

Job Satisfaction of Primary School Teachers in Howrah District

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Abstract: *Job satisfaction is a positive feeling of a person about his/her job. This study attempted to know the level of job satisfaction of primary school teachers in Howrah district in West Bengal. The objective of the study was also to know whether the level of job satisfaction differs according to the gender, training status and teaching experience of primary school teachers. Survey research method was used. 'Job Satisfaction Scale' developed by the investigator, was used to collect data from 100 primary school teachers of Howrah district. It was observed that 55% primary school teachers were moderately satisfied with their profession. Moreover, there was no significant difference among the teachers in their job satisfaction level on the basis of the gender and training status but there was a significant difference among the primary school teachers in their job satisfaction level on the basis of their teaching experience.*

Keywords: *Job Satisfaction, Primary School Teachers*

INTRODUCTION:

Teaching is the most respected and noble profession in the world. Teachers are the strength of the society as well as of the nation. Teacher is one of the most important factors of formal education system. A teacher not only helps the students gain knowledge but also he/she works as a friend, philosopher and guide. The behaviour of the teacher depends upon his/her efficiency, effectiveness, job satisfaction, mental and physical health etc.

The role of the teachers is highly important in the transmission of knowledge among students. The positive attitude towards work is equivalent to job satisfaction. For the development of a quality teacher the main factors are efficiency and effectiveness of the teacher. High level of job satisfaction may be a sign of a good emotional and mental state of employees. The behaviour of the teachers depending on their level of job satisfaction will also affect the functioning and activities of the school.

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Hoppock defined job satisfaction as 'any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job' (Hoppock, 1935). As long as a teacher gains job satisfaction he/she possesses good mental health. The result is -their performance gets momentum in teaching learning situation. From this background it is important to know the level of job satisfaction among the teachers for the betterment of teaching learning situation.

Chamundeswari, S. (2013) studied on Job Satisfaction and Performance of School Teachers. The result of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools.

In the study conducted by **Indhumathi (2011)**, investigating the job satisfaction and performance of selected randomly 444 teachers at the secondary level, it was found that there was a significant relationship between job satisfaction and performance and the teachers in different categories of schools differed significantly in both job satisfaction and teaching performance.

Iwu, C.G. et al. (2013) investigated on Teachers' job satisfaction and learner performance in South Africa. The result suggested that highly motivated educators experienced job satisfaction; and also performed better than their poorly motivated counterparts.

Jones, M.K. et al. (2008) studied on Training, Job Satisfaction and Workplace Performance in Britain: Evidence from WERS 2004. They found that training was positively and significantly associated with job satisfaction and that job satisfaction was

also positively and significantly associated with the workplace performance.

Malik, R. (2014) had investigated on Job Stress and Job Satisfaction of Male Physical Education Teachers in Relation to Type of Schools. It was observed that the teachers working in Public schools were facing significantly more Job stress than their counter parts but at the same time they were enjoying better job satisfaction than others.

Mehta (2012) investigated on Job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (Private vs. Govt.) and the gender (Male vs. Female). Result showed that there was significant difference in the level of job satisfaction of Govt. and Private school teachers.

Michaelowa, K. and Wittmann, E. (1999) in their study on "Teachers' Job Satisfaction, Student Achievement and the Cost of Primary Education - Evidence from Francophone Sub-Saharan Africa" found that teachers' job satisfaction did exert a positive and significant influence on students' learning.

Ololube, N.P. (2006) had studied on Teachers' Job Satisfaction and Motivation for School Effectiveness: An Assessment. The results revealed that teacher related sources of job satisfaction seemed to have a greater impact on teaching performance, as teachers were also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Perie, M. and Baker, D.P. (1997) had investigated on Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. The results indicated that Private school teachers tended to be more satisfied than public school teachers and elementary school teachers tended to be more satisfied than secondary school teachers, in public schools, younger and less experienced teachers had higher levels of satisfaction than older and more experienced teachers, Teachers with greater autonomy showed higher levels of satisfaction than teachers who feel they have less autonomy, Teacher satisfaction showed a weak relationship with salary and benefits, Workplace conditions had a positive relationship with a teacher's job satisfaction regardless of whether a teacher was in a public or private school, or an elementary or secondary school.

Raj and Lalita (2013) in their study on Job Satisfaction among Teachers of Private and

Government School: A Comparative Analysis found that there was no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there was no significant difference in the level of satisfaction of Govt. and Private school teachers.

Sharma, R.D. and Jyoti, J. (2006) in their study on Job Satisfaction among School Teachers found that the degree of job satisfaction secured by teachers was not high and the reason was insufficient pay. Secondary level teachers were more satisfied than primary level teachers.

Suki and Suki (2011) had studied on the effect of gender on employee perception of job satisfaction and organizational commitment. The study revealed that employee's gender had no significant effect on his/her perception of job satisfaction and men and women had the same level of organizational commitment.

Usop, A.M. et al. (2013) in their study on Work Performance and Job Satisfaction among Teachers found that majority of the teachers were somewhat satisfied with those facets: school policies, supervision, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

It has been seen from the previous studies that the performance and motivation level have deep impact on the job satisfaction of the teachers. Most of the studies have been done on the teachers of the high school. Under these circumstances, it is important to know the level of job satisfaction of the primary school teachers. For this reason the study has been conducted.

OBJECTIVES OF STUDY:

The objectives of the study were given below-

1. To know the level of job satisfaction among primary school teachers.
2. To know whether the level of job satisfaction differs according to the gender of primary school teachers.
3. To know whether the level of job satisfaction differs according to the training status (trained-untrained) of primary school teachers.
4. To know whether the level job satisfaction differs according to the teaching experience (below 5 years -5 years & above) of primary school teachers.

HYPOTHESES:

Keeping a view on the objectives, the following null hypotheses had been formulated-

H₀1: There is no significant level of job satisfaction among primary school teachers.

H₀2: There is no significant difference in the level of job satisfaction of male and female primary school teachers.

H₀3: There is no significant difference in the level of job satisfaction of trained and untrained primary school teachers.

H₀4: There is no significant difference between primary school teachers having below 5 years of teaching experience and primary school teachers having 5 years and above 5 years of teaching experience in their level of job satisfaction.

Operational definition of the terms:

Job Satisfaction: Job satisfaction refers to the teachers’ positive attitudes, perceptions and good feelings that they have towards their job and whether teachers are happy with their job or not.

Primary School Teachers: Those persons or educators who provide education or give instruction to the primary level school students (i.e. class I-IV in West Bengal.) in primary schools.

METHODOLOGY:

Research Design:

The researcher used survey research design of descriptive research method for this study.

Population and Sample:

All the Teachers serving in Government Primary schools of Howrah district (West Bengal) were treated as population of the study.

For sample, the Purposive sampling technique was adopted for the study. Thirty Primary schools of Howrah district were selected. Samples were classified into different categories like Gender (Male-Female), Training Status (Trained-Untrained) and Teaching Experience (below 5 years – 5 years and above).The Details of the samples were given below.

Table-1: Showing detailed break-up of the samples

Gender	Training Status		Teaching Experience		Total
Male	Trained	27	Below 5 years	28	50
	Untrained	23	5 years and above	22	
Female	Trained	25	Below 5 years	30	50
	Untrained	25	5 years and above	20	
Total					100

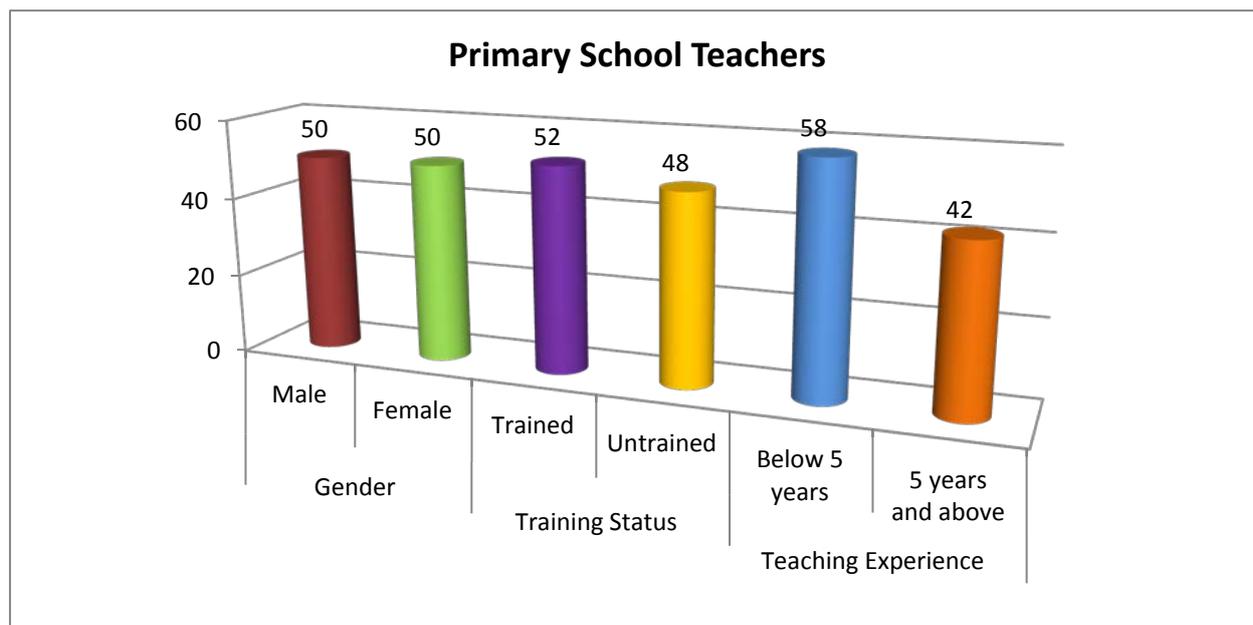


Figure 1: Detail break-up of the samples

Tool Used:

‘Job Satisfaction Scale’ developed by the investigator, was used to collect data from the primary school teachers. The scale consisted of 30 items. It was a Likert type scale with 6 alternative responses. The teachers were given six options (Disagree very much, Disagree moderately, Disagree slightly, Agree slightly, Agree moderately, Agree very much) for each statement. Then they were asked to circle the option that they think to be appropriate to reflect their opinion about their job satisfaction. The statements were of both positive and negative nature. In case of positive statements each carried a weightage of 1 to 6 and in case of negative statements each carried a weightage of 6 to 1.

The investigator had done the content validity of the tool. In order to conduct the content validity, the adapted questionnaire was distributed to 3 experts having experience in this respective field. The final questionnaire was prepared according to the suggestions given by the experts.

Reliability of the instrument was measured by test-retest method. The result showed a reliability coefficient of 0.841 which meant a good reliability of the scale.

STATISTICAL TECHNIQUES:

Collected data was analyzed by using Percentage, Mean, Standard Deviation and T test.

FINDINGS:

H₀1: There is no significant level of job satisfaction among primary school teachers.

Table 2: Job satisfaction levels among primary school teachers

Job Satisfaction Levels	No. of teachers	%
High (Score 121-180)	24	24%
Moderate(Score 61-120)	55	55%
Low (Score 01-60)	21	21%
Total	100	100%

Table 2 shows that 55 out of 100 primary school teachers have moderate level of job satisfaction, which means 55% of the primary school teachers have found to be moderately satisfied with their profession. Moreover, 24% teachers are highly

satisfied and job satisfaction level of 21% teachers is low. So the H₀1 is rejected, it may be concluded that there exist significant levels of job satisfaction among primary school teachers.



Figure 2: Job satisfaction levels among primary school teachers

H₀2: There is no significant difference in the level of job satisfaction of male and female primary school teachers.

Table 3: t-value of job satisfaction score based on gender of the primary school teachers

Gender	No. of teachers	Mean	Standard Deviation	Degrees of Freedom	‘t’ value	Level of significance
Male	50	103.42	21.48	98	1.01	N.S.
Female	50	98.56	26.25			

N.S.-Not Significant

Table 3 shows that, t value of job satisfaction score is 1.01. As it is a two tailed test the critical values for df 98 at 0.05 level and 0.01 level are 1.98 and 2.63 respectively but calculated value of t is smaller than critical values. So, H_02 is accepted at both levels, it may be concluded that there is no significant difference in the level of

Table 4: t-value of job satisfaction score based on training status of the primary school teachers

Training Status	No. of teachers	Mean	Standard Deviation	Degrees of Freedom	't' value	Level of significance
Trained	52	103.17	22.24	98	1.10	N.S.
Untrained	48	97.92	25.67			

N.S.-Not Significant

Table 4 shows that, t value of job satisfaction score is 1.10. As it is a two tailed test the critical values for df 98 at 0.05 level and 0.01 level are 1.98 and 2.63 respectively but calculated value of t is smaller than critical values. So, H_03 is accepted at both levels, it may be concluded that there is no significant difference in the level of job satisfaction of trained and untrained primary

Table 5: t-value of job satisfaction score based on teaching experience of the primary school teachers

Teaching Experience	No. of teachers	Mean	Standard Deviation	Degrees of Freedom	't' value
Below 5 years	58	92.12	21.49	98	-4.59*
5 years & above	42	112.45	22.38		

*Significant at 0.05 & 0.01 level

Table 5 shows that, t value of job satisfaction score is 4.59. As it is a two tailed test the critical values for df 98 at 0.05 level and 0.01 level are 1.98 and 2.63 respectively but calculated value of t is much larger than critical values. So, H_04 is rejected at both levels, it may be concluded that there exists significant difference between primary school teachers having below 5 years of teaching experience and primary school teachers having 5 years and above 5 years of teaching experience in their level of job satisfaction.

DISCUSSION:

1. The first finding of the study is- most of the primary school teachers (55%) are moderately satisfied with their job.

Similarly, Sharma, R.D. and Jyoti, J. (2006) in their study on Job Satisfaction among School Teachers found that the degree of job satisfaction secured by teachers was not high.

2. The second finding of this study reveals that there is no significant difference in the level of job satisfaction of male and female primary

school teachers of male and female primary school teachers.

H_03 : There is no significant difference in the level of job satisfaction of trained and untrained primary school teachers.

school teachers.

H_04 : There is no significant difference between primary school teachers having below 5 years of teaching experience and primary school teachers having 5 years and above 5 years of teaching experience in their level of job satisfaction.

school teachers.

This finding supports the previous studies that employee's gender had no significant effect on his/her perception of job satisfaction (Suki & Suki, 2001) and there was no significant difference in the level of satisfaction of male and female teachers (Raj and Lalita,2013).

3. The next finding of this study shows that there is no significant difference in the level of job satisfaction of trained and untrained primary school teachers.

But the study of Jones, M.K. et al. (2008) found that training was positively and significantly associated with job satisfaction.

4. The last finding of the study reveals that there exists significant difference between primary school teachers having below 5 years of teaching experience and primary school teachers having 5 years and above 5 years of teaching experience in their level of job satisfaction.

Similarly, Perie, M. and Baker, D.P. (1997) in their study found that younger and less experienced teachers had higher levels of

satisfaction than older and more experienced teachers.

Conclusion:

It has been found from this study that most of the primary school teachers are moderately satisfied with their profession i.e. they are not highly satisfied with their profession due to certain reasons. Though there are no significant differences in the job satisfaction level of the primary school teachers in respect to gender and training status but there is a difference in terms of teaching experience. As the duration of service period has increased their job satisfaction level has slowed down. This may be an outcome from the atmosphere of the school, mental pressure and boredom of the teachers.

National Policy of Education (1986) rightly states- 'No people can rise above the level of its teachers'. In spite of proper curriculum and teaching aids, everything can be ineffective if there is no eligible teacher. A good teacher is one who teaches the students as per their ability, attitude and interest in the study and creates a joyful environment in the classroom. Dissatisfaction with the job of the teachers may be due to school administration, school environment, political pressure, student unrest, physical and mental illness, pay status of the teachers etc. and those may affect his/her teaching practice. So school administration and government should create such a favourable environment in the school that the teachers can perform their duties whole heartedly with full attention and full satisfaction and the result is that the standard of education will grow forward.

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