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A STUDY OF JOB SATISFACTION OF TRAINED AND UNTRAINED PRIMARY SCHOOL TEACHERS



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The job satisfaction among teachers is a rare phenomenon. Teachers are the least cared for individuals among the intellectuals in the society. Since the teaching job is not financially and socially rewarding, it has become least sought profession in our country. Owing to poor service conditions and poor prospects of rising in career, bright and talented persons hardly opt teaching profession and those who dare opt, are hardly satisfied with the job. This all has led to the deplorable condition of educational institutions, and poor standard and quality of education in the country. The teachers' dispositions to do the job are greatly influenced by the social status he enjoys as a teacher and also by the economic benefits he derives from the profession. Thus, teachers' socio-economic background is an important aspect in the context of the efficiency of a teacher, and improving standards in education. Education as a whole but primary education in particular is the most neglected field in our country. The important aspects of the job satisfaction among the primary school teachers have not received the attention, which they deserve. Realizing the importance of teachers, it is essential that their job satisfaction should be ensured. When teachers are satisfied with their service conditions, social status and other factors affecting their day-to-day working, they can conscientiously perform their duties with full integrity and devotion.

It was only after Hoppock's work on job satisfaction in 1935, a substantial amount of research work was done on the topic, consequently, variables

like job satisfaction, employees, attitude and morale required an important place in the literature of industrial, vocational and social psychology.

Fournett, Distefano Jr and Preyer (1966) working with age as a factor in job satisfaction found that it is difficult to compare or contrast the findings of many studies because most of them do not give the ages of the workers used as and when they are given, they are given only in general terms. More precise descriptions of such variables should help to clarify these incongruous findings. Lavingia (1977) while studying the degree of satisfaction among various categories of teachers found that primary teachers were more satisfied than the secondary teachers and unmarried teachers were more satisfied than married teachers. Job efficiency was positively related with job satisfaction.

NEED FOR THE STUDY

Teaching is an art in which feelings and emotions play an important role. If a teacher is dissatisfied with his job, he will not be able to do justice to his work. The teaching needs spontaneity of thoughts and it is possible only when the teacher is emotionally satisfied. Since the work efficiency of an individual is affected by several factors pertaining to job, the study of job satisfaction becomes essential with respect to various aspects. An extensive research work has been done on job satisfaction of industrial workers but the field of education has not been thoroughly investigated. The present study was undertaken to know the effect of training on job satisfaction of the primary school

teachers, who form an important part of the education system.

STATEMENT OF THE PROBLEM

The problem in the study was entitled as: -

“A STUDY OF JOB SATISFACTION OF TRAINED AND UNTRAINED PRIMARY SCHOOL TEACHERS”

OBJECTIVES

The present study was undertaken to fulfill the following objectives: - 1. To study the job satisfaction of trained primary school teachers 2. To study the job satisfaction of untrained primary school teachers. 3. To study the difference between the job satisfaction of the trained and untrained primary school teachers.

HYPOTHESIS

There is no significant difference between the job satisfaction of the trained and untrained primary school teachers.

NATURE OF THE RESEARCH

The present study utilized Ex-post facto research design, where an observation was made of trained and untrained primary school teachers’ job satisfaction.

METHOD OF THE STUDY

In the present study, survey method was used.

VARIABLES

In the present study, the independent variable was Training of the primary school teachers and the dependent variable was Job satisfaction.

POPULATION

The population of the study is trained and untrained Primary School Teachers (male and female) of Lucknow district.

SAMPLE

In the present study on job satisfaction among the trained and untrained primary school teachers, stratified random sampling technique was applied for more accuracy and reliability. The sample of the present study consists of 100 primary school teachers.

TOOLS USED FOR DATA COLLECTION

In the present study on job satisfaction, the investigator applied the Likert Scale, which is a form of open questionnaire.

DESCRIPTION OF THE TOOL USED

Present study was carried out with an objective to find out the difference of the level of job satisfaction among the trained and untrained primary school

teachers. A detailed description of the tools used for data collection in present study is as follows:

Name of the Test: Teacher’s Job Satisfaction Scale (TJSS) Authors of the Test: (i) Dr. S.P.Gupta, Allahabad, and (ii) Dr. J.P.Srivastava, Meerut. Publisher: Jindal Book Stores, Hapur, Distt. Ghaziabad. Type and Number of Items: This scale is Likert type 5- point scale with response alternates: Strongly agree, Agree, Undecided, Disagree, and Strongly disagree. The scale contains 80 items on 20 dimensions.

ADMINISTRATION

The Teacher’s job satisfaction scale is a self-administering instrument.

SCORING SYSTEM

Five responses categories are provided for each item. The scoring system is based on a five-point Likert type scale designed as : Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly agree (5). Before the score is computed, the direction of item score is reversed for negatively worded items, so that a response of strongly agree is given a value of 1, agree a value of 2, and so on.

ANALYSIS AND INTERPRETATION OF DATA

The analysis of data was done according to the objectives stated.

1. Study of job satisfaction of trained primary school teachers
2. Study of job satisfaction of untrained primary school teachers.
3. Study of the difference between the job satisfaction of the trained and untrained primary school teachers.

STUDY OF JOB SATISFACTION OF TRAINED PRIMARY SCHOOL TEACHERS.

S.N.	Level of Job Satisfaction	Percentage
1.	Highly satisfied	44.23 %
2.	Satisfied	34.62 %
3.	Average	7.69 %
4.	Dissatisfied	11.54 %
5.	Highly dissatisfied	1.92 %

Job satisfaction level of trained primary school teachers (N=52)

The table shows that 78.85% cases fall under the category of satisfied and highly satisfied and thus, showing high job satisfaction.

At lower satisfaction level ranging from

dissatisfied to highly dissatisfied, only 13.46% cases fall under this category, thus it can be said that most of the trained primary schools have high level of job satisfaction.

STUDY OF JOB SATISFACTION OF UNTRAINED PRIMARY SCHOOL TEACHERS

S.N.	Level of Job Satisfaction	Percentage
1.	Highly satisfied	14.58 %
2.	Satisfied	35.42 %
3.	Average	14.58 %
4.	Dissatisfied	29.17 %
5.	Highly dissatisfied	6.25 %

Job satisfaction level of untrained primary school teachers (N=48)

STUDY OF THE DIFFERENCE BETWEEN THE JOB SATISFACTION OF THE TRAINED AND UNTRAINED PRIMARY SCHOOL TEACHERS.

Primary school teachers	Mean	S.D.	C.R.	The level of significance
Trained	282.31	39.19	2.3341	2.3341>1.96
Untrained	249.65	89.34		Significant at .05 level

Significance of difference between trained and untrained primary school teachers regarding job satisfaction. This table describes the significance of difference between trained & untrained primary school teachers.

RESULTS AND DISCUSSION

Job Satisfaction of Trained Primary School Teachers: The range of satisfaction varies from highly dissatisfied to highly satisfied degree. Raw scores vary from 151 to 330 for the trained teachers. The percentage calculated for each level of satisfaction indicates that most of the teachers, i.e., 78.85%, range from highly satisfied to satisfied degree. Only 1.92% of the trained teachers have high dissatisfaction level of job satisfaction. **Job Satisfaction of Untrained Primary School Teachers:** The table shows that nearly 50% of the untrained primary school teachers are in the range of highly satisfied to satisfied level. **Difference in the Job Satisfaction between the Trained and Untrained Primary School Teachers:** It was hypothesized that there was no significant difference between the trained and untrained primary school teachers. This

hypothesis is rejected as the C.R. value between the two categories of teachers was found to be 2.3341, which is significant at 0.05 level. Mean values indicate that the trained schoolteachers are more satisfied than the untrained primary school teachers.

CONCLUSION Findings suggest that more training institutes should be established to provide the best of teaching skills to the new entrants so as to make them able and worthy teachers. This will ensure better opportunities for them and thus, their job satisfaction level will also increase. Findings of the study imply that the teachers are the main creating force in making of the intellectuals. Therefore, society must feel their importance so that they may develop a positive attitude towards their job to make the students responsible and intellectuals members of the society. Several guidance and counselling programmes may be organized from time-to-time to give a sufficient exposure to the teachers which will help them to know about their shortcomings. It would be easier for them to overcome these shortcomings to develop their best teaching skill.

R E F E R E N C E

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