Dixit (1993) was used know the levels of job satisfaction of primary school teachers. The results revealed that there was a significant difference between teacher's job satisfaction on the basis of gender, marital status, educational qualification variation, sponsorship and locality of primary school teachers.

keywords - Job Satisfaction, communities, enlighten, emancipation, Primary School teachers

I. INTRODUCTION

Every organization wants to have employees with competence in accordance with the needs of their organization, committed to the organization and have high performance. Therefore, any company competing for the best employees. Companies need to do something to attract potential employees. One of the things that can be done to attract potential employees is to establish a pleasant working environment.

Job satisfaction is increasingly becoming important in the workplace. Employers now recognize that the "happier" their employees are, the better will be their attitudes towards the work, the higher their motivation and the better will be their performance.

Job satisfaction in any field of work depends a lot on how conducive the work environment is. The work itself, the pay and the scope for promotion are only some of the factors which have an impact on job satisfaction.

Various studies have been carried out in the past to assess the impact of motivation and job satisfaction on employee productivity and performance (Vroom, 1964). Some of these studies have found a positive relationship between job satisfaction and job performance which leads to the conclusion that satisfied employees tend to perform much better than less satisfied ones. We can say that job satisfaction describes how content an individual is with his or her job and also implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. "Educators' job satisfaction is important as it has a direct impact on students' achievement and their future career" (Pitkoff, 1993). An educator who is unsatisfied with his/her job tends to be unmotivated and more likely to escape from his/her responsibilities. In these circumstances, we tend to see an increase in absenteeism among teachers. Such educators usually show little concern in school matters and this obviously has a negative impact on the performance of our children.

II. SIGNIFICANCE OF THE STUDY

The teachers do not work out of any compulsion but because they dream of taking their organization to a new level. The teachers need to be passionate towards their work and passion comes only when they are satisfied with their job and organization on the whole. Employee satisfaction leads to a positive ambience at the workplace. People seldom crib or complain and concentrate more on their work. In the words of Smith in "Teachers for the Real world" (1969) keeping in mind the present day requirements remarks, "If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the world". Therefore, the primary school teachers have a great role in molding future generation. In order to be better teachers, they should have the spirit of dedication and love for their job and effectiveness in their performance. Therefore, the investigator inclines to study the variable Job Satisfaction of Primary School Teachers.

III. STATEMENT OF THE PROBLEM

A Study of Job Satisfaction of Primary School Teachers in West Champaran District

OPERATIONAL DEFINITIONS

Study - the devotion of time and attention to gaining knowledge of an academic subject, especially by means of books.

Job Satisfaction - Job satisfaction refers to the achievement and growth of a teacher in his teaching task.

Primary School - It refers to the primary grade Teachers in education dealing I to V classes in Primary Schools.

Teachers - Teachers are those who share their knowledge to the students selflessly & gives maximum reward.

IV. OBJECTIVES OF THE STUDY

- i. To find whether there is any significant difference between male and female in their job satisfaction.
- ii. To find whether there is any significant difference between married and unmarried in their job satisfaction.
- iii. To find whether there is any significant difference between graduate and Undergraduate in their job satisfaction.
- iv. To find whether there is any significant difference between Rural and Urban, in their job satisfaction.
- v. To find whether there is any significant difference between aided and Unaided in their job satisfaction.
- vi. To find whether there is any significant difference between an English medium and Hindi medium Primary school teachers in their job satisfaction.

V. TOOL USED

Adapted Job satisfaction scale developed by Meera Dixit in (1993).

VI. METHOD USED

The investigator has used survey method for the present study.

VII. POPULATION OF THE STUDY

The population for the study is Primary School Teachers teaching in Patna, Muzaffarpur and West Champaran districts in Bihar

VIII. SAMPLE

The sample will consist of 150 primary school teachers

IX. TECHNIQUES USED

- i. Mean
- ii. Standard Deviation
- iii. 't' Test

X. DELIMITATIONS OF THE STUDY

- i. The study was done only in one District of Bihar i.e. West Champaran.
- ii. The Primary government school teachers are not taken into consideration.
- iii.

XI. NULL HYPOTHESES

- i. There is no significant difference between male and female Primary school teacher in their job satisfaction.
- ii. There is no significant different between married and unmarried Primary school teachers in their job satisfaction.
- iii. There is no significant different between graduate and postgraduate Primary school teachers in their job satisfaction.
- iv. There is no significant different between aided and Unaided Primary school teachers in their job satisfaction.
- v. There is no significant difference between English and Hindi medium Primary school teachers in their job satisfaction.
- vi. There is no significant difference between Rural and urban Primary school teacher in their job satisfaction.

Null Hypothesis – 1

There is no significant difference between male and female Primary school teacher in their job satisfaction.

Table – 1**Gender wise job satisfaction of Primary school teachers**

Gender	N	Mean	SD	t-value	Remarks
Male	24	203.95	21.67	3.53	S
Female	126	219.60	21.57		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 1** that the t-value is 3.53 which is more than the table value of 1.96 at 5 % level of significance. Hence, the null hypothesis is rejected. It means, therefore, there is a significant difference between male and female Primary school teachers in their job satisfaction.

Null Hypothesis – 2

There is no significant different between married and unmarried Primary school teachers in their job satisfaction.

Table – 2**Marital Status wise job satisfaction of Primary school teachers**

Marital status	N	Mean	SD	t-value	Remarks
Married	114	214.66	22.59	4.79	S
Unmarried	36	224.80	19.24		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 2** that the t-value is 4.79 which is more than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is rejected. It means, therefore, there is a significant difference between married and unmarried Primary school teachers in their job satisfaction.

Null Hypothesis – 3

There is no significant different between graduate and postgraduate Primary school teachers in their job satisfaction.

Table – 3
Degree wise job satisfaction of Primary school teachers

Degree	N	Mean	SD	t-value	Remarks
Graduate	122	217.72	21.40	2.25	S
Post Graduate	28	214.39	25.49		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 3** that the t-value is 2.25 which is more than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is rejected. It means, therefore, there is a significant difference between graduate and postgraduate Primary school teachers in their job satisfaction.

Null Hypothesis – 4

There is no significant different between aided and unaided primary school teachers in their job satisfaction.

Table – 4
Grant wise job satisfaction of Primary school teachers

Grant	N	Mean	SD	t-value	Remarks
Aided	17	206.41	14.24	12.29	S
Unaided	113	218.46	22.73		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 4** that the t-value is 12.29 which is more than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is rejected. It means, therefore, there is a significant difference between aided and Unaided Primary school teachers in their job satisfaction.

Null Hypothesis – 5

There is no significant difference between English and Hindi medium Primary school teachers in their job satisfaction.

Table – 5
Medium wise job satisfaction of Primary school teachers

(At 5% level of significance , the table value of 't' is 1.96)

Medium	N	Mean	SD	t-value	Remarks
English	17	206.41	14.24	12.29	S
Hindi	113	218.46	22.73		

It is inferred from the above **table 5** that the t-value is 12.29 which is more than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is rejected. It means, therefore, there is a significant difference between an English Medium and Hindi medium Primary school teachers in their job satisfaction.

Null Hypothesis – 6

There is no significant difference between Rural and urban Primary school teacher in their job satisfaction.

Table – 6
Locality wise job satisfaction of Primary school teachers

Locality	N	Mean	SD	t-value	Remarks
Rural	80	169.02	16.97	2.00	S
Urban	80	175.58	23.89		

(At 5% level of significance , the table value of 't' is 1.96)

It is inferred from the above **table 6** that the t-value is 2.00 which is more than the table value 1.96 at 5% level of significance. Hence, the null hypothesis is accepted. It means, therefore, there is a significant difference between Rural and urban Primary school teacher in their job satisfaction.

XII. CONCLUSION

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: -

- i) 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.
- ii) 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.
- iii) Teacher's organizations should be entitled to participate in making policy and in developing standards relating to teaching and to enter into the profession.
- iv) Better promotional venues and incentives may be provided at all levels to all the teachers without any prejudice.

- v) Teachers need proper rest room and other physical facilities, up to-date teaching equipments and instructional materialism the schools in which they serve.
- vi) Salary of the school teachers need to be increased keeping in view the rise in price index.

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