

A MINOR RESEARCH PROJECT ON

**“JOB ENVIRONMENT AND JOB SATISFACTION AMONG
THE TEACHERS OF UNAIDED PRIMARY SCHOOLS – A STUDY IN
MANGALORE TALUK OF DAKSHINA KANNADA DISTRICT.”**



SUBMITTED TO

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OBJECTIVES OF THE STUDY

Job Environment and job satisfaction is a common concept widely used in various social researches. But this topic concerned with teachers of unaided primary schools is unexplored. No study has been done so far on this topic. It is with a view to making an in-depth study of job environment and job satisfaction among the teachers of unaided primary schools this study has been undertaken. Among other things, the specific objectives of this study are :

- (1) To present the socio-economic-demographic and psychographic status of unaided primary school teachers.
- (2) To project the views and perceptions of teachers towards their job and job environment.
- (3) To identify the perceived job satisfiers and dissatisfiers of unaided primary school teachers.
- (4) To highlight the determinants of job satisfaction and the relative strength of each job factor in facilitating or inhibiting job satisfaction.

FINDINGS OF THE STUDY

A teacher is a key person in imparting education to the student community. It is realized everywhere that there is no dearth of teachers but it is extremely difficult to attract, develop and retain committed teachers. A teacher can effectively deliver goods only when he/she keeps his/her body, mind and soul in one place. This implies that an effective teacher should always love his profession, subjects of teaching and his/her students with a sense of purpose, pride and direction.

It is well recognized in the field of education that real teacher derives job satisfaction purely out of his performance and the system that facilitates his perform once. In an education system a teacher plays the role of a 'transformational leader' in the sense, a given quality of inputs (students) entering the learning system in schools will have to be properly guided and adequately transformed into good citizens of the country.

Every job contains both satisfying and dissatisfying elements. Teaching is not an exception to this. The basic question is not as to 'what' and 'why' of job satisfaction or job dissatisfaction. But, the issue is how the teachers are deriving satisfaction out of their job and job environment. Further, it would lead to the discovery of personal and environmental factors that facilitate superior performance of the teachers resulting in high job satisfaction (job satisfiers) and those variables hindering improved teaching performance and causing low or negative job satisfaction (job dissatisfiers). Effective teaching can be done only after meticulous planning, not only by the teacher but also by the top level management. Ad-hoc arrangements in assigning subjects to teachers, non-availability of teaching aids, ill planned classrooms, and poorly motivated students may adversely affect the quality and efficiency of teaching in spite of the sincere efforts put in by the teacher. Strictly speaking, performance failure in the field of teaching may be due to various types of drawbacks such as teachers' failure to acquire up-to-date knowledge and superior skills of teaching ; his failure to adopt positive attitudes and result-oriented values ; students' failure to benefit by the teacher's efforts due to lack of entry level monitoring ; lack of motivation and purposeful, meaningful and need-based learning process ; management failure due to the absence of long term institutional planning in respect of the mission, vision and values of imparting education and also the failure to examine and reexamine operational efficiency of systems, procedures and support facilities required, to promote a total quality education ; the government failure to form a well-thought out, stream lined national educational policy and provide well planned infrastructural support to enhance quality education at the macro level ; and the failure of the 'user systems' (employers and the society at large) to suitably interact with the educational institutions in the country.

Thus, in the fitness of things teaching performance of the teachers in the unaided primary schools can become purposeful and effective only through mutual thought out cooperation, co-ordination, collaboration, commitment and communication among various parties connected with the systems, namely : teachers, parents, management, government and students. If this happens, then, the teaching job and job environment would facilitate superior teaching performance which will in turn, resulting in high job satisfaction will further promote co-operation among those parties. In this sense, job satisfaction of the teachers can become both a cause and effect.

SUMMARY OF THE STUDY:

In the light of above background, this study entitled “Job Environment and Job Satisfaction among the teachers of Unaided Primary Schools – A Study in Mangalore Taluk of Dakshina Kannada District” was undertaken. The entire study focused on : eliciting and projecting the views and perceptions of Unaided Primary School Teachers towards their job and job environment, careful identification of their perceived job satisfiers and dissatisfiers and also on discovering and validating the relationship between job satisfaction and the teachers’ personal and environmental factors. At the end, the study intended to offer major, implementable action programme to enhance the job satisfaction of Unaided primary School Teachers.

For the purpose of this study relevant primary data and information were collected through a sample survey with the help of a comprehensive questionnaire covering 200 teachers randomly selected from the unaided primary schools of Mangalore Taluk. The data and information collected from the survey are suitably analysed, interpreted and presented in this minor research project. Both general and specific inferences were drawn. It is to be noted that the relevant statistical tools and techniques such as Chi – Square Test, correlation coefficient, ANOVA procedures, standard deviations are used to validate the findings of the study.

In this study an attempt has been made to present the socio-economic-demographic and psychographic characteristics of the respondents. The most prominent characteristics considered for developing this chapter included : gender, age, educational qualifications, occupational status, marital status, gross monthly salary, nature of school, religion, caste, family status, upbringing status, dwelling status, health status, relation with family members, difficulty in balancing work and family issues, number of years of teaching experience, maximum number of students in the class and workload per week.

The overall profile of the respondents of the teachers could be summed up as follows :

98% of the teachers are female. 58.5% are married and 68% of the teachers are in the age group of 20 to 34 years. 62% of the teachers stated that they are having satisfactory health. 52.5% of the teachers drawing a monthly salary up to Rs. 5000. Majority of the teachers have nuclear families with urban background. Nearly 76% of the teachers have Degree with D.Ed. or B.Ed. and higher qualification. 81.5% of the teachers have their own house. A substantial number of teachers have the status of Trained Assistant Teachers. When we consider the nature of schools a majority of them belongs to the category of 'Unaided Private Schools' and 74% of the teachers working in these schools belongs to Hindu Religion. 71.5% of the teachers working in the unaided primary schools have an experience of 0 to 10 years.

In this minor research project work an attempt has also been made to project the views and perceptions of unaided primary school teachers with regard to the job environment. The most important factors considered for developing this study included reasons to join this profession, workload per week, maximum number of students in the class, difficulty in balancing work and family issues.

The respondents have given three prominent reasons that prompted them to join the teaching profession. In the order of importance these reasons are – happy company of children, teaching is enjoyable and service to the society. The unaided primary school teachers are burdened with heavy work load. 65.5% of the teachers engage nearly 30 to 40 periods per week. Even the students strength in the classroom is very high in the Private Unaided Schools. 81% of the teachers are of the opinion that the maximum number of students in the unaided primary schools range in between 35 to 79 which is against the average pupil teacher ratio of 30:1. In response to difficulty in balancing work and family issues 59.5% of the respondents expressed that they face such difficulties occasionally.

Further, an attempt has been made to identify the overall feelings about the job environment and identify the major personal and environmental factors determining job satisfaction of Unaided Primary Schools. It also measures and evaluates the relative strength of these factors either in facilitating or inhibiting job satisfaction. The hypotheses generated in this study were also tested and results of the study are analysed, interpreted and presented with the help of relevant statistical tools and techniques. The percentage of highly satisfied teachers are 41% and moderately satisfied were 35.7% who belongs to the age group of 20 to 24 years. The percentage of highly satisfied were

51.2% who belongs to age group of 25 to 29 years. There is much difference in respect of percentage of job satisfaction at different age groups. The Chi Square Test reveals that there is no association between job satisfaction and age group. Hence the hypothesis “Age of the Teachers and their Job Satisfaction are positively associated” may be rejected in the case of Unaided Primary School Teachers.

Among the married teachers 18.8% are highly satisfied and 54.7% are moderately satisfied. Among the Unmarried Teachers 39.5% are highly satisfied and 39.5% are moderately satisfied. The percentage of high satisfaction is more among the unmarried teachers. At first sight it looks as though job satisfaction depended upon the marital status. However, the Chi Square Test rejected such a possibility. Hence, the hypothesis “The married teachers tend to be more satisfied with their job than the unmarried ones” has been rejected.

82.1% of the teachers drawing a monthly salary of Rs. 5000 and above the satisfaction level ranges from moderate to high. However, the monthly salary of respondents below Rs. 5000 per month showed a mixed trend. From this it could be inferred that there is a significant relationship between monthly salary of the teachers and their job satisfaction. But ANOVA procedure and Robust Test of Equality of means rejects the hypotheses “Salary of the Teachers and their Job Satisfaction are positively associated”.

Considering the upbringing status among the respondents of urban background 30% are highly satisfied and 48% are moderately satisfied. The respondents of rural background 24% are highly satisfied and 50% are moderately satisfied. However, the Chi Square Test confirmed that there is no significant relationship between the upbringing status of the teachers and their job satisfaction. Hence, the hypothesis – “There exists a significant association between upbringing status of teachers and their job satisfaction” has been rejected.

Among the respondents possessing own house 47.8% are moderately satisfied and 31.4% are highly satisfied. Whereas among the respondents possessing rented house 54% are moderately satisfied and 30% are highly satisfied. The job satisfaction of unaided primary school teachers significantly depend on the dwelling status. This was supported by Chi Square Test. Thus, the hypothesis – “Dwelling Status of the Teachers and their Job Satisfaction are closely related” has been accepted.

The level of job satisfaction varies among the teachers with different qualifications. ANOVA procedure and Tamhane Test proves that the teachers having P.U.C. with D.Ed. and Degree with D.Ed. are more satisfied when compared with teachers having higher qualification. Hence, the hypothesis – “Educational level and job satisfaction of the teachers are closely related” has been accepted.

The level of job satisfaction differs among the teachers with different tenure of service. To test the association between the number of years of teaching experience and the job satisfaction the correlation was carried out. The correlation rejects the relationship between the two variables. Hence, the hypothesis “Teachers with longer tenure of service tend to be more satisfied than the teachers with shorter period of service” may be rejected.

From the above analysis we can conclude that there exists a significant relationship between educational level, religion and dwelling status of teachers and their job satisfaction. However, certain factors such as : age, salary, marital status, upbringing status, work load, teaching experience do not influence the job satisfaction of teachers.

MAJOR FINDINGS :

1. When overall job satisfaction of teachers are considered 27% of the teachers are highly satisfied, 49% are moderately satisfied and 24% are poorly satisfied.
2. Educational Level of Teachers are closely related to Job Satisfaction of Teachers. In this study the teachers having P.U.C. with D.Ed. qualification have higher level of job satisfaction when compared with the teachers having higher qualifications. It can be inferred from the above that the requisite qualification to become the Primary School Teachers is P.U.C. with D.Ed. The teachers having P.U.C. with D.Ed. qualification do not hope to go for higher level of teaching. In case of Teachers with higher qualification they feel that they are compelled to work in the primary schools though they have the required qualification to teach in high schools or colleges. This leads to lower level of Job Satisfaction among the teachers having higher qualification. The association between Educational Level of Teachers and their job satisfaction is also confirmed by ANOVA procedure.

3. This study also discloses that the age of the teachers and their job satisfaction are associated. But the association has low significance level. The teachers particularly belonging to the age group of 20 to 24 years exhibit a high level of job satisfaction when compared to the teachers belonging to other age groups. It can be inferred that the teachers at the young age are more enthusiastic, have less family burden have more freedom in the job, have financial independence etc. Hence, the job satisfaction level of teachers is high at the young age. The association between the age of the teachers and job satisfaction level is also confirmed by the Chi Square Test.
4. It is evident from the study that Religion of the teachers and Job Satisfaction are closely associated. This has been confirmed by the ANOVA procedure and Tamhane Test. It can be inferred that the Muslim lady teachers working in various schools have little freedom in their social life. So, becoming school teachers gives an opportunity to Muslim lady teachers to mingle with students, fellow teachers and parents. Hence, the level of job satisfaction is high and they are happy.
5. This study also reveals that there is close association between job satisfaction of the teachers and their dwelling status. This has been confirmed by the Chi Square Test. It can be inferred that the possession of own house by the teachers gives them a sort of economic security for future life, an investment of their savings and gives them a feeling of settlement in life. Therefore, dwelling status of teachers by possessing their own house gives them maximum satisfaction in their profession.
6. From this study it can also be inferred that there is no association between job satisfaction and salary, marital status, upbringing status, health, caste, number of years of Teaching experience, workload etc.
7. Majority of the teachers in the unaided primary schools are paid a very low salary and heavy workload when compared to their counter parts in the aided and Government Primary Schools. Hence, these teachers are exploited a lot by the management.

8. It is found that the school Management is not maintaining Teacher Student Ratio in many of the Unaided Primary Schools. The teachers are required to handle even 75 students in a classroom.
9. Majority of the teachers in the Unaided Primary Schools are female. Number of male teachers entering the field of Primary education is very less.

CONCLUSION:

The wealth of a nation depends on its people, management and government, more than on its natural resources. Educational institutions are considered to be the 'temples of learning' and teachers are to be regarded as the priests fulfilling the expectations of the devotees – students. This can happen only when the educational institutions are have a long term mission, vision and values of imparting quality education. The system also needs competent and committed faculty and responsible and goal-oriented student community. The teachers occupy the central and decisive position in the system of imparting education. The teacher's superior performance depends upon his capabilities, positive attitudes and result oriented values and suitable opportunities. Good performance would lead to higher job satisfaction and in turn, higher job satisfaction would motivate and enable the teacher to make meaningful efforts to improve his future performance. This study proves beyond doubt that job satisfaction will not just occur as a matter of fact but all the parties connected with education system should make it happen. Further, job satisfaction is purely a personal experience of the teacher which is influenced by his perception. As a human being his job and job environment shape his perception. Hence, the job satisfaction as perceived by the teacher concerned is relevant rather than the job satisfaction of the teacher as stated by others.

As a matter of fact, a teacher is concerned with not only the quality of his working life but also with the quality of his life. Further, the total satisfaction of a teacher includes both job satisfaction and life satisfaction. In fact, good teacher performance leads to satisfaction and satisfaction results in "happiness". The happiness is of two types – process happiness and destination happiness. Destination happiness is only a "moment of truth" when a teacher sees his students occupying important positions in various capacities later on. This is the net outcome of producing a better educated student. However, a real intrinsic satisfaction will be arising out of the "process" of shaping a better educated student. Hence, basically a teacher derives process satisfaction much more than the destination satisfaction.

The Job Satisfaction is the net result of a coordinated and positive thinking, feeling and acting. The teaching job and job environment must be capable of creating and sustaining meaningful and relevant satisfying experience for the teachers. To sum up, it must be stressed that the levels of job satisfaction of the teachers must be continuously monitored and deliberate attempts must be made to enhance it through a provision of performance oriented culture and environment.
