



A Study on Job-Satisfaction of Trained Secondary School Teachers of Deoghar and Dumka District

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ABSTRACT

The role of a teacher in imparting education to students is very challenging and full of responsibility. The teacher has been considered to look after the student at school as the parents look after the child at home. Since the quality of a teacher in an educational system is more important factor than all other factors put together as it is essential that an individual who is considered teaching as a career should understand what is required for him and know whether he possesses the interest and competence to success in the field of teaching. According to H.G.Wells "The teacher is the pivot of the educational system ." There is need of really good teachers who have some unique qualities about them. In India we don't need such teachers who consider imparting of information to be their only duty. They are also expected to act as social reformer, moralist, national integrator etc. The teacher is an important figure and is expected to remain important. In the words of Kabir given below we find that the teacher has been compared with God, to bring home his importance. "Teacher and God, both are standing before me to who should I pay obeisance? I bow to you, my teacher Who guided me to God." Secondary Education Commission (1952-53), chairman, Dr. Lakshmana Swamy Mudaliar put forward the following view point, that the most important pillar in educational reconstruction is a teacher, his/her personal qualities, his/her educational qualifications, his/her professional training and place that he/she occupies in the school and in community. The teacher is solely responsible for the reputation of a school and its participation in the society.

KEY WORDS

School, Teacher, Training, Job Satisfaction.

Operational Definition of Key Terms

It is worthwhile to define the terms used in this study in order to understand the exact meaning of each term:

- **Job:**– Piece of work, post, situation or a contract.
- **Satisfaction:** Satisfaction or being satisfied, thing that satisfies desire or gratifies feeling.
- **Job Satisfaction:** The attitudes held by individuals about their jobs ranging from extreme positive to extreme negative.
- **Secondary Grade Teachers:** Teachers who are teaching to secondary class and who are in the cadre of secondary grade are considered as secondary teachers.
- **Training:** Putting in the way to efficiency by instruction and practice. By efficiency here we mean a two-year training degree course as Bachelor of Education (B.Ed.) which thereby fulfils the criteria to be a trained secondary teacher.
- **Government Schools:** The schools under the management of the Government were included under this category. The schools managed by Zila Parishad, Municipalities and Government are included in this category.
- **Private Schools:** The schools managed by individuals or private organizations either partially or totally were included in this category.

INTRODUCTION

Work can be defined as any physical or mental effort expended to accomplish a specific goal or task. Work is the identity of an individual, from manual labor and manufacturing to creative or intellectual pursuits. It may involve the use of various skills, tools, and technologies to complete a task or produce a product or service. Work can be performed individually or collaboratively, in a variety of settings including offices, factories, construction sites, laboratories, and other locations. The nature and definition of work may vary depending on cultural, historical, and social contexts. In many societies, work is an essential part of daily life and is often seen as a means of earning a livelihood and contributing to society.

Job satisfaction refers to an employee's overall level of contentment and fulfilment in which employees perform their duties, how well an individual's expectations and desires are met in their current work environment. Factors that can influence job satisfaction include the work itself, compensation, benefits, opportunities for advancement, relationships with co-workers and superiors, and work-life balance. Research has shown that high levels of contentment or fulfilment an individual experience in job can lead to better job performance, higher employee retention rates, and increased job commitment. Conversely, can vary across a spectrum of levels ranging from high to low . Different individuals may experience different levels of job satisfaction based on various factors such as job responsibilities, work environment salary, career growth, oppourtunities, relationship with colleagues and alignment with personal values and goals. It is subjective and can be influenced by a combination of intrinsic and extrinsic factors. job satisfaction can lead to absenteeism, turnover, and decreased productivity. Employers can improve job satisfaction by creating a positive work culture, offering competitive compensation and benefits, providing opportunities for growth and development, and promoting work-life balance. Additionally, employees can take steps to increase their own attitudes, such as setting clear goals, maintaining good communication with supervisors and co-workers, and seeking out new challenges and learning opportunities.

Several theories exist concerning the dynamics of job -satisfaction and its general impact upon workers' behaviour. A brief mention of the more prominent of these seems highly appropriate. One of the most comprehensive and accepted theory in present times is that proposed by Vroom (1964). It is generally known as V-I-E or Valence Instrumentality Expectancy Theory.

Valence-Instrumentality-Expectancy (VIE) theory is a motivational theory that explains how individuals make decisions related to their work behaviours. It is based on three key concepts: valence, instrumentality, and expectancy.

The term valence, according to Vroom (1964) refers to the affective orientation towards particular outcomes. An outcome may have a neutral valence when the person is indifferent to attaining it. Valence is the desirability of a particular outcome. Instrumentality is the belief that performance on a particular task will lead to a desired outcome. Expectancy refers to a 'monetary belief' concerning the likelihood that a particular act will be followed by a particular outcome. Expectancy refers to the belief that one's efforts will lead to successful task performance.

Vroom's (1964) theory of job satisfaction also supports this view, suggesting that attitude of a person is the reflection of how desirable a person finds his job , thus it is a measure of person's valence for his work education. He defines valence as "the attractiveness of a goal or outcome" (Vroom, 1964, page 15).

Significance and Social Need of the Research

The impact of VIE theory can be seen in various areas of organizational behaviour, such as employee motivation, job satisfaction, and performance. By understanding and applying the principles of VIE theory, organizations can increase employee motivation and job satisfaction, leading to improved performance.

For example, by creating a work environment that provides clear goals and feedback, and rewards high performance, employees are more likely to believe that their efforts will lead to desired outcomes, which increases their expectancy. This can lead to improved performance, which increases instrumentality, and ultimately, job satisfaction.

Additionally, VIE theory can be used to design compensation systems that are more effective in motivating employees. For instance, a compensation system that ties rewards to performance can increase instrumentality, while also increasing the perceived valence of the reward. This, in turn, can lead to higher levels of motivation and job satisfaction.

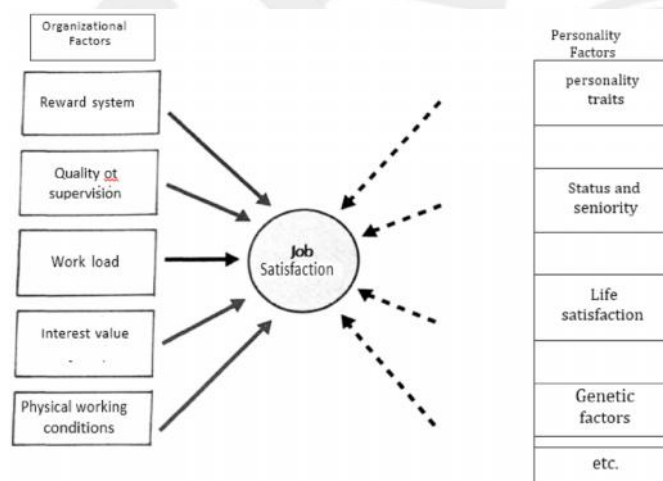
Overall, VIE theory has significant practical implications for organizations looking to improve employee motivation and performance. By understanding the factors that influence employees' beliefs about the relationship between effort and outcomes, organizations can create work environments that are more conducive to achieving their goals. The work related behaviours greatly depends on our relationship to facilitate performances with modesty . it can be easily concluded that individuals who are happy are more productive, on the other hand organizations leave no space for out of box performance.the range of performance is very less and one cannot lose his/ her dignity to retain the job on simple issues like gender discrimination.because of these limited attitude towards job the above mentioned factor leads to high or low self esteem .Overall it can be rightly said that the strength and progress of the service provider fully depends on the employees attitudes irrespective of the profit and loss of the service provider.

Summary of the Research

The industrial organizational psychology, the branch of psychology that seeks to investigate all aspects of behaviour in work settings has important foundations in social psychology (Murnigham, 1993) To illustrate this point it has been concluded that work related attitudes (for example job satisfaction), work motivation and conflicts in work settings paves the way for self-esteem.

Work related attitudes always lead to good or bad outcomes of the individuals as well as organization. We can elaborate attitude evaluation in this respect of various objects and aspects of things around us, that are stored in our memory. Applying this to jobs and work settings, work related attitude involves employees 'evaluation of virtually any aspect of their jobs, the settings in which they work, or their place of livelihood. The attitudes centering the jobs receive more attention in studies. Job satisfaction includes a person's cognitive, affective and evaluative reactions for his /her job. (ABC of attitude). These attitudes are important because they affect important work-related behaviours such as productivity, tendency for other job options and performance. For an organizational factor, it is very important one that the institute's reward system – the way in which the institute distributes praises promotions and other rewards not surprisingly, job satisfaction is higher when individuals believe that the reward system is fair and operates impartially then when they believe it is unfair and shows favouritism. Another factor that plays an important role in attitude towards job is the perceived quality of super vision – the extent to which employees believe that their bosses are competent, have the employees' best interests at heart, and then treat them with respect and consideration. A third organization factor is the extent to which individuals feel that they can participate in decisions that affect them. The greater such participation, in general, the higher the reported job satisfaction. Turning to personal factors, two important predictors of job satisfaction are status and seniority. Usually, the higher a person's position within the institute, the greater the reported satisfaction. Also, the longer an individual has been on the job, the greater the satisfaction. In addition, certain personality traits seem to predispose individuals towards high or low level of job satisfaction. Persons' high in self- esteem report higher levels of job satisfaction than those low in self- esteem. And as expected, optimists generally report higher levels of satisfaction than pessimists.

Among organizational factors it is important to ponder upon company's reward system, both verbal and non-verbal in a fair and impartial manner. Another factor is the perception of the employees; the extent to which employees believe that their bosses are competent, thinks and cares about the employees and their family with respect and love. employees should be involved in decision makings as a gesture of respect , love and importance. Many studies indicate the difference between attitude towards job and job performance. Due to organizational and security fear it can be concluding that many accept the fact of being satisfied while others have the intentions to change jobs as soon as possible. The reasons for these attitudes is organizational as well as personal factors as represented diagrammatically.



Objectives of The Study

- To know the attitude of Government trained secondary teachers of Dina Bandhu High School and Government trained teachers of R.L. Shroff High School.
- To know the attitude of Government trained secondary teachers of Dina Bandhu High School and Private trained secondary teachers of Dev Sangh National School.

- To know the reasons for decline in job satisfaction of Government trained secondary teachers of Dina Bandhu High School and Private trained secondary teachers of Dev Sangh National School.
- To know the level of attitude of Government trained secondary teachers of R.L. Shroff High School and Private trained secondary teachers of Dev Sangh National School.
- To know the attitude of Government trained secondary teachers of R.L. Shroff High School and Private trained secondary teachers of Shyam Sunder Shiksha Sadan School.
- To know the attitude of Government trained secondary teachers of Private trained secondary teachers of Shyam Sunder Shiksha Sadan School and Private trained secondary teachers of Dev Sangh National School.
- To compare the job satisfaction of Government trained secondary teachers and private trained secondary teachers.

Hypotheses of the Research

- H₀₁:** There would be significant difference between Government trained secondary teachers of Group (GA) and Group (GB) in relation to job satisfaction at Deoghar.
- H₀₂:** There would be significant difference between Government trained secondary teachers of Group (GA) and Private trained secondary teachers of Group (PA) in relation to job satisfaction at Deoghar.
- H₀₃:** There would be significant difference between Government trained secondary teachers of Group (GA) and Private trained secondary teachers of Group (PB) in relation to job satisfaction at Deoghar.
- H₀₄:** There would be significant difference between Government trained secondary teachers of Group (GB) and Private trained secondary teachers of Group (PA) in relation to job satisfaction at Deoghar.
- H₀₅:** There would be significant difference between Government trained secondary teachers of Group (GB) and Private trained secondary teachers of Group (PB) in relation to job satisfaction at Deoghar.
- H₀₆:** There would be significant difference between (PA) and (PB) in relation to job satisfaction at Deoghar.
- H₀₇:** There would be significant difference between the Government trained secondary teachers and private trained secondary teachers in relation to job satisfaction at Deoghar.

Methodology

In the proposed research all the three independent variables are assigned variables, therefore, manipulation of independent variable is not possible. Because of this limitation ex – post facto research technique will be used.

Sample

A match sample of 80 High school Teachers from Government schools and 80 High school Teachers from Public school of Deoghar&Dumka District would be taken. The sample would be matched for age, gender, education SES etc. Adequate sampling technique will be used to collect the sample keeping in view the criteria of matching.

Test

Following test shall be used to measure different aspects.

1. Personal data sheet (to collect information regarding age, gender, education SES etc.)
2. Job- satisfaction Questionnaire for Teachers (JSQ). (Kumar & Muthu 1978)

Statistical Treatment

The proper statistical techniques used were mean, standard deviation, t-test and coefficient of correlation.

Frequency Distribution of (GA)

Class Interval	Frequency
70-79	2
80-89	1
90-99	2
100-109	1
110-119	7
120-129	2
130-139	3
140-149	1
150-159	1

(Source: Primary Data)

Frequency Distribution of (GB)

Class Interval	Frequency
80-89	2
90-99	3
100-109	1
110-119	2
120-129	2
130-139	1
140-149	3
150-159	1
160-169	2
170-179	3

(Source: Primary Data)

Analysis and interpretation of the score obtained by secondary trained teachers

Frequency Distribution of Government Trained Secondary Teachers of GA and GB

The first objective of this study was to know the level of job satisfaction of Government trained secondary teachers and privately trained secondary teachers of GA and GB respectively in JSQ. keeping this hypothesis in mind the following data was analyzed with the help of Mn, Mdn, SD, Ku, Sk, r and t-test between GA and GB on JSQ.

Group	Mn	Mdn	SD	Sk	Ku	r
GA	114.0	115.21	21.08	0.70	0.25	-0.684
GB	130.5	129.50	30.56	0.09	0.09	

(Source: Primary Data)

t-test between GA and GB

Group	Mn	Difference of mean	df	t-value	Significance at .05 level
GA	115.10	15.25	38	1.84	Not Significant
GB	130.35				

(Source: Primary Data)

140			
130			
120			
110			
100			
90			130,35
80			
70	115,1		
60			
50			
40			
30			
20			
10			
0			
	Mn of GA		Mn of GB

From the above table it was observed that the r value was -0.684 which was high correlation between the two variables. The t-value as evident from the table is 1.84 which is not significant at 0.05 level with df=38. This is also implied by mean score, which clearly shows the wide difference in both the groups. So the hypothesis here is accepted.

Discussion

The above result shows that there was no significant difference between GA and GB. It means that the dimension of job satisfaction like students; role, parents’s role, social life has high effect on job satisfaction.

**Frequency Distribution of Government Trained Secondary Teachers of PA and PB
Frequency Distribution of (PA)**

Class Interval	Frequency
80-89	2
90-99	5
100-109	4
110-119	1
120-129	3
130-139	1
140-149	2
150-159	1
160-169	1

(Source: Primary Data)

Frequency Distribution of (PB)

Class Interval	Frequency
90-99	1
100-109	3
110-119	4
120-129	3
130-139	2
140-149	2
150-159	3
160-169	2

(Source: Primary Data)

Group	Mn	Mdn	SD	Sk	Ku	r
PA	114.5	107	23.2	2.5	0.283	0.372
PB	129.5	126.1	21.09	2.05	0.264	

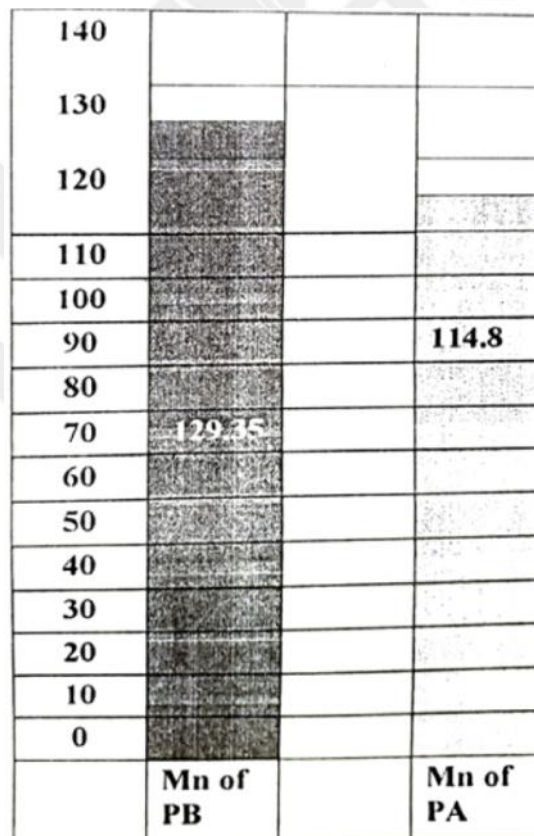
(Source: Primary Data)

t-test between PA and PB

Group	Mn	Difference of mean	df	t-value	Significance at .05 level
PA	114.8	14.55	38	1.86	Not Significant
PB	129.35				

(Source: Primary Data)

From the above table it was observed that the r-value was 0.372 which showed moderate correlation between the two variables. The calculated t- value was 1.865 which was not significant at 0.05 level with df =38. This shows that the score of PA and PB was not significant with each other on job satisfaction scale.



Frequency Distribution of Private Trained Secondary Teachers of GA and PA

The second objective of this study was to know the level of job satisfaction of GA and PA respectively. The following analysis was done with the help of Mn, Mdn, SD, Ku, Sk, r and t-test between GA and PA on JSQ.

Group	Mn	Mdn	SD	Sk	Ku	r
GA	114	115.21	21.08	-0.7	0.3	-0.258
PA	114.5	107	23.2	0.28	12.5	

(Source: Primary Data)

t-test between GA and PA

Group	Mn	Difference of mean	df	t-value	Significance at .05 level
GA	115.1	0.3	38	0.039	Not Significant
PA	114.8				

(Source: Primary Data)

From the above table it is observed that the r-value is -0.258 which shows a negative correlation between the two variables. The t-value was 0.039 insignificant at 0.05 level. The samples were possessing significant differences in the level of their job satisfaction.

CONCLUSION

To conclude we can say that the new scenario after the global meltdown calls for a rethinking of the employer - employee relationship. This relationship will now be more open-minded negotiation. In the long run, we are going to see a whole new set of relationship which will bring a golden platform for the employees. The whole new change in thought process and the attitude of the employer towards their employees will more secured. There will be a change in the misconception of dissatisfied employees towards their organisation. In a nutshell it can be said that the pace of the organisation will change the relationship of the employee and employer.

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