

F.No.A16014/84/2010 Admn
National Commission for Protection of Child Rights,
5th Floor, Chanderlok Building,
36/Janpath, New Delhi-110 001.

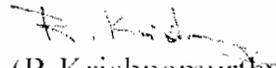
Dated : 10/03/2011

Mr. Vikash Kumar,
7/26 Roop Nagar back side,
Delhi-110 007.

Dear Mr. Vikash Kumar,

With reference to your request for internship as received vide e-mail dated 11/01/2011 alongwith the recommendation letter from the Director of your University, this is to inform that you have been selected for Internship in NCPCR for a period of 45 days with effect from 10/03/2011 to 25/04/2011 on the following terms and conditions:

- (i) Your work assignment will be decided after joining.
 - (ii) You would be required to maintain confidentiality of the assigned work and communicate your views/reports etc. to the Commission and not to any other authority including media. You will not take hospitality from any source that may run contrary to the mandate of the Commission and/ or the objective of their assignment.
 - (iii) You will submit a report about your Internship in the Commission along with a copy of your Project Report. You will receive an Internship Certificate on the completion of your internship and submission of the Project Report to the NCPCR Administration.
2. If the above conditions are acceptable to you, you may report to the undersigned for the internship in NCPCR on the stipulated date.
 3. This issues with the approval of Member Secretary, NCPCR.


(R.Krishnamurthy)
Assistant Director

JOB SATISFACTION AND ITS MAJOR DETERMINANTS
AMONGST PRIMARY SCHOOL TEACHERS OF DELHI

Vikash K
BY VIKASH KUMAR

MSW FIRST YEAR

DEPARTMENT OF SOCIAL WORK
INDIRA GANDHI NATIONAL OPEN UNIVERSITY

C O N T E N T S

CHAPTER

I

INTRODUCTION

**Genesis of the problem
Need and Importance of the study
Objectives
Hypothesis
Delimitations
References**

II

DESIGN OF THE STUDY

**Tool of the study
Sample of the study**

III

ANALYSIS AND INTERPRETATION OF DATA

IV

SUMMARY AND CONCLUSION

**Summary
Findings and Conclusions
Recommendations for further studies**

Appendix

**I Questionnaire – English
Questionnaire – Hindi
II Details of Data Analysis**

C H A P T E R - I

I N T R O D U C T I O N

“Teaching is the noblest of all professions and the sorriest trades”, said John Milton in an hour of intuition and how true it sounds even in the present times when phrases like, “Teacher is the builder of the nation” are ringing louder and louder. Whatever maybe the reasons for this it is undeniable that teachers are not getting a fair deal at the hands of the society. The immortal Henry Van Dyke has also beautifully pointed out, “what of teaching? Ah, there you have the worst paid and the best rewarded of all vocation. Dare not to enter it unless you love it. For the vast majority of man and women it has no promise of wealth or fame.....It is unknown teacher who guides the young. He lives in obscurity and contends with hardships. For him no trumpets blayer, no chariots wait, no golden decoration are decreed.”¹

Since time immortal the teacher had been creating the image of being highly respectable member of the society who sustains recreates the higher values that a society must cherish in order to remain in the Vanguard of progress.

His role has been oblogised in many ways. He has been called fortune maker of the country, and an instrument of ‘social image. The commonwealth report (1974) has emphasized the role of the teacher s follows.

The teacher has a major role in educational development whether he approach his work actively or passively. He can influence deployment adversely by opposing innovation or merely remaining mute in the phase of a growing need for reform. On he other hand he can participate actively as an initiator himself or as an interpreter of plan devised by others.

The country and the world are changing fast. Advances in the science and technology have speeded up the changes which in term influences the pattern of living. As a result of all this human needs are increasing and value patterns of society are changing. The teaching community has failed to keep pace with material change in the social set up as a result of which there is

growing discontentment among teachers. It has been increasingly felt that in the materialistic society like ours teacher will have to be conscious so as to get his due. There has been no paucity of the fund of the goodwill the teacher has accumulated. To what extent his goodwill is sufficient to meet the needs of and aspirations of a teacher living in the present day society is a moot point.

How long teacher can fade empty slogans? Frequent strikes Dhara and demonstrations by teachers are clear indicators of their dissatisfaction such acts of teachers are being termed as unethical and teacher is being blames for the state of turmoil in all walk of human life. He is being reminded of the role he as a teacher played in the past. There is much hue and cry about the following standards of education at all levels. But no sincere and serious effort is being made to study the real problem into the right prospective. The discussion is more about the consequences of the poor educational set up of the country and this is all being done without having a look in to the causes eating in to the vitals of the whole system of education.

Through the various studies and the researches it has been established that teacher plays central role in the process of the education. Education commission (1964-66) in India has emphasized the importance of the role of the teacher in the following words:

“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 professions, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can fully effective”.

The day to day experience are that it is the whole man behind the educational process his attitude to work, his feelings and frustrations, his

socio-economic position, his readiness to join and continue in the teaching profession that are the essential factor for the growth of education. It has been widely recognized that teacher's relations with the learner directly or indirectly affect the process of learning in favorable or adverse way. That the teachers are entrusted with the most important job of building and according to their capabilities Improving the social structure can hardly be denied. Children remain under their care in the most impressionable years of their lives. This is more so in the case of primary education when children are the most receptive. Their teacher acts as a model for them. Teachers' mental make up, attitude, his philosophy is important influencing factors. And the teachers, at least those who have a personality, leave an imprint on the minds of the young students. In the words of crow and crow4," children tend to imitate and attitude of their elders.....they (attitudes) affects all human values and are effective in the realization of successful accomplishment of desired goals."

Having been placed in such a pivotal position in the whole scheme of education it is to be ascertained as to what extent a teacher can play his role effectively? His satisfaction with his job is a necessary precondition. Only then he will be able to put his soul in his job of guiding the 'future of nation.' If a teacher is dissatisfied with his job then the results are bound to lead to serious consequences. Apart from its pernicious affects on the personality of teachers themselves, the possible affects are undoubtedly disastrous. There is every fear of that dissatisfaction, disillusionment, inferiority and maladjustment being transmitted to the children who are under their control and guidance. This being the case the society must see to it that teachers themselves are satisfied with their job because ,” dynamic, enthusiastic and successful teaching is possible only if the teacher has opportunities to advance in pleasant environmental conditions , sufficient food and rest and moderate (not excessive) social activities which afford him a satisfying and revitalizing counter challenge to his arduous and energy-consuming work of guiding the development of wholesome personalities and conducting rewarding interaction with the students resulting in desirable learning experience5.

Perception of problem

Since time immemorial teaching has been occupying the central place in the whole process of education. Teaching embraces many problem and issues that need insight, the pivotal one being related to the teacher, his perception of the job, his qualification, his status, his attitudes and his job satisfaction.

In the present day circumstances there is a falling of discontentment at all levels and teaching profession is no exception. The general feeling is that teaching the guiding spirit of the nation himself is in the darks. The investigator who is associated with the task of administration and supervision in primary schools in Delhi had to look into the ever increasing complaints against teachers with respect to their lack of interest in their teaching. A need to look into the whole issue was provided by the investigator and hence this study which will provide the investigator with some insights into the whole problem and shall enable him to perform his function in a more efficient manner.

Statement of the Problem

Job satisfaction and its major determinants amongst primary school teachers of Delhi.

Need and Importance of the study

Investigators have shown that where a man is satisfied with his work the employer profits by greater output and fewer quits. Various studies have revealed that a person satisfied with his job is likely to profit by having high moral. Persisting presence of annoying factors creates tension in the work of a person which persists his total personality and outlook. This causes dissatisfaction with work. Such continuous mental set up keeps the whole organism tense, resulting in certain physical and psychological maladies, their by making the individual inactive, dissipated and inert. This in turn gives rise to more serious causes of complaint and thus saps the energy the organism living him withered and irritated. It is not only results in unhappiness on the part of an individual, but also lead to wastage of human and material resources of the society.

Today our national atmosphere is surcharge discontent and dissatisfaction. There appears to be a state of disorder and anarchy in all work of life. The teaching profession is no exception. Dharnas, strikes and demonstration by teachers have become almost regular feature. The teaching community has a developed a feeling that like other occupation teacher is also required a fight against the system to get his due. The society has stated blaming teacher and the educational process for all ills without understanding the difficulty faced by the teacher in right perspective. Any serious and sincere attempt to redress the genuine grievances of teachers is yet to be initiated. The result is growing dissatisfaction among teachers towards their job. No countries can effort to ignore the important role played by education in national reconstruction.

Education commission (1964-66) in its reports underline the importance of education in the following words," the destiny of India is being set in her classrooms. This we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of our schools will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people". Similarly other committee and commission have also emphasized the important role played by education and educators.

It sounds truism to say that happy and contented teacher is an asset for any nation and a maladjusted and dissatisfied one is a purloins liability. If liability and contented teachers can be obtained the likelihood of attending desirable education outcome is substantial. On the other hand all the schools may have excellent material conditions in the form of equipment and building and text books and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole program is likely to be ineffective and wasted.

Hence the satisfaction of teachers is a crucial issue in the entire scheme of educational reconstruction. Job satisfaction is a major concern for high job adjustment especially in the case of primary school teachers because they are preparing the foundations for the later stages of learner's life. A teacher under continued emotional strain produces adverse effect on the children for dissatisfied teacher can not create on the atmosphere of contentment and creativity. There have been several studies to show that the effectiveness of teachers is correlated with degree of satisfaction in the job. For instance H. L. Singh (1974) concluded in their studies that o along term basis degree of satisfaction or dissatisfaction is likely to affect the productivity of teachers. Similarly Arrora (1978) found that job performance of teacher is related significantly and positively to their job satisfaction.

Objective of the study

On the basis of the statement of the problem and assumption the present study aims at achieving the following objectives:

- a.) to find out the extent of satisfaction amongst teachers working in primary school and Delhi.**
- b.)to find the differences in job satisfaction amongst teachers with experiences**
- c.) to find out the differences in job satisfaction among male and female teachers.**

Hypothesis

The following hypothesis formulated for the present studies:

- I. More is the number of years of teaching experience less is the job satisfaction.**
- II. Female's teachers have more job satisfaction as compared to their male counterparts.**

Some Important Assumptions

The following general assumptions have served as the bases for the present study:

- a.) A new entrant to any job in the initial years may be satisfied because of various factors. It takes some time to acquaint one self with working conditions. It is assumed that real job**

satisfaction become noticeable after a period of three years. So, three years length of service has been laid down as cut off for teachers to be included in the study.

- b.) After a service of about 15 years a primary school teacher either gets promotion as T.G.T or he is given selection grade. So teachers with the more than 15 years of teaching experience have not been included in the present study.
- c.) The investigator assumed that age, sex and teaching experience the job satisfaction of teachers. It needs to be tested whether these variables influence job satisfaction in positive and negative directions.

Delimitations of the study

1.) Primary school teachers with a minimum of 3 years of teaching experience have been included in the study.
2.) The study excluded those primary school teachers who had a teaching experience of more than 15 years.
3.) Keeping in view the needs of the present study, teachers with graduation or higher qualification had been included from the study.

Meaning of the job satisfaction

Smith, kendell and halpin has defined job satisfaction as feelings of effective responses to workers work satisfaction. It can also be defined in terms of visualization, preparation and actualization. When there is complete conformity between actualization and visualization than a person is said to be satisfied with his job. But when there is non conformity between visualization and actualization, then it leads to frustration or dissatisfaction.

John O. Crites has pointed out that it is very difficult to define job satisfaction though it is very easy to feel satisfied or with a job or otherwise. Job satisfaction is subjective and refers to the satisfaction of a worker with his work in terms of his biological, psychological and social needs. It is the whole matrix of job factors that makes a person like his work situation and be willing to head for it without distasted at the beginning of his work day. Hage defines job satisfaction as the extent to which organization members are satisfied with the working conditions. Dissatisfaction of the individual leads to mental disorder which destructs the teacher who is also a social being.

Keeping all these definitions in view for the present study job satisfaction means the extent to which a person in an organism obtains satisfaction from the processes and context of his work

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- 6) **John O crites, " Education and Jobs ," Penguin Education, Middlesex ,England,1970, p.43**
- 7) **S.K. Kochhr , " Educational and Vocational Guidance in Secondary School, Sterling Publishers Ltd., Delhi ,1971, p.254**
- 8) **Quoted by walter S. Mouroe , "The Enclyopedia of educational Research ," The Mcmillan Co. ,New York, 1960, p.77**

CHAPTER - II

DESIGN OF THE STUDY

CHAPTER - II

DESIGN OF THE STUDY

The present study passed through the following stages on its way to completion:

- 1) Construction of the tool - Questionnaire**
- 2) Selection of the sample**
- 3) Administration of the Questionnaire**
- 4) Collection of the data**
- 5) Scoring of the data**
- 6) Analysis and interpretations**
- 7) Reporting and findings**

1. Construction of the tool - Questionnaire

Keeping in view of the needs of the present study the use of questionnaire as a tool was considered suitable. As no standardized tool was not available, so the researcher scanned the related literature and formulated a tentative plan for the construction of questionnaire. Previous researches in the field were consulted. From the study of the related literature it became evident that there were various aspects of job satisfaction. Out of these eight aspects were selected for the present study namely Social status , nature of the content of teaching, method of work , salary, general attitude of parents, working conditions and promotional avenues.

As many as 64 statements were formulated on the basis of researcher's own experience in the field of educational administration. This was checked with three experienced inspectors of the education department of Municipal Corporation of Delhi.

The advice of three learned members of the faculty was sought. On their advice some changes in the statements were made in the Questionnaire.

Try Out

For try out the questionnaire was administered to ten teachers. Difficulties faced by them in responding to statements were noted and discussed. During the phase of try out it was noticed that teachers had some difficulty in responding to the questionnaire having statements in English. Therefore a Hindi version of the questionnaire is prepared.

After the try out of the questionnaire results were placed before the supervisor and the questionnaire was given the final form which included the 56 statements (See Appendix)

2. Selection of the Sample

Out of a total population of about seventeen thousand primary school teachers, a sample of teachers belonging to the shahdra Zone was chosen for the purpose of present study. This selection was influenced by two factors (I) it was a sample representative of the problems and inspirations of teachers of Delhi (II) Administratively there was greater certainty in getting responses from teachers as the sample was easily approachable by the researcher.

Records of teachers in the zonal offices were checked up. A list of male and female teachers with teaching experience between 3-15 years and those with graduations or higher qualifications was prepared.

352 male and 437 female teachers qualified for the study. They are grouped in three categories on the basis of number of years of teaching experience. In the first category were those teachers who had 3-7 years teaching experience. In the second and third categories, teachers with 7-11

years and 11 to 15 years of teaching experience were placed respectively. A sample with equal number of male and female teachers was chosen, the number being 90 in this study. Every fourth male and every fifth female teacher was selected for the purpose.

3. Administrating of the Questionnaire

All the responsible were requested to assemble in the zonal office. The purpose of the questionnaire was explained to them and necessary instructions were given. It was assured that their replies would be kept confidential and the data so collected shall be used for research work only. The responsible were given the option of mentioning their names or not, so they could express their opinion with confidence and frankness.

English and Hindi version of the questionnaire were made available. Among the items of general information asked for in the questionnaire were name, age, sex, teaching experience, qualification and type of the school. No time limit was imposed upon the responsible but they were requested to submit their questionnaire them and there. As a result of this responses could be collected from all the 180 teachers selected for the purpose of this study.

4. Collection of Data:

With the help of a questionnaire data needed for the study was collected which had two divisions. In the first place was the general information about the respondent such as sex, age, teaching experience etc. secondly there were item wise responses of respondents which were grouped in terms of various aspects of job satisfaction?

5. Scoring of the data

In all 56 statements were included in the questionnaire. Out of these 38 were negative statements and 18 positive statements. Responses were categorized in three categories – Agree, undecided and disagree and the scoring pattern was 2 - 1 - 0.

6. Analysis and interpretation

On the basis of the responses a master sheet containing data was prepared from which was grouped in terms of male and female teachers and teachers of municipal corporation school teachers. Similarly whole data was analyzed in terms of the number of years of teaching experience s. Three categories were prepared – 3 to 7 years, 7 to 11 years and 11 to 15 years. Information regarding their qualification was also categorized.

Mean value and S.D. of different scores was calculated with the help of a calculator. Standard error of difference between mean score of male and female teachers was calculated. Similarly standard error of difference between mean scores of three categories on the basis of number of years of teaching experience was found out and value of 't' was calculated. Interpretation of results was made on the basis of 't' value and conclusions were drawn regarding significance of difference between various categories in terms of determinants like sex, teaching experience, type of the school etc.

7. Reporting of the findings

In the concluding part of the study principal findings were reported along with the limitations of the study. Afterwards some important suggestions for further studies of similar nature or those accruing from the present study were made.

C H A P T E R - III

ANALYAS AND INTERPRETATION
OF DATA

C H A P T E R - III

ORGANISATION ANALYSIS AND INTERPRETATION OF DATA

In order to interpret results the organized data were subjected to the following statistical analysis

Extent of Job Satisfaction among Primary School Teachers

Table -I

Total Number of Statements	Mean	
	Assumed	Real
56	56	38.5
	(SD=18.6)	(SD=5.29)

Total Range of Score expected 0-122

From the analysis of data of the sample of the present study the real mean score of the group has come out to be 38.5 and SD=5.29. Comparing the obtained values of mean with the expected value on finds that the group as a whole has lower level of job satisfaction and the variation among the group is also low .*

*A plausible explanation for the same is that because of poor physical conditions, low salary and low social status teachers, male as well as female, do not enjoy job satisfaction, that is why the highest score of job satisfaction in case of male teachers recorded has been 48 and in the case of female teachers it is 55 which is less than mean score of the whole group i.e.56.

For knowing the effect of numbers of years of teaching experience on job satisfaction on the following statistical analysis was made.

For studying the effect of number of years of teaching experience on job satisfaction the whole data was grouped in three categories I. e. Score of teachers with 3-7-11 and 11-15- years of teaching experience.

Table -II

Comparison of score of teachers with 3-7 and 7-11 year of the teaching experience

Teaching Experience	N	Mean	SD.
3-7 YEARS	60	41.86	5.16
7-11 YEARS	60	88.75	4.99

Significance of difference between means of scores of groups with 3-7 and 7-11 Years of teaching experience

D = 92

T = 3.369

Table Value of t at df 118

t.05 = 1.98

t.01 = 2.62

As is evident from the data the value of obtained is more than the table value of t at .05 and .01 level of significance.

The mean score of group with 3-7 years of teaching experience is 41.85 and this mean score in case of group with 7-11 years of teaching experience is 34.95. Obtained t value is 3.369. From the figures it become evident the teachers with 3-7 years of teaching experience differ significantly from teachers with 7-11 years of etching experience as regard to their job satisfaction .Teachers with 3-7 years of etching experience having more satisfaction than teachers with 3-7 years of teaching experience .

Table -III

Comparison between scores of teachers with 3-7 years and 11-15 years of teaching experience

Teachers Experience	N	Mean	SD.
3-7 Years	60	41.85	5.16
11-15 Years	60	34.95	4.67

D = .898

T = 9.1

Table value of t at df 118

t.05 = 1.98

t.01 = 2.62

T obtained is more than table value of t at .01 and .05 level of significance.

Mean score of group with 3.7 years of teaching experience = 41.85. Mean score of groups with 11-15 years of teaching experience = 34.95.

From the data it becomes evident that teachers with 3-7 years and 11-15 years of teaching experience differ significantly from each other with regard to their job satisfaction the job satisfaction being more in case of teachers with 3-7 years of teaching experience as compared to that of teachers with 11-15 years of teaching experience.

TABLE -IV

Comparison between scores of teachers with 7-11 years and 11-15 and 11-15 years of teaching experience

Teachers Experience	N	Mean	SD.
7-11 Years	60	38.75	4.99
11-15 Years	60	34.95	4.67

D = .972

T = 3.703

Table value of t at df 118

t.05 = 1.98

t.01 = 2.62

t obtained 3.703 is more than table value of that .05 level of significance 1.98 and .01 level of significance 2.62. There fore a conclusion can be drawn that teachers with 7-11 years of teaching experience differ significantly from teachers with 11-15 years of teaching experience as regard to their job satisfaction.

From table . II, III, and IV it became evident that teachers with regard to their job satisfaction .Teachers with 3-7 years of teaching experience have more job satisfaction as compared to teachers with 7-11 and 11-15 years of teaching experience .*

***A Plausible Explanation for this is that young and energetic persons join two professions who are enthusiastic and full of lofty ideals. these beginners in the teaching are somewhat satisfied with their job as compared to old and senior teachers .but like most of their senior colleagues they also develop negative or indifferent attitude towards teaching experience they also join the disconnected and dissatisfied lot of their senior colleagues .**

Hypothesis Number I Which states that more is the number of years of teaching experience less is the job satisfaction stands true. The null hypothesis stands rejected because mean scores of teachers with 3-7 years of teaching experience is higher than mean score of teachers with 7-11 and 11-15 years of teaching experience and there is significant difference between t values at .05 and .01 level of significance.

For making a comparison of job satisfaction amongst male and female teachers the following analysis

Was made.

Table – V

Comparison between the job satisfaction of male and female teachers

SEX	N	MEAN	SD
MALE	90	36.9	4.25
FEMALE	90	40.1	5.72

D = .075

T = 4.27

TABLE VALUE OF t at df 178

t.05 = 1.96

t.01 = 2.60

t obtained is more than value of at t.05 and t.01.

The data presented above reveal that male and female teachers differ significantly as regard to their job satisfaction. Female teachers are more satisfied as compared to their male counterparts as is evident from table V .

Hypothesis No. II which states that female teachers have more job satisfaction as

Compared to male teachers stands true as a result of the above findings. The null hypothesis can

Be rejected. (The obtained t value 4.27 is much higher than the table value of t at .05 and .01

Level of significance). *

*** A Plausible explanation for the same is they teachers enjoy better social status as compared to the male teachers. A factor responsible for this can be the difference between socio economic background of male and female teachers. The sample of female teachers has a greater variety of strata of society while samples of male teachers has greater homogeneity.**

C H A P T E R - I V

SUMMARY AND CONCLUSION S

C H A P T E R - I V

1 SUMMARY AND CONCLUSIONS

SUMMARY

INTRODUCTION

Since times immemorial the role played by teachers in remodeling and reshaping of the

Society has been recognized, He has been called 'the builder of nation', a power full instrument of 'social change'. 'Recognizing it our ancient Indian culture placed 'guru' on a very high alters. Our literature from the early Vedas abounds in glory of guru who was considered to be even more important than God himself. The teacher has been creating the image of being a highly respectable member of the society who sustains and recreates the high values that a society must cherish in order to remain in the vanguard of progresses.

With a shift of emphasis from spiritual to material, idealistic to realistic pragmatic philosophy

Of life, the functions of teacher have also undergone a change. While society has much to say about the

Teacher as a part of valuable machine, it has relatively little to say about teacher as an individual.

Value of pattern of society is changing fast. The teaching community has failed to keep pace with the

Material changes in the social set up as a result of which there is growing dissatisfaction and restless-

-nests among teachers. Now the time has come when the teaching community has developed a feeling

That they can be no longer fed on empty slogans.

The obvious result of this state of affairs is strike dharnas, demonstrations by teachers which are clear

Indicators of their dissatisfaction with their jobs. The future of nations depends on teachers who

They are not satisfied with their jobs. A hue and cry is raised by the 80 called leaders of the

Society to silence the teacher by reminding him of his exemplary role he has played in past.

The example of self sacrifices made by teachers for the sake of social cause are being placed before

Him. But no serious attempts are being made to analyze the whole situation. No body is bothered

To know the circumstances which has forced teacher to take to this course? No effort is being made

To study whether his demands and legitimate and first or not.

In order to assess the situation it becomes pertinent that the matter should be gone into

A careful, unbiased and scientific manner. These considerations led the investigator to choose this

Problem related to job satisfaction of primary school teachers of Delhi and its major determinants.

Statement of the problem

Job satisfaction and its major determinants amongst primary school teachers of Delhi.

Objectives of the study

- a) To find out the extent of satisfaction amongst teachers working in primary schools in Delhi.**
- b) To find out the differences in job satisfaction amongst teachers in relation to their teaching experiences.**
- c) To find out differences in job satisfaction of male and female teachers.**

Hypotheses

The following hypotheses were formulated for the present study:

- I. More is the number of years of teaching experience less is the job satisfaction.**
- II. Female teachers have more job satisfaction as compared to their male counterparts.**

Some important assumptions:

The following general assumptions have served as the bases for the present study:

- I. A new entrant to teaching profession may feel satisfaction with his job because of various teachers. So, three years of teaching**

experience has been laid down as cut off year for teachers to be included in the study.

- II. After a service of about 15 years a primary school teacher either gets promotion as T.G.T. or he gets selection grade. So, teachers with more than 15 years of teaching experience have not been included in study.
- III. The investigator assumed that sex, age and teaching experience influence the job satisfaction of teachers.

Delimitations of the study:

1. Primary school teachers with a minimum of 3 years of teaching experience have been included in the study.
2. The study excluded those primary school teachers who had a teaching experience of more than 15 years.
3. Keeping in view the needs of the present study, teachers with graduation or higher qualifications had been included from the study.

Meaning of job satisfaction:

Smith, Kendal and Halpin have defined job satisfaction as feeling of effective responses to workers work situations. John O. Crites has pointed out that it is very difficult to define job satisfaction though it is very easy to feel satisfied or with a job or otherwise. Job satisfaction is subjective and refers to the satisfaction of worker with his work in terms of his biological, psychological and social needs. It is the whole matrix of job factors that make a person like his work situation and be willing to hear for it without distance at the beginning of his work day.

Keeping all these definition in view for the present study job satisfaction means the extent to which a person in an organize obtains satisfaction from the processes and context of his work.

SAMPLE: Teachers to be included in the study were selected on random basis from 352 male and 437 female teachers of shahdra Zone who qualified for the study. In all 180 teachers were selected for the study which included equal number of male and female teachers the number being 90 in this case. These 180 teachers were selected from a total population of about seventeen thousand primary school teachers working in different schools in Delhi.

Construction of the Tool

As no standardized tool was available so statement related to various aspects of job satisfaction were formulated after making a review of related literature .In all 64 statement were included in the questionnaire initially .but after discussion with three learned members of the faculty and tryout of the questionnaire 56 statement were retained in the final draft .As primary school teachers could have some difficulty in making responses to statements in English so a Hindi version of the questionnaire was also prepared .

Analysis and Interpretation of Data

A master sheet of data was prepared on the basis of responses of respondent's .From the master sheet the whole data was group in various categories.

The Score range could be from 0 to 112 as there were 56 statements. The expected mean score of the total group was 56 and $SD=18.6$.But the real mean was found out to be 38.5 and $SD=5.29$. This revealed that the level of job satisfaction of the group as a whole irrespective of their sex difference was low; though it was higher in case of female teachers than male teachers.

A comparison of means of scores and values SD. For three different group formed on the basis of number of years of teaching experience was made .The analysis revealed that satisfaction was more in case of new entrants to the teaching profession and it went on decreasing with the increasing number of year of teaching experience.

A Comparison of mean scores and values of SD .of male and female teachers was made and the calculation of data led to a conclusion that there is more job satisfaction among female teachers as compared to their male counterparts.

Findings and Conclusions

- I. With the score range of 0 to 112 the assumed mean score of the whole group was 56 and SD =18.6 .From the analysis of available data the real mean of the score the sample has come out to be 38.5 and Sd =5.29 .This suggest that the group of teachers as a whole irrespective of their sex difference has lower level of job satisfaction.**
- II. Mean value of the score of three groups of teachers on the basis of their teaching experience 3-7, 7-11 and 11-15 years has come out to be 41.85, 38.75 and 34.95 respectively. From the figures it become evident that there is more job satisfaction amongst beginners in teaching profession which goes down with the increasing number of years of teaching experience . The value of t of these three groups also suggest that there is significant difference between the job satisfaction of three groups formed on the basis of teaching experience .A conclusion can be drawn that teaching experience is a determinant of job satisfaction .Also that teaching experience is negatively related to job satisfaction.**
- III. The mean score of job satisfaction in case of female teachers and male of teachers has come out to be 36.9 and 40.2 respectively. The value of t of these scores is 3.70 which is greater than t value 1.98 and 2.62 at .05 and .011 level respectively .These figures reveal that there is significant difference between the job satisfaction of female and male teachers -- Job Satisfaction being higher in case of female teachers as compared to their male counterpart .therefore the study suggests that sex is also an important determinant of job satisfaction.**

Important findings of the present study are supported by the findings of previous related studies done in this field.

H.L .Singh (1974) and Rohile (1966) has also reported similar conclusions in their studies.

K.U. Lavingis (1974) made a study of job satisfaction among primary and secondary schools and reported the conclusion that the level of job satisfaction among primary t school teachers is low .Here in the case of this present study also an important finding is that primary school teachers have low level of job satisfaction irrespective of their sex difference .Also that female teachers have more job satisfaction than male teachers in a conclusion supported by the results of various previous studies .

Limitations of Present Study

- I. Investigator suffered due to lack of time and economic resources.**
- II. More sophistication could have been brought in by some one more favorably exposed to statistical measure.**
- III. The sample of the study was too small**
- IV. The device used in the study could d be standardized as to get some concrete results.**
- V. Some other determinants of job satisfaction namely socio—economic background and personality of the individual have not been studied.**

Recommendations for Further Studies

The present study directly or indirectly throws up certain possibilities of conducting a few relevant researchers which could have more than were academic value .Some suggestions for the father studies are:

- i. A comparative study of the aspirations of teachers as compared to members of the society of the comparable status.**
- ii. Personality patterns of dissatisfied members of the teaching profession.**
- iii. A comparative study of the extent of Job satisfaction among primary school teachers and teachers of Secondary /Senior Secondary School of Delhi.**
- iv. A study by taking a bigger sample of teachers from different schools in all the zones ofdelhi**
- v. A study into the attitude of society of society towards teachers a study of parent's perception of Teachers role and functions.**
- vi. A study of the extent of interprofessional and inter-professional mobility among primary school teachers.**

APPENDIX -3

	Male Teachers
Length of Services	M.C.D SCHOOL S
3-7 Years	47,32,37,41,40,38,40,44,40,39,46,34,35,43
7-11 Years	39,37,48,35,36,33,39,41,39,45,41,33,34,29,33,
11-15 Years	30,34,33,33,32,38,35,20,35,28,30,30,27,31,37,31
Female Teachers	
3-7- Years	48,37,40,55,41,46,47,48,51,53,41,49,42,43,48,
7-11Years	44,38,48,38,40,42,50,39,42,43,46,40,36,35,40
11-15 Years	33,38,39,45,40,34,35,28,36,41,35,42,39,34,36

DATA REGARDING THE EXTENT OF JOB SATISFACTION OF THE GROUP AS A WHOLE

	F	X'	Fx'	Fx'
53-55	3	+5	+15	75
50-52	2	+4	+8	32
47-49	10	+3	+30	90
44-46	18	+2	+36	72
41-43	30	+1	+30	30
38-40	39		0	0
35-37	33	-1	-33	33
32-34	25	-2	-50	100
29-31	14	-3	-42	126
26-28	6	-4	-24	96
	N=180		+119	
			-149	564
			-30	

$$\text{Mean} = + \frac{-30}{180} \times 3 = 38.5$$

$$\text{SD} = 3 \times \sqrt{564/180 - (30 \times 30 / 180 \times 180)}$$

$$= 3 \times \sqrt{3.1055}$$

$$= 5.286$$

A P P E N D I X

Mean, SD and significance of difference between means of Male and Female Teachers

Male

Female

	f	X1	Fx2	Fx1	f	X1	fX1	Fx2
53-55					3	+5	+15	75
50-52					2	+4	+8	32
47-49	2	+4	+8	32	8	+3	+24	72
44-46	10	+3	+30	90	8	+2	+16	32
41-43	11	+2	+22	44	19	+1	+19	19
38-40	18	+1	+18	18	21	0	0	0
35-37	17	0	0	0	16	-1	-16	16
32-34	16	-1	-16	16	2	-3	-18	36
29-31	13	-2	-26	52	1	-3	-3	9
26-28	3	-3	-9	27	3	-4	-12	48

N= 90

+27 279

N=90

+33

339

$$\text{Mean} = + 36 + \frac{27}{18900} \times 3 = 36.9$$

$$39 + \frac{33}{90} \times 3 = 40.1$$

$$\text{SD} = 3 \times (\sqrt{279/90 - 27/90})^2$$

$$\text{SD} = 3 \times (\sqrt{339/90 - 33/90})^2$$

$$D = \sqrt{1^2/N_1 + 2^2/N_2}$$

$$= (\sqrt{4.25^2/90 + 5.7^2/90})$$

$$= \sqrt{.56}$$

$$T = 40.1/.75 - 36.9/.75$$

$$= 3.2/.75 = 4.27$$

School of Social Work
Indira Gandhi National Open university

Dear Sir/Madam,

The importance of the role played by teachers in the field of education is known to every one. It is widely accepted that dissatisfied teachers cannot produce healthy citizens. The Present questionnaire is being sent to you in connection with an investigation into "Job satisfaction among Primary School teachers of Delhi and its major determinants". The assessment of various problems faced by teachers is very essential and therefore the present study.

I request you to kindly spare some of your valuable time for this. In the questionnaire a few situations are being presented. All you have to do is to read these situations and to show whether you agree with it or disagree with it. Please put a tick mark / against each statement in the information so collected will be kept confidential and shall be used for this study only, importance for this task. your true, frank and considered views will be highly appreciated.

Thanking you,


Vikash Kumar
(9891196911)

Name Sex

Age..... yrs. Teaching Experience

Qualification School

	Agree	Undecided	disagree
1 Curricular activities are only mechanically carried out in my school.			
2. I am not satisfied as a teacher because of the educational system existing in the country.			
3. I would like to leave my job at the first available opportunity.			
4. I became a teacher not because of my choice.			
5. I am not worried about my livelihood during my old age.			
6 In my next life also I would like to become a primary school teachers.			
7. I would like my children to become teachers.			
8. Our school provides us with all material facilities required for teaching.			
9. I enjoy and love teaching young children.			
10. I have greater liking for other jobs than for my own.			
11. We primary School teachers do not have much scope for higher studies and training.			
12. Primary school teachers are over burdened.			
13. My Job is quite secure.			
14. Primary School teachers are given some incentive for higher studies and training.			
15. Primary school teachers have all freedom to try out new ideas in their classes.			
16. We are free to teach or not to teach			
17. Teaching is so tiresome that I am quite exhausted when I leave my school			

Agree

Undecided

disagree

18. Extra duties such as census surveys, elections create problems for teachers and hinder teaching.

19. The Principal / Headmaster does not entertain my suggestion though they are useful.

20. Teacher is a powerful agent of social reform.

21. The Head of my institution and other supervisory staff is qualified and know their job.

22. There is pro-Headmaster/Principal in our school.

23. People think that teaching primary classes is a soft job but they don't know the reality.

24. Our school building is so bad that I do not feel like going there.

25. The authorities are not bothered to improve the physical conditions our school

26. In Primary schools there is too much interference by local politician.

27. I feel that parents do not see teachers point of view when something happens to their ward in the school.

28. I feel that most of the students are not respectful towards their teachers.

29. I feel that teaching is the noblest of all professions.

30. I think parents expect too much from teachers.

31. I believe that teaching profession is a divine profession and deserves highest respect.

32. I am proud of my profession.

33. Parents do not come to school usually to

Agree

Undecided

disagree

34. I will prefer to join any other any other profession on same pay scale.

35. Most parents do not provide their children with facilities required for their studies.

36. Primary School teachers suffer from a feeling of inferiority owing to others critical attitude.

37. In my opinion a primary school teacher enjoys as much respect from community as he deserve.

38. I feel that teaching gives little opportunity to know what is happening outside the school

39. In my opinion a primary school teacher enjoys hardly any respect in the society.

40. I am not able to make full use of my intellectual power as teacher.

41. Teaching cuts off a person from his domestic affairs.

42. Teaching small children irritates me.

43. At present my salary is not in accordance with my qualification and experience.

44. I do not have any hope of becoming a secondary/Senior secondary School teacher.

45. I have low morale because I know that I will not be promoted.

46. Teachers in old age have usually to depend upon others.

47. I would like to become a T.G.T. / P.G.T. without getting any additional financial benefits.

48. With respect to other professions primary school teachers are poorly paid.

Agree	Undecided	disagree
<p>49. Primary school teacher is compelled today to do part time job because of in adequate salary.</p> <p>50. A teacher can hardly spare any time for recreation.</p> <p>51. Present courses are too heavy to be finished with in the available time.</p> <p>52. The courses of study for primary classes leave no room for any initiative on the part of teachers.</p> <p>53. It is not possible to pay individual attention to children because of over sized classes.</p> <p>54. Most students are not interested in learning.</p> <p>55. Staff meetings in the school hardly serve any educational purpose.</p> <p>56. I feel that every one seems to be critical of teachers these days.</p>		