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Job Satisfaction of Government Primary School Teachers: A Study of Sant Ravidas Nagar (Bhadohi) District

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Since the dawn of independence, social and political leaders of India have been attempting to raise the standard of living of its masses. The success of such efforts along with other factors depends to a large extent on the quality of man power, which in turn is influenced by the standard of education. The very shape of India's future depends on the quality and quantity of the products of its educational system.

Quality is at the core of education. It determines what students learn, how they learn and what benefits they draw from their education. While it is difficult to define the quality of education operationally, it can be viewed as the sum total of the quality of various components of input, process and output dimensions. Some of these components are: need-based curriculum, appropriate physical facilities, use of modern approaches to teaching, scholastic performance of

students, professional preparation of teachers, and linking education to life skills and world of work.

It is truism to say that teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality and effectiveness of its teachers. Secondary Education Commission 1952-1953, Education Commission 1964-1966, Second Five Year Plan 1956-1961 and National Council of Teacher Education (NCTE), 2004 have examined the educational problems of our country and has drawn specific attention to the status and problems of teachers.

Primary schools are the means for acquiring basic education and for diffusing literacy throughout societies (Nias 1989 and Caroline Dyer 2000). In India, for the cause of Primary Education, *Sarva Shiksha Abhiyan*

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(SSA) 2001, has paid more attention towards primary teachers.

Origin and Statement of the Problem

In a number of studies conducted at international level, it has been constantly observed by the researcher that, unless a teacher is satisfied, he/she cannot be able to develop desirable attitudes, values, work habits and adequate personal adjustment in his/her pupils. Therefore, it seems reasonable to assume that the teacher, who is satisfied with his/her work, is a better teacher. An important need of the study of job satisfaction, therefore, emerged in the temple of learning. Yet the investigator has taken a humble venture to determine the relationship between job satisfaction of primary school teachers (BTC and special BTC primary teachers). Thus the research problem investigated in the present study was stated as: 'Job Satisfaction of Government Primary School Teachers: A Study of Sant Ravidas Nagar (Bhadohi) District.'

Objective of the Study

To compare BTC and Special BTC Primary School Teachers with regard to their job satisfaction.

Hypothesis

1. There is no significant difference between BTC and special BTC Primary School Teachers with respect to various dimensions of job satisfaction, viz.
 - Job Interest
 - Chance of progress

- Use of Ability
- Authority
- Co-worker
- Chance to be creative
- Independence
- Social status
- Security
- Relation with supervisor
- Variety in work
- Service condition
- Personal recreation
- Moral value
- Identification

Method of Research

The normative survey method was used in this study. A test of job satisfaction inventory was administered on primary school teachers of the UP government primary school and data was collected. The obtained data was statistically treated and the corresponding results were discussed.

Population of the Study

The study was conducted on Primary School Teachers working in the UP Government Primary Schools of Sant Ravidas Nagar (Bhadohi) city and Bhadohi block area.

Sample of the Study

The study was conducted on 90 primary school teachers. The total sample was drawn randomly from the above mentioned population. For the purpose of taking them as sample, purposive sampling technique was used.

Table Showing the Mean, S.D., and t-value for the job satisfaction scores of BTC and Special BTC Primary School Teachers

S. No.	Group	N	Mean	S.D.	t	Degree of Freedom	Level of Confidence	
							0.05	0.01
1.	BTC	43	69.61	13.53	3.29	88	S	S
2.	Special BTC	47	61.17	10.37				

N= 90

d.o.f. = [N-2] = 88

Tool Used for Data Collection

For the collection of data, the tool used was job satisfaction inventory constructed by M.N. Wali, 1984.

Analysis

To see the significance of difference between the mean score of BTC and Special BTC Primary School Teacher, t-ratio was calculated.

The table above shows that there is significant difference between the job satisfaction scores of BTC and special BTC primary school teachers. The difference of mean value of the two groups is 8.44 and t-value is 3.29, which is significant at 0.01 level of confidence. Hence null hypothesis is rejected.

Finding of the Study

Analysis of data shows that BTC primary teachers are more satisfied than special BTC primary school teachers. The reason may be that the educational qualifications of special BTC primary teachers are higher for

their job, viz. B.Ed., Post Graduate, UGC-NET and Ph.D., as compared to BTC primary teachers. Because of this the aspiration level of special BTC primary teachers is higher and consequently the job satisfaction may not be there.

Educational Implication of the Study

Students' achievement depends on the psycho-social status and condition of their teachers. Only a satisfied teacher can give more attention, and deal sincerely with the students. This study reveals that educational administrators should pay more attention towards teacher's problems and try to satisfy them in order to have better utilisation of their potentialities for the sake of quality education in general and primary education in particular. The lesson one derives from the finding is that recruitment of special BTC primary teachers is not conducive to provide job satisfaction to these teachers and devote to the task of teaching whole heartedly.

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