

## A Comparative Study of Regular and Contractual Teacher's Job Satisfaction



Psychology

KEYWORDS :

Dr. Bairister Yadav

Assistant Professor, Department of Psychology, S.M.D Degree College,, M N J Gopalganj, Bihar, INDIA

### ABSTRACT

*This study was undertaken to explore the job satisfaction of teachers. Present research compared job satisfaction of 26 contractual and 24 regular teachers on pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication, contingent & rewards and operating conditions. These aspects of working environment contribute as factors of job satisfaction. Data were collected through a six point rating scale developed by Spector (1994). Results indicated that there is significant difference between the contractual and regular teacher's job satisfaction on the pay, fringe benefits and contingent & reward aspects. As the job satisfaction of teachers can directly affect students and classroom so it is recommended that there should be regular teachers in the schools so that their satisfaction can produce good results.*

### Introduction

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desire ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states "No people can rise above the level of its teachers". As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaffe, strengthens social and economic fabrics of the nation.

In the field of education teachers' performance is very important because teachers' performance results in students' achievement; so if the teachers are satisfied with their jobs it would result in terms of students' better learning. Now a days in Bihar, India we have two streams of teachers on the basis of the nature of job i.e. regular and contractual, so there is a need to compare the job satisfaction of both streams along with identification of the factors which can contribute the difference if any between two.

Factors which can influence job satisfaction may be achievement, recognition of work, nature of work, responsibility assigned, chances of advancement in job, salary, interpersonal relations, institutional policies and administration, working conditions, personal life, and job security.

"Job satisfaction and morale are highly inter-related. To my mind, job satisfaction and morale require a certain basic seriousness about what one is doing. Thereafter, the level of satisfaction or morale may decrease due to prevailing work conditions or other factors. But, government school teachers lack this basic seriousness. There is a lot of dissatisfaction and frustration among them but it does not generate any action. Surprisingly, they do not seem interested enough to do anything about it. The blanket perception, therefore, is that the teachers are not satisfied. But when interventions are designed for them and opportunities provided, one group responds enthusiastically (say about 70%). The remaining 30% still respond cynically." (An

eminent educationist working in Rajasthan). In other words, the regular teachers responded the opportunity enthusiastically while the contractual teachers perceived it cynically.

### Literature Review

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh:2006). It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job Satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can vary independently. In this study, job satisfaction is defined as member's attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours (Weiss, H.M. 2002). Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviours. According to Dictionary.com, Job Satisfaction is an act of satisfying; fulfillment; gratification. It is the state of being satisfied or contented. It is the cause or means of being satisfied.

Hackman & Oldham (1976) proposed the Job Characteristics Model (JCM). The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.) The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the JCM (Fried, & Ferris, 1987).

Job satisfaction and occupational success are major factors in personal satisfaction. To the worker, job satisfaction brings a pleasurable emotional state that can often lead to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal.

Brown (1996) notes that some employers have found that satisfying or delighting employees is a prerequisite to satisfying or delighting customers.

An organization can improve its employees' satisfaction by improving individual or situational factors. Raza (2010) is of the view that Individual factors (like age) are important because even on the same job and with the same reward and leader, some employees will be more satisfied than others. Situational factors (like pay, and leader behavior) are important because

they satisfy (or fail to satisfy) employee's important needs. Spector (1997) is of the opinion that better performers experience results in more job satisfaction because they receive rewards associated with good performance.

The study of organizational climate and its possible relationships with other variables has been a field of primary interest to educational researchers (Raza, 2010).

Srivastava (1985) carried out a research on the perceptions of teachers and Principals about the organizational climate. The conclusions were that teachers generally perceived the organizational climate of their institutions as closed whereas principals perceived it as open. While the climate of academic motivation was found to be significantly associated with job satisfaction by Mistry (1985).

The focus of Hayat (1998) was on organizational climate, job satisfaction and class room performance of college teachers. He found that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. College teachers with high scores on job satisfaction performed better in classroom.

Natrajan (2001) studied the effect of the organizational climate on the job satisfaction of postgraduate teachers. School organizational Climate Description Questionnaire and Job Satisfaction Scale were administered to the 256 post graduate teachers working in 30 higher secondary schools in Tirupattur. There was significant relationship between the school organizational climate and the job satisfaction of teachers.

Volkwein & Parmley (2000) and Volkwein & Zhou (2003) found that job insecurity, stress, and pressure have a significant negative impact on job satisfaction, while teamwork, recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive impact on satisfaction.

Gunbayi (2007) reported that the analysis of his research on teachers showed that the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, climate, risk and reward effect the job satisfaction.

Kimberly (2007) conducted a study to see what types of school reform can prevent teachers' burnout. Findings strongly indicate that reform models that address school improvement comprehensively may serve as burnout prevention models.

### Methodology

Population of the study consisted of regular and contractual, male and female teachers of Government Primary schools in urban Gopalganj District of Bihar state. 24 regular and 26 contractual teachers out of which 26 male and 24 female were selected as a sample for the study. 36 itemed six point rating scale developed by Spector (1994) to measure the individual's Job Satisfaction with nine different aspects of the work environment was used to collect the data. These aspects were pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication reward, contingents and operating conditions.

### 3. Data Analysis

Aspects	Group	N	Mean	t	Df	p value
Pay	Regular Contractual	24 26	15.16 11.79	3.024	48	0.004
Promotion	Regular Contractual	24 26	13.91 13.07	0.158	48	0.874
Supervision	Regular Contractual	24 26	18.09 18.03	0.038	48	0.969

Fringe benefits	Regular Contractual	24 26	13.16 11.59	1.503	48	0.039
Coworkers	Regular Contractual	24 26	17.52 16.29	0.541	48	0.591
Nature of work	Regular Contractual	24 26	16.92 17.08	0.069	48	0.945
Communication	Regular Contractual	24 26	15.42 16.12	0.657	48	0.513
Contingent reward	Regular Contractual	24 26	14.76 12.64	2.412	48	0.020
Operating conditions	Regular Contractual	24 26	11.89 12.29	0.451	48	0.654

Summary of "t" test indicates that there is a significant difference between job satisfaction of Regular and Contract teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction, while there is no significant difference between job satisfaction of Regular and Contract teachers on Promotion, supervision, coworkers, nature of work, communication and operating conditions. The mean score of regular teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction were higher than those of contractual teachers, so it is concluded that contractual teachers are less satisfied than regular teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction.

### Findings

1. There is a significant difference between job satisfaction of Regular and Contract teachers on pay aspect of Job Satisfaction
2. There is no significant difference between job satisfaction of Regular and Contract teachers on Promotion aspect of Job Satisfaction
3. There is no significant difference between job satisfaction of Regular and Contract teachers on Supervision aspect of Job Satisfaction
4. There is a significant difference between job satisfaction of Regular and Contract teachers on fringe benefits aspect of Job Satisfaction.
5. There is no significant difference between job satisfaction of Regular and Contract teachers on coworker aspect of Job Satisfaction
6. There is no significant difference between job satisfaction of Regular and Contract teachers on nature of work aspect of Job Satisfaction
7. There is no significant difference between job satisfaction of Regular and Contract teachers on communication aspect of Job Satisfaction
8. There is a significant difference between job satisfaction of Regular and Contract teachers on contingent rewards aspect of Job Satisfaction
9. There is no significant difference between job satisfaction of Regular and Contract teachers on operating conditions aspect of Job Satisfaction.

### Conclusion & Discussion

Results of study indicates that regular and contractual teachers are significantly different on pay, fringe benefit and contingent & reward aspects of Job Satisfaction while there is no significant difference between job satisfaction of regular and contract teachers on promotion, supervision, coworkers, nature of work, communication and operating conditions aspects of the job satisfaction. These findings are logical as the regular and contractual teachers have different pay packages. Usually contractual teachers are deprived of fringe benefits and contingent rewards, so their level of job satisfaction is lower as compare to regular teachers on these aspects. The nature of work, supervision, communication and operating conditions in the schools are same for both categories of the teachers that is why they do not differ on these aspects of job satisfaction. In the schools of sampled teachers both contractual and regular teachers are working together so there is no difference between the two on the coworker aspect of job satisfaction.

Although there is no provision of promotion for contractual teachers while there is a regular system of promotion for regular staff, yet it has not affected the result. The reason may be that although the promotion system exists but actually it is time taking, tiring and delayed process. Nisa's (2003) research on the job satisfaction of Primary teachers came up with the

conclusion that teachers were satisfied with their work on the job, supervision, coworker and job in general but they were not satisfied with their pay and promotion policy. Findings of the present research are in confirmation with the research of Nisa (2003).

## REFERENCE

1. Brown, S. M., (1996), Leadership Practices, Job-Satisfaction and Leadership Activities of Trained Reading Teachers (Unpublished Doctoral Thesis), Department of educational Management, University of Bridgeport. | | 2. Fried, Y. & Ferris, G. R., (1987), The validity of the Job Characteristics Model: A review and Metaanalysis, *Personnel Psychology*, 40(2), 287-322. | | 3. Ghazi, S. R., (2007), Job Satisfaction of Elementary School Head teachers (Toba Tek Singh) in the Punjab. (Unpublished PhD thesis), National University of Modern Languages, Islamabad. | | 4. Gunbani, I., (2007), School Climate and Teacher Perceptions on Climate Factors: Research into Nine Urban High Schools, *The Turkish online Journal of Educational Technology*. 6(3). | | 5. Hackman, J. R., & Oldham, G. R., (1976), Motivation through the design of work: Test of a theory, *Organizational Behavior and Human Performance*, 16, 250-279 | Naushaba Atta, Shamsa Aziz, Sana Sallahuddin, Hamid Hassan. | | 6. Hayat, S., (1998), A Study of Organizational Climate, Job Satisfaction and Classroom Performance of College Teacher. (Unpublished PhD thesis), University of the Punjab, Lahore. | | 7. Kimberly, E.M., (2007), A System Thinking Approach to Educational Reform: Addressing Issues Surrounding Teacher Burnout Through Comprehensive School Change. (Unpublished Doctoral Thesis), Oregon State University USA. | | 8. Mistry, D.H., (1985) The Quality of School Life as a Function of Organizational Climate and Public Control Ideology. (Unpublished Doctoral Thesis), Gujrat University India. | | 9. Natrajan, R., (2001), School Organizational Climate and Job-Satisfaction of Teachers. District Institute of Education and Training, Krishnagiri: S. A. Journal of Indian Education . NCERT. | | 10. Nisa, R. U., (2003), A Study Of Relationship Among Leadership Behavior Of College Principals And Their Subordinates Job Satisfaction And Acceptance Of Leader A Path - Goal Approach. (Unpublished PhD thesis), University of the Punjab, Lahore. | | 11. Sharma, U., "Measurement of teacher effectiveness and its relationship with | job satisfaction and attitude towards the profession". *Trends in Education*, | Vol. XXII (2); Oct. 1991, pp.51-58 | | 12. Spector, P. E., (1994). Job Satisfaction Survey, Department of Psychology. University of South Florida. Copyright Paul E. Spector 1994, All rights reserved. | | 13. Spector, P. E. (1997). Job Satisfaction: Applications, Assessment, Causes and Consequences. Thousand Oaks, CA: Sage. | | 14. Srivastava, R., (1985), A Study of School Effectiveness in Relation to Organizational Climate (Unpublished D. Phil Thesis), Allahabad University India. | | 15. Raza, A. S., (2010), Relationship Between Organizational Climate and Performance of Teachers in Public and Private Colleges of Pakistan. (Unpublished PhD thesis), University of Arid Agriculture, Rawalpindi. | | 16. Volkwein, J. F., & Parmley, (2000), Comparing Administrative Satisfaction in Public and Private Universities, *Research in Higher Education*, 4(4) 95-116. | | 17. Volkwein, J.F. & Y. Zhou., (2003), Testing a Model of Administrative Job-Satisfaction, *Research in Higher Education*. 44(2): 149-171. | | 18. Weiss, H.M., (2001), Introductory Comments, *Organizational Behavior and Human Decision Process*, 86, 1-2. | | 19. Weiss, H. M., (2002), Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences, *Human Resource Management Review*, 12, 173-194. |