



A study of Job Satisfaction of Primary School teachers

DR. KALPESH K. PATEL
Principal,
Sardar Patel B.Ed. College, Vadnagar
Gujarat (India)

1. Introduction

The 21st Century may be regarded as the century of education and the teacher is the key figure of this education system, which implements various programs and helps in all-around development of children. Hence, the future of any nation depends on its teachers. Therefore, they hold an important place in the society. But nowadays our teachers, especially primary school teachers, are becoming the victims of constant Satisfaction and tensions, which affect their performance. The need for quality education has been raised long back and for this purpose many schemes have been launched by the government viz. S.S.A., Midday-meal, Remedial Teaching Program, Right to Education for All etc. But still, we have not achieved satisfactory success. There are various factors responsible for this. One of the most important factors is occupational Satisfaction. There are many sources of occupational Satisfaction among teachers. Prominent among them are poor working conditions, poor conveyance facilities, non-cooperation of their superiors, misbehavior of students, lack of resources for teaching, overloading with non-teaching duties, and pupils poor attitudes towards work etc.

Many studies, Triptithy, B.N, and Maltananda, Manju; Pandey Sushma (2006); Rani, B. Sandhya and Devi, M. Sarada (2007; T, Shashirekha Chengti, Shiva Kumar (2008) have attempted to identify the sources of Satisfaction and dissatisfaction that may eventually lead to Satisfaction in primary school teachers.

In the present study, an attempt had been made to know the difference in Satisfaction of the teachers working in government and public primary schools. How does Satisfaction affect by sex difference, age, educational qualification and teaching experience? Keeping all these questions in mind, the researcher selected this problem.

2. Objectives

The main objectives of the present study were as follows.

1. To compare the Job Satisfaction of Government and Public Primary School Teachers.
2. To compare the Job Satisfaction of Primary School Teachers in relation to their Sex.
3. To compare the Job Satisfaction of Primary School Teachers in relation to their Age.
4. To compare the Job Satisfaction of Primary School Teachers in relation to their Educational Qualifications.
5. To compare the Job Satisfaction of Primary School Teachers in relation to their Teaching Experience.

3. Method

The **descriptive survey** method was used for the present study.

3.1 Tool

To assess the occupational Satisfaction of the teacher Self made Teacher's Job Satisfactions Scale prepared by the investigator was used.

3.2 Sample

In the present study, Multi-stages semi-probability method was employed. Mehsana District was selected for the present study. From these selected Blocks, a sample of 200 working teachers was selected through accidental sampling method. The distribution of selected sample on the basis of type of school, sex difference, age group, educational qualifications and teaching experience.

4. Findings

1. Job Satisfaction of Government teachers were found higher than the teachers of Public Primary School.
2. Job Satisfaction of female teachers were found higher than the male teachers Primary School.
3. Job Satisfaction of greater experienced teachers were found higher than the teachers of Primary School having less experience.
4. Job Satisfaction of greater qualified teachers were found higher than the teachers of Primary School having low qualification.
5. Job Satisfaction of greater teaching experience teachers were found higher than the teachers of Primary School having teaching experience.

5. Conclusion and Discussion

On the basis of above findings, it can be concluded that the possible reason for the higher Satisfaction of public school teachers may be because they work under the authority of managers who force them to work for long hours, teach extra classes and also perform other school duties. They don't have a permanent job; therefore job insecurity increases their Satisfaction level. They also have very limited leaves and a lower salary package which is another main reason that makes them Satisfaction. The present study showed that the Job Satisfaction of the male teachers is higher than that of the female teachers as in public primary schools female. Teachers' performance is better than that of the male teachers and they are more committed to their job than male teachers. It contributes to their (male teacher) Satisfaction towards their job. In the present study it was found that teachers of low age groups have higher Satisfaction in comparison to that of the older age groups because teachers with higher age use different strategies to cope with the Job Satisfaction and have the experience to handle the workload and other Satisfaction situation. This increases the job satisfaction of older teachers and decreases their Satisfaction level.

In the present study, it was found that the teachers who are highly qualified possess more Satisfaction than that of those who are not highly qualified as highly qualified teachers believe that they have not got the job according to their qualifications. They don't have job satisfaction, and this increase Satisfaction level. It was also found that the teachers with lower teaching experience have higher Satisfaction than the teachers with higher teaching experience. There may be many reasons for this Satisfaction. Teachers who are novices in the profession have higher workload, have pressure to learn the other works and they have to work under the supervision of other senior teachers. Being new to the profession they are allotted other work of senior teaches. Due to fear of insecurity, they have to work hard. Consequently, Satisfaction is higher in those with low teaching experience.

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