

## **Study of Job Satisfaction and Adjustment of Shikshan Sahayak and Full-Time Teachers**

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### **Introduction**

Education is a holistic process of human development. It is the process to construct and create the quality oriented human being. The true success of education is based on teacher. It is three-dimension process and includes one side teacher, second side student and third side as curriculum. Job satisfaction and adjustment are among the most important motives and encouragement of teachers. Therefore, there is a need to study the level of job satisfaction and adjustment among the teachers of two different type i.e. full time and shikshan sahayak.

### **Previous Research**

There are many studies that have been conducted in the past. Some of them have been presented here. Gupta S.P. (1980) has studied teacher satisfaction at all three levels of education and job satisfaction of primary, secondary and college level teachers was measured. Dixit M (1986) has compared study of work satisfaction of primary and secondary school teachers. He conducted study on primary school and secondary school teachers of English and Hindi medium.

### **Objectives of the study**

- 1.To study the job satisfaction of shikshan sahayak and full-time teachers
2. To study the adjustment of shikshan sahayak and full-time teacher
3. To study the effect of sex on the job satisfaction and adjustment of shikshan sahayak and full time teachers

### Hypothesis of Study

**H<sub>01</sub>** There will be no significant difference in the average scores of jobsatisfaction of shikshan sahayak and full-time teachers.

**H<sub>02</sub>** There will be no significant difference in the average scores of jobadjustment of shikshan sahayak and full-time teachers.

**H<sub>03</sub>** There will be no significant difference in the average scores of job satisfaction of shikshan sahayak and full-time male teachers.

**H<sub>04</sub>** There will be no significant difference in the average scores of job satisfaction of shikshan sahayak and full-time female teachers.

**H<sub>05</sub>** There will be no significant difference in the average scores of adjustment of shikshan sahayak and full-time male teachers.

**H<sub>06</sub>** There will be no significant difference in the average scores of adjustment of shikshan sahayak and full-time female teachers.

### Variable of the study

Independent Variable: 1. Shikshan Sahayak

2. Full Time Teachers

Dependent Variable: 1. Job Satisfaction

2. Adjustment

Moderator Variable: 1. Male

2. Female

### Theoretical & Operational Definitions

#### Shikshan Sahayak

Shikshan Sahayak means a teacher appointed according to the government's new scheme 'Education Assistant' whose minimum qualification is B.A., M.A., B.Ed./ B.Sc., M.Sc., B.Ed./B.Com., M.Com., B.Ed. They get monthly fix salary without any government benefit up to 5 years.

#### Full Time Teachers

A teacher appointed under the Teacher Assistance Scheme receives other benefits from the government along with full pay as per the government policies and is appointed as a full time teacher is called a full time teacher.

**Job Satisfaction**

Job satisfaction is a positive or pleasant emotional state resulting from person's appreciation of his or her own job experience. (Locke, 1976)

For the present study Job Satisfaction refers to the scores obtained on job satisfaction scale developed using the seven components of professional satisfaction hierarchy 1. Satisfaction with the procedure 2. Financial satisfaction 3. Principal, Teacher and Student's Satisfaction 4. Satisfaction with social status 5. Satisfaction with working conditions 6. Satisfaction with business, place choice 7. Satisfaction with personal tasks

**Adjustment**

Adjustment has been defined as, 'the process by which the individual attempts to maintain a level of physiological and psychological equilibrium'. (Mouly, 1967)

Adjustment refers to the scores obtained in the Desai Adjustment Scale

**Area and Type of Research**

The area of research study is teacher education and education psychology and type of research is quantitative research.

**Research Method**

The present study is quantitative research that's why survey method of research was used to collect the data.

**Population and sample of research**

Higher secondary school of 12 taluka of Baroda district were included in the population. The teachers of C taluka of Baroda were included in sample. The sample was selected by random sampling method.

**Construction of Tools****Professional satisfaction criteria**

The research presented was aimed at studying the job satisfaction of shikshan sahayak and full-time teachers. A total of 70 positive and negative statements were then included in the primary form after discussion with the school teachers. Each statement was given 5 options:

Agree, Agree, Neutral, Disagree, and Absolutely Disagree. The statements were divided into a total of seven sections.

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**Table 1: Names of components and number of statements**

No.	Components	Number
1.	Satisfaction with the procedure	10
2.	Financial satisfaction	10
3.	Satisfaction from principals, teachers, and students	10
4.	Satisfaction with social status	05
5.	Satisfaction with working conditions	05
6.	Satisfaction with business location selection	05
7.	Satisfaction with personal tasks	05
	Total	50

### Collection and Analysis of Data

The data was collected using Self Developed Job Satisfaction Scale and Desai Adjustment Scale. The data was collected by the researcher and then tabulated and analysed using 't' test.

### Testing of Hypothesis

Table 2 shows the descriptive and t values of the six hypothesis. The hypothesis are tested at 0.01 level and it is observed that  $H_{01}$  to  $H_{05}$  are rejected and  $H_{06}$  is accepted,

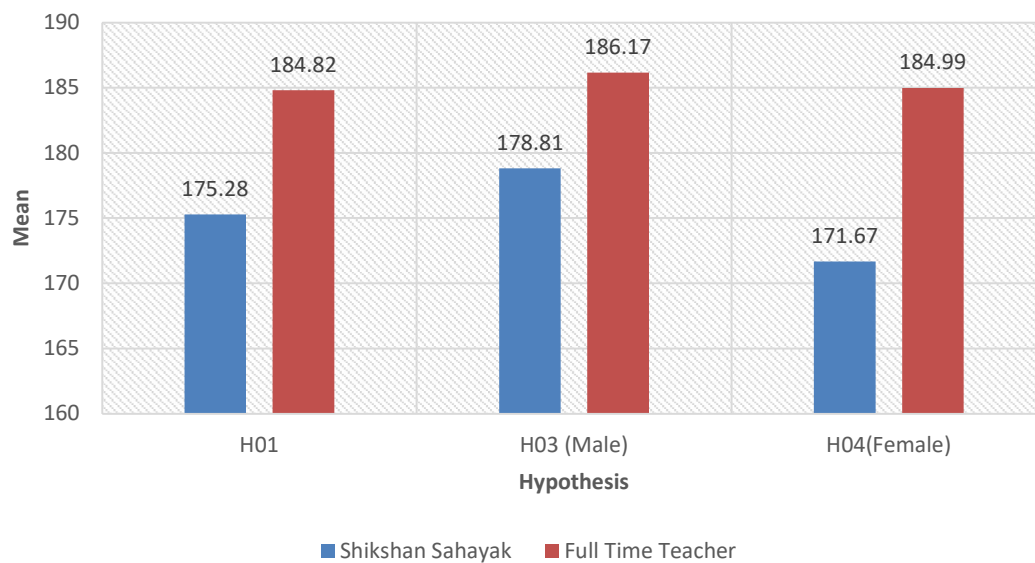
**Table 2: Mean, S.D. and t values at 0.01 Level**

Hypothesis	Mean		Standard Deviation		t - value	Accepted /Rejected
	Shikshan Sahayak	Full Time Teacher	Shikshan Sahayak	Full Time Teacher		
H <sub>01</sub>	175.28	184.82	17.38	21.88	4.83	Rejected
H <sub>02</sub>	36.55	33.34	12.30	11.70	2.67	Rejected
H <sub>03</sub>	178.81	186.17	17.02	19.15	2.84	Rejected
H <sub>04</sub>	171.67	184.99	17.05	17.56	5.44	Rejected
H <sub>05</sub>	39.97	31.04	12.28	11.77	5.24	Rejected
H <sub>06</sub>	30.14	35.65	11.38	11.23	1.56	Accepted

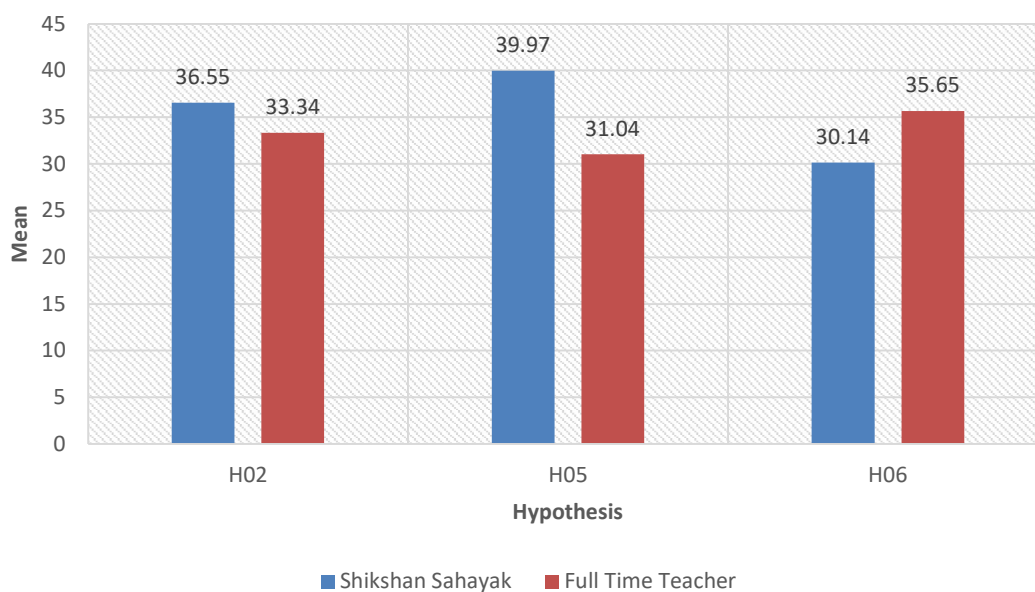
**Figure 1** shows the graphical representation of the mean job satisfaction scores of teachers and shows the mean values of hypothesis  $H_{01}$ ,  $H_{03}$  and  $H_{04}$ .

**Figure 2** shows the graphical representation of the mean adjustment scores of teachers and shows the mean values of hypothesis  $H_{02}$ ,  $H_{05}$  and  $H_{06}$ .

**Fig. 1 Mean Job Satisfaction Scores of Teachers**



**Fig. 2 Mean Adjustment Scores of Teachers**



### Findings of the study

1. Full-time teachers are found to have higher job satisfaction as compared to Shikshan Sahayaks.
2. Full-time teachers are found to have lower adjustment as compared to Shikshan Sahayaks.
3. Full-time male teachers are found to have higher job satisfaction as compared to male Shikshan Sahayaks.
4. Full-time female teachers are found to have higher job satisfaction as compared to female Shikshan Sahayaks.
5. Full-time male teachers are found to have lower adjustment as compared to male Shikshan Sahayaks.
6. Full-time female teachers are found to almost similar adjustment as compared to female Shikshan Sahayaks.

### Implications of Study:

1. Efforts and schemes should be made to increase job satisfaction of Shikshan Sahayaks.
2. Adequate financial compensation should be provided in return for education assistants and services.
3. Shikshan Sahayaks should be given adequate support in their work by the principal, full time teacher and students.
4. Efforts should be made to increase adjustment level of full time teachers.

### Conclusion

The present study highlights the status of Shikshan Sahayaks and reflects the need to look into the compensation and other benefits so that their job satisfaction can be increased. At the same time there is a need to provide amicable and healthy work condition to promote higher adjustment level among the teachers.

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