

# JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN PASCHIM MEDINIPUR DISTRICT IN THE PRESENT CONTEXT

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DOI: 10.47750/pnr.2023.14.02.338

## Abstract

**Introduction:** Modern world is full of hassles, deadlines, frustrations and demands, where stress is common for everyone. Stress is a general human phenomena & a regular part of person's life from which nobody can get out of it. It is normal in bad situations or any tentative environment, but it becomes difficult when environmental stresses increase a person's adaptive capacity to cope.

**Objective:** The main purpose of this study is to find out the stress among parents of secondary school children, to assess the stress between the working and non-working parents of the secondary school children and to study the relationship between the level of parental stress and family environment for working and non-working parents.

**Method:** Considering the demand of the objectives the researcher has selected 20 mothers of secondary school children (10 working mother and 10 non-working mothers). Parenting Stress Scale consisting of 18 items developed by Abidin, 1990 and Family Environment Scale developed by Sanjay Vohra 1997 have been used as data collection tools. Descriptive Statistics and t Test and Pearson Correlation Coefficient have been used for the data analysis.

**Findings:** It has been revealed that working mothers experience higher level of Stress as compared to the non-working mothers and there is no significant difference functioning and collaboration of working and non-working women in family functioning.

**Keywords:** Stress, Relationship, Specific Professional Field, Job Happiness.

## INTRODUCTION:

The most significant resource in any firm is regarded as its human resources. It is the whole of the innate skills and aptitudes of the hired individuals, which includes executives, managers, and lower-level workers. To accomplish personal and organizational objectives, human resources should be used as fully as feasible. Thus, the achievement of objectives is ultimately determined by the employee's performance. Consequently, the

employee's motivation and work happiness have a significant role in how well they perform. How a person feels about (or toward) their work is the key to job happiness. Contrary to a dissatisfied employee who has a negative attitude toward the work, a pleased employee is considered to have a good attitude about the employment. While individuals with a good outlook will feel content with themselves, others, and their job, those with a negative outlook will be more likely to feel anxiousness, tension, concern, upset, and anguish. The level of pleasure or fulfillment individuals experience at work is reflected in their level of job satisfaction. Job satisfaction demonstrates that an individual's goals and objectives, as well as social and organizational aspects including connections with coworkers and supervisors, working environment, work regulations, and remuneration, all influence his or her attitude. A happy employee is more likely to remain with the company, have fewer sick days, and contribute positively. Job happiness has an impact outside of the workplace. Employee satisfaction increases the likelihood of citizen satisfaction. These individuals will have a more optimistic outlook on life in general and contribute to a more psychologically well society.

More so than those in lower level employment, those in higher level jobs find the majority of their demands met.

5 Employment satisfaction is a group of beliefs regarding certain aspects of the job. Employees may be content with certain aspects of their work yet unsatisfied with others. 6 Novelists, physicists, and philosophers are all interested in the connection between man and labour. Man spends a significant portion of his life at work. Given that work takes up a large portion of a man's life, its nature and importance are significant. A person's employment entails more than simply the simple tasks like rearranging papers, serving clients, or operating a vehicle. Jobs need interacting with coworkers and superiors, adhering to organizational rules and regulations, fulfilling performance requirements, putting up with often less than ideal working circumstances, and similar things. A person's employment serves more than just the purpose of generating income; it also fulfils other needs related to job expectations and rewards. As a result, an employee's evaluation of how content or unsatisfied he or she is with his or her employment is a complicated summation of a number of distinct job components.

Locke (1976) defined work satisfaction as a favourable or pleasurable emotional state brought on by a person's enjoyment of their own employment. Miller (2009) argues that this definition of work satisfaction is the most widely used and accepted one, describing the essential element required to convey the meaning of the term "job satisfaction" in its broadest sense. Additionally, it is believed that job satisfaction is a psychological attitude that individuals have toward their employment. According to Schultz (1982), to the extent that a person's expectations for his or her work correspond with what they actually achieve while executing the activity (Capotescu, 2006). These definitions speak to work satisfaction in a broad sense, which is not the best method to gauge how satisfied individuals are with their jobs. Therefore, it is important to recognise and examine the attitudes that make up the total of it (Schultz, 1990), which varies from job to work, while attempting to represent job satisfaction levels. Workplace safety, advancement opportunities, recognition and appreciation, decision-making authority and influence, as well as a feeling of productive work that is valuable and well done are all factors that contribute to overall job satisfaction. Each of these factors may have a different impact on how satisfied they are with their jobs. Job satisfaction is a measure of how well an individual is responding to his or her work environment. It depends on a number of factors, including some that are personal in nature, such as age, education, skills, and work experience, as well as organizational ones, such as organizational climate, working conditions, policy, and organizational management, and last but not least, personality traits. Studies carried out between 1935 and 1990 have been classified as a-theoretical since their theoretical foundation was statistical analysis. The most enthusiasm was shown. The finest illustration is the relationship between work happiness and observable elements of our compensation.

## REVIEW OF LITERATURE

**Oana Alina Bota, (2012)** The research began with a character assessment and tries to determine the degree of work satisfaction in a specific professional field, education, which is always undergoing various changes. Aside from the complexity that defines it, education requires vocation and the greatest degree of responsibility for the

end result that it intends—the person who is aware of their key skills, has a harmonious personality that is free and independent, and is able to integrate and adapt in a society that is changing. The capacity to train, educate, manage, develop and organize, correct, improve, and continuously assess the creation and perfection of human traits expected of tomorrow is a requirement of the teaching profession in addition to professional abilities (Salade, 1995). Through this research, we learnt more about the causes of work satisfaction in general and the extent to which the professional group in question experiences it. Under the circumstances of education today, such a diagnostic is necessary to pinpoint and call attention to the system's general flaws. In order to maintain the stability that, in turn, encourages actions done, it is equally vital to draw attention to critical concerns in terms of happiness and professional fulfilment.

**Prabha Ransi Jayawardena et. Al. (2021)** This research looked at the elements that affect teachers' work happiness. The following results on the study goals were reached after data analysis. According to the study's goals, there is a connection between internal and extrinsic characteristics and work satisfaction. Important details about the sample's composition and dispersion are revealed by a descriptive analysis of the data. The sample's age, service, marital status, experience, and credentials all became quite evident, which made it easier for the researchers to draw conclusions from the study.

**Dr.K Nigama et al (2018)** believes that it is crucial for organizations to help teachers in boosting their work happiness. It is important to make every effort to increase teachers' work happiness. Having concluded from this research that workplace independence is the quality of job satisfaction that people seek out most, organizations should develop self-driven teams in educational settings. Job satisfaction may be increased in a number of ways, including via self-development opportunities, short-term courses, seminars, and workshops, as well as through high praise and awards for excellent performance.

## STATEMENT OF THE PROBLEM:

Positive attitude is a crucial trait for a teacher in the field of education. Every teacher must be capable of doing their job well and have the desire to do so in order to enjoy what they do. The culmination of all positive emotional and psychological experiences at work is job satisfaction. Job satisfaction is the result of the connection between expectations and actual results. Without contentment, work cannot be completed in an efficient manner. Teachers have a crucial role in developing the country and its future people. Therefore, work satisfaction is a crucial idea that is significant for the welfare of society as a whole as well as for the individual. One thing that will guarantee academic achievement and school productivity is job happiness. When instructors are happy in their employment, they are more motivated to educate their pupils properly. Similar to India, other nations are working to raise education standards to keep up with the demands of globalisation. So, "Job Satisfaction among Secondary School Teachers in the Present Context" is the title of the current research.

## RATIONALE OF THE STUDY:

The function of teachers in our society is crucial. The calibre of the instructors has an impact on the standard of education. The future of the pupils is being created by the teachers. An effective and efficient teacher is one that is happy with their position. If instructors are under stress at work, they won't be happy with their jobs and it will have a detrimental effect on the workplace. Therefore, it is important to determine what influences instructors' happiness with their job. Teachers have the power to change students from unfinished commodities into superb completed products that are as full humans and responsible citizens. When instructors are happy with their jobs, more energy may be produced.

## OBJECTIVES:

The present study has been carried out with the objectives which are stated below-

- To study the job satisfaction among the secondary school teachers of Paschim Medinipur.
- To find out the job satisfaction category wise among secondary school teachers.
- To study the job satisfaction on the basis of qualification among the secondary school teachers of Paschim Medinipur.
- To study the job satisfaction on the basis of living area among the secondary school teachers of PaschimMedinipur.

## HYPOTHESIS':

The researcher has formulated the following hypothesis-

Hp1-There is no significant relationship between Job-Satisfactions of Highly Satisfied and Averagely Satisfied Group of Teachers

Hp2-There is no significant gender difference between sample teachers on Job-Satisfaction.

Hp3-There is no significant difference between the teachers Job-Satisfaction in relation to their qualification

Hp4-There is no significant difference between the teachers' Job-Satisfaction in relation to their discipline

Hp5-There is no significant difference between the Job Satisfaction of teachers in relation to settlement

## METHODOLOGY:

For achieving the objectives of the study the researcher followed the mixed method and used both qualitative and quantitative data.

**POPULATION:** The study is based on the population consisting of the teachers from both private and govt. secondary Schools of the district of Paschim Medinipur, West Bengal.

**SAMPLE:** The study has been carried out on total 150 samples identified by simple random sampling method of women teachers from different secondary school in Paschim Medinipur district West Bengal.

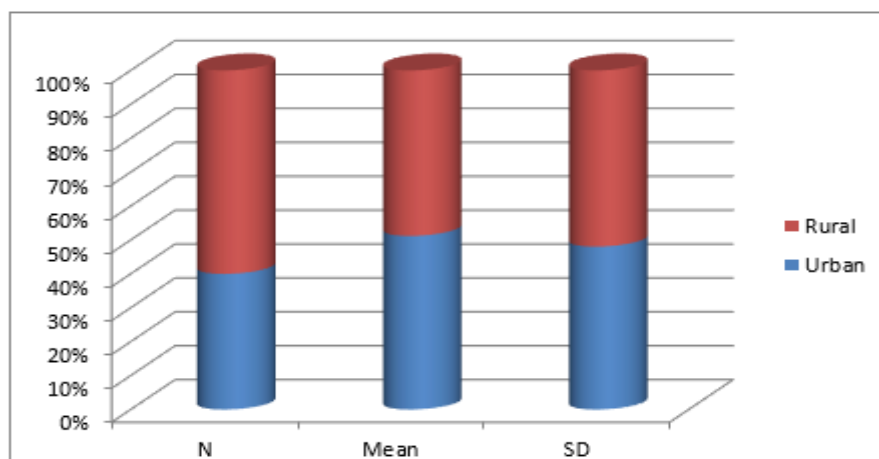
**TOOLS:** A self structured scale with reference to some statements of job satisfaction scale of Meera Dixit was used for data collection. It is consisting of 67 items related to four dimensions-i) satisfaction with work, ii) Satisfaction with salary and security, iii) satisfaction with institutions and iv) Satisfaction with authorities.

**TECHNIQUE:** For the current study simple Mean and Standard Deviations are used for the data analysis.t test has also been applied for data analysis.

## DATA ANALYSIS AND INTERPRETATION

Table 1: Job Satisfaction Mean score and SD for highly satisfied and average satisfied Secondary School teachers

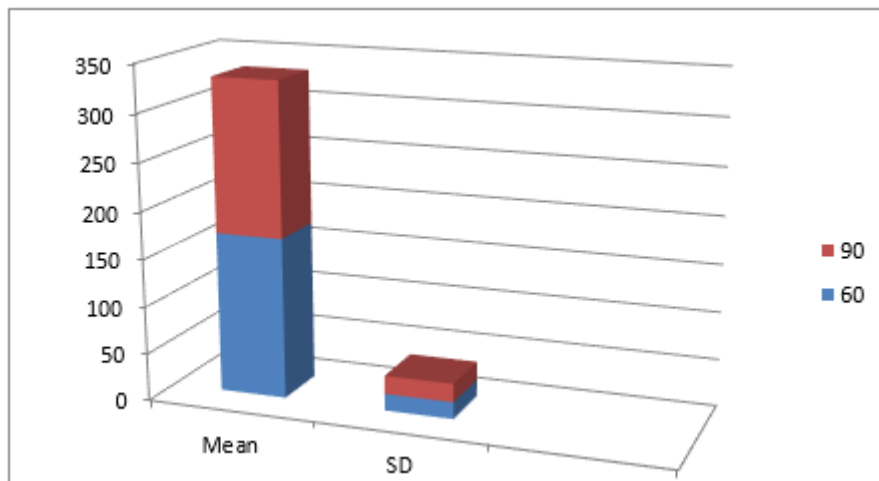
Groups	N	Mean	SD	SE	T value	Remarks
Highly Satisfied	60	180.5	10.21	2.21	15.01	Significant at .05 level
Average Satisfied	90	155.6	12.21			



The above table that the computed t-value came out to be 15.01 which is greater than (>) the criterion t-value (1.98) at 05 level of significance. As the computed t-value (15.01) is significant at 05 level, therefore the formulated hypothesis (H0) "There is no significant relationship between Job-Satisfactions of Highly Satisfied and Averagely Satisfied Group of Teachers" gets rejected. From this, it is clearly understood that there is significant difference in the Job-Satisfaction of both Highly Satisfied and Averagely Satisfied Group of Secondary School Teachers PaschimMedinipur, West Bengal.

Table 2: Job Satisfaction among Male and Female Teachers

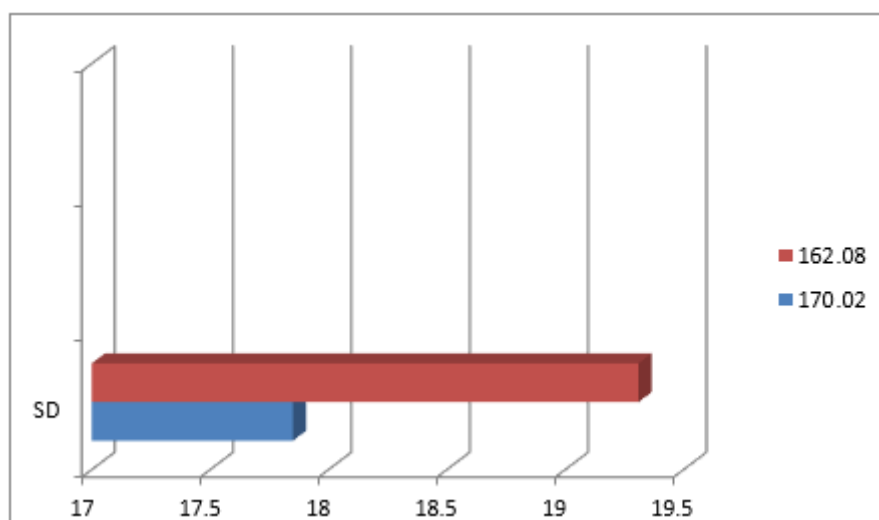
Groups	N	Mean	SD	SE	T value	Remarks
Male Teachers	75	163.3	17.24	2.29	2.89	Significant at .05 level
Female Teachers	75	170.01	18.46			



The calculated t-value was found to be 2.89, which is higher than the criteria 't' value (1.98) at the 05 level of confidence, as shown in the above table. The proposed hypothesis is true since the calculated t value of 2.89 is significant at the 05 level of significance (H02). Rejection of "There is no discernible gender difference among sample instructors on Job-Satisfaction." This interpretation leads to the conclusion that there are notable differences in the job satisfaction of male and female secondary school teachers in Paschim Medinipur, West Bengal.

Table 3: Job Satisfaction based on Qualification

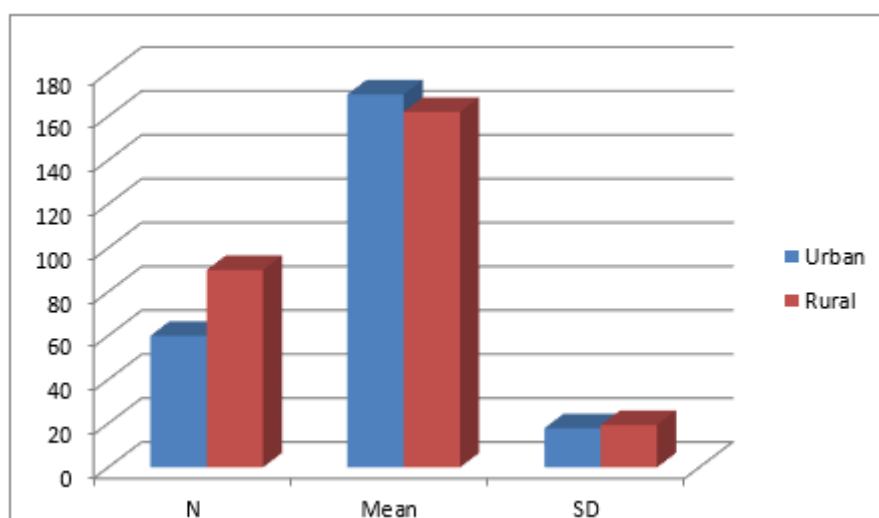
Groups	N	Mean	SD	SE	T value	Remarks
Highly Qualified	75	167	16.09	2.86	0.45	Significant at .05 level
Average Qualified	75	166.01	19.01			



The table indicates that the computed 't' value came out to be (0.45) which is smaller than the criterion 't' value (1.98) at .05 level of significance for 148 df. As the computed 't' value (0.45) is not significant at 05 level of significance, therefore the formulated hypothesis (HO3) "There is no significant difference between the teachers Job-Satisfaction in relation to their qualification" gets accepted. From this interpretation it is to be understood that there is no significant difference between the Job-Satisfaction of Highly Qualified and Averagely Qualified Secondary School Teachers in PaschimMedinipur district of West Bengal.

Table 4: Job Satisfaction based on Subject Category

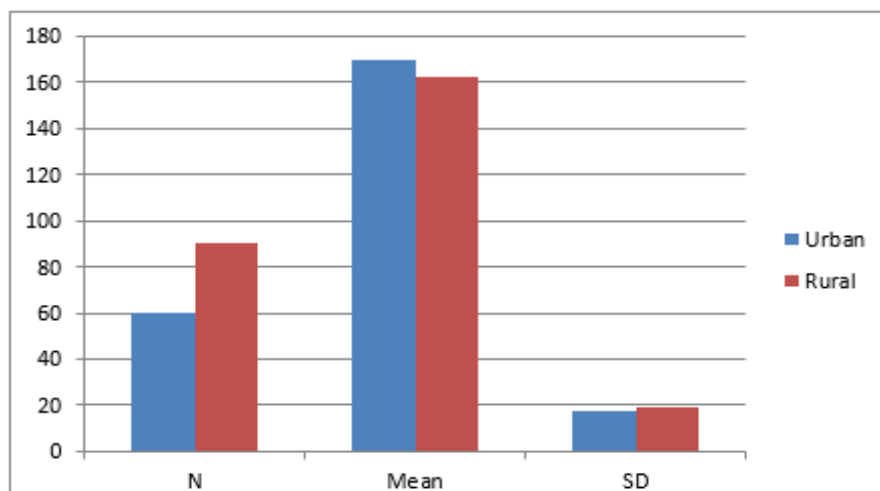
Groups	N	Mean	SD	SE	T value	Remarks
Science Teachers	60	166.9	17.01	2.9.	0.75	Significant at .05 level
Arts Teachers	90	165.9	19.24			



The above table reveals that the computed 't' value came out to be 0.75 which is smaller than the criterion 't' value (1.98) at 05 level of significance for 148 df. As the obtained 't' value (0.75) is not significant at 05 level of significance, therefore the formulated hypothesis (HO) "There is no significant difference between the teachers' Job-Satisfaction in relation to their discipline" gets accepted. From this interpretation, it is clearly understood that there is no significant difference between the Science Subject teachers and Arts subjects teachers.

Table 5: Job Satisfaction based on Living Area

Groups	N	Mean	SD	SE	T value	Remarks
Urban	60	170.02	17.85	3.08	2.63	Significant at .05 level
Rural	90	162.08	19.31			



The above table depicts that the computed value came out to be 2.63 which is greater than the criterion 't' value (1.98) at .05 level of confidence for 148 df. As the obtained 't' value 2.63 is not significant at 05 level of significance, therefore the formulated hypothesis (H<sub>0</sub>) "There is no significant difference between the Job Satisfaction of teachers in relation to settlement". It is clearly understood that there is no significant difference between the urban and rural school teachers of PaschimMedinipur.

## FINDINGS:

From the above data analysis the following have been found out-

- There is no significant difference of job satisfaction between the male teachers and female teachers,
- Teachers of both discipline Science and Arts have almost same concern regarding job satisfaction.
- Both rural and urban area teachers of Paschim Medinipur have same experience of job satisfaction.

## CONCLUSION:

The efficacy and quality of instruction provided by an educational institution rely on the caliber of the professors, just as the success of any corporation largely relies on the caliber of its personnel. Because the instructor has the greatest influence on how the students' habits, preferences, and personalities are shaped. The instructor moulds the student from an animal to a person. Therefore, the teacher's abilities become of paramount significance. However, a teacher cannot give his or her all to the students unless he or she is happy with his or her employment. Because teaching is the most inspiring profession in the world, job satisfaction is the most crucial component of any task or career, especially for teachers. Therefore, the efficacy of instructors is significantly influenced by work happiness. The researcher believes that this study will have a significant impact on many academic communities, policy makers, and other organizations that work with teachers and students.

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