



## A Study of Job Satisfaction of Primary School Teachers in Relation To Locality and Qualification

**Mrs. ACHANTA SRI LAKSHMI**

Research Scholar, Department of Education, S.V.University, Tirupati, Andhra Pradesh, India.

**Dr. V. DAYAKARA REDDY**

Professor, Research Supervisor, Head and Chairman, B.O.S. (Comb.), Department of Education, S.V.University, Tirupati, Andhra Pradesh, India

### ABSTRACT

*Society sets up educational institutions to disseminate among its members those attitudes and dispositions which enable them to participate efficiently and effectively in the life of the community and its different activities. Teachers in a society, therefore, have to take upon themselves the responsibility of training young students for efficient citizenship in that society and, so, foster in them those skills and attitudes by which they can contribute towards the development of society. The main objective of the present study is to study the influence of locality and qualification on the job satisfaction of primary school teachers. Job satisfaction questionnaire developed by Rama Mohan Babu (1992) was adopted. A sample of 240 primary school teachers representing all categories of schools in Krishna District of Andhra Pradesh in India by following the standardized procedures. 't' and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of locality at 0.01 level and qualification at 0.05 level of significance on the job satisfaction of primary school teachers. The implications are administrators to provide good facilities for the rural primary school teachers and have to provide orientation programmes and in-service programmes for the high qualified primary school teachers.*

**KEYWORDS :** Job satisfaction, Locality, Qualification and Primary school teachers.

### INTRODUCTION

Job satisfaction has some relation with the mental health of the people. Dissatisfaction with one's job may have especially volatile spillover effects. For instance, people feel bad about many things such as family life, leisure activities, sometimes even life itself. Many unresolved personality problems and maladjustments arise out of a person's inability to find satisfaction in his life. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of an individual.

Job satisfaction has some degree of positive correlation with physical health of individuals. People who like work are likely to live longer. Here, the logic behind such thinking is that people with greater satisfaction tend to have greater incomes and more education and thus coincidentally enjoy greater benefits which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend, has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of cancer. Therefore, job satisfaction is essential to maintain physical health also.

### Improve of Job Satisfaction

To mitigate dissatisfaction or to improve job satisfaction, a number of interventions can be undertaken. Some of the most important of them are:

**1. Improving the Working Conditions:** One simple prescribed solution to increase job satisfaction is to improve those conditions which are organizational sore parts. In one company, job enrichment raised the morale of electronic technicians. Thus, by identifying the root cause of job dissatisfaction, the management can evolve a strategy for remedial action.

**2. Transferring Discontented Workers:** In some cases, it is also possible to mitigate dissatisfaction by transferring the disgruntled employee to another job matching his tastes and preferences. This transfer achieves a better fit between individual job characteristics and promotes job satisfaction. This kind of transfer may not be without certain constraints. The dissatisfied person may be unwilling to move from the existing position or he may be incompetent to hold other challenging jobs.

**3. Changing the Perceptions of Dissatisfied Primary**

**school teachers:** Primary school teachers sometimes have misconceptions about many aspects of job. Dissatisfactions stem from the misperceptions about the organization. Primary school teachers may be misinformed about certain issues. The management can change the perceptions of dissatisfied primary school teachers and restore job satisfaction by furnishing the correct information, and because of this, the discontent gets subsided over a time.

**4. Initiating Morale Building Programmes:** Organization conducts programmes of development wherein morale building becomes a major part. Even the successful organizations also conduct new programmes to keep the morale and job satisfaction at higher level. For instance, in USA, the effective organization from the view point of profitability and having record of good service to public and with high morale among primary school teachers has introduced a programme called 'Van Pooling' which increased job satisfaction of a larger number of primary school teachers.

### REVIEW OF LITERATURE

**Sudarsanamma, T (2012)** inferred that the educational qualifications have significant influence on the professional satisfaction of elementary school teachers.

**Nagajyothi, Y (2012)** studied that management, locality, qualification, age and teaching experience have significant influence on the job satisfaction of secondary school teachers.

**Lalitha Kumari, Y (2013)** investigated that academic qualifications and locality have not significant influence on the job satisfaction of secondary school head masters.

**Mallikarjuna Reddy, V (2013)** found that the rural and urban secondary school science teachers have average job satisfaction without any significant difference between them.

**Rauf, M., et al. (2013)** found that the strength of relationship (correlation) is slightly higher in case of rural subject specialists as compared to urban subject specialists.

**Janardhana Kumar Reddy, P (2014)** investigated that general and professional educational qualifications have significant influence on the job satisfaction and professional attitude of degree college lecturers.

**Ratna Kumari, K.V (2015)** revealed that there exists significant difference between job satisfaction and locality of second-

ary school teachers.

**Selvakumar, K.R (2015)** found that rural and urban secondary school teachers do not differ significantly in job stressors. Among themselves, the rural school teachers have more job stressors.

**Scope of the Study:** The main intention of the present study is to find the relation of job satisfaction of primary school teachers with locality and qualification.

**Objective of the Study:** To study the impact of locality and qualification on the job satisfaction of primary school teachers.

#### Hypotheses of the study

There would be no significant impact of 'locality' on the job satisfaction of primary school teachers.

There would be no significant impact of 'qualification' on the job satisfaction of primary school teachers.

#### Tools for the Study

The job satisfaction questionnaire was adopted from **Rama Mohan Babu (1992)**. The tool was highly reliable for the investigation. The total items are 65 there are 34 positive items and remaining 31 are negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.

Personal data regarding the teacher – 1. Name, 2. Locality, 3. Qualification.

#### Data Collection

The sample for the investigation consisted of 240 primary school teachers in Krishna district of Andhra Pradesh in India. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private; the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited primary schools with the permission of the head masters of the schools. The primary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned primary school teachers of the schools. The primary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The job satisfaction questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques 't' and 'F' (ANOVA) tests were employed to test hypotheses.

## RESULTS AND DISCUSSION

### 1. Locality

The relationship of job satisfaction of primary school teachers with their locality is studied in the present investigation. On the basis of locality, the primary school teachers are divided into two groups. The rural primary school teachers form with the Group – I and Group – II forms with the urban primary school teachers. The job satisfaction of primary school teachers of the two groups were analyzed accordingly. The job satisfaction of primary school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

#### Hypothesis – 1

There would be no significant impact of 'locality' on the job satisfaction of primary school teachers.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

**Table – 1: Influence of locality on the job satisfaction of primary school teachers**

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	120	198.59	11.86	4.398**
2.	Urban	120	206.75	16.50	

\*\* Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 't' (4.398) is greater than the critical value of 't' (2.58) for 1 and 238 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the locality has significant influence on the job satisfaction of primary school teachers.

Reported results were reported by **Nagajyothi, Y (2012), Lalitha Kumari, Y (2013), Mallikarjuna Reddy, V (2013), Rauf, M., et al. (2013), Ratna Kumari, K.V (2015)** and **Selvakumar, K.R (2015)**

### 2. Qualification

The relationship of job satisfaction of primary school teachers with their qualification is studied in the present investigation. On the basis of qualification, the primary school teachers are divided into three groups. The primary school teachers whose qualification is Intermediate with D.Ed. degree form with the Group – I, Group – II form with whose qualification is UG with D.Ed. degree and Group – III forms with above UG with D.Ed. degree. The job satisfaction of primary school teachers of the three groups were analyzed accordingly. The job satisfaction of primary school teachers for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

#### Hypothesis – 2

There would be no significant impact of 'qualification' on the job satisfaction of primary school teachers.

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 2**.

**Table – 2: Influence of qualification on the job satisfaction of primary school teachers**

S. No.	Qualification	N	Mean	S.D.	'F' - Test
1.	Group – I	73	206.15	15.37	3.582*
2.	Group – II	97	202.29	15.24	
3.	Group – III	70	199.57	13.20	

\* Indicates significant at 0.05 level

It is found from the **Table – 2** that the computed value of 'F' (3.582) is greater than the critical value of 'F' (3.030) for 2 and 237 df at 0.05 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.05 level. Therefore it is concluded that the qualification has significant influence on the job satisfaction of primary school teachers.

Reported results were reported by **Sudarsanamma, T (2012), Nagajyothi, Y (2012), Lalitha Kumari, Y (2013)** and **Janardhana Kumar Reddy, P (2014)**.

#### Findings:

There is significant influence of locality at 0.01 level and qualification at 0.05 level of significance on the on the job satisfaction of primary school teachers.

#### Conclusions:

In the light of the findings, the following conclusions are drawn. Locality and qualification have significant influence on the on the job satisfaction of primary school teachers.

#### EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the primary school teachers with special reference to their job satisfaction.

Locality is the highly influenced on the job satisfaction of primary school teachers. Urban primary school teachers have more job satisfaction than the rural primary school teachers. The administrators have to provide good facilities for the rural primary school teachers.

Qualification is the highly influenced on the job satisfaction of primary school teachers. Low qualified primary school teachers have more job satisfaction than the high qualified primary school teachers. The administrators have to provide orientation programmes and in-service programmes for the high qualified primary school teachers.

A good working relationship among teachers and between teachers and school head masters can also help improve on satisfaction with the job because no one can thrive successfully in an atmosphere of serious discord and animosity. Democratic leadership style should therefore be adopted by school leaders.

Increased funding which is crucial to improvement in the teaching and learning environment should be accorded top priority in government policies and programmes

## REFERENCES

1. **Janardhana Kumar Reddy, P (2014)**. Job satisfaction and professional attitude of lecturers in Andhra Pradesh. Ph.D. Thesis in Education, S.V.University, Tirupati.
2. **Lalitha Kumari, Y (2013)**. A study of adjustment, job satisfaction and administrative problems of secondary school head masters. Ph.D. Thesis in Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur.
3. **Likert, R (1932)**. A technique for the measurement of attitude. *Archeological Psychology*, **3(4)**:140.
4. **Mallikarjuna Reddy, V (2013)**. A study of teaching aptitude, social adjustment and job satisfaction on secondary school science teachers. Ph.D. Thesis in Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur.
5. **Nagajyothei, Y. (2012)**. A study of Job satisfaction of high school teachers. M.Ed Dissertation, Yogi Vemana University, Kadapa.
6. **Rama Mohan Babu (1992)**. A study of job satisfaction of primary school teachers in relation to certain factors. Ph.D. Thesis in Education, S.V.University, Tirupati.
7. **Ratna Kumari, K.V (2015)**. Job satisfaction of teachers working in secondary schools in the north coastal districts of Andhra Pradesh. Ph.D. Thesis in Education, Andhra University, Visakapatnam.
8. **Rauf, M., et al. (2013)** Quoted in **Dayal Sandhu (2015)**. A review of research literature on job satisfaction. *Global Journal for Research Analysis*, **4(7)**: 86 – 87.
9. **Selvakumar, K.R (2015)**. Job stressors and emotional intelligence of secondary school teachers. *Indian Journal of Applied Research*, **5(4)**:178 – 180.
10. **Sudershanamma, T (2012)**. Professional satisfaction of elementary school teachers. Ph.D. Thesis in Education, S.V.University, Tirupati.