

CHAPTER – I

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The progress of a nation in diverse fields ultimately depends upon the quality of its people which, in turn, depends upon how well the youngsters are molded by their parents and teachers. The Indian Education Commission, 1964-66, has rightly remarked in the opening sentence of the report that, "The destiny of India is now being shaped in her class rooms". The truth that, "No people can rise above the level of its teachers", as observed by National Policy on Education (NPE), 1986, is something which the planners, managers and administrators of education can ill afford to ignore.

Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right kinds of teachers and right methods of teaching. Therefore, all the factors which influence the quality of education and its contribution to national development are the quality, competence and character of teachers, apart from the infrastructure and resources. So, nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating

Such conditions of work or job in which they can be fully effective and satisfied.

Job satisfaction is very difficult to define because the very concept of satisfaction is highly subjective. Similarly the phenomenon of 'job satisfaction' varies from subject to subject and individual to individual. A generally applicable definition of the term is provided by Varoom (1964) who states "Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying".

Mumford (1970) states, "Job satisfaction can be defined in terms of the degree of 'fit' between organizational demands and individual needs, and that the employee's satisfaction with his job and the employer's satisfaction with work performance will only be high when this fit is a good one".

Russel (1975) observes, "Job satisfaction is a function of the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations."

Kalleberg (1977), in his definition states, "Job satisfaction refers to an overall affective orientation on the part of the individuals toward work roles which they are presently occupying".

Hoppock (1935) in his definition writes, "Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want".

Super (1939) has presented a clear view about job satisfaction. According to him, "Work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate".

Locke (1976) produces a comprehensive definition of job satisfaction as, "Job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfill one's basic needs. These needs are of two separable but interdependent types: bodily or physical needs and psychological needs, especially the need for growth. Growth is made possible mainly by the nature of the work itself.

Hackman (1977) defines job satisfaction more precisely "Job satisfaction refers to a person's affective attitudes or orientation toward a job.

It is one measure of the quality of life in organizations. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Recognition is now being given to the importance of the kinds of affective reactions that people experience on the job".

From the above definitions it can be concluded that job satisfaction is governed to a large extent by perception and expectations of workers. Employees work to satisfy their needs and they inspire or expect their work life to fulfil their needs. For perfect job satisfaction there should exist a one to one relationship between the perception of how well the job fulfils the various needs and expectations or aspirations of the individual regarding the extent to which these needs should have been fulfilled. Any discrepancy between aspirations and perceptions, accounts for dissatisfaction.

Researches in this field of job satisfaction have shown that a variety of factors within the individual and in his work environment affect the level of job satisfaction. Herzberg (1966) in his Two Factor Theory has identified one of the factors of job satisfaction as job content (intrinsic) and the other as job context (extrinsic).

1. Job intrinsic factors:

These factors are associated with doing the job. They include:

(a) The challenge and interest of the work: The more

Interesting the job and more challenges it requires, higher will be the job satisfaction.

(b) **Perception of the worth of the work:** If the workers perceive the usefulness and worthiness of their work, greater will they be satisfied with their jobs.

(c) Participation in decision making or amount of

responsibility: Studies have revealed that moral scores were higher for employees who had more responsibility. In another study it was found that unemployed person rated responsibility as one of the few things that has been a characteristic of job they had preferred.

(d) **Security:** It refers to the belief on the part of a worker that he will continue to work in his present job for a reasonable longer period of time. Security is of less importance to the better educated persons because there is not so much fear lay off in the kind of jobs that the highly educated and are confident of being able to find other jobs, if necessary.

2. Job extrinsic factors:

These factors focus on the context in which a job is done and job features that are determined by external events or other people. The most

common dimensions appear to be:

(a) Amount of payment : Studies have found that the Relative importance of pay will probably change with the labour market, with the economic conditions and with the employee's believe about the job satisfaction.

(b) Cohesion of work group: Man being social animal works in social group. If co-workers are good, well achieved then employee feels more job satisfaction. There are cases when people have left good jobs because of bad co-workers.

(c) Style/type of supervision received:

Researchers have found that favorable attitude of employees towards their supervisors was believed to produce a climate in which attitude of good team spirit were established and workers were more satisfied with their jobs. Besides the above factors, **Khan** (1995) has identified the Following personal factors, which affect the job satisfaction of an employee.

(i) Occupational level: It has been observed that employees are more dissatisfied in jobs that have less social status and prestige.

(ii) Age: Studies have found higher job satisfaction among older employees and lower among younger groups. However conflicting results have been observed as in some groups job satisfaction is higher with increasing age while in other groups job satisfaction is lower and in others

there is no difference.

(iii) Education: It is found that employees who are less educated, were more satisfied with their jobs than do the higher educated employees.

(iv) Sex: Surveys have shown that women are more satisfied with their jobs than men, quite possibly the reason is women's ambitions and financial needs are less as compared to men

Job satisfaction results in high qualitative and quantitative production, elimination of waste, reduction in cost, improvement in operations, higher efficiency and cordial relations between the management and the employees. Society in general obtains better goods and services despite its limited resources. If the employees are satisfied with their jobs, it will lead to a minimum role of absenteeism, grievances, labour-turnover, frustration and similar other personal problems. Contrarily low job satisfaction or job dissatisfaction generates an attitude of apathy, non-involvement and non-cooperation which will lead to low quality and poor quantity of production, increase in wastage, increase in cost, work breakage, low efficiency and strained relation of the employee with the management, with the supervisor and with the fellow workers. Thus we can say as physical health is an important aspect for an organism, similarly job satisfaction is important aspect for cooperative system.

Teaching is not a mere communication of knowledge and skills but it is an interaction of two personalities. The students' character and conduct,

their attitude and values are to a great extent, influenced by the teacher's own values and attitude. Society should ensure whether the teachers are taking full interest in their work and discharging their responsibilities to the maximum of their abilities. Therefore such conditions need to be created and an environment to be provided in educational institutions which permits a teacher to enjoy at least a moderate degree of job satisfaction. It is therefore most essential of educational institutions to find the degree of job satisfaction experienced by their teachers.

The whole educational system of India, comprised of two types of teachers - i) the teachers who work in Central Government (Govt.) schools and, ii) the teachers who work in the educational managed by the Government bodies. Within the limited time period and on the basis of available literature, the investigator could not find a single study which compares the job satisfaction of Central Government and State Government school teachers. So it becomes very essential to know whether there exists any difference in the level of job satisfaction enjoyed by these two groups of teachers. And if it exists, what are the basis on which they differ in the level of their respective jobsatisfaction.

It is in this specific context that the present investigation was undertaken to specifically provide empirical answers to the following two questions:

- i) What is the difference in the level of job satisfaction enjoyed by the teachers working in both Central Government and secondary schools?
- ii) What is the difference in the level of job satisfaction enjoyed by the teachers of Central Government and State Government schools in relation to some of their personal variables like sex, age, marital status and educational qualification?

Statement of the Problem:

Incorporating the above raised questions, the study was formally titled as:

"A Comparative Study Of Job Satisfaction Among The Teachers Working In Central Government and State Government school."

Objectives of the study:

The investigator has started the work with the following objectives

- i) To investigate the difference in the overall level of job satisfaction enjoyed by the Central Govt. and State Government school teachers.
- ii) To investigate the difference in the level of job satisfaction enjoyed by the two groups of teachers in Relation to
 - a) Age
 - b) Sex
 - c) Marital status

d) Educational qualification

Rationale of the study:

Taking into account the charms of the jobs provided by Govt. sectors

like job security, reasonable salary, provision of casual leaves and leaves for study, work load, social recognition etc, it is expected that Central Govt, State Government school, school teachers enjoy a high degree of job satisfaction.

As far as job satisfaction in relation to sex is concerned, it is expected that female teachers of both groups enjoy a greater degree of job satisfaction than the male teachers. As for as age is concerned, it is expected that the teachers who are above 40 years of age enjoy a greater degree of job satisfaction than do the teachers who are below 40 years of age. The reason for it may be that the young teachers who have energy and ambition regard their jobs as inferior and try to be settled in other jobs. Similarly the Central Govt. school teachers above 40 or below 40 are expected to be more satisfied with their jobs with regard to marital status, it is expected that unmarried teachers are less satisfied with their jobs than do the teachers who are married. It is also expected that unmarried teachers of Central Govt. schools are more satisfied with their jobs than do the unmarried teachers of State Government schools and married teachers of Govt. schools are more satisfied with their jobs than do the married teachers of State Government schools.

As for as educational qualification is concerned it is expected that Postgraduate teachers (PGTs) are more satisfied with their jobs than do the trained graduate teachers (TGTs). PGTs and TGTs of Central Govt. schools are more satisfied with their jobs than do the PGTs and TGTs of state Government schools respectively.

The above discussion provides satisfactory rationale to justify the above mentioned problem and to formulate the hypothesis for statistical verification.

Operational definitions of the terms:

The terms used in the title of the study have been defined to carry following operational meaning in the study -

- i) **Job satisfaction:** "The quality, level or state of satisfaction which is a result of various interests and attitudes of a person towards his job." (Good, C.V., 1973).

In this study, job satisfaction mainly refers to the degree of satisfaction enjoyed by the teachers of secondary schools, in teaching as a profession.

- ii) **Central Government schools:** A school which is financed and managed by the Central Govt. And open to all, is known as Central Government school. In this study Central Government schools mainly refer to Central Govt. schools located in District Bhopal.

- iii) **State Government School:** A school which is financed by the Government and managed by the state Government bodies is known as state Government school. In this study, by the state Government schools the researcher means the state Government schools located in District Bhopal.

Hypothesis:

Corresponding to the objectives of the study the following null hypotheses have been made for empirical verification-

- H.01-** There would be no difference in the overall level of job satisfaction enjoyed by the Central Govt. and state Government school teachers.
- H0.2.11-** There would be no difference in the level of job satisfaction enjoyed by the male teachers of Central Government and state Government schools.
- H0.2.12-** There would be no difference in the level of job satisfaction enjoyed by the female teachers of Central Government and state Government schools.
- H0.2.13 -** There would be no difference in the level of job satisfaction enjoyed by male and female teachers of Central Government schools.
- H0.2.14 -** There would be no difference in the level of job satisfaction enjoyed by male and female teachers of state Government schools.