



Job Satisfaction Among D.T.ED Teachers in Relation to their Teaching Interest

KEYWORDS

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ABSTRACT *The present study was carried out to know the Job Satisfaction of D.T.ED teachers in relation to their Teaching Interest. .200 Samples were used in the present study. Normative Survey method was adopted and data were analysed by using 't' test and correlation. There is significant difference in the mean scores of Job Satisfaction and Teaching Interest of D.T.ED Teachers with respect to gender. Their working Experience is do not significantly differ in Job Satisfaction and significantly differ in Teaching Interest. There is no significant relationship between Job Satisfaction and Teaching Interest.*

INTRODUCTION

Education is a Powerful weapon in this scientific world without which no country can step into the field of progress in any direction. Education shapes the future of a country. People in the past thought that education was solely concerned with dissemination of knowledge and the "Three Rs (i.e.) Reading, writing and arithmetic". But now people have realized the importance of education in the development of the whole personality of the child. Human life is closely interwoven with education to preserve culture. Also it should keep pace with the changing needs of the society. It is only the industrial revolution which opened the eyes of the people towards education; with industrial revolution the slogan "Elementary education for all" was born.

According to **Bloom (1949)** job satisfaction, is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. These attitudes may be related job factors, such as wage, job security, job environment, and nature of work, opportunities of participation on decision-making and other fringe benefits.

Rohile (1966) classified the factors affecting job satisfaction in two parts. Factors like physical situation, social situation, organization and occupational status are called the job variables and biographical and psychological factors were called the "personal variables". He has quoted a number of research studies to show that variables like sex, age, vocational adjustment are associated with the job satisfaction of a person.

Job satisfaction is a pleasant and positive attitude possessed by an employee towards his job and life. Job satisfaction has been characterized as the feeling of affective response of a person towards his job. Job satisfaction, thus is the result of various attitude possessed by the teachers. Different aspects of job like working conditions, expectation, promotion etc., also influence the job satisfaction.

In a broader sense, job satisfaction is a function of individual's level of aspiration. Human behavior is caused by two types of factors, some are external and some are internal. The conditions of work, tools equipments are external factors and motivation and frustration are internal factors. They are influenced by the external factors. Such, factors as the employee's age, health, temperament and desires should also be considered. Further, his family relationship, his social status, his recreational outlets, his activity in organizations and social contribute ultimately to job satisfaction.

If teachers are satisfied in their job, they will adjust to the en-

vironment, to the head of the institution, to the co-teachers and in turn it will lead him to discharge his duties fully and effectively.

Hence job satisfaction of teacher is of prime importance in the field of education. Otherwise the dissatisfaction of teacher hampers the interpersonal relationship among themselves and with the principal or with the management and consequently causes uncontrollable damage to the functions and the reputation of the institution.

NEED FOR THE STUDY

The satisfaction in any profession is a must to achieve the best aspect of development. Psychiatrists declare the most of our fatigue derive from our mental and emotional aspects. J.A. Had Field says in his book "**The psychology of power**" the greater part of the fatigue from which we suffer is mental origin; in fact exhaustion of purely physical origin is rare one get tired because his (her) emotions produce nervous tensions in the body. It is very important that a person should get satisfaction in his work. If one who works hard with full satisfaction, he did not get tired of his work.

In education, job satisfaction of teachers is very important of any educational institutions. In order to understand the importance of job satisfaction, it is necessary to look into views of expertise. Knowing the fact the investigator intended to undergo this study.

OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference in Job satisfaction among D.T.Ed teachers with respect to Gender and Teaching experience.
- To find out whether there is any significant difference in Teaching interest among D.T.Ed teachers with respect to Gender and Teaching experience.
- To explore the relationship between job satisfaction and teaching interest of D.T.Ed teachers

HYPOTHESES OF THE STUDY

- There is no significant difference in the mean scores of Job Satisfaction among D.T.Ed teachers with respect to Gender and Teaching experience,
- There is no significant difference in the mean scores of teaching interest among D.T.Ed teachers with respect to Gender and Teaching experience.
- There is no significant relationship between Job satisfaction and teaching interest among D.T.Ed teachers

METHODS OF THE STUDY

The Normative survey method was employed to collect the data.

TOOL DESCRIPTION

Job Satisfaction Tool

Job satisfaction questionnaire was prepared by Dr.G. Visvanathan. The tool consists of 32 statements each statement is followed by Yes or No type.

Teaching interest Tool

Teaching interest scale was standardized by Kakkar. This scale consists of 27 statements. Each statement is followed by five alternatives.

SAMPLE

200 teachers were taken as the sample from the twenty four teacher training institution in Tirunelveli district.

HYPOTHESIS - 1

There is no significant difference between the mean scores of job satisfaction of D.T.Ed teacher's with respect to gender

Table . 1
"t" test for the mean scores of job satisfaction of D.T.Ed teachers with respect to Gender

| Variable | Gender | Number | Mean | S.D. | 't' Test | Level of Sig. at 0.05 level |
|------------------|--------|--------|------|------|----------|-----------------------------|
| Job Satisfaction | Male | 80 | 57 | 17 | 2.75 | Sig. |
| | Female | 120 | 52 | 11 | | |

From the above Table (1) shows that the calculated't' value (2.75) is greater than the table value (1.96). Hence, the null hypothesis, "There is no significant difference in the mean scores of Job Satisfaction of D.T.ED teachers with respect to Gender "is **rejected**

HYPOTHESIS - 2

There is no significant difference between the mean scores of teaching interest in D.T.Ed teacher's with respect to gender

Table . 2
"t" test for the mean scores of teaching interest in D.T.Ed teachers with respect to Gender

| Variable | Gender | Number | Mean | S.D. | 't' Test | Level of Sig. at 0.05 level |
|-------------------|--------|--------|------|------|----------|-----------------------------|
| Teaching Interest | Male | 80 | 81 | 9 | 2.30 | Sig |
| | Female | 120 | 86 | 12 | | |

From the above Table (2) shows that the calculated't' value (2.30) is greater than the table value (1.96). Hence, the null hypothesis , "There is no significant difference in the mean scores of Teaching Interest of D.T.ED teachers with respect to Gender "is **rejected** .

HYPOTHESIS- 3

There is no significant difference between the mean scores of job satisfaction of D.T.Ed teacher's with respect to Teaching Experience

Table . 3
"t" test for the mean scores of job satisfaction of D.T.Ed teachers with respect to Teaching Experience

| Variable | Teaching Experience | Number | Mean | S.D. | 't' Test | Level of Sig. at 0.05 level |
|------------------|---------------------|--------|------|------|----------|-----------------------------|
| Job Satisfaction | Below 5 years | 90 | 54 | 11 | 0.96 | NS |
| | Above 5 years | 110 | 52 | 12 | | |

From the above Table (3) shows that the calculated't' value (0.96) is lesser than the table' value (1.96). Hence, the null hypothesis , "There is no significant difference in the mean scores of Job Satisfaction of D.T.ED teachers with respect to Teaching Experience "is **accepted**.

HYPOTHESIS - 4

There is no significant difference between the mean scores of teaching interest in D.T.Ed teacher's with respect to Teaching Experience

Table – 4
"t" test for the mean scores of teaching interest in D.T.Ed teachers with respect to Teaching Experience

| Variable | Teaching Experience | Number | Mean | S.D. | 't' Test | Level of Sig. at 0.05 level |
|-------------------|---------------------|--------|------|------|----------|-----------------------------|
| Teaching Interest | Below 5 years | 90 | 86 | 13 | 1.97 | Sig |
| | Above 5 years | 110 | 82 | 11 | | |

From the above Table (4) shows that the calculated't' value (1.97) is greater than the table' value (1.96). Hence, the null hypothesis, "There is no significant difference between the mean scores of teaching interest in D.T.Ed teacher's with respect to Teaching Experience" is **rejected**.

HYPOTHESIS – 5

There is no significant relationship between Job satisfaction and Teaching interest in D.T.Ed teachers

Table – 5
The relationship between Job satisfaction and Teaching interest

| Variable | Number | R - Value | Level of Significant at 0.05 Level |
|---------------------------------------|--------|-----------|------------------------------------|
| Job satisfaction Vs Teaching interest | 200 | 0.028 | NS |

From the above Table (5), it is found that the calculated 'r' value (0.028) is lesser than the table value (0.16). Hence, the null hypothesis is accepted. Thus there is No significant relationship between Job satisfaction and Teaching interest.

MAJOR FINDINGS OF THE STUDY

- Male and Female teachers significantly differ in the mean scores of Job Satisfaction of D.T.ED teachers with respect to gender.
- Male and Female teachers significantly differ in the mean scores of Teaching Interest of D.T.ED teachers with respect to gender.
- Below 5 years and above 5 years of teaching experience of teachers do not significantly differ in the mean scores of Job Satisfaction
- Below 5 years and above 5 years of teaching experience of teachers do not significantly differ in the mean scores of Teaching Interest.
- There is no significant relationship between the mean scores of Job Satisfaction and Teaching Interest in relation to the teacher.

DISCUSSION AND CONCLUSION

Male and female teachers are significantly differ in the mean scores of job satisfaction of teacher training institution. Because male teachers are free from their family. They have no tension in their family. Maximum responsibilities are taking in house mothers only. The stereotyped image of women still exists in the society. She has to do her household duties by herself. A woman has a central place in the family. She has to play double roles as a dutiful wife and as an affectionate mother in their family. A working women have to play an

extra role in her family and the profession at the same time there multiple roles may lead to role conflict. At this condition the women teachers are not satisfied in her job. The male teachers are no more responsibilities the above condition. So they had satisfied in his job.

Male and female teachers are significantly differing in the mean score of teaching interest in teacher training institution. Because female teachers can easily handle the children, and they are being able to understand the psychology of the children and adjust with them. When compared with other jobs female teachers are generally interested in teaching.

There is significance difference between below 5 years and above 5 years of experience in teaching interest among T.T.I. Teachers those who are having below five years of teaching experience, they are very interested in teaching than those who are in the experience of more than five years. Because human beings nature is when they are new to any circumstance, they will make them suitable to that particular situation.

EDUCATIONAL IMPLICATION

The teaching profession is a noble profession. Even today the teachers are dedicated towards teaching and doing social work. The emancipation of the teacher will depend more upon their originality, insight and expertness than upon any other factor.

The objectives of the New Educational Policy of 1986 are emphasizing more on the utilization of the services of the teachers. Utilization of the services of the teachers do not limit with teaching alone. It is highly extensive in the changing the aspects of socialization towards modernization and environmental protection.

If teachers are satisfied in their job, they will adjust to the environment, to the head of the institution, to the co-teachers and in turn it will lead him to discharge his duties fully and effectively.

Hence job satisfaction of teacher is of prime importance in the field of education. Otherwise the dissatisfaction of teacher hampers the interpersonal relationship among themselves and with the principal or with the management and consequently causes uncontrollable damage to the functions and the reputation of the institution.

RECOMMENDATIONS

As the interest in teaching plays a vital role in the job satisfaction, the welfare of the teachers should be protected by the government, then only they may have tension free mind which may lead to concentrate on their teaching.

- ❖ Innovative method should be motivated and find a place in the teaching learning strategies.
- ❖ The infrastructure should be improved. Specially in government D.T.Ed schools should be improved.
- ❖ The teachers belong to SC/ST community, may be given special orientation and counseling.
- ❖ The frequent transfer may be avoided.
- ❖ Student teacher ratio may be fixed as 1:20 which helps for effective interaction.
- ❖ All the TTI may be provided effective teaching aids and well equipped libraries.
- ❖ Travels facilities can be arranged by the schools in remote area.
- ❖ Quarters can be provided to teachers in the respected school campus.

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