



COMPARISON OF JOB SATISFACTION WITH RESPECT TO DEMOGRAPHIC VARIABLES AMONG PRIMARY SCHOOL TEACHERS

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ABSTRACT

Satisfaction in job leads an individual towards healthy balanced mental state and active performance in life. Job satisfaction is influenced by attitude towards values and thus value orientation in education becomes a valuable programme for the betterment of individual and nation. The social progresses for the national development depends to a great extent on the values being imbibed by the citizens and their reflection in various levels of performance of the employees, teachers, workers or politicians. The study revealed that there is a significant difference in job satisfaction of male and female primary school teachers, but there is no significant difference among urban/rural teachers as well as graduate / post-graduate teachers.

KEYWORDS: job satisfaction, teachers, gender, locality, qualification

INTRODUCTION

Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

For many of us, the idea of having a job that is truly satisfying – the kind where work doesn't feel like work anymore – is pure fantasy. Sure, professional athletes, ski patrollers, and golf pros may have found a way of doing what they love and getting paid for it. But is there actually anyone out there who dreams of sitting at a desk and processing paper, or watching products fly by them on conveyor belts, or working to solve other people's problems?

Career dreams are one thing; practical reality is often another. When they happily coincide, seize the opportunity and enjoy it! Luckily, when they do not, it's good to know that it *is possible* to get job satisfaction from a practical choice of career. Job satisfaction doesn't have to mean pursuing the ultra-glamorous or making money from your hobby. You can *work at* job satisfaction, and find it in the most unexpected places...

The heart of job satisfaction is in your attitude and expectations; it's more about how you approach your job than the actual duties you perform. Whether you work on the farm, a production line, in the corner office or on the basketball court, the secret is to understand the key ingredients of *your unique recipe* for job satisfaction.

At its most general level of conceptualization, job satisfaction is simply how content an individual is with his or her job. At the more



specific levels of conceptualization used by academic researchers and human resources professionals, job satisfaction has varying definitions. Affective job satisfaction is usually defined as a uni-dimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces.

Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. As such, cognitive job satisfaction can be uni-dimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

Blum (1956) considered job satisfaction as a result of many attitudes possessed by a worker in different areas. In narrow sense their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness, employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relation on the job, prompt settlement of grievances, social relations on the job, fair treatment by employees and other similar items.

According to Adams, (1965) job satisfaction is a function of how fairly an individual is treated at work-satisfaction result from one's perception that work outcomes, relative to input compared to their output (rewards) are equivalent to the rations of other employees.

Russel (1975) observes job satisfaction as a function of the importance attaché by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations.

REVIEW : AN OVERVIEW

Singh (1988), Atreya, Jaishanker Reddy (1989), Subramanyam (1990), Naik (1990), Rawat (1992), Ray (1992) studied the job satisfaction of teachers in relation to some selected variables. Findings revealed that professionally satisfied teachers had a favourable attitude towards pupils.

Sharma (2005), Panda (2005), Usmani (2006), Rathod Verma (2006), Yarriswamy (2007), Chamundeswari and Vasanthi (2009), Jasmine Maris Sylvester (2010), Vandana and Harpreet Kaur (2011), Bhayana (2012) conducted studies on job satisfaction of college teachers. The findings reported a significant difference in job satisfaction between male and female teachers indicating that female teachers more satisfied than their male counterparts.

Statement of the Problem

The problem of the study may be stated as ***Comparison of Job Satisfaction with respect to Demographic Variables among Primary School Teachers.***

Variables

The present study is designed with the following independent and demographic variables :

Independent Variable :

- i. Job Satisfaction

Demographic Variables

- i. Gender – Male / Female
- ii. Locality – Rural / Urban
- iii. Qualification – Graduate / Post-graduate

Objectives

The objectives of the study are stated as follows :

1. To study the difference between male and female primary school teachers with regard to the job satisfaction.
2. To study the difference between rural and urban primary school teachers with regard to the job satisfaction.
3. To study the difference between graduate and post-graduate primary school teachers with regard to the job satisfaction.

Hypotheses

The following research hypotheses for the present study were formulated :

1. There is a significant difference between male and female primary school teachers with regard to the job satisfaction.
2. There is a significant difference between rural and urban primary school teachers with regard to the job satisfaction.
3. There is a significant difference between graduate and post-graduate primary school teachers with regard to the job satisfaction.

Method

The present study is a descriptive research which deals with the relationship between the variables, the testing the hypotheses, and the development of generalizations, principles or theories that have universal validity. Descriptive research has been divided into several types, however, they are all attempting to find generalizable attitudes, and they all deal with present conditions.

Sample

Primary school teachers of Bijapur district is taken as a unit for the present study. All the teachers working in primary schools constitute the population. From this population, only 1200 teachers were selected using random sampling technique.

Tool Used

The investigator constructed tool for the collection of data : one to assess the job satisfaction of primary school teachers. The tool – scale of job satisfaction was constructed and validated by the investigator with the help of the supervising teacher. The validity established by evaluating the relevance of the test items. The reliability co-efficient obtained was 0.86

Collection of Data

Data relating to job satisfaction of primary school teachers were obtained by administering tool to the 1200 primary school teachers. The data were collected by administering the tool personally to the selected sample during July/August 2018. The investigator personally gave the instructions to the teachers regarding the use of the tool. Wherever there was need the investigator clarified the doubts or the confusions raised by the teachers and assured them that the data were used only for research purpose.

Statistical Technique

't' test was used to find out the whether differences in the demographic variable, namely, gender, locality of the school, qualification, would exist in the attitude towards values among primary school teachers.

Results

i. Comparison of Job Satisfaction based on Gender

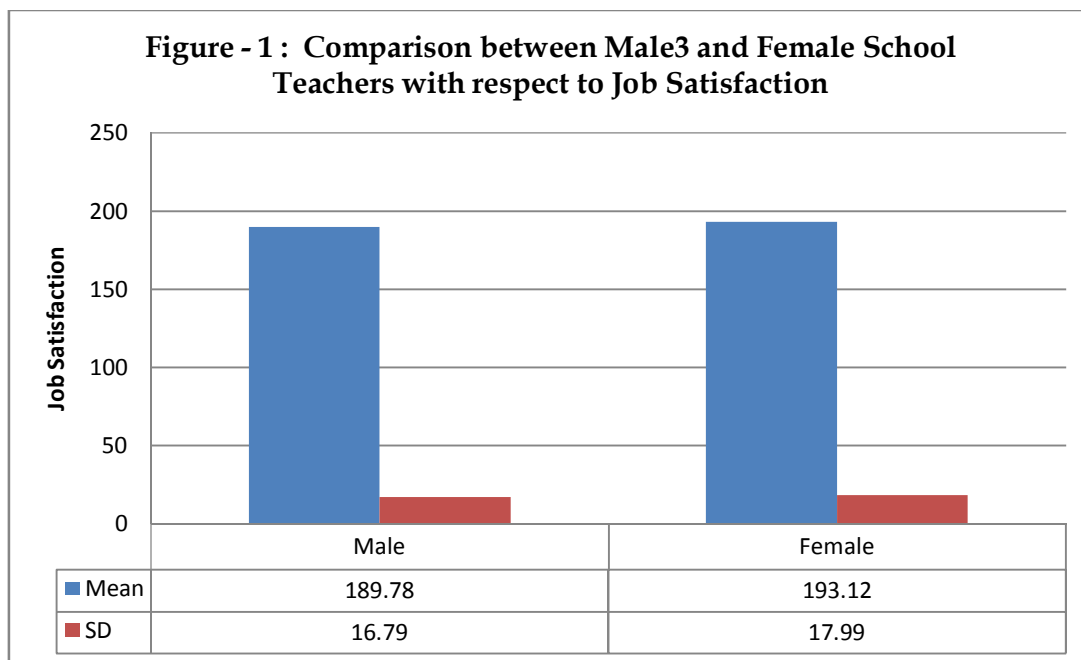
The following table furnishes the data and results of the job satisfaction of male and female primary school teachers.

Table – 1 : Comparison between Male and Female Primary School Teachers with respect to Job Satisfaction

Group	Mean	SD	't' Value	'p' Value	Significance
Male	189.78	16.79	2.2282	< 0.05	Yes
Female	193.12	17.99			

NS – Not Significant

The obtained 't' value 2.2282 with respect to job satisfaction of male and female primary school teachers is greater than the tabled 't' value (1.96) at 0.05 level. It is, therefore, concluded that the two groups differ significantly in respect of the variable under consideration. Thus, the hypothesis that male and female primary school teachers differ significantly in respect of their job satisfaction is accepted. Further, it is noticed that the mean scores of job satisfaction of female teachers is greater than that of male teachers.



The figure reveals that the mean score of job satisfaction for male teachers is 189.78 with SD 16.79. The mean score of female teachers is 193.12 with SD 17.99. Hence, it is concluded that the primary school female teachers is greater job satisfaction when compared to male teachers.

ii. Comparison of Job Satisfaction based on Locale of the Institution

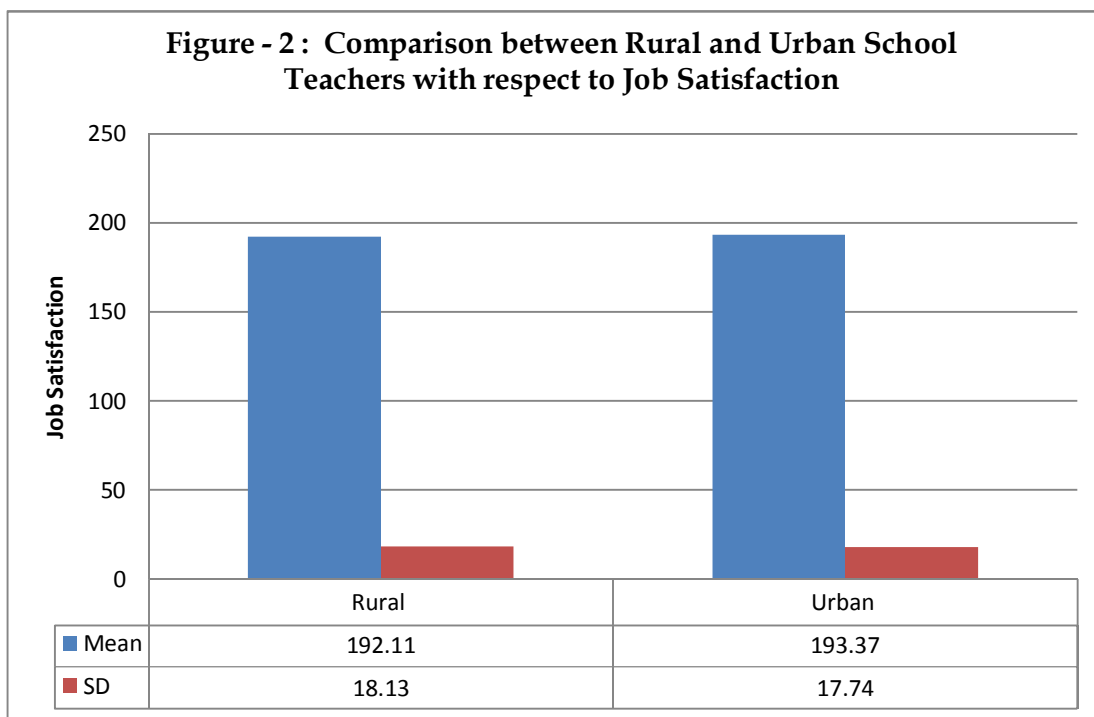
The following table furnishes the data and results of the job satisfaction of rural and urban school teachers.

Table – 2 : Comparison between Rural and Urban Primary School Teachers with respect to Job Satisfaction

Group	Mean	SD	't' Value	'p' Value	Significance
Rural	192.11	18.13	0.9879	> 0.05	NS
Urban	193.37	17.74			

NS – Not Significant

The obtained 't' value 0.9879 with respect to job satisfaction of rural and urban school teachers is lesser than the tabled 't' value (1.96) at 0.05 level. It is, therefore, the two groups do not differ significantly in respect of the variable under consideration. Thus, the hypothesis that rural and urban school teachers differ significantly in respect of their job satisfaction is rejected. Further, it is noticed that the mean scores of job satisfaction of urban school teachers is greater than that of rural school teachers.



The figure reveals that the mean score of job satisfaction obtained for rural school teachers is 192.11 with SD is 18.13. The mean score obtained for urban school teachers is 193.37 with SD is 17.74. Hence, it is concluded that the urban school teachers are greater job satisfaction when compared to rural teachers.

iii. Comparison of Job Satisfaction based on Qualifications

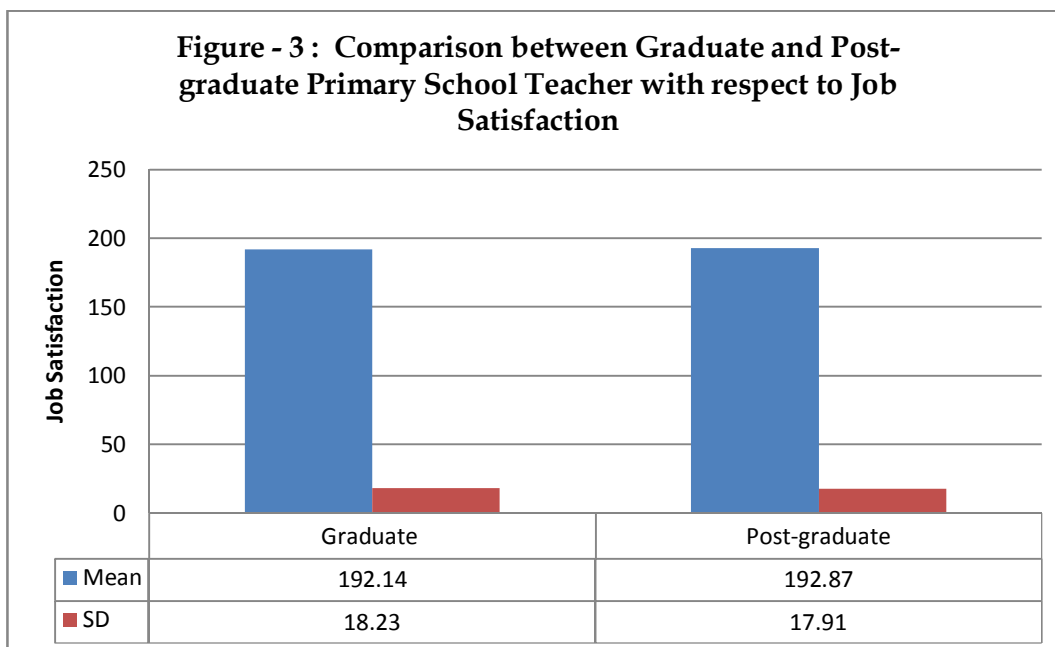
The following table furnishes the data and results of the job satisfaction of graduate and post-graduate primary school teachers.

Table – 3 : Comparison between Graduate and Post-graduate Primary School Teachers with respect to Job Satisfaction

Group	Mean	SD	't' Value	'p' Value	Significance
Graduate	192.14	18.23	0.1216	> 0.05	NS
Post-graduate	192.87	17.91			

NS – Not Significant

The obtained 't' value 0.1216 with respect to job satisfaction of graduate and post-graduate primary school teachers is lesser than the tabled 't' value (1.96) at 0.05 level. It is, therefore, concluded that the two groups do not differ significantly in respect of the variable under consideration. Thus, the hypothesis that graduate and post-graduate primary school teachers differ significantly in respect of their job satisfaction is rejected. Further, it is noticed that the mean scores of job satisfaction of post-graduate teachers is greater than that of graduate teachers.



The figure reveals that the mean score of job satisfaction obtained for graduate teachers is 192.14 with SD is 18.23. The mean score obtained for post-graduate teachers is 192.87 with SD is 17.91. Hence, it is concluded that the primary school post-graduate teachers are greater job satisfaction when compared to graduate teachers.

CONCLUSION

Based on the findings an overall conclusions can be drawn as follows :

1. There is a significant difference in job satisfaction among primary school teachers based on gender
2. There is no significant difference in job satisfaction among primary school teachers based on locale of the institution.
3. There is no significant difference in job satisfaction among primary school teachers based on qualification.

EDUCATIONAL IMPLICATIONS

Job satisfaction to a great extent depends up on values followed by the employees as is revealed by the present study. It can therefore be taken for granted where there is a positive attitude towards values of life, job satisfaction will follow suit. Satisfaction in job leads an individual towards healthy balanced mental state and active performance in life. Job satisfaction is influenced by attitude towards values and thus value orientation in education becomes a valuable programme for the betterment of individual and nation.

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