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Job satisfaction and Aspiration level of Primary School Teachers in Uttar Pradesh: With special reference to Ambedkar Nagar District.

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Abstract

A highly satisfied teaching staff is the cornerstone of a successful educational system. Primary Teachers are both the largest cost and the largest human capital resource of an education system, particularly at the Primary School level. If he gets satisfaction from doing his work, then that work will increase his achievements, it helps to maintaining his social and family values. Work satisfaction is directly related to the efficiency, capacity and output. If the people do not satisfy from their work they will not interested in that work. In the present scenario, education is an integral part of the teaching process, but if the teacher is satisfied with his work, then it directly affects the education activities. If the teacher is satisfied with his work, then he sets his goal properly, it depends on the aspiration level. We use the data mainly related to two variables have been collected "Job satisfaction and aspiration

level". With the help of these data, to find out the correlation between teachers work satisfaction and aspiration level. Coefficient of correlation method was used to know the significance of differences in different groups. "H" test was used. So, we find that there is no significant difference between work satisfaction and aspiration level, work satisfaction of male and female, work satisfaction of more experienced and less experienced teachers, aspiration level of male and female teachers, Aspiration level of more experienced and less experienced teachers.

Introduction

Primary level of education is the same as the land structure has the best fertile and well cultivated and the seeds are live in it, then germination is good. Therefore, there is a need to be teachers who are active and sensitive about their responsibilities and personality. At the Primary education level, the child considers their teacher Greater than God. For their teacher, they reject their parents in order as well. Their dedication, their emotion, and their childhood are in thrives of teachers' feet. Indian societies are also getting away from their ancient-traditional system by which Western civilizations are developing due to the values of modernity is increasing rapidly. Mechanization is being developed in children at the primary education level so that they behaved like Indians. They have no attachment to the value of Indianness far and wide because of this responsibility and accountability of teachers are goes up that they should educate children in the context of Indianness.

Primary education is the initial step in the educational structure. The child's development begins in the shadow of proper air, water, light, and fertility of value to the child's maternity and family nutrition. The role of Primary School teachers especially women becomes fully clear. The role of the primary teacher clearly shows the inactivity of a student. So many facilities have been provided by the government to the Primary School teachers, so that their financial condition is strengthened and they do not have to face mental and physical distress, for this, the teacher needs to be fully aware and ensure about his/her responsibility and accountability. If the teacher is not accountable and his sense of responsibility is not awakened, then primary education will begin to be as destructive for society as the convent schools are today.

When the British came to India, there was a network of indigenous education here. The level of primary education was not satisfactory and importance was given to reading, writing, and mathematics. In 1851, with the efforts of the Governor of the Northwestern Province, the system of halkabandi schools started in the province. Lord Dalhousie established Primary schools in Bengal in 1854. The 1813 mandate directed the East India Company to bear the responsibility of education of Indians and ordered them to spend at least one-lakh rupees per annum on their education. The company did not use this money properly and followed the filtration principle to spread education by spending less money. Wood's manifesto of 1854 expressed displeasure over the company's neglectful policy towards public education and suggested to the company to increase the number of primary schools by introducing a grant-in-aid system. This suggestion was not accepted. In the 1859 Stanley Declaration, the Government of India advised to take the responsibility of primary education and impose a compulsory local tax to bear its expenditure. This led to the expansion of Primary Education.

In 1871 there were 16473 primary schools in the country with 607620 students studying. In 1882 this number increased to 8,916 schools for 2061541 students. Accepting the suggestion of the Hunter Commission of 1882, the government handed over the responsibility of Primary Education to the local bodies. Due to this, the progress of primary education came to a standstill. In 1901, Lord Curzon considered both qualitative and numerical growth in the field of primary education necessary. Due to their cooperative policy, the number of Primary Schools increased from 93604 to 118262 in the period 1902 to 1910.

Job Satisfaction- Job satisfaction can also see within the broader context of the range of issues, which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, general well-being, and stress at work, control at work, homework interface, and working condition.

Work satisfactorily- Satisfaction in psychological language is the state of such a simple feeling that inspires a person to motivate for achieving favorable purpose; this is

the result of many mental attributes, which the person maintains towards his whole life. Thus, the satisfaction is the same where it is purposeful. Running without a goal, the instrument changes, and one situation comes that it can change itself in the process of change. Work satisfaction in teachers is due to the result of various beliefs. However, there may be many other factors in this context. But it is mainly the attitude of teachers that they have made against their business.

The factors affecting the person's work satisfaction can be divided into three categories:

1. Factors related to the person.
2. Factors related to the work.
3. Factors related to the system.

Need of the Study

Compared to the industrial workers, very little research work has been done on the satisfaction of Primary School Teachers. Although many efforts have been made at many places to study the amount of work satisfaction among Primary School Teachers towards their occupation, no research has been made to find out the amount of satisfaction in the teachers of the Primary School of Ambedkar Nagar.

Review of literature

Kaushik Bhakta (2016) studies on Job Satisfaction of Primary School Teachers. The result of the study has found that most of the Middle school teachers are moderately satisfied with their profession, i.e., they are not high satisfied with their profession due to some reasons. However, there are no significant differences in the level of job satisfaction of primary school teachers regarding gender and training status but there is a difference in teaching experience. As is the duration of the service period Increase in their job satisfaction level has slowed down. This could be a result from School atmosphere, mental pressure and boredom of 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.

Kazi Fayz Ahamed, BakiBillah, Saiful (2013) The findings of this study, it can be concluded that job satisfaction of the public primary school teachers in Bangladesh significantly depends on teachers' sex, marital status, experience, academic discipline, academic qualification and result.

Mr.V. Senthilkumar (2015) Research not only counts and indexes the results of the hypothesis, but it is application of careful observation, investigation and rigorous logic. Research is a process of testing rather than providing, hence the investigator listed this finding in this chapter. Gender has a bearing on the level of job Satisfaction of higher secondary school teachers. There is no significant difference in the job satisfaction of Schools with respect to the locality. Age has no bearing on the level of job satisfaction of higher secondary School teachers.

Dr.Nimisha Beri (2016) This Study show that the female teachers with high self-esteem are more satisfied than female teachers with low self-esteem It is clear from the findings of the study that male primary school teachers with high self-esteem have more job satisfaction than male teachers with low self-esteem. The result of the study shows that there is significant correlation between self-esteem and job satisfaction. Therefore, proper attention should be given for the development of self-esteem as it will lead to job satisfaction and ultimately to success.

Anna Dorozynska (2016) the purpose of the study was to explore how teachers' job satisfaction relates to two attributes of school environment: teacher-student relations and school management, with stress as a mediating factor. The researcher examined the strength and direction of these relationships by using a bivariate correlation analysis. The following major conclusions can be drawn from the quantitative findings: support from school management and good communication with students positively affect teachers' job satisfaction. Negative relationships with students, specifically disciplinary issues,

contribute to stress, which contributes to job dissatisfaction. The results of the present study may be beneficial to teachers and school management in helping them focus on social support in favour of teacher's recruitment and retention.

Objective of the study

The following objectives of the study presented were: Therefore, this study seems to be necessary at present

1. To find out the relationship between the Job satisfaction and aspiration level of the work.
2. Comparative study of Job satisfaction of male and female.
3. Comparative study of Job satisfaction of more experienced and less experienced teachers.
4. Comparative study of the aspiration level of male and female teachers.
5. Comparative study of Aspiration level of more experienced and less experienced teachers.

Hypothesis:

The following hypotheses of the study presented were-

1. There is no significance correlation between the job satisfaction and aspiration level of teachers.
2. There is no significance difference between Job satisfaction of male and female teachers.
3. There is no significance difference in Job satisfaction of more experienced and less experienced teachers.
4. There is no significance difference in the aspiration level of female and male teachers.

5. There is no significance difference in the aspiration level of more experienced and less experienced teachers.

Research Design:

The survey method of research has been adopted in the presented research. An attempt has been made to measure the working satisfaction of the teachers of primary school of Ambedkar Nagar through a questionnaire. The answers given by each teacher have been compiled separately. After that the amount of work satisfaction of the teachers has been calculated. Thus, the status of trends and their relationship has been surveyed in this research.

Collection of Data: -

For this study, the population of all teachers of primary school in Ambedkar Nagar is defined as. To verify any scientific fact and human behavior, it is difficult if not complete study. Because the study of all the units of the population is neither desirable nor possible. Therefore, teachers from the same schools have taken to represent the population.

Equipment

In the presented study, selected the following standardized instruments as per the requirement of the study - Dr. Pramod kumar and DN Muthha (1975), produced the Measuring the aspiration level of teacher work satisfaction questionnaire and Dr.Chandrabhan Dwivedi produced the Aspiration Level Measurement.

Empirical analysis

In this study, data mainly related to two variables have been collected “Job satisfaction and aspiration level”. With the help of these data, to find out the correlation between teachers work satisfaction and aspiration level. Coefficient of correlation method was used to know the significance of differences in different groups. "H" test was used.

Results and Analysis

Hypothesis-1 There is no significance correlation between the job satisfaction and aspiration level of teachers.

The coefficient of correlation method was used to test the above hypothesis. The correlation of the working satisfaction and aspiration levels of the classes of Education and the value obtained are shown in the table.

Table 1.1 Work Satisfaction and Aspiration Level of teachers shown in table

Name of the Variables	Total numbers of population	Value of 'r'
Job satisfaction	55	0.111
Aspiration levels	55	
At 0.05, level not significant.		

From Table 1.1 it is found that the correlation between Job satisfaction and aspiration level is 0.111. 53 are not significant (df) at the 0.05 level on the degrees of freedom. The result shows that there is no significant correlation between the Job satisfaction and aspiration level. The relationship that is comes out here due to opportunity. The reason for these teachers whose Job satisfaction is high may, have lower or higher aspiration levels because there are many factors, which are related to the aspiration level and satisfaction level. For example, promotion opportunities. Promotion opportunities affect the work satisfaction as well as aspiration level also. It may also happen that the job satisfaction and aspiration level is not so high that it significant to one another. According to statistical facts, the relationship does not arise even due to small judgments. Hence, the null hypothesis 'There is no meaningful correlation between Job satisfaction and aspiration level of teachers' was formulated form the study. Therefore, it is accepted.

Hypothesis-2 There is no significance difference between in Job satisfaction of Male and Female teachers.

"H" test was used to test the above hypothesis. Table of value from test Shown in-

Table 1.2 Job Satisfaction of Male and Female teachers shown in table

Group	Number of group members	Mean	Standard Deviation (SD)	Value of 'H'
Female teachers	44	22.75	4.00	1.999
Male teachers	11	21.09		3.91
At 0.05, level not significant.				

From Table 1.2 it is found that the value of mean of Female and Male teachers Job satisfaction are respectively 22.75 and 21.09 and the value of H is 1.999. This value is also not significant at the 0.05 level at the end of the independence of 53, which suggests that men's Job satisfaction is the same as women's Job satisfaction it can also be because the selected teacher are working at Primary School level. Female and Male teachers are getting equal pay, same facilities, equal opportunities for promotion. Both were working in the same conditions, both have the same hours of work, even both have almost equal academic ability. Therefore the work satisfaction of both is also same. Based on this there is no significant difference in the work satisfaction of male and female teachers. Hence, the null hypothesis 'There is no significant difference in work satisfaction of male and female teachers' was formulated from the study. Therefore, it is accepted.

Hypothesis-3 There is no significance difference in Job satisfaction of more experienced and less experienced teachers.

Table 1.3 Job satisfaction of more experienced and less experienced teachers shown in table

Group	Number of group members	Mean	Standard Deviation (SD)	Value of 't' (t-value)
More experienced	15	25.90	2.30	2.082
less experienced	15	21.00	3.46	
At 0.05, level not significant.				

From Table 1.2 it is found that the mean of more experienced teachers and less experienced teachers are 25.90 and 21.00 respectively and the value of 't' 2.082. It shows that there is a difference in Job satisfaction of more experienced and less experienced teachers. It can be said that the work satisfaction of more experienced teachers is more than that of less experienced teachers. Perhaps the reason for this is that when a person works in the same business for a long time, it causes him to become interested in that business. Interest is a factor affecting work satisfaction. Their work satisfaction is also more due to their interest in that business, which may be the reason for less satisfaction of the less experienced teacher that these people, became teachers if they did not get any work.

Work satisfaction is less of less experienced teachers due to having less interest in this business. The more experienced have more job satisfaction and less experienced teachers. Hence the null hypothesis 'there is no meaningful difference in work satisfaction of more experienced and less experienced teachers'. Therefore, it is rejected.

Hypothesis-4 There is no significance difference in the aspiration level of female and male teachers.

Table 1.4 the influence of gender on teacher's aspiration levels shown in table

Group	Number of group members	Mean	Standard Deviation (SD)	Value of 't' (t-value)
Female teachers	44	6.01	15.99	0.585
Male teachers	11	8.12	21.09	
At 0.05, level not significant.				

From Table 1.4 it is found that the aspiration level of mean of female and male teachers are 6.01 and 8.12 respectively the value of $t=0.585$. This value is also not significant at the 0.05(df) level at the end of the independence of 53, therefore there is no difference in inspiration level of female and male teachers. It is confirmed from the study done by Prakash (1984). Hence, the null hypothesis is 'There is no significant difference in the inspiration level of female and male teachers'. Therefore, it is accepted.

Hypothesis-5 There is no significance difference in the aspiration level of more experienced and less experienced teachers.

"T" test was used to test the above hypothesis. Table of value from test shown in-

Table 1.5 inspiration level of more experienced and less experienced teachers shown in table

Group	Number of group members	Mean	Standard Deviation (SD)	Value of 't' (t-value)
More experienced	15	2.63	11.36	1.576
less experienced	15	1.80	12.92	
At 0.05, level not significant.				

Conclusion

This empirical study has taken in its preview that there is no significant difference between work satisfaction and aspiration level, work satisfaction of male and female, work satisfaction of more experienced and less experienced teachers, aspiration level of male and female teachers, Aspiration level of more experienced and less experienced teachers.

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