

## Teachers' Job Satisfaction in Teaching Profession

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**Abstract:** Education is responsible for healthy progress and development of any society. It is the responsibility of teacher to impart quality education. It can be said that teachers have great responsibility to shape our nation. So it become necessary that for successful teaching and overall advancement of education the teacher's attitude towards teaching should be always high and positive. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. If the teachers enjoy their job with positive attitude, their work will be easier, expert like and will have long lasting impact on the society. For this study is done with teachers of higher secondary English and Hindi medium schools of Raebareli and Teacher job satisfaction Questionnaire of Pramod Kumar, D.Phil. and D. N. Mutha, Ph.D. given to randomly selected sample teachers as tool. Finding indicates, there are indications that teacher's level of job satisfaction has a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success.

**Keywords:** Teacher, Job Satisfaction, Teaching Profession, Working conditions, Authority.

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### I. Introduction

Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. "Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. Job satisfaction affected by many factors like co-workers, pay, job conditions, supervision, nature of the work and benefits.

Teachers' job satisfaction may be considered as one of the important factors, which can enhance teaching competency. Students' behaviors in class atmosphere are mostly affected by the teachers' remarks and ideas, their methods of approach to the students or their tendency to control class. So it very important that teachers must be satisfied with their job. Because a well satisfied teacher can gave his best to his students .

### II. Review of related literature

**Ronit** (2001) did work on 'The Influence of Leadership Style on Teacher Job Satisfaction' which disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. This study attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction

both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.

**Panda** (2002) assessed the level of job satisfaction among teachers of government and non – government colleges. A sample of 110 college teachers (48 from government, 62 from non-government aided and un aided colleges) was administered the job satisfaction Scale (Saxena), Analysis revealed that the college teachers both from government and non government colleges were satisfied with their job. Type of management of the college had no significant effect on job satisfaction.

**Lathia & Sam** (2004) studied job satisfaction and spiritualistic orientation among the teachers of Arts and Science College. The sample consists of 412 teachers (206 from arts college and 206 from science college), selected from various colleges in Kerala on the basis of stratified random sampling technique. The data were analysed using a two way analysis of variance, followed by multiple comparison test namely the Scheffe test. The results show that arts college teachers are more satisfied than their counterparts in science college at 0.05 level ( $F=4.18$ ,  $df= 1408$ ), The results further show that the higher level of job satisfaction of teachers, the more will be their spiritualistic orientation ( $F=11.28$ ,  $df= 2406$ ), significant at 0.01 level.

Research evidences as above prove that teacher's professional satisfaction improves their effectiveness and competencies as teacher.

**Problem:** Teachers' Job Satisfaction in Teaching Profession of Higher Secondary School's Teachers of Raebareli.

**Objective:**

- To study Teachers' Job Satisfaction in teaching profession of higher secondary Hindi medium school's teachers of Raebareli..
- To study Teachers' Job Satisfaction in teaching profession of higher secondary English medium school's teachers of Raebareli.
- To compare Teachers' Job Satisfaction in teaching profession of higher secondary Hindi and English medium school's teachers of Raebareli.

**Hypothesis:**

There is no significance difference between Teachers' Job Satisfaction in teaching profession of higher secondary Hindi and English medium school's teachers of Raebareli.

### III. Method and Procedure

**Sample:**

Sample consists of male and female teachers of higher secondary schools of Raebareli. Teacher job satisfaction Questionnaire of Pramod Kumar, D.Phil. and D. N. Mutha, Ph.D. given to randomly selected sample teachers.

**Tools:**

Teacher Job Satisfaction Questionnaire of Pramod Kumar and D. N. Mutha, consists of 29 highly discriminating 'Yes/No' type items. The items of this questionnaire seems to appropriate for knowing level of teachers' job satisfaction. These items were classified into four different aspect of job satisfaction in teaching, which are – attitude towards

- Profession

- Working conditions
- Authority
- Institution

This Teacher Job Satisfaction Questionnaire of Pramod Kumar and D. N. Mutha, appears to have reasonably high reliability and validity. The contents of its item seem appropriate high reliability and validity. The contents of its item seem appropriate for the purpose of research with teachers.

#### Statistical Techniques:

The following statistical techniques will be used by researcher –

1- Mean and S.D.

2- t-Test

Scoring of completely filled answer sheets done and scores were used for statistical analysis. Mean is used to find out the average performance of the Hindi and English medium teachers about their job satisfaction in teaching profession. The standard deviation is used for comparing job satisfaction in teaching profession of Hindi and English medium teachers on different aspects of job satisfaction. t-Test is used as the test of significance of the difference between means of Hindi and English medium teachers.

#### IV. Results and Discussions

Scores obtained on different aspects of job satisfaction, of Hindi and English medium sample teachers of higher secondary schools of Raebareli were tabulated in form of frequencies. In order to test the significant difference between job satisfaction in teaching profession of Hindi and English medium teachers mean, standard deviations, and t-ratios were calculated. For analyzing and comparing job satisfaction of Hindi and English medium teachers of higher secondary schools of Raebareli, results of statistical analysis were shown in Table 1

**Table 1: Table showing mean, standard deviation and t-test**

A T T I T U D E  T O W R D S	Aspects	MEAN		STANDARD DEVIATION		SED	t-Test
		Hindi Medium	English Medium	Hindi Medium	English Medium		
	Profession	4.63	4.86	1.12	1.18	0.19	1.06
	Working conditions	7.18	7.41	1.98	1.86	0.31	0.74
	Authority	4.45	4.50	1.62	1.64	0.26	0.19
	Institution	4.93	4.83	1.31	1.81	0.27	0.37

For df 49 t-values 2.01 and 2.68 are significant at .05 and .01 levels, respectively. The results point out that, t-ratios of all four aspects of job satisfaction are not significant at .05 level and .01 level. Hence the null hypothesis is accepted. This implies that there is no significance difference between job satisfaction in teaching profession of higher secondary Hindi and English medium

school's teachers of Raebareli. In other words both Hindi and English medium teachers have almost equal level of job satisfaction in teaching profession.

Mean of aspect 1 (profession) aspect 2 (Working conditions) for E/M teachers (4.86 and 7.41 respectively) are higher than H/M teachers. It indicates that English medium teachers are comparatively more satisfied with their profession and working situation or policies of their institutes than Hindi medium teachers. According to them teaching is the best profession and they felt proud to be a teacher. Their scores indicate that they are less satisfied with reward they got for their work.

Means of aspect 3 (authority) for H/M teachers (4.45) is lower than E/M teachers (4.50). It indicates that English medium teachers are comparatively more satisfied with their authority. It also shows that teachers feel that their manager or head is working properly for progress of their institute.

Mean of aspect 4 (Institution) of H/M teachers is (4.93) higher than E/M teachers (4.83), which is in favour of Hindi medium teachers and shows that Hindi medium teachers are comparatively more satisfied than English medium teachers about the institutions in which they are working. Responses indicates that they feel that their institute is teacher oriented and give them sufficient freedom and facilities to improve their educational and professional qualification. Whereas some teacher shows less satisfaction with manners of solving their problems by their institution.

## V. Conclusion

Both Hindi and English teachers are satisfied with their job. But English medium teachers show comparatively more satisfaction than Hindi medium teachers. They feel that teaching is the best profession for them and they feel proud to be a teacher. But non-government school's teachers show little dissatisfaction for their stability or security in this profession. It may be concluded, that there are indications that teacher's level of job satisfaction have a positive relation with success in teaching. The satisfaction of teachers with teaching profession is significantly correlated with teaching success.

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