

# A COMPARATIVE STUDY OF JOB SATISFACTION AMONG ELEMENTARY EDUCATION TEACHERS OF HIGH SCHOOLS SITUATED IN RURAL AND URBAN AREA OF SIRSA DISTT

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## **ABSTRACT**

In the materialistic life, occupation is a necessary element to earn livelihood for the family. Private or government Jobs do the same for the unemployed person. A certain kind of stress is also related with a certain job. A number of people are doing jobs in rural and urban areas and kind and level of stress may vary on the basis of gender and locale. In democratic country like India right for education the universal has been widely recognized by the world. For the purpose of study, a job satisfaction has been used to identify the sources of job satisfaction and to construct the theoretical methods to explain job satisfaction by identifying the basis elements or factors by using factors analysis techniques. Job Satisfaction has been measured on various parameters viz. intrinsic interest, variety, opportunity for learning difficulty, Including amount, fairness of equity, method of payment, pension, annual leave, paid vocation, hours of work, rest pauses, location etc.

**Key words:** Stress, locale, job satisfaction, paid vocation

## **Introduction**

Search for a job especially in the modern world non largely for its materialism and even different compulsion and complexities is a demand primarily to earn a living. It is the job which proved largely to be a source of happiness and settlement without thing what it beings in a higher plan. Social life is conditional by jobs. Comparison and contracts play significant role in deciding. Attitude which are sometimes sacrificial at the altar of the forces or constraints all desire to find and create a hardly some succeed and to most.

In the part centuries social structure was rigid. The society was divided in to various castes, subjects. People attributed the cast by birth. Similarly there was a rigid classification existed in the matter of religious communities. During the present century with the passage of time and owing to various factors like explosion of population. Social conflicts, social expressions, modernization efforts, scientific and technological advancements, new innovations, changing social, political, economics, philosophy, concept of religion, legislative policies cultural diffusion the society have undergone changes.

In view of social changes efforts have been made after independence . in the preamble of the constitution certain values, democratic ideologies, unity in diversity, live and let live, respect for individual. Social justice, fraternity equality of opportunity with no differentiation in terms of religion, region, language, cast color and creed have embedded. In the framework of these recommended values our educational systems have been modified time to time.

### **Education - As an Instrument of Social Change**

“The end of all education, all training should be man-making. Education is not the amount of information that is put into your brain and runs riot there, undigested all your life building, man-making, character-making, assimilation of ideas”- *Swami Vivekananda*.

Swami Vivekananda is an important role to the teacher. He says “My idea of education is personal contact with the teacher ‘*Gurugrihavas*’ without the personal life of a teacher there would be no education. It is the personality of man that really impress us and not merely his words. Words, even thoughts contribute only one-third of the influence in making an impression, the man two-thirds. What you call the personal magnetism of the man-that is what goes out and impress you”. “It is the real man, the personality of the man that runs through us”

Luce program in the article “The Good Teacher” states that the teacher functions as a manager, model, mentor, counselor, informant, facilitator, social worker and friend. **Gemtt Ann Schultz** says that a teacher is a “Mother Part-Time”. Thus one can say that been in the teaching task efficiently one would have to be inculcate in one self a multifaceted personality to perform the many different roles as stated above sadly though in to-days times, the nobility of the teaching profession is hardly realized. Most of the students who opt for teachers training courses do so as a “last resort”. This definitely affects the morale, and enthusiasm of these young teachers is to help to boost the morale and zest of these teacher trainees. This definitely has to be a gradual process and cannot be a crash course or a refresher course. The best way to do this would be to include yoga and meditation or even inclusion of team These activities would help to train the students and youth to instill in them many attributes such as leadership, cooperation, concentration, patience and emotional intelligence. Kothari commission (1964-66) said the education is an instrument for national development: it encompasses all aspects of national, social, cultural, economic, scientific, technological and industrial fields. To evolve an educational system which suit to the nation according to Kothari commission the education should be related to productivity.

### **Role of Teacher**

The most powerful ingredient in the education process is teacher. The importance in the school system cannot be denied. For ensuring quality education in the schools teachers to should process competence in the updated knowledge in the content and pedagogy and modern communication technology with a desired aptitude

for teaching. Teacher helps the human/students behaviors in refining, reshaping remodeling and developing in cognitive, effective and psychomotor behaviors.

**Who is Teacher:**

**T-Trained**

**E-Educated**

**A-Advance Learner, Active**

**C-Creative, Cooperative**

**H-Honest, Healthy, Hard Worker**

**R-Researcher**

The Education commission (1964-66) also gave a respectable status to teachers when it observed. "Of all the different factors which influence the quality of education and its contribution to 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 then with the possible professional preparation and creation satisfactory conditions of work in which they can be fully effective. Ring Ness concluded that teachers satisfaction with his job is pre-requisite and professional qualifications of his office high academic and professional qualification of the teachers no doubt can the standard of education as well as of nation but sound academic career and professional training will do much than good because they will neither work whole heartedly her will try to contribute is satisfied to education.

Unless a teacher is satisfied, he cannot be able to develop desirable attitude, values work hard and adequate personal adjustment in his pupils.

***Concept of Job Satisfaction***

The term job satisfaction has been used in a variety of way. In the job satisfaction the researchers try to identify the sources of job satisfaction i.e. what elements in the job and elements in the environment contribute to satisfaction and second to construct the theoretical methods to explain job satisfaction by identifying the basis elements or factors by using factors analysis techniques.

It is commonly believed that job satisfaction result from the interaction between job incumbents and their job environment. The interaction between the two determines not only workers feeling about their job influence their job behaviors. The job satisfaction and the job attitudes are often used interchangeably. Both are affective reactions of the incumbent towards the jobs or work situations they are presently engaged in at a given time.

Since a job satisfaction is not an entity or a physical thing. But a complex interrelationship of likes, roles responsibilities interaction, incentives and reward job satisfaction has to be intimately related to all of them. Thus some important job satisfaction -

**Work** - Including intrinsic interest, variety, opportunity for learning difficulty, chances of success etc.

**Pay** - Including amount, fairness of equity, method of payment etc.

**Promotion** - Including opportunities and basis for growth in the job.

**Recognition** - Including praise for accomplishment credit for work done criticism etc.

**Benefits**: - Such as pension, annual leave, paid vacation etc.

**Working Conditions**: - Such as hours of work, rest pauses, location etc.

**Supervision** : - Including supervisory style and influence, human relation etc.

**Co-workers** : - Including concern for employees, human relation's etc.

## MATERIAL AND METHODS

### *Need of the Study*

In view of the advancements in technology social and political changes, economic reform privatization of education, teachers have to carry out multiples roles. For this they are required to undergo a higher professional training acquiring competence of teaching for which to seek admission in the colleges of education it is difficult. Moreover after completing the training to get employment is another great problem which every teacher has to face. Number of vacancies in government school for Elementary Education Teacher is little in comparison to other subject's teachers and available number of unemployed teachers, whereas in private schools employers exploit the Elementary education teachers. They are paid low salary and the service conditions are very unsatisfactory. The place of appointment is far away from the native place to which teacher belongs. The emotional adjustment of a Elementary education teacher in the teaching profession and the school environment is hardly observed. Thus unless Elementary education teachers are satisfied with their job the attainment of education goals is hardly possible.

The present investigation is made to use full insights concerning the satisfaction of incumbents in the teaching occupation which is generally considered to be at hierarchical level, but which paradoxically offers little satisfaction needs such as authority, social status, prestige, money etc. A large number of studies have been conducted relating to teachers jobs satisfaction covering a wide variety of variables. But little work has been done to study the job satisfaction among Elementary education teachers in relation to personality factors. Although some investigators have attempted to study the relationship between job satisfaction and psychological variables, which still are not clear as to what, are the characteristics of satisfied and dissatisfied teachers. Specially no study, to the best knowledge of the investigator has attempted to predict the job satisfaction among teacher working high schools. In view of the studies conducted related to teacher's job-satisfaction in the teaching profession it can be safely concluded that attempts have been made to compare the job-satisfaction among teachers working in schools situated in urban and rural area. Therefore, the investigator decided to take up the present study and hence the following in the attempted of the problem.

### *Statement of the Problem*

"A Comparative Study of Job Satisfaction Among Elementary Education Teachers of High Schools Situated in Rural and Urban Area of Sirsa District."

### ***Purpose of the Study***

Following purpose have been formulated carrying out the study to compare the job satisfaction among Elementary education teachers of high schools situated in rural and urban area of Sirsa Distt.

- 1- To measure the satisfaction level of the teachers towards their job.
- 2- To compare the job satisfaction among private and govt. schools Elementary Education Teachers working in High Schools situated in rural area.

### ***Delimitations of the Study***

Following was the delimitations in relations to present study.

- 1- The present study was delimited to the physical education teachers working in high schools.
- 2- This study was delimited to the Sirsa District.
- 3- The study was delimited to the job satisfaction among Elementary education teachers only.

### ***Hypothesis***

In order to fulfillment the objectives formulated following hypothesis have been formulated to conduct the present study.

- 1- There is no significant difference between job satisfaction scores of Elementary Education teacher working in high schools situated in urban and rural area.
- 2- There exists no significant difference between job satisfaction scores obtained in respect of govt. and private Elementary Education Teachers working in high schools situated in rural area.

### ***Definition and Explanation of Terms Used***

In the present study some of the terms used are defined as under: -

**Urban Area** - Area which is under the municipality is the urban area.

**Rural Area** - Area which is under the Gram Panchayat is rural area.

**Job Satisfaction** - Job satisfaction is a widely accepted psychological aspect of functioning in any profession.

### ***PROCEDURE AND DATA COLLECTION***

For any research study procedure and data collection has a unique importance. In order to bring light the findings and results in respects of the present study, the present chapter has been devoted to the same. A detail outline of the methodology, procedure and data collection has been described in the following sub headings:-

- (i) Selection of the sample
- (ii) Tool used
- (iii) Data collection

### ***Selection of the Sample***

This phase comprises two stages:-

- (i) Selection of schools
- (ii) Selection of Elementary education teachers.

In order to study the job-satisfaction among Elementary education teachers working in high schools situated in rural and urban area, a group of Elementary education teachers as a population for the sample were to be selected. For this purpose the investigator required the lists of high schools situated in Sirsa Distt.

*(i) Selection of Schools*

The Researcher produced the lists of the Govt. High Schools and privately managed high schools established in urban and rural areas of Sirsa Distt. The distt. Education officer after clarifying him the propose of the study. The lists comprised total number of 58 high schools functioning in Sirsa Distt.

In order to select the schools from urban and rural areas randomly all the schools were assigned 0 to 58 listing the random table, developed by rank. The random table contained initial number with five digits. Since the number of high schools in the Sirsa Distt was 58 therefore, only the first two digits of the RAND table were used to assign consecutive numbers 0 to 58 i.e. from 11339 to 84558 to the schools. Thus are only 58 schools were found to fear following consecutive numbers between 0 to 58 as shown in the table.

**Table 1**

11339	78305	9375	50312	12756	11327
96971	97881	81676	16302	89038	41243
07779	97286	79788	96357	62411	93563
32804	53610	92112	38529	45853	55618
14835	52965	87542	45939	19233	42541
15544	25336	87535	02300	19968	63797
92230	73078	95957	59750	477712	55122
03564	31797	34642	21285	95993	09001
84461	47772	71675	93703	72742	
91645	54153	50413	15576	56263	

This out of 58 high schools random numbers from 11339 to 09001 given from the RAND table has been presented in appendix-I from 58 random numbers beginning with 11 to 09 only first 24 schools bearing two digits number have formed the population sample of teachers working in Govt. and private high schools. Out of 58 selected high schools situated in rural and urban only first 24 schools were randomly selected in view of the hypotheses formulated the twenty four bearing the random number in the RAND table were as below in the Table: -

Sr.No.	Random	Name of Schools
1.	11	Bharat Sainik S.S. School, Sirsa
2	07	G.S.S. School, Bhavdin

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3	32	G.H. School, Panihari
4	14	G.H. School, Baruwali 1 <sup>st</sup>
5	15	G.S.S. School, Randhawa
6	53	G.S.S. School, Darbi
7	33	G.S.S. School, Bharokhan
8	52	G.S.S. School,
9	55	G.S.S. School, Nezaekalan
10	31	G.H. School Khaireka
11	47	G.H. School, Vaidwala
12	54	Satluj Pub School, Sirsa
13	34	D.A.V. S.S. School, Sirsa
14	50	G.R.G. S.S. School, Sirsa
15	55	Shah Satnam Ji Girls School, Sirsa
16	16	Sawan Public School, Sirsa
17	38	R.K. S.S. School, Sirsa
18	45	Snagam High School, Bharokha
19	02	Guru Nanak High School, Bhavdin
20	21	Friends High School, Sikenderput
21	15	Saraswati High School, Sirsa
22	12	Sant Javior High School, Sirsa
23	19	Baba Balaknath High School, Sirsa
24	45	Mother Teresa High School, Darbi

Thus out of 24 schools there were 14 private schools and 10 govt, schools which formed the sample, they were as under:- Assigned to the Govt, and Private Schools were given below:

11	54	34	50	16	38	45	02	21	15	12
19	45	55								

The numbers assigned to 10 Govt, schools were as under:-

07	32	14	15	53	33	52	55	31	47
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## (ii) Selection of Elementary Education Teachers

In order to select the sample of Elementary education teachers from high schools situated in rural and urban areas of the Sirsa Distt. A four stage stratified random sampling technique was adopted, while selecting the sample of teachers proper consideration was given to location of schools, type of the management running of the schools, gender to teachers teaching these schools. The schools selected were treated as the strata and the teachers selected to the present study. The sample of Elementary education teachers selected randomly from all private the govt, high schools situated in rural and urban area .

#### **Tool Used**

In order to collect the data pertaining to job-satisfaction for 50 Elementary education teachers selected from randomly selected 24 private and Govt. High Schools situated in rural and urban area a job satisfaction questionnaire constructed and standardized by Parmod and D.N. Mutha, Professor, Deptt. Of psychology, Sardar Patel University, Vallabh Vidyanagar was used by the investigator.

The questionnaire comprised in total in yes or no Job satisfaction questionnaire for teacher's (J.S.Q.) has a high reliability.97 by split-half method and high face validity. All these items are given a score of 1 for all the subject. The investigator selected the J.S.Q. for teachers

- a) Job Satisfaction Questionnaire (J.S.Q.) has a high reliability .97 and a high validity.
- b) It concentrates upon various aspect of Job Satisfaction among Elementary education teachers working in Govt, and Private Schools, satisfaction with salary, security etc.
- c) This questionnaire has been standardized on all India sample. It has been constructed by Parmod Kumar and R.N.Mutha.
- d) The scale is very easy to administer and to score.

#### **Data collection**

In order to called data pertaining to Job Satisfaction among samples 50 Elementary education teachers from 24 randomly selected schools situated questionnaire constructed and standardized by Parmod and D.N. Mutha, Professor, Deptt. Of psychology, Sardar Patel University, Vallabh Vidyanagar was used by the investigator.

The questionnaire comprised in total in yes or no Job satisfaction questionnaire for teacher's (J.S.Q.) has a high reliability.97 by split-half method and high face validity. All these items are given a score of 1 for all positive responses except for items no. 6 and 29 showing lowest Job Satisfaction for the subject. The investigator selected the J.S.Q. for teachers (Hindi Version) because of the following reasons:-

- a) Job Satisfaction Questionnaire (J.S.Q.) has a high reliability .97 and a high validity.
- b) It concentrates upon various aspect of Job Satisfaction among Elementary education teachers working in Govt, and Private Schools, satisfaction with salary, security etc.
- c) This questionnaire has been standardized on all India sample. It has been constructed by Parmod Kumar and R.N.Mutha.
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**Data collection**

In order to collect data pertaining to Job Satisfaction among samples 50 Elementary education teachers from 24 randomly selected schools situated

24.07.2018	G.H. school, vaidwala
25.07.2018	Satluj Pub School, Sirsa
25.07.2018	D.A.V. S.S. School, Sirsa
25.07.2018	G.R.G. S.S. School, Sirsa
25.07.2018	Shah Satnam Ji Girls School, Sirsa
26.07.2018	Sawan Public School, Sirsa
26.07.2018	R.K. S.S. School, Sirsa
26.07.2018	Snagam High School, Bharokha
26.07.2018	Guru Nanak High School, Bhavdin
27.07.2018	Friends High School, Sikenderput
27.07.2018	Saraswati High School, Sirsa
27.07.2018	Sant Javior High School, Sirsa
27.07.2018	Baba Balaknath High School, Sirsa
28.07.2018	Mother Teresa High School, Darbi

On the respective dates the investigator reached the respective schools and each of the Elementary education teacher belonging to the sample were distributed the copy of the Job Satisfaction Questionnaire prepared by Parmod Kumar and D.N. Mutha. They were explained purpose of the study and the instructions and procedure of responding the J.S. questionnaire.

**Hypothesis**

There is no significant difference between the job satisfaction scores of the elementary education teachers working in rural private and rural govt. high schools.

The present hypothesis formulates that there is no significant difference between the job satisfaction of Elementary education teachers working in rural govt, high schools and rural private high schools towards teaching

profession. To test the hypothesis the job satisfaction scores on job satisfaction questionnaire in respect of each teachers working in rural govt, and private high schools were obtained and mean scores as well as t- value and S.D. were calculated. The job satisfaction scores in respect of Elementary education teachers working in rural govt, high schools and rural private high schools .

The table reveals that means of Job Satisfaction score in respect of Elementary education teachers working in rural govt, and rural private schools are 22.34 and 20.63 respectively. The C.R. value obtained is 0.09 which is significant at 0.05 level of confidence. Thus the hypothesis is accepted. The S.D. value obtained in respect of rural govt, high schools is 141.03 and rural private 38.81. It may be inferred that difference between the job satisfaction among Elementary education teachers working in rural govt, high school and rural private schools is not significant. But the mean of the job satisfaction scores in respect of Elementary education teachers working in rural govt, high schools is 22.34 which are higher than those of Elementary education teachers working in rural private high schools. This indicates that Elementary education teachers working in rural govt. Schools are found to be more satisfied in respect of their profession than those working in rural private schools. This may be because of more satisfactory working condition like higher and fully pay job-security promotional benefits and less restrictions from the head of institution.

#### **Hypothesis - 2**

There is no significant difference between scores on Job Satisfaction in respect of Elementary education teachers in rural (Govt. & Private) and urban (Govt. and Private) schools. According to the present hypothesis there exist no significant difference between the job satisfaction among Elementary education teachers working in high schools and urban high schools towards teaching profession. To test this hypothesis the job satisfaction scores of job satisfaction questionnaire in respect of each Elementary education teachers working in rural and urban high schools were obtained mean scores were obtained.

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