

JOB SATISFACTION OF TEACHERS OF ELEMENTARY SCHOOL IN THE VALLEY DISTRICTS OF MANIPUR**N. Nomika Devi****Research Scholar , Department of Education
Manipur University****ABSTRACT**

. Teacher to be real manager of class room teaching learning process, must have his skills, competence, inclinations and of course entire satisfaction with his job. The professional efficiency of a teacher depends finally on his happiness in the job or his job satisfaction. The study aims at studying the job satisfaction of teachers of elementary school in the valley districts of Manipur. Job satisfaction questionnaire was administered to 600 elementary school teachers of Manipur. The results showed that the type of management have significant effect on job satisfaction of elementary school teachers. The Government teachers were most satisfied in terms of job content and management attitude. The private school teachers were most satisfied in student receptivity as compared to Government and Aided school teachers. Interestingly, Aided school teachers were most satisfied in working conditions and social predisposition.

Key Words: Aided, Elementary teachers, Government, Job satisfaction, Private.

INTRODUCTION

The teacher is the architect of the future generation. He is the preserver of democracy. So no society can afford to neglect him for long. It is appreciably realized that economic and social security of the teaching profession is a pre – requisite for improvement in education in recent times. The best way of attracting competent persons to teaching profession is to enhance the status of teaching community and provide suitable working conditions. Teacher to be real manager of class room teaching learning process, must have his skills, competence, inclinations and of course entire satisfaction with his job.

Reflecting on the crucial role of teachers in national development in education, the International Commission on Education (UNESCO, 1996) strongly advocated that improvement in the recruitment, training, social status and conditions of work of teachers, they need appropriate knowledge and skills, personal characteristics and professional prospects and motivation, if they are required to meet social expectations. The importance of the role of the teachers is even more critical in the 21st century. (Delors,1996)

Job satisfaction refers to an individual's subjective experience on his work situation, his response and feelings towards different facets of his work role. Job-satisfaction is not a unitary concept but a composite of many factors or dimensions.

Job satisfaction has been defined by Milton (1951) as a generalized attitude resulting from many specific attitudes in three areas, being specific job factors, individual adjustment and group relationships. According to him job-satisfaction is an individual phenomenon and is measured by ascertaining certain attitudes. Attitudes of an employee can be considered as a readiness to act in one way rather than another in connection with specific factors relation to job. Blum (1957) opined "Job satisfaction is the result of various attitudes possessed by an employee in relation to his job".

The professional efficiency of a teacher depends finally on his happiness in the job or his job satisfaction. Some teachers who did not enjoy job satisfaction may still work hard for the cause of education. They are the devoted and dedicated teachers and their number is quite small. Such

individuals would do better work and contribute more significantly for the cause of education, had they enjoy job satisfaction also.

Large number of teachers, sometimes exceedingly large number are not happy and satisfied with their profession. Prof. Gates (1954) refers to a research bulletin of the National Education Association which lists out the following factors as sources of dissatisfaction in teaching profession:

Teachers' Over pressure of work, ii) Underpay to the teachers, iii) Occupational insecurity, iv) Constant sharing of burdens of others, v) Puritanical restrictions on outside activities, vi) Repressive and autocratic administration and supervision, vii) Aloofness on the part of the general public, viii) Necessary attention to numerous details, and ix) Constant association with immature minds.

The causes of dissatisfaction vary from one institution to the other and from one individual to the other. Some teachers are dissatisfied because of heavy workload. The Common Wealth Teacher Training study reports that the teacher must perform 1,001 separately tasks in discharging his functions. Some are worried because of meager pay scales. Some are worried because of working conditions in school.

Siegel (1962) on the basis of his review of Job-satisfaction studies concluded that all the results may be conveniently grouped under two headings on the basis of their pertinence to factor. i) intrinsic and ii) extrinsic to the job itself.

Factors intrinsic to job include:

a) Pay; b) Job security; c) Participation and personal recognition; d) Hour and working conditions; and e) Occupational status.

Among factors extrinsic to job are:

a) Perception about supervision; b) Sex; c) Level of intelligence d) Job experience or length of service; and e) Personal adjustment.

For the person who enjoys job satisfaction work is not an unhappy chore, but a major source of enjoyment. Satisfaction in job gives the individual courage and energy, vigour and vitality needed to perform every bit of work with a genuine interest. This interest is not a forced one but one that ushers out voluntarily. "This positive outlook upon their job permeates their entire lives and they come home to their families tired, perhaps, but nevertheless invigorated and satisfied. Their work give them a sense of purpose in life and a feeling of achievement." (Wynn, 1960)

The future of the state depends on its youth and the progress of the youth depends on the teacher and effectiveness of the teacher depends on his job satisfaction. So there is absolutely no justification for allowing any dissatisfaction among our teachers. The study may help in improving the status of teachers.

OBJECTIVE

The objective is to study the job satisfaction of elementary school teachers in the valley districts of Manipur.

MATERIALS AND METHODS

Sample

The sample consisted of 600 teachers of elementary schools in the valley districts of Manipur. Out of these teachers, 268 teachers were from 38 Government school, 122 teachers from 26 Aided school and 210 teachers from 32 Private school.

Measures

In order to study the job-satisfaction of elementary school teachers, the investigator constructed Job satisfaction Questionnaire. The questionnaire consisted of thirty items and had been subdivided into satisfaction with working conditions, job content, management attitude, student receptivity and social predisposition. All items were phrased positively. Each item was provided with two alternatives - Yes or No.

Statistical Analysis

In order to explore and bring an analytical study on the problem various statistical techniques were adopted when required and wherever applicable. Percentages and Chi-square have been applied.

RESULTS AND DISCUSSIONS

Table No. 1 : Satisfaction With Working Conditions

Type of Management	No. of Responses			Responses in percent		χ^2	Df	Level of Significance
	Total	Yes	No	Yes	No			
Government	1608	1058	550	65.79	34.21	6.65	2	0.05
Aided	732	501	231	68.44	31.56			
Private	1260	792	468	62.86	37.14			

From table No. 1, it is observed that the obtained value of χ^2 i.e. 6.65 with 2 df is significant at .05 level, hence the null hypothesis made on Satisfaction with Working Conditions dimension between the Government, Aided and Private School teachers is rejected. As such, it can be concluded that the satisfaction related with the overall working conditions of the elementary school teachers is dependent on the type of management.

Going by the percentage-wise analysis, number of 'Yes' responses which represents satisfaction over the working conditions in its totality in the case of Aided School teachers was 68.44% which was the highest followed closely by the Government with 65.79% and lowest percentage by Private(62.86). It is also observed that the frequencies of responses of all the three groups of teachers lies more towards the positive side, it may be interpreted that majority of teachers are satisfied with working conditions.

Table No. 2 : Satisfaction with Job Content

Type of Management	No. of Responses			Responses %		χ^2	Df	Level of Significance
	Total	Yes	No	Yes	No			
Government	1608	997	611	62	38	70.72	2	.01
Aided	732	406	326	55.46	44.54			
Private	1260	583	677	46.26	53.74			

The above table indicates that the obtained value of χ^2 (70.72) is significant at .01 level. The null hypothesis is rejected. This means that the type of management have significant effect on job content. It can be interpreted that the satisfaction with job content of elementary school teachers was dependent on the type of management of the school to which they belong.

Percentage wise, Government school teachers(62%) shows higher percentage in satisfaction which means the frequencies lies towards the positive side than the other two types of management and the Aided teachers (55.46%) in better position than the private school teachers (46.26%). The reason behind this could be because the Government school teachers are better off in terms of salary, chances of increasing income, leave facilities etc. as compared to the other two types of teachers.

Table No.3 : Satisfaction with Management Attitude

Type of Management	No. of Responses			Responses in percent		χ^2	Df	Level of Significance
		Yes	No	Yes	No			
Government	1876	1249	627	66.58	33.22	35.21	2	.01
Aided	854	513	341	60.07	39.93			
Private	1470	834	636	56.73	43.27			

From the table No.3, it is observed that the obtained Chi-square of 35.21 is higher than the tabulated value at 0.05 and 0.01 level. Thus, the null hypothesis is rejected. This means that the management type influences on the satisfaction with management attitude.

The satisfaction with management attitude is found to be highest in percentage among Government teachers of elementary school(66.58), followed by Aided school teachers(60.07) and lowest with Private school teachers(56.73). This may be because the Private school and aided school teachers are under the direct control of the heads or concern authority while the Government teachers are free from such control. Moreover, the Government teachers are better in terms of job security and chances of promotion.

Table No.4: Satisfaction with Student Receptivity

Type of Management	No. of Responses			Responses in percent		χ^2	df	Level of Significance
	Total	Yes	No	Yes	No			
Government	1608	936	672	58.21	41.79	36.83	2	.01
Aided	732	479	253	65.44	34.56			
Private	1260	869	391	68.97	31.03			

From the above table No.4, it is observed that the obtained Chi-square is 36.83, which is higher than the tabulated value of Chi-square at 0.01 and 0.05 level. Thus, the null hypothesis is rejected. This means that the satisfaction with student receptivity is dependent upon the type of management.

It is observed that percentage of satisfaction with student receptivity is highest among Private elementary school teachers(68.97) and the lowest among Government elementary school teachers(58.21). The reason behind this could be because the students in Private schools are better off in terms of socio-economic conditions and achievements.

Table No. 5 : Satisfaction with Social Predisposition

Type of Management	No. of Responses			Responses in percent		χ^2	df	Level of Significance
	Total	Yes	No	Yes	No			
Government	1340	961	379	71.72	28.28	27.38	2	0.01
Aided	610	454	156	74.43	25.57			
Private	1050	668	382	63.62	36.38			

The above table No. 5 presents the overall satisfaction with social predisposition with respect to management. The obtained Chi-square is 27.38, which is higher than the tabulated value at 0.01 and 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is significant difference in the satisfaction with social predisposition with respect to management.

Percentage-wise, in overall satisfaction with social predisposition, Aided elementary school teachers(74.42) show higher percentage which means that frequencies of responses lie towards the positive side, which is followed by Government elementary school teachers(71.72) and lowest among Private elementary school teachers(63.62). The reason why Private school teachers show lower percentage could be because they did not consider teaching in Private school as a high social status job.

Conclusion

The present study reveals the satisfaction with all the factors of job satisfaction viz. working conditions, job content, management attitude, student receptivity and social predisposition are significant with respect to management. The aided elementary school teachers are most satisfied with working conditions and social predisposition while the Government elementary school teachers are most satisfied in terms of job content and management attitude. Private school teachers are most satisfied with student receptivity. The reason behind this could be because the Government school teachers are better off in terms of salary, chances of increasing income, leave facilities etc. as compared to the other two types of teachers. The students in Private schools are better off in terms of socio-economic conditions and achievements as compared to students of Government and Aided school. On the whole, elementary school teachers in the valley districts of Manipur are satisfied with the job. In

view of the results, it is suggested to improve the factors responsible for job satisfaction of elementary teachers in all the three types of management.

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