

# A STUDY OF JOB SATISFACTION OF B.ED. TRAINED TEACHERS WORKING AT PRIMARY SCHOOLS IN SAHARANPUR DISTRICT

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## ABSTRACT

*The investigators studied job satisfaction of B.Ed. trained teachers working in primary schools in relation to their teaching effectiveness. Data were collected from 150 B.Ed. trained, Primary school teachers in Saharanpur District. The investigators found positive relationship of teaching effectiveness with job satisfaction. Teachers who were highly satisfied with their jobs were the most effective ones in imparting teaching and those who had low level of job satisfaction were the least effective ones in teaching. In the study, it was also found that female teachers were more satisfied towards their job and lot more effective in teaching than male counterparts.*

**Keywords:** Primary level, Effectiveness, Job Satisfaction, mean score, t-test.

## INTRODUCTION

Education in general and primary education in particular, is an essential input in the process of national development. Primary education is the crucial stage of education which lays the foundation for later development. Better primary education requires good teachers. It requires teachers who ought to have high level of satisfaction towards their job and possess effective teaching skill.

The role of teachers in influencing our future is becoming increasingly important. Practically every Commission, which has examined the educational problems of the country, has drawn specific attention to the teachers. *The Education Commission (1964-66)* also gave respectable status to teachers by observing, "of all the different factor which influence the quality of education and its contribution to the national development, the quality competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best of work in which they can be fully effective". According to the *Programme of Action (POA) (1992)*, "Teacher's performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. Teacher selection and training competency motivation and the condition of work impinge directly on teacher's performance." The teacher is obliged to transplant the best of the knowledge of the subject matter among their students in order to make them better human beings.

The level of job satisfaction depends upon various elements at work that include interalia, the physical condition of work such as working hours, the phenomena of monotony fatigue, incentives, employee behaviour etc. People like to work in an environment which is favorable to his attitude and when he works like that, it is said that he is satisfied with his work. The chief sources of job satisfaction are feeling of accomplishment, recognition and chance of advancement

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while dissatisfaction is related to job context. According to *Dale Yoder* (1963), "A job is collection of duties tasks and responsibilities that are assigned to an individual and which is different from other's assignment." Job satisfaction is a widely accepted psychological aspect of functioning in any profession. *Thakkar* (1977) conducted a study of potential teachers' effectiveness and their educational attitudes in relation to their rapport with the students and job satisfaction. It was found that job satisfaction was positively and significantly related to the rapport developed between a student and the teacher. *Olson* (1979) concluded that the criterion of teaching effectiveness contains such components as classroom control knowledge of subject matter and rapport with students. *Shah Beena* (1995) predicted the attitude, intelligence, values, self concept, job motivation, job satisfaction, personality and school climate on teaching effectiveness among the teachers. It was found teaching effectiveness was significantly affected by teaching attitude, intelligence, job satisfaction and school climate. *Pandey and Mukhari* (1999) examined the attitude of effective and ineffective teachers toward teaching profession with reference to their age and experience. It was found that no significant differences between effective teachers having high and low experience in term of their attitude towards their profession exist. *Khatoon and Hassan* (2000) have also shown that job satisfaction does have effect on success in teaching. *Rubina Malti* (2008) conducted a study on teacher effectiveness and values on secondary school teachers. It was found that both the group of the teachers classified as effective and less effective teachers possess almost similar values.

### NEED FOR THE PRESENT STUDY

The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers. Teacher effectiveness is very important in education. It is in a teacher's hand to make a student's future bright. Since a teacher will be a role model for the students, the job satisfaction and teaching effectiveness becomes very vital in the field of education. There have been many studies conducted on primary and secondary school teachers, college teachers related to variable like job satisfaction, motivation, occupational stress, accountability organization health etc. But no study has been done on the topic under investigation. Thus the researcher feel the need to investigate the job satisfaction and teaching effectiveness of B.Ed. trained teachers working at primary level.

### OBJECTIVE OF THE STUDY

1. To study the job satisfaction of B.Ed. trained teachers working at primary level;
2. To study the teaching effectiveness of B.Ed. trained teachers working at primary level;
3. To find out the relationship between job satisfaction and teaching effectiveness of B.Ed. trained teachers working at primary level;
4. To compare the job satisfaction of male and female B.Ed. trained teachers working at Primary level;
5. To compare the teaching effectiveness of male and female B.Ed. trained teachers working at primary level;

### HYPOTHESIS OF THE STUDY

1. There is no significant relationship between job satisfaction and teaching effectiveness of B.Ed. trained teachers working at Primary level.
2. There is no significant difference in job satisfaction of male and female B.Ed. trained teachers working at Primary level.
3. There is no significant difference in teaching effectiveness of male and female B.Ed. trained teachers working at primary level.

### METHOD AND PROCEDURE

Keeping in view the objective of the study 150 B.Ed. trained Primary School teachers from 60 government school in Saharanpur district were taken as the sample of the study. The investigator used "descriptive Survey method" and "random sampling" for the present study. For collection of data the investigator used *Dixit Job Satisfaction Scale* (DJSS) constructed and standardized by *Dr. Meera Dixit* (1993) and used *Teacher Effectiveness Scale* (TES) developed and standardized by *P. Kumar and D.N. Mutha*. The above scale helped the researchers to identify teachers having more, average and less job satisfaction as well as teacher being most, average and least effective in teaching for analysis the data they were used Arithmetic mean, standard deviation "t" value and Carl Pearson product moment correlation

**Result and Discussion:**

- **Job satisfaction of B.Ed. trained teachers working at Primary level:** To study the level of job satisfaction of B.Ed. trained primary teachers, three categories of teachers viz. more satisfied, average satisfied and less satisfied with their job were made. The level of teacher's job satisfaction is shown at **Table 1**.

**Table 1:Job Satisfaction**

Variable	More Satisfied		Average Satisfied		Less satisfied		Total	
	Number	%	Number	%	Number	%	Number	%
Job Satisfaction	30	20	85	56.67	35	23.33	150	100

**Table 1** Show that out of 150 teachers only 30 teachers i.e. 20% are more satisfied; 85 teachers i.e. 56.67% average; and the rest 35 teachers i.e. 23.33% teachers are less satisfied towards their job.

- **Teaching effectiveness of B.Ed. trained teachers working at Primary level:** To study the status of teaching effectiveness of B.Ed. trained teachers, three categories of teachers viz most effective, average effective and least effective in teaching were made. The status of teaching effectiveness of B.Ed. trained teachers is shown at **Table2**.

**Table 2:Teaching Effectiveness**

Variable	Most Effective		Average Effective		Least Effective		Total	
	Number	%	Number	%	Number	%	Number	%
Teaching effectiveness	32	21.33	78	52	40	26.67	150	100

**Table 2** makes it clear that out of 150 B.Ed. trained teachers, only 32 teachers i.e. 21.33% are most effective in teaching; 40 teachers i.e. 26.67% are least effective and almost 78 teachers i.e. 52% are average effective in teaching. Average in teaching-effectiveness are also average in job satisfaction. This finding is supported by the study made by *Thakkar* (1977) where he found that 18% teachers were most effective and 61.27% teachers were average effective in teaching.

- **Relationship between job satisfaction and teaching effectiveness of B.Ed. trained teachers working at primary level:** An important objective of the study required investigators to discover relationship between job satisfaction and teaching effectiveness. For the purposes, the coefficient of correlation was computed to see the relationship between the two variables. The obtained value of the coefficient of correlation has been summarized and presented in the **Table 3**.

**Table 3:Relationship between job satisfaction and teaching effectiveness**

Variable	N	df	Coefficient of correlation	Level of significance
Job satisfaction	150	148	.38	Significant at .01 level
Teaching effectiveness	150			

**Table 3** Reveals that the coefficient of correlation between teacher's job satisfaction and teaching effectiveness is positive and significant at .01 levels. It indicates that teachers who are more satisfied with their job have high level of teaching effectiveness. On the other hand, teachers who are fewer jobs satisfied are least level of teaching effectiveness.

The positive relationship between job satisfaction and teaching effectiveness of B.Ed. trained primary teachers can be justified psychologically. One's positive attitude towards profession, working condition, and atmosphere in institutions function as motive force in the life of individual. These make them more effective teacher in the related fields. These contribute to his success in that field resulting into satisfaction with the job being performed. Therefore, it seems quite logical to argue in this way. Teacher's favorable attitude towards profession, working condition, authority and institution may be expected to result into greater effectiveness of teaching. This result of present study has resemblance with the result of the studied conducted by *Shah Beena* (1971) and *Saxena* (1993) where they found that job satisfaction and their teaching effectiveness are positive correlated with each other.

- **Comparison between the job satisfaction of male and female B.Ed. trained teachers working at primary level.** To study the job satisfaction of B.Ed. trained primary school teachers in relation to gender; the data was examined and analyzed. The hypothesis that was framed in this context was that there is no significant difference in job satisfaction of male and female teachers. To test this hypothesis t-test was applied. The difference of mean scores of male and female teachers on job satisfaction was computed and shown in **Table 4**.

**Table 4: Gender and Job satisfaction**

Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S<sub>Ed</sub></i>	" <i>t</i> "	Level of significance
Male teachers	75	22.20	7.85	1.16	3.59	Significant at .01 level
Female teachers	75	26.37	6.35			

**Table 4** shows that "*t*" ratio for the difference in the mean score of male and female teachers is significant at .01 level. It means that there is a significant difference in job satisfaction of male and female teachers. The mean value of the teacher's job satisfaction clearly indicates that female teachers are more satisfied towards their job in comparison with male teachers.

The Result obtained appears to be quite plausible. In India, women prefer to work as teachers at primary level. It is less tiring and can be conveniently carried on simultaneously along with various domestic responsibilities that they are expected to perform. Since this is the job that suits them most, most of them remain satisfied. On the other hand, male teachers give priority to other jobs, which bring them more power, prestige and money. Teaching job is said to be the last on their priority list. They go for teaching job only when nothing better is available. Obviously, they should not be expected to be very happy in the job, which is not of their choice. Hence, the significant difference in the levels of job satisfaction between male and female teachers have been observed.

- **Comparison between the teaching effectiveness of male and female B.Ed. trained teachers working at Primary level:** One of the objectives of the study was to study the teaching effectiveness of B.Ed. trained primary teachers in relation to gender. For the purpose, the "*t*" value was computed to see the significant difference in teaching effectiveness of male and female teachers. The obtained value of the mean *SD* and "*t*" value has been presented in the **Table 5**

**Table 5: Gender and Teaching Effectiveness**

Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>S<sub>Ed</sub></i>	" <i>t</i> "	Level of Significance
Male teachers	75	205.13	25.21	3.72	2.90	Significant at .01 level
Female teachers	75	215.92	20.11			

**Table 5** show that "*t*" ratio for the difference between the mean scores of male and female teachers is significant at .01 levels. It means that there is a significant difference in teaching effectiveness of male and female B.Ed. trained teachers. The mean value of the teaching effectiveness clearly indicates that female teachers have higher level of teaching effectiveness in comparison with male teachers.

The finding seems to be logical. It can be argued that being the artifact of Indian culture and social environment,

the teaching job suits the female teachers among various jobs. Hence, the female teachers perhaps have greater teaching effectiveness. For this reason, they have move positive attitude towards the teaching profession. In case of male teachers, the job of primary level teaching is perhaps the last choice. There are other jobs, which they like more. Hence, they are likely to have less favorable attitude towards teaching and hence have less teaching effectiveness in comparison with female teachers.

## CONCLUSION

In view of the above discussion, it can be concluded that most of the B.Ed. trained teachers working at primary level are average satisfied towards their job and average effective in teaching. It can also be concluded that job satisfaction generates substantial positive impact on teaching effectiveness of B.Ed. trained teachers and higher level of job satisfaction leads to maximum teaching effectiveness among the teachers. There also exists a positive correlation between job satisfaction and teaching effectiveness. Effective teaching requires feeling of satisfaction. On the other hand, feeling of dissatisfaction affects the efficiency of one's work performance.

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