
Job Satisfaction of Government Degree College Teachers in Sambalpur

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INTRODUCTION

Teaching emerged as an occupation when the life and society became complex and complicated and when the quantum of knowledge increased to such an extent that a particular group of people called teachers had to assume the responsibility of transmitting the same from one generation to another. So the teacher's place in society is of vital importance. Very few teachers like teachership and have positive attitude towards teaching profession. Unless a teacher takes right decision to enter into this profession, he cannot get job satisfaction and therefore will fail to become an effective teacher which in turn lead to the failure in producing good citizens of India. Job satisfaction is a crucial influence treatment to any service. If the worker or service holder is not satisfied by themselves from the service, it boldly decreases the service output to the society. Service holder with a high ambition may be less happier whereas person with less ambition and job satisfaction is more happier than the above case.

The teacher is the backbone of educational system, maker of mankind and architect of the society. Teachers are called "torchbearers" of any society. If we say that the destiny of our country is shaped by its teachers, it will not be an exaggeration. They played a vital role in shaping the destiny of society, country and promoting the cause of peace in different classes. Teacher is the power potent or instrument and indispensable element for moulding the total individual behavior. All the new policies and programme of education, planning of education, knowledge of child psychology and all the new innovative measures will prove futile if the teacher is not satisfied with his job. Teacher's behavior towards his job has measurable effect on both the academic and social development of students.

SIGNIFICANCE OF THE STUDY

Teacher has to play diverse and dynamic roles to meet his needs, obligations and expectation but while discharging the duties he may suffer from different problems. The key components essential to make a teacher an effective teacher involvement and job satisfaction. Being an integral part of education system teacher education has always responded to the developments in school education in terms of not only in content, processes but also in manpower required with the nation's commitment to offer education for all. The schooling facilities has expanded to a great extent and a large workforce had to be drafted with or without training.

In the present context the teacher working in the secondary schools have to face a number of problems while performing their job as a teacher. In this context there is stress and strain which affect their performance as a teacher. Besides, low salary, service condition, insecurity and

unfavorable atmosphere also affect teacher mental state. The feelings of dissatisfaction effects his efficiency, his emotional and totality of his behavior. In this context the following research questions arises.(1)How far the teacher serving in degree college have job satisfaction.(2)Is there any difference between high qualified and required qualified in relation to job satisfaction.(3)Is there any difference between male and female teachers in relation to job satisfaction. If teacher is dissatisfied with the job naturally society will go towards the destruction. Under such background the study of job satisfaction of teachers working in degree college of Sambalpur District come to the light.

OPERATIONAL DEFINITIONS

(1) Job Satisfaction: It implies the attitude of a person towards his job or profession. It expresses the amount of congruence between one's expectation of the job and the reward that provides.

Job satisfaction in this study means job satisfaction of Government degree college teachers as measured by job satisfaction scale of Dr Amar Singh and T.R. Sharma.

(2) Government Degree college Teachers: The term government degree college teachers refers to teachers working in Govt. +3 colleges i.e. B.A./B.Sc/B.Com..

OBJECTIVES OF THE STUDY

- (1) To study the intrinsic areas of job satisfaction of male and female teachers of Government degree college.
- (2) To study the extrinsic areas of job satisfaction of male and female teachers of Government degree college.
- (3) To identify the degree of job satisfaction of male teachers of Government degree college.
- (4) To identify the degree of job satisfaction of female teachers of Government degree college.
- (5) To compare job satisfaction of male and female teachers of Government degree college.

HYPOTHESES OF THE STUDY

- (1) There is no significant difference of intrinsic areas of job satisfaction between male and female Government degree college teachers.
- (2) There is no significant difference in extrinsic areas of job satisfaction between male and female Government degree college teachers.
- (3) There is no significant difference of extrinsic areas and intrinsic areas of job satisfaction of male teachers.
- (4) There is no significant difference between intrinsic areas and extrinsic areas of job satisfaction of female teachers.
- (5) There is no significant difference of job satisfaction between male and female teachers of Government degree college teachers.

LIMITATIONS OF THE STUDY

- (1) The study has limited to 80 teachers, teaching in Government degree college of Sambalpur town.
- (2) Job satisfaction of teachers are not studied on the basis of age, experience, grade and qualification.

METHODOLOGY

The present study is a descriptive type of study. Here the investigator applied descriptive survey method.

POPULATION AND SAMPLE

For the present study population consist of all the Government degree college teachers of Sambalpur town. There are 181 degree college teachers of 3 Government degree college consisting G.M. college(Autonomous), Government women's college and N.S.C.B. college of Sambalpur. In the present study the investigator has taken 80 teachers as a sample by used stratified random sampling method.

TOOLS

For the present study researcher has employed job satisfaction scale developed and standardized by Dr Amer Singh and T.R. Sharma and adopted by investigator to access job satisfaction of Government degree college teachers.

PROCEDURE OF DATA COLLECTION

The investigator collected data regarding job satisfaction from Government degree college teachers by personal administering the scale. For the collection of data investigator had gone to each of the selected Government college and individually meet with the teachers, convinced the purpose of the study, discussed with them the regarding the problem and requested them to fill up the scale as per instruction.

ANALYSIS AND INTERPRETATION OF DATA

- 1. Analysis of job satisfaction of male and female teachers with reference to intrinsic areas**

Testing of Null Hypothesis-Ho1

“There is no significant difference of intrinsic areas of job satisfaction between male and female government degree college teachers”

Table-1: ‘t’ Value of job satisfaction of male and female teachers with reference to intrinsic areas

| Groups | N | M | SD | df | ‘t’ value | Significant |
|--------|----|----|------|----|-----------|-----------------|
| Male | 40 | 29 | 6.65 | 78 | 0.784 | Not significant |
| Female | 40 | 30 | 4.07 | | | |

From the above table it is revealed that ‘t’ value 0.784 which is smaller than the table value at .05 level(1.99) and .01 level(2.64) of significance. So it is concluded that Ho1 is accepted at .01 and .05 level of significance because calculated ‘t’ value is smaller than the table value. So there is no significant difference of intrinsic area of job satisfaction between male and female degree college teachers.

2. Analysis of job satisfaction of male and female teachers with reference to extrinsic areas

Testing of Null Hypothesis-Ho2

“There is no significant difference of extrinsic areas of job satisfaction between male and female government degree college teachers”

Table-2: ‘t’ Value of job satisfaction of male and female teachers with reference to extrinsic areas

| Groups | N | M | SD | df | ‘t’ value | Significant |
|--------|----|----|------|----|-----------|-----------------|
| Male | 40 | 42 | 9.54 | 78 | 1.554 | Not significant |
| Female | 40 | 45 | 6.61 | | | |

The above table indicates that the calculated value ‘t’(1.554) is smaller than table value 1.99(.05) and 2.64(.01) level of significance. So Ho2 is accepted at .01 and .05 level of significance as calculated value is smaller than table value. Thus it is concluded that there is no significant difference of extrinsic areas of job satisfaction between male and female government degree college teachers.

3. Analysis of job satisfaction of male teachers with reference to extrinsic and intrinsic areas

Testing of Null Hypothesis-Ho3

“There is no significant difference of extrinsic areas and intrinsic areas of job satisfaction of male teachers”

Table-3: ‘t’ Value of job satisfaction of male teachers with reference to extrinsic and intrinsic areas

| Groups | N | M | SD | df | ‘t’ value | Significant |
|-----------|----|----|------|----|-----------|-------------|
| Intrinsic | 40 | 29 | 6.65 | 78 | 6.736 | Significant |
| Extrinsic | 40 | 42 | 9.54 | | | |

It is found from the table-3 that the 't' value(6.736) is greater than calculated value 1.99(.05) and 2.64(.01) level of significance. So it is concluded that the Ho3 is rejected at .05 and .01 level of significance because 't' value exceeds table value. Thus the alternative hypotheses " there is significance difference between extrinsic areas and intrinsic areas of job satisfaction of male government degree college teachers is accepted.

4. Analysis of job satisfaction of female teachers with reference to extrinsic and intrinsic areas

Testing of Null Hypothesis-Ho4

"There is no significant difference of extrinsic areas and intrinsic areas of job satisfaction of female teachers"

Table-4: 't' Value of job satisfaction of female teachers with reference to extrinsic and intrinsic areas

| Groups | N | M | SD | df | 't' value | Significant |
|-----------|----|----|------|----|-----------|-------------|
| Intrinsic | 40 | 30 | 4.07 | 78 | 11.765 | Significant |
| Extrinsic | 40 | 45 | 6.61 | | | |

The table-4 reveals that calculated 't' value 11.765 is greater than the table value 1.99(.05) and 2.64(.01) level of significance. Therefore, Ho4 "There is no significant difference of extrinsic areas and intrinsic areas of job satisfaction of female teachers" is rejected at the .05 and .01 level of significance. Hence, the alternative hypothesis "There is significant difference of extrinsic areas and intrinsic areas of job satisfaction of female teachers" is accepted. So it can be concluded that intrinsic and extrinsic areas influence their job satisfaction.

5. Analysis of job satisfaction of male and female teachers

Testing of Null Hypothesis-Ho5

"There is no significant difference of job satisfaction between male and female teachers of government Degree College."

Table-4: 't' Value of job satisfaction of male and female teachers

| Groups | N | M | SD | Df | 't' value | Significant |
|--------|----|----|-------|----|-----------|-----------------|
| Male | 40 | 71 | 14.73 | 78 | 1.05 | Not Significant |
| Female | 40 | 74 | 9.62 | | | |

The above table indicates that the calculated 't' value 1.554 is smaller than table value 1.99 at .05 and 2.64 at .01 level of significance. So Ho5 is accepted at .01 and .05 level of significance as calculated value is smaller than table value. Thus it is concluded that there is no significant difference of job satisfaction of male and female teachers of government degree college.

6. Analysis of Degree of Job satisfaction of Male and Female Government Degree College Teachers

Table-6: Degree of Job satisfaction of Male and Female Government Degree College Teachers

| Degree of Job satisfaction | % of Male Teachers | % of Female Teachers |
|----------------------------|--------------------|----------------------|
| Extremely satisfied | 37.5 | 50 |
| Very satisfied | 45 | 40 |
| Moderately satisfied | 05 | 10 |
| Not satisfied | 0 | 0 |
| Extremely dissatisfied | 12.5 | 0 |

It is observed from the table-6 that, more female teachers (50%) are extremely satisfied than male teachers, more male teachers(45%) are very satisfied than female teachers. More female teachers (10%) are moderately satisfied as compared to their male counterparts, but more male (12.5%) teachers are extremely dissatisfied than female teachers.

MAJOR FINDINGS OF THE STUDY

The major findings of the present study are:

- There is no significant difference of intrinsic areas of job satisfaction between male and female Government degree college teachers.
- There is no significant difference in extrinsic areas of job satisfaction between male and female Government degree college teachers.
- There is significant difference of extrinsic areas and intrinsic areas of job satisfaction of male teachers.
- There is significant difference between intrinsic areas and extrinsic areas of job satisfaction of female teachers.
- There is no significant difference of job satisfaction between male and female teachers of Government degree college teacher with regards to sex.
- 50% of government female degree college teachers are extremely satisfied with 37.5% male teachers are extremely satisfied.
- 40% female government college teachers are very satisfied while 45% male government college teachers are very satisfied.
- 12.5% of male government college teachers are extremely dissatisfied.

EDUCATIONAL IMPLICATION

The present study can help the teachers as well as administrators in following ways.

- Investigator found that 12.5% male teachers are extremely dissatisfied, so administrator may take some immediate steps to enhance the job satisfaction of female teachers.
- The government may provide suitable facilities like healthy place of posting, working condition, recreational facilities and other benefit to teachers.
- Female teachers may be specially attended because job intrinsic areas most of the time causes dissatisfaction.

- The educational administrator may provide incentives like full salary and other benefit to make teacher satisfied with their job.
- The educational administrator may time to time arrange intelligence activity like interchange of teacher between universities and other nations for raising status of the teachers.

CONCLUSION

Teacher act a vital role in social, moral, intellectual and in national development. They also contributes a lot for cultural preservation, inculcation and transmission to coming generation. Therefore Kothari Commission(1964) rightly stated that the destiny of India is now being shaped in her class room. To be a good teacher one must be satisfied with his/her job. But unfortunately now most of the teachers are not satisfied with their job due to many reasons.. Most of their time they devote to other activities for financial benefit. Investigator hereby suggested to the educationists and administrators to ameliorate the status of teachers.

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