



A study of Job Satisfaction among the Primary School Teachers of Valsad District

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ABSTRACT

Job satisfaction is a positive feeling of a person about his/her job. The purpose of this study is to examine the level of job satisfaction among primary school teachers' of Valsad City. The objective of the study was also to know whether the level of job satisfaction differs according to the gender, management, locality and teaching experience of primary school teachers. Survey research design of descriptive method was used. A study sample of 100 teachers was surveyed. The tool employed to gather data was TEACHER'S JOB SATISFACTION SCALE developed by researcher. The scale consists of 75 items based on Likert scaling technique. Moreover, it was observed that there is no significant difference among the teachers in their job satisfaction level on the basis of the gender, management, locality and teaching experience.

Key Words: Job Satisfaction, Primary School Teacher

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INTRODUCTION

Every human being is a positive asset and a precious national resource, which needs to be cherished, nourished and cultivated with tenderness and care coupled with dynamism. Human being is an objective creature always evaluating the life situation. They will feel no satisfaction until they gain their goals. Perhaps, it can be said that the final aspiration of every human being is to attain the goals and desires and this attainment leads to satisfaction in life. Therefore, life situation is the central aspect of human welfare. It is more concerned in mind than the material life. Satisfaction is a state of feeling, pleasure in an organism, which is ultimate goal that human beings are thriving to achieve in entire lives. The need of satisfaction in human life is exclusively rests upon the individuals' environment, caliber, behavior and nature. To be truly satisfied and stimulated by life, a human needs to be intrinsically satisfied. Without satisfaction, there is disharmony in the inner and outer self. It give rise to feeling of emptiness, uneasiness and futility in life. Satisfaction is of much importance in today's stressful life. Unsatisfied human cannot lead a peaceful and prosperous life. A person having high satisfaction in life is expected to have happy/higher adjustment with life and vice-versa. In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in modern era. The maintenance of quality education at school level without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been much revered and teaching profession is regarded as one of the noble profession in the country.

JOB SATISFACTION

Job has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their life. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may

influence various aspects of work such as efficiency, productivity, absenteeism, turnover rate and intention to quit and finally employees' wellbeing, Baron (1986), Mayhrai (1999).

The word satisfaction is a term commonly employed to describe condition an individual found him/her self after a particular occurrence. It describes state of inner feelings that follows interaction with people or object. It has also been directly substituted with other feeling words such as gratification, happiness, compensation, fulfillment, joy, excitement, self-actualization. For instance, The Microsoft Encounter Dictionary (2009) perceives satisfaction to have four diverse interpretations. These are: the feeling of pleasure that comes when a need or desire is fulfilled (gratification); happiness with the way that something has been arranged or done; compensation for an injury or loss; and the fulfillment of a need, claim, desires. In a similar vein, The Cambridge International Dictionary of English (1995) portrays satisfaction as the form of pleasant feeling you get when you receive something you wanted or when you have done or doing something you wanted to do. Consequently, it could therefore be said that satisfaction is positively viewed as a pleasant feeling and a reward for an activity carried out (reinforcement). Satisfaction is also attainable when an individual do what he/she loves or desires to do such as working in place he/she desire to work.

Job satisfaction is not the same as motivation or aptitude, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work position.

Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviors. Job satisfaction, in simple word, is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. The different dimensions of job satisfaction can be understood by the work done in the areas of industry, business, education, etc

OBJECTIVES OF THE STUDY

1. To undertake a comparative study between male and female primary school teachers regarding job satisfaction.
2. To undertake a comparative study between government and private primary school teachers regarding job satisfaction.

3. To undertake a comparative study of urban and rural primary school teachers regarding job satisfaction.
4. To know the experience of primary school teachers below 5-10 years, 10-20 years and more than 20 years.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female primary school teachers regarding job satisfaction.
2. There is no significant difference between government and private primary school teachers regarding job satisfaction.
3. There is no significant difference between urban and rural primary school teachers regarding job satisfaction.
4. There is no significant difference in the experience of primary school teachers below 5-10 years, 10-20 years and above 20 years.

DELIMITATION OF THE STUDY

The present study is confined to 5 government and 5 private primary school with special reference to Valsad City municipal area and rural area. The study covered only 100 teachers who are working as primary school teachers.

RESEARCH DESIGN

(i) POPULATION:

For the present study the population comprises teachers, who are working at primary level of Government and Private schools of Valsad City with special reference to urban and rural areas.

(ii) SAMPLE:

The total sample size included 100 randomly selected teachers from 10 primary schools (5 private and 5 government) in Valsad City.

(iii) SAMPLING TECHNIQUES:

The researcher employed simple random sampling techniques to collect the data from 100 primary school teachers working in private and government sector. 10 schools were randomly

selected (5 government and 5 private), out of which 50 has been taken from male and 50 from female teachers with special reference to Valsad City urban and rural area.

TOOL USED IN THE STUDY

The tool employed to gather data was the researcher made tool TEACHER'S JOB SATISFACTION SCALE developed by researcher. The scale consists of 75 items based on Likert scaling technique.

RELIABILITY OF THE TOOL

The reliability was worked out by retest method. The reliability coefficient was 0.95 which is significant at .01 level of significance.

VALIDITY OF THE TOOL

The scale was validated against BRAYFIELD and ROTHER's (1951) Job Satisfaction index. The validity coefficient was worked out and it was found to be 0.87.

STATISTICAL TECHNIQUE USED

The researcher used mean, standard deviation and T- test and F-test to analyze the collected data.

GENDER:

In the present study, on the basis of gender; the primary school teachers are divided into two groups. Male primary school teachers and female primary school teachers. The influence of 'gender' on the job satisfaction among primary school teachers is investigated through t-test. The following hypothesis is framed.

Ho1. There is no significant difference between male and female primary school teachers regarding job satisfaction. The results are represented in Table-1.

TABLE-1: COMPARISON ACROSS GENDER ON TEACHER'S TOTAL JOB SATISFACTION

| Variable | Gender | Mean | S.D | t-value |
|----------------------------------|----------------|--------|-------|--------------------|
| Teacher's Total Job Satisfaction | Male Teacher | 274.66 | 13.47 | 0.36 at 0.01 level |
| | Female Teacher | 275.90 | 19.90 | |

From the above table no. 1, it is evident that the mean score and SD of male primary teachers are found 274.66 and 13.47 while mean score and SD of female primary teachers are found 275.90 and 19.90. Calculated t-value found 0.36 which is significant at 0.01; level of

significance. In the light of this result, it can be interpreted that there is no significant difference between job satisfaction of male and female primary school teachers of Valsad City. Hence, the null hypothesis for the variable 'gender' which states "there is no significant difference between male and female primary school teachers regarding job satisfaction" is accepted.

Comparison across gender on teacher's total job satisfaction shows the difference between the mean scores of male primary school teachers and female primary school teachers. It is revealed that mean of male teachers is 274.66 and female teachers is 275.90. Thus, the findings of the study divulged that female teachers are more satisfied with their job compared to male teachers of Valsad City.

MANAGEMENT:

In the present study, primary school teachers are divided into two groups on the basis of management; government and private. The influence of 'management' on the job satisfaction among primary school teachers is investigated through t-test. The following hypothesis is framed.

Ho2. There is no significant difference between government and private primary school teachers regarding job satisfaction. The results are presented in

Table-2.

TABLE-2: COMPARISON ACROSS MANAGEMENT ON TEACHER'S TOTAL JOB SATISFACTION

| Variable | | | Management | Mean | S.D | t-value | | |
|---------------------------|-------|-----|--------------------|--------|-------|---------|----|---------------|
| Teacher's Satisfaction | Total | Job | Government Teacher | 274.40 | 14.87 | 0.51 | at | 0.01 level |
| | | | Private Teacher | 276.16 | 18.86 | | | |

Table 2 shows the mean score and SD of government teacher is 274.40 and 14.87 while the mean score and SD of private teachers is 276.16 and 18.86. The computed t-value is 0.51, which is significant to at 0.01 level of significance. So, it is clearly revealed that there is no significant difference between the job satisfaction of government and private teachers. Therefore, the null hypothesis for the variable 'management' which states "there is no significant difference between government and private primary school teachers regarding job satisfaction" is accepted.

The mean score of government and private primary school teachers of Valsad City. It is revealed that mean of male teachers is 274.40 and female teachers is 276.16. Thus, the findings

of the study divulged that the private teachers are more satisfied with their job compared to that of government teachers.

LOCALITY:

In the present investigation, on the basis of locality; primary school teachers are divided into urban primary teachers and rural primary teachers. The influence of 'locality' on the job satisfaction among primary school teachers is investigated through t-test. The following hypothesis has been framed.

Ho3. There is no significant difference between urban and rural primary school teachers regarding job satisfaction. The results are discussed in Table-3.

TABLE-3: COMPARISON ACROSS LOCALITY ON TEACHER'S TOTAL JOB SATISFACTION

| Variable | | | Locality | Mean | S.D | t-value |
|---------------------------|-------|-----|---------------|--------|-------|-----------------------|
| Teacher's Satisfaction | Total | Job | Urban Teacher | 273.55 | 19.00 | 1.35 at 0.01 level |
| | | | Rural Teacher | 277.88 | 12.99 | |

From the above table no. 3, it is evident that the mean score and SD of urban primary teachers are found 273.55 and 19.00 while mean score and SD of rural primary teachers are found 277.88 and 12.99. Calculated t-value found 1.35 which is significant at 0.01; level of significance. In the light of this result, it can be interpreted that there is no significant difference between job satisfaction of urban and rural primary school teachers of Valsad City. Hence, the null hypothesis for the variable 'locality' which states "there is no significant difference between urban and rural primary school teachers regarding job satisfaction" is accepted.

Comparison across locality on teacher's total job satisfaction on figure no. 4, shows the difference between the mean scores of urban primary school teachers and rural primary school teachers. It is revealed that mean of urban teachers is 273.55 and rural teachers is 277.88. Thus, the findings of the study divulged that rural teachers are more satisfied with their job compared to urban teachers of Valsad City.

EXPERIENCE:

On the basis of Experience; the primary school teachers are divided into three groups, 5-10 years, 10-20 years and above 20 years. The influence of 'Experience' on the job satisfaction of primary school teachers is investigated through one-way ANOVA technique. The following hypothesis is framed.

Ho4. There is no significant difference in the experience of primary school teachers below 5-10 years, 10-20 years and above 20 years. The results are presented in Table-4.

TABLE-4: COMPARISON ACROSS EXPERIENCE ON TEACHER'S TOTAL JOB SATISFCTION

| Variable | Experience | Mean | S.D | t-value |
|----------------------------------|----------------|--------|-------|--------------|
| Teacher's Total Job Satisfaction | 5-10 Years | 265.50 | 19.98 | 21.03 |
| | 10-20 Years | 271.92 | 12.79 | |
| | Above 20 Years | 287.94 | 8.48 | P<0.01 Level |

Table 4 shows the mean score and SD of experience of primary school teacher. Mean score on the basis of 5-10 years is 265.50, 10-20 years is 271.92 and above 20 years is 287.94 while SD is 19.98, 12.79 and 8.48. The computed f-value is 21.03, which is significant to at 0.01 level of significance. So, it is clearly revealed that there is no significant difference in the experience of primary school teachers. Therefore, the nul hypothesis for the variable 'experience' which states "there is no significant difference in the experience of primary school teachers below 5-10 years, 10-20 years and above 20 years" is accepted.

Comparison across experience on teacher's total job satisfaction on figure no. 5, shows the difference between the mean scores of the experience of primary school teachers. It is revealed that mean of 5-10 years is 265.50, 10-20 years is 271.92 and above 20 years is 287.94. Thus, the findings of the study divulged that the teachers having teaching experience of above 20 years are more satisfied with their job compared to the teachers having teaching experience of 5-10 years and 10-20 years.

FINDINGS OF THE STUDY

After processing the data, obtaining, interpreting and discussing the results in previous chapters, major findings have been given in the present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. The following findings were drawn related to the study:

1. The study found that each and every aspect of the job played a role in job satisfaction: superiors' behavior, colleagues' behaviour and society, promotion and recognition, students and physical environment, level of occupation, locality, pay, gender, age, marital status and nature of job i.e., government or private. However, in this present study only four variables i.e., gender, management, locality and experience of the teachers were studied.

2. It was found that there is no significant difference between the male and female primary school teachers regarding job satisfaction.
3. The job satisfaction level of female teachers is found higher than the job satisfaction level of male teachers, working at primary schools.
4. There was no significant difference between the government and private primary school teachers regarding job satisfaction.
5. The job satisfaction level of private teachers is found higher than the job satisfaction level of government teachers, working at primary schools.
6. It was found that there is no significant difference between the urban and rural primary school teachers regarding job satisfaction.
7. The job satisfaction level of rural teachers is found higher than the job satisfaction level of urban teachers, working at primary schools.
8. There was no significant difference in the experience of primary school teachers below 5-10 years, 10- 20 years and above 20 years.
9. The job satisfaction level of primary teachers having teaching experience of above 20 years is found higher than the teachers having experience of below 5-10 years and 10-20 years.

CONCLUSIONS

In the light of the findings of the study, the present chapter is intended to draw conclusion and to give suggestions for further researchers. The conclusion has been drawn according to the results discussed in the previous chapter. Teachers are the assets of the society. They play an important role to improve the quality of education which is very much dependent on the satisfaction of the job. Only a teacher who is fully satisfied with their job can provide quality education. It is necessary to recognize those socio-psychological factors that influence the level of job satisfaction. Recognizing the importance of Job Satisfaction of primary school teachers in improving the quality of education, this study was carried out with the objectives to compare the level of job satisfaction of primary school teachers in the influence of gender, management, locality and experience. This research study compared the level of job satisfaction among the male and female primary school teachers working in government and private, urban and rural area. The study also analyzed the level of Job Satisfaction on the basis of experience of primary teacher between below 5-10 years, 10-20 years and above 20 years. 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 is

no significant difference in the job satisfaction level of the primary school teachers in respect to gender, management, locality and teaching experience.

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Paper Received : 27th February, 2022

Paper Reviewed : 30th May, 2022

Paper Published : 1st June, 2022



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