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Job Satisfaction with special reference to Regular and Niyojeet School Teachers

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ABSTRACT

Teachers play a crucial role in shaping the future of children and also in the development of the nation. Considering the importance of teacher's contribution, their needs must be addressed adequately and properly so that they will be motivated to give their best to the society. Present study is an attempt to find out the points of their dissatisfaction. Total 200 (50 male+ 50 female) Regular school teachers and 100 (50 male and 50female) Niyojeet school teachers aged from 35 yrs. to 45yrs constituted the sample of present study and their level of job satisfaction was compared. Some appropriate hypotheses were formulated, the one was that there would be no difference in the level the of job satisfaction of regular school teachers and Niyojeet school Teachers but the experimental findings did not support the same. The Regular school teachers scored high mean than the Niyojeet school teachers and the difference of two means were highly significant at .01 level. Significant gender difference in level of job satisfaction was also observed as Regular and Niyojeet male teachers scored less mean than the Regular and Niyojeet female school teachers.

Key Words: Job-satisfaction, Regular school teachers, Niyojeet school teachers.

Education removes the darkness of ignorance and spread the light of knowledge. Education cultivates wisdom, increases understanding and insight to discriminate between good and evil. Teachers are the propeller of education and enable this process. The role of teachers is not limited to teaching the students in classrooms but they also share a large responsibility in social contexts and prove their competence and dedication. Teachers possess great responsibilities than other general employee because they teach and train beginners and lay foundation of education in little angels who are the future of our nation. Shaping the destiny of a nation requires special skills to stimulate and motivate the children to attract and involve in educational activities. The success of this whole endeavor depends not only on the qualification and experience or sincerity of teachers but on other factors too. Teachers are also living partners in the educational process and they may have their choices, satisfaction, or dissatisfaction which should be taken into consideration by the policymakers.

Job satisfaction is an important aspect for staying inspired and motivated towards job and life equally. Hoppock (1935) defined job satisfaction is any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. The term job satisfaction has been explained and defined by several Educationists and psychologists. Very many external and internal factors influence to the employees and cause satisfaction. Job satisfaction is considered an

important factor while assessing the efficiency and effectiveness of an employee. Kaliski (2007) considered job satisfaction as the main factor which lead to recognition, income, promotion, and the achievement of other goals that led to a feeling of fulfilment. Degree of job-satisfaction may vary from extreme satisfaction to extreme dissatisfaction. In addition to that, people possess a general attitude about their jobs as a whole. They may have a separate attitude about various aspects of their job such as kind of work they do, their co-workers, supervisors, their subordinates and their salary (George et al., 2008). The new approach insists that employees must be considered primarily as human beings who possess personal needs, aspirations, and likings. There is a proverb saying that “a satisfied employee is a happy employee and a happy employee is a successful employee”.

The importance of job satisfaction was recognized when the negative effect of job dissatisfaction was evidenced in different organization and consequently, lack of loyalty, absenteeism, increased number of accident and emotional disturbances noticed. Several studies conducted on job satisfaction in a different context has proved that it is a complex variable and influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma and Ghosh, 2006). It was defined as a positive emotional response to the job situation resulting from attaining what an employee wants from the job. Newstrom (2017) called job satisfaction an optimistic feeling for one's job and described that it is a set favorable or unfavorable feelings and emotions with which employees view their job. Job satisfaction can be captured by either the one-dimensional concept of Global Job Satisfaction Multidimensional faceted construct of job satisfaction capturing different aspects of job satisfaction that can very independent. Job satisfaction is associated with occupational success and both play a major role in personal satisfaction. Job satisfaction generates a pleasurable emotional state that can lead to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative and loyal. Rajinder and Rawat (2010) studied factors affecting job satisfaction level of school teachers of Haryana and concluded that fifty per cent were satisfied with their job and the job and salary did not affect their teaching ability and most of them were satisfied.

Mumtaz et. el (2011) concluded that gender and marriage was a factor in job satisfaction. He conducted in his study on both gender married and unmarried teachers and noticed that female teacher enjoyed more job satisfaction than male counterparts and also married teachers get more job satisfaction compared to unmarried teachers. In a study conducted by Gupta and Ghemawat (2013) findings showed that private school teachers were more contended than government school teachers whereas less experienced teachers were also possessed more job satisfaction. Lack of resource, the crowd at the workplace and indiscipline among employees create disappointment among teachers. Okele & Mtyuda (2017) pointed out that management consequences were also a factor of dissatisfaction and all these factors create disengagement and filled with negativity in employee's job. Tarikh et al. (2016) found workplace satisfaction, organization commitment and organizational nationality behavior was statistically important and formed an optimistic relationship. In a study, Troesh & Bauer (2017) witnessed job satisfaction and stress in second career teachers in comparison to first career teachers. Role of self-efficacy was seen in job satisfaction of teachers. Findings revealed that second career teachers were highly satisfied with their job whereas, first career teachers were not. Ahmed, Raheem, and Jamal (2003) found more job satisfaction in government school teachers than private school teachers. Apratim (2016) observed that

intrinsic aspect of job, salary, promotional avenues, service condition, physical facilities, institution plan and policy, satisfaction with social status and family welfare, and rapport with students are the important components of job satisfaction in teachers.

Today, there is large scale dissatisfaction among teachers in general. Teachers are dissatisfied with the service conditions, policies, working environment, pay-scale and benefits. Very many recommendations of different commissions could not be implemented in the real spirit which ultimately caused dissatisfaction. Many planes and programs have not been implemented properly which result in discontentment and job dissatisfaction. In the field of education, performance is very important because the teacher's performance results in student achievement. Thus, if the teachers are satisfied with their job it would result in term of students' gain. The present study has been planned to examine the job satisfaction level of regular and niyojeet school teachers and both the groups will be compared on their level of job satisfaction.

The objective of the study:

- To measure and compare the level of job satisfaction between Regular School Teachers and Niyojeet School Teachers.
- To compare the level of job satisfaction of Regular School Teachers and Nyojeet School Teachers for their gender.

Hypotheses:

- H1: There is no significant difference in the level of job satisfaction between Regular School Teachers and Nyojeet School Teachers.
- H2: There is no significant difference in the level of job satisfaction between male Regular & Niyojeet School Teachers and female Regular & Nyojeet School Teachers.

Methodology:

Population:

Random purposive sampling method was used for sample selection. Both genders Regular and Niyojeet School Teachers were included. Total 100 (50 male+ 50 female) Regular School Teachers and 100 (50 male and 50 female) Niyojeet School Teachers who belonged between 35 yrs. to 45yrs constituted the sample of this study.

Instruments Used:

Job satisfaction Instrument developed and standardised by Mishra, et.al (1950) was used to measure the level of job satisfaction of the samples.

Analysis and interpretation of data:

Descriptive statistical analysis like Mean and Standard deviation has been calculated with t-ratio to find out the significance of the difference between the two means.

Results and Analysis:

The results made it clear that Regular School Teachers have obtained high scores on job satisfaction than Niyojeet School Teachers. The Regular School Teachers have scored 162.30 mean value with 19.45 standard deviation while the Niyojeet School Teachers have scored 125.79 mean with 15.25 standard deviation on job-satisfaction. The t- value calculated between these two means is 14.72 ($p < .01$) which is significant on .01 level of confidence at 198 degrees of freedom. Thus, the statistical findings disapprove the hypothesis that there is no difference between Regular Teachers and Niyojeet Teachers on job satisfaction. The significant difference in job satisfaction between Regular and Niyojeet Teachers may be due to disparity in service conditions and other benefits they get. The same findings have been witnessed in some other similar studies. Apratim (2016), Ahmed, Raheem, and Jamal (2003) have supported the findings of present result and mentioned that intrinsic aspect of job, salary, promotional avenues, service condition, physical facilities, institution plan and policy, satisfaction with social status and family welfare, and rapport with students are the important components of job satisfaction in teachers.

On the other hand, the female school teachers have obtained high mean scores than male school teachers. The female Regular and Niyojeet School Teachers have scored 150.89 mean value and 17.45 standard deviation on job satisfaction scale while their male counterparts jointly obtained 137.20 mean and 13.21 standard deviation. The difference between these two samples, male and female Regular and Niyojeet teachers is highly significant ($t\text{-value} = 6.25, p < .01$) at 198 degrees of freedom. The result of this study has also discarded the second hypotheses and ascertained difference in the level of job satisfaction between both gender school teachers. This result is in agreement with the founding of other studies conducted to reveal the gender difference in job satisfaction. Imran (2013), Panda (2009), Chen (2012), Mehta (2012) and Zilli (2012) have supported the prevalence of gender difference in the level of job satisfaction on the basis of their test results.

Conclusion: Institution's environment, work culture, salary, security and other benefits provided to Regular and Niyojeet School Teachers differ greatly. It is an established fact that discontentment generates frustration and dissatisfaction. Thus, lower level of job- satisfaction witnessed in Niyojeet School Teachers may be the reflection of their discontentment. From the very beginning of child rearing practice and socialization process, family and society, both treat male and female child differently and set different norms for them which shape their psychology differently. Male become more adventurous and are always in search of better options in life whereas females try to be contented with whatever they get easily and live satisfied.

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