Research Paper

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A Study on Job Satisfaction of Mainstream School Teachers in West Bengal

Education

KEYWORDS : Job Satisfaction, Mainstream School Teachers, Job Satisfaction Scale

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ABSTRACT

The aim of this study is to find out job satisfaction amongst normal school teachers. The researcher in this study collects data from 300 normal school teachers. All the teachers selected for this study were from West Bengal Govt. Sponsored and Aided normal Schools. Job satisfaction scale developed by Anand, S. P. (1992) was used for data Collection. Data analysis done using 't' test. The results indicated that maximum number of school teachers experienced job satisfaction.

INTRODUCTION:

It is the teacher who enables an individual not only to think rationally but also inculcates ethical values among the youth for the assumption of the responsibility of citizenship.The teacher act as a communicator disciplinarian, conveyer of information, counsellor and surrogate parent. In spite of such a hard service they lack social status and support. Most of them do not get a good pay or sometimes not a regular pay. But their contribution rests squirrely on job satisfaction. Job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. Newstrom (1986) defines job satisfaction "as a set of favourable or unfavourable feelings with which employees view their work." According to Brayfield and Rothe (1951), job satisfaction refers to the individual's attitude (feeling) toward his work. Spector (1956) defined job satisfaction as "how people feel about their jobs and different aspects of their jobs." According to Hugh (1983), job satisfaction is "the amount of overall positive effect (of feeling) that individuals have towards their jobs". Trabue (1993) suggested that the real reward of the true teacher lies in the deep satisfaction, he feels in watching students grow in their understanding of themselves and of their world, in seeing them develop self reliance, initiative and sense of responsibility. Sorenson (1991), in this context presented that a special reward, which a teacher receives, is the satisfaction - the feeling of self respect. Singer (1978) stated that if a teacher suffers from unresolved personal conflict, then inevitably his pedagogical relationships are distorted. He might become to his pupils a figure of 'doom at any rate' to the extent that the child's learning process and his whole attendance to a subject and to school is disturbed. Lowman (1984) pointed out that awards are a common method of giving public recognition but they are too scarce to everyone who deserves them. Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. In different educational settings intensity and sources of teachers' job-related stress is a subject of growing interest (Chan, 2006; Mearns & Cain, 2003; Platsidou & Agaliotis, 2008). Teachers, particularly the special education teachers job satisfaction has reached an all-time low (De Beer et.al. 2007; Peltzer et. al., 2009) due to work pressure, minimal financial support and restructuring of the special education system. Different variables either positively or negatively contribute on the teachers' job satisfaction. Although low salaries are often cited as a factor contributing to low job satisfaction, but the teachers have opportunities for their personal and professional growth (Gehrke & Mc Coy, 2007).

Job satisfaction can be evaluated according to worker's expectations, value and reward (Evans,1998); and can be established by differentiating between the person's expectations and the personal fulfillment that he or she gets out of a job (De Beer et. al., 2007; Evans, 1997). According to Kalleberg (1977), rewards from a job, general orientation towards different job roles he or she represents and its concomitant value are the three most important predictors of job satisfaction. Santos (2002) describes the influence of teacher's age, gender, teaching experience on job satisfaction. De Beer et.al.(2007) and George et.al. (2008) argue that teacher's job satisfaction is influenced by factors like his/her own experience in teaching, demographic variables, personality as well as physical, psycho-social, emotional and economic factors. Teacher's motivation in teaching (intrinsic factor), work-environment, super-vision and working conditions (extrinsic factor) are some factors of job satisfaction (Billingsley, 2004; George et.al. 2008). Mainly poor remuneration and other factors like overcrowded classrooms, lack of infrastructure in the classroom, and inadequate sanitation are the indicators of lack of job satisfaction amongst special school teachers (Billingsley, 2004; Stempien & Loeb, 2002; Bateman, 2007; Bolowane, 2005; Johns, 2007; Kassiem, 2008; Keating, 2005; Masemola, 2007; Mbanjwa, 2007; Mhlongo, 2006; Nthite, 2006; Nzimande, 2008; Seale, 2006; Smith, 2005.

OBJECTIVES OF STUDY:

1. To find out the difference in job satisfaction with respect to age of the teachers.
2. To find out the difference in job satisfaction with respect to gender of the teachers.
3. To find out the difference in job satisfaction with respect to educational qualification of the teachers.
4. To find out the difference in job satisfaction with respect to years of experience of teachers.
5. To find out the difference in job satisfaction of teacher with respect to subject taught in teaching.
6. To find out the difference in job satisfaction with respect to social class of the teachers.
7. To find out the difference in financial satisfaction of the teachers.
8. To find out the difference in job satisfaction with respect to work place of the teachers.
9. To find out the difference in job satisfaction with respect to habitat of the teachers.
10. To find out the difference in job satisfaction with respect to marital status of the teachers.
11. To find out the difference in job satisfaction with respect to family structure of the teachers.

HYPOTHESES OF THE STUDY:

1. There would be no significant difference on the basis of age (30 & below, 31-40, 41-50, 51 & above) of the teachers.
2. There would be no significant difference between male and female teachers on the criteria of job satisfaction.
3. There would be no significant difference between trained graduate and trained post-graduate teachers on the criteria of job satisfaction.
4. There would be no significant difference on the basis of years of experience (below 10 year, 10-20, 21 & above years) of the teachers.
5. There would be no significant difference on the basis of subject taught (Language & Literature, Social science, Math & Science) in teaching.
6. There would be no significant difference on the basis of social class (General, S.C., S.T., O.B.C., Minority) of the teachers.
7. There would be no significant difference on the basis of financial satisfaction (satisfied, average, dis satisfied) of the teachers.
8. There would be no significant difference on the basis of work place (rural, urban, semi urban) of the teachers.

9. There would be no significant difference on the basis of the habitat (rural, urban, semi urban) of the teachers.
10. There would be no significant difference on the basis of marital status (married, unmarried, divorce) of the teachers.
11. There would be no significant difference on the basis of family structure (nuclear, joint & broken) of the teachers

SAMPLE:
300 mainstream teachers (150 male and 150 female teachers) from govt. aided & sponsored school are taken as the sample. Age in year, Gender, Educational qualification, Experience in year, Subject taught, Social class, Financial satisfaction, Work place, Habitat, Marital status & Family structure of the sample has taken into consideration.

VARIABLES TYPE	VARIABLES RANGE	TOTAL NO	IN %
Age in year	30 & below	52	17.33
	31-40	120	40.00
	41-50	68	22.67
	51& above	60	20.00
Gender	Male	150	50.00
	Female	150	50.00
Education qualification	Trained graduate	85	28.33
	Trained post graduate	215	71.67
Experience in year	Below 10 years	146	48.67
	10 to 20 years	100	33.33
	Above 20 years	54	18.00
Subject taught	Language & Literature	121	40.33
	Social science	84	28.00
	Math & Science	95	31.67
Social Class	General	178	59.33
	SC	73	24.33
	ST	15	5.00
	OBC	23	7.67
	Minority	11	3.67
Financial satisfaction	Satisfied	122	40.67
	Average	171	57.00
	Dissatisfied	7	2.33
Work place	Rural	66	22.00
	Urban	183	61.00
	Suburban	51	17.00
Habitat	Rural	72	24.00
	Urban	165	55.00
	Semi urban	63	21.00
Marital status	Married	239	79.67
	Unmarried	54	18.00
	Divorce	7	2.33
Family structure	Nuclear	145	48.33
	Joint	144	48.00
	Broken	11	3.67

TOOLS:
The following tools are used by the researcher.

(1) Structured Demographic Data Sheet developed by the present researcher.
(2)"Teacher's Job Satisfaction Scale" developed by Anand, S.P. (1992) and adapted in Bengali Version by Nanda (2009) were used. It is a Likert type scale.The scale Consists of 35 statements of which 18 carries positive and 17 carries negative statements. For positive items scoring order is 4,3,2,1,0 and for negative items the same is 0,1,2,3,4.Teachers' score on the scale if found to be above 88 is considered to be satisfied and below 88 as dissatisfied.

ANALYSIS: Analysis done by using 't' test. Results showed that-

1. When job satisfaction of the mainstream school teachers was considered in respect to their age, it is noticed that there is no significant difference exists between them.
2. When job satisfaction of the mainstream school teachers was considered in respect to their gender, it is noticed that there is significant difference exists between them.
3. No significant difference exists between the trained graduate and post graduate teachers in their job satisfaction.
4. No significant difference is found among the teachers on the basis of years of experience in teaching.
5. No significant difference exists when subjects taught by them were considered.
6. No significant difference exists when social classes of the mainstream school teachers were considered.
7. Significant difference exists on the criteria of job satisfaction when financial statuses of the mainstream school teachers were considered.
8. No significant difference exists on the criteria of job satisfaction among the mainstream school teachers working in the rural, urban and semi urban places.
9. Significant difference exists between the mainstream school teachers from the rural and urban areas & urban & semi urban areas on the criteria of job satisfaction on the basis of their habitat.
10. No significant differences exist among the married, unmarried and divorced mainstream school teachers on the criteria of their marital status.
11. When family structure of the mainstream school teachers were considered, no significant differences is found among the nuclear, joint and broken families.

DISCUSSION:
The results of this study state that out of 300 school teachers 89.67 % have job satisfaction and 10.33 % have job dissatisfaction. Out of 150 female school teachers 143 have job satisfaction and out of 150 male school teachers 126 have job satisfaction. The test group for this study has job satisfaction (Platsidou & Agaliotis,2008.,Stephen & Fish2010., & Finely ,1991) and significant difference exists between males and females in this regard. Raisani (1988) and Demato (2001), Ali et al, (2004), Newby (1999) stated that females were more satisfied than males. These studies were supporting this study. Strydom et.al. (2012) did not found any significant difference between the two genders on the criteria of special school teachers job satisfaction. However, mainstream school teachers' age, educational qualifications, years of teaching experience, subject taught, social

class, place of working, marital status and family structure does not significantly affect teacher's job satisfaction. Results found in this study are partly supported by the findings of De Beer et.al. (2007), George et. al.,(2007, 2008) and Billingsley (2004). Strydom et. al., (2012) also did not notice any significant difference among the school teachers job satisfaction when their years of service were considered. Newby (1979) supported this study when their places of work were considered. The result of this study state that there were no significant difference exist on the criteria of job satisfaction among the mainstream school teachers working in the rural, urban and semi urban places but Finely (1991) noted significant difference between school location of high school principals in Tennessee.

CONCLUSION:

Though in this study maximum number of teachers possesses job satisfaction, attention is to be given to the level of job satisfaction of the school teachers. Though UNESCO (1994) recommended inclusive education in the mainstream class, yet most schools lack the capacity to support special needs. Furthermore, most teachers in the mainstream schools also not have specialized skills to support special needs learners effectively (Robertson et.al., 2003).The government should make all possible efforts to satisfy the teachers as recommended by various Commissions on Education and the provisions of National Education Policies promulgated from time to time in the past .

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