

A Comparison of Different Groups in Job-Satisfaction on School Teachers Teaching in Ghaziabad Block Schools

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ABSTRACT

“Education is the most powerful weapon which you can use to change the world”.

The above mentioned line by Nelson Mandela exemplifies that education plays an essential role in the advancement of the fate of individuals as well as their society and finally escort to a nation's development. **National Policy on Education (1986)**, rightly states **“No people can rise above the level of its teachers”**. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Highly satisfied teachers are less likely to change the institutions than those who are dissatisfied with many areas of their work life. Thus, there is a need to know their Job satisfaction and the conditions that may motivate them to stay on in their campus assignment by which students may get a continued and quality education.

Mahatma Gandhi has said. **"By education I mean all-round drawing out of the best in child and man's body, mind and soul"**. Every human being is a unit of the society. Therefore social qualities should be developed in all the human beings. Thus education helps in the development of human being with the help of socialization. It is very difficult to say, what exactly the influence of ones personality over the things is. But to develop and produce great individuals, the continued intervention of other humane and great personalities is essential. Here comes the function of teacher and it is why teachers and schools are necessary. Thus it becomes very significant that quality of education and its contribution to national development more or less, much depends on the quality of teachers, their competencies and character, and if a person is satisfied with his job, he gives his best to the work and thus job-satisfaction is directly related to the performance. Satisfaction arises either directly or indirectly from work.

Studies show that students like teachers best who are helpful in school works, cheerful, happy, good natured, human friendly and companionable, who explain lessons and assignments clearly, using examples in their teaching, who can take a joke and also have a sense of humour. Thus on humanitarian grounds also this condition of teachers working life should be more or less pleasant, agreeable and fulfilling. Satisfaction arises either directly or indirectly from the work. If a person is satisfied with his job, he gives his best to the work.

Hypotheses: The affirmative hypotheses were used for the present research work:

1. Female teachers are found better than Male teachers in the area of Job-Satisfaction.
2. There is a significant difference between the Male and Female Teachers of the sample in the field of Job-Satisfaction.

Sample: Sample is a part of a population which for the purpose, is taken as representative of the whole population, so

that certain conclusion based on the sample will be valid for whole population. The study under investigation, has involved the technique of random sampling. For the purpose of present study the population ties in Ghaziabad district. In this study 160 teachers have been taken from 54 schools on the basis of randomization. All the schools are located in rural areas. Only government schools run by Basic Shiksha Parishad are included for the collection of data. It has been noticed that female teachers are not available in good number in the schools. Hence in the sample the number of male and female teachers is different. All the teachers are taken for the purpose of study from each school which is selected as sample from the population.

Tools: For the present investigation the following psychological tool is used.

Job Satisfaction Test – (Dr. S.K. Saxena): The Job Satisfaction scale for teacher's (Form-B for School Teachers) developed by Dr. S.K. Saxena and published by Agra Psychological Research cell, Agra, is used to measure the job-satisfaction of teachers. The questionnaire consists of 29 highly discriminating 'Yes-No' type items. There is no time limit for the questionnaire. However it takes approximately 20 minutes to complete it.

Reliability: The split-half reliability of the test applying Spearman-Brown formula is found .95. By Test-Retest method the reliability coefficient is .75. All those coefficients are sufficient high to make the test reliable.

Validity: The face validity of the measures is very high. The content validity is ensured as the items for which there has been 100% agreement amongst judges regarding their relevancy to the school teacher's Job Satisfaction are included in the questionnaire.

Table 1A
Frequency Distribution of job Satisfaction scores of whole sample

N- 160

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
28-29	6	3.8	160	100	10.3
26-27	25	15.6	154	95.3	22.3
24-25	36	22.5	129	80.6	35.7
22-23	46	28.8	93	58.1	38.7
20-21	34	21.3	47	29.4	31
18-19	13	8.1	13	8.1	15.7

TABLE- 1B
Central Tendency and Variability of Job-Satisfaction scores of whole sample

N- 160

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Whole Sample	160	23.05	22.9	22.7	2.6	0.21	0.14	0.28	21.2	24.8

In Table (1a) the Frequency Distribution of Job-Satisfaction scores of whole sample is shown. Highest frequency 46 lies upon the (22-23) class- interval which is in the middle and 28.8% cases lie in the middle and 3.8% in the above class-interval and only 8.1% cases are in the lower class-interval. It shows that the sample is normally distributed.

In the table (1b) Central Tendency and Variation on Job-Satisfaction scores of whole sample are shown. Mean is

23.05, mdn. is 22.9 and mode is 22.7. There is not much difference among these values. It shows normal distribution. S.D. is 2.6, SEm is 0.21. Sk is 0.14 and Ku is 0.28 which is more than 0.263. It indicates the distribution is Platykurtic.

The computed difference found no significant is indicative of the fact that there is no gender difference in the area of Job-Satisfaction and Job- Satisfaction has no gender preconception.

Table -2A
Frequency Distribution of job satisfaction scores of Male Teachers

N-105

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
28-29	3	2.9	105	100	5.7
26-27	14	13.3	102	97.1	14.3
24-25	26	24.8	88	83.8	23.7
22-23	31	29.5	62	59.1	27.7
20-21	25	23.8	31	29.5	20.7
18-19	6	5.7	6	5.7	10.3

TABLE- 2B
Central Tendency and Variability of job-Satisfaction scores of Male Teachers

N- 105

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Male Trs	105	23	22.9	22.7	2.4	0.23	0.11	0.28	21.2	24.8

Table (17a) and Table (17b) show Frequency Distributions, Central Tendency and Variation on job-Satisfaction Scores of Male teachers. The highest frequency 31, ties upon (22-23) class-interval and lowest 3 upon (28-29) class- interval. 29.5% cases lie in the middle and 2.9% and

5.7% cases lie on the either sides. These values show normal distribution.

The Mean is 23, mdn. is 22.9 and mode is 22.7. There is not much difference among them. S.D. is 2.4, SEm. is 0.23, Sk is 0.11 and Ku is 0.28 is slightly more than 0.263 and indicates the distribution is slightly platykurtic.

TABLE- 3A
Frequency Distribution of job satisfaction scores of Female Teacher

N-55

Class interval	Frequencies	F%	Cumulative Frequencies	CF%	Smooth Frequencies
28-29	3	5.5	55	100	4.7
26-27	11	20	52	94.5	7.7

24-25	9	16.4	41	74.5	12
22-23	16	29.1	32	58.2	11.3
20-21	9	16.4	16	29.1	10.7
18-19	7	12.7	7	12.7	5.3

TABLE- 3B
Central Tendency & Variability of Job-Satisfaction scores of Female Teachers
N-55

Group	N	Mean	Mdn	Mode	SD	SEm	Skw	Ku	Q1	Q3
Female Trs	55	23.13	23	22.7	2.8	0.58	0.17	0.3	20.9	25.6

Table (3a) and Table (3b) show the Frequency Distribution, Central Tendency and Variation on Job-Satisfaction scores of Female teachers. Highest frequency 16 lies in the middle of class-interval (22-23) and lowest frequency 3 in the class-interval (28-29). This indicates normality of the distribution.

The Mean is 23.13, mdn. is 23 and mode is 22.7. There is not much difference among these values. S.D. is 2.8 and SEm is 0.58, Sk is 0.17 and Ku is 0.3 which is more than 0.263 and indicates the distribution is Platykurtic.

Table -4
Comparison between Male and Female Teachers in Job Satisfaction

Group	No	Mean	S.D	C.R	Significant value
Male Trs	105	23	2.4	0.29	1.98* 2.61**
Female Trs	55	23.13	2.8		

0.05* & 0.01**

Df- 1.58

The Mean score of Male and Female teachers in Job Satisfaction is 23 and 23.13 respectively as given in the table. The obtained value of C.R. is 0.29. This value is less than 1.98 and 2.61 as tabulated at .05 and .01 level. Statistically it refers that Male and Female teachers do not differ significantly in the area of Job-Satisfaction. The higher value of Mean of Female teachers shows that they have more Job-Satisfaction in comparison to Male teachers.

Female teachers of the sample in the field of job satisfaction, for that reason Hypothesis No.2 is rejected.

The Hypothesis No. 1 that 'Female teachers are found better than Male teachers in the area of Job Satisfaction' is accepted. But the result does not confirm the Hypothesis No.2 that 'there is a significant difference between the Male and

Conclusion

From the result received from the analysis of the Job Satisfaction scores, it can be concluded that the Job-Satisfaction scores of the teachers in this investigation are found above the average Job-Satisfaction inventory manual. The factors job security, satisfactory salary and peace of life may be responsible for the high Job-Satisfaction of the teachers.

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