Job Satisfaction of Private Primary School Teachers in Valsad District

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ABSTRACT

A teacher can perform at their highest level when they are satisfied with their work. Every profession possesses specific elements that contribute to job satisfaction, and teaching is no different. A teacher must experience job satisfaction and cultivate a positive attitude towards education; otherwise, they cannot produce the desired results to meet societal needs. Only a content and well-adjusted teacher can focus on the welfare of their students. The research was characterised as a descriptive survey. The aim of the research was to examine the job satisfaction levels among secondary teachers in private schools. Investigator followed a stratified random sampling method. Total 254 teachers from secondary schools of Valsad District constitute as the sample for the study out of which 127 were GSHEB teacher and 54 were CBSE teachers. A five point rating scale measuring the job satisfaction was developed and used by investigator for data collection. The tool constitute total 50 statements related to variables determining job satisfaction of teachers i.e..; salary, work load, recognition, physical surrounding, cooperation with administration, cooperation with teachers, and cooperation with student. The gathered information underwent analysis through frequency and percentage methods. The majority of teachers expressed satisfaction with their salaries, the workload assigned to them, the physical facilities available in the school, and the cooperation received from the principal, colleagues, and students.

INTRODUCTION

The field of education is highly esteemed. Those who settle on teaching as a profession must prove themselves capable and committed to their work. Feeling content in one's role as a teacher allows one to give one's all in the classroom. Teaching is no different from any other career in that it has its own unique aspects that make it rewarding. A teacher must experience job satisfaction and cultivate a positive attitude towards education; otherwise, they cannot produce the desired results to meet societal needs. Only a content and well-adjusted teacher may

provide their whole attention to their pupils' well-being.

The teacher no longer embodies the ancient glory we once recognised. It has disappeared entirely without a single sign remaining. The contemporary educator pales in comparison to their ancient counterpart. Prof. S.N. Mukerji (1979) notes, "the era of the esteemed educator in India has passed." A contemporary educator lacks recognition, job security, and tranquilly of thought. A multitude of various tasks are assigned to him. Simultaneously, destitution wore him down. All the descriptors associated with the profession such as "nation-building," "man-making," "noble," "sacred," and so on are merely grandiose terms that hold no real significance whatsoever in today's context. The profession today struggles to draw in intelligent and talented individuals. The financial opportunities and the societal standing that the profession can provide today are so limited that numerous talented individuals do not consider pursuing a career in teaching. Some individuals who enter the profession do so with hesitation and express their regret fully. Entering the teaching field not out of passion for the profession, but due to their challenges in finding alternative employment. Teaching has become a final option for many when access to other profitable careers is unavailable.

JOB SATISFACTION

Work can be described as "An activity that generates something of worth for others," according to John (1993). When the task is of a specific nature, we refer to it as a "Job." It refers to a solitary endeavour in which one person derives pleasure, while others may find it unappealing. A piece of labour is the most general definition of "job" given by the Coline English Dictionary (1980). A "Job" is defined by Burher (1986) as "an intricate web of duties, regulations, interactions, incentives, and rewards".

A combination of the words "job" and "satisfaction" produces what we call "job satisfaction." A person takes up a job when they engage in professional activities with the expectation of financial gain. Satisfaction refers to the emotions one experiences regarding events, individuals, and objects. As defined by the Oxford Dictionary, a "job" refers to a specific, clearly defined task performed within the context of one's particular profession. Job satisfaction is strongly linked to maintaining the proper mindset in one's work. There is a robust positive correlation between an employee's degree of job satisfaction and their degree of passion for their profession. When one is passionate about their profession and wants to be the best at what they do, they give 110% to make sure their work is faultless. An element in the workplace that is responsible for the likelihood of job satisfaction, which in turn leads to content. Dissatisfaction will rise in the workplace if there is no room for variation.

GENERAL FACTORS EFFECTING TEACHERS' JOB SATISFACTION

The following are the common elements influencing teachers' job satisfaction:

- Link with educational management

The elements of generator, adaptive design, work system as well, faith, stable employment, disturbance, struggling trainers, gratitude, admiration, technological devices, and training represent the various factors that influence teachers' job satisfaction within their professional setting.

- Morale

The elements that affect a teacher's job joy include gratitude, respect, taking decisions, acceptance, revere, upward mobility, adaptive design, stability in their position, confidence, morale, and compensation.

- Educational setting

Some factors determining the happiness of teachers included financial assets, leased places of work, college health and hygiene, college servicing, college motives, a lack of support workers, and costs that by the president, along with those sub-themes.

- Connections with students and guardians

Connections with students, connections with parents, student achievement, evaluation, management of

student persistence and conduct, involvement in parent councils and the socioeconomic context of the college, these sub-themes encompass the elements influencing teachers' job satisfaction.

- Connection with educators

The effectiveness of teachers, their dedication, the movement of educators, harmony among educational professionals, and their continued education are all subsections that capture the factors affecting work fulfilment for professionals in education. In India, recent updates and improvements have been made to the salary framework and working diseases for educators, resulting in a significant overall 'strategy' and an enhancement in the quality of instruction. Nonetheless, the circumstance holds significant relevance in both the private industry and private educational institutions. Nevertheless, efforts are in progress to improve the situation of the teachers. (S Dhanapal 2013)

RESEARCH METHODOLOGY

The research was characterised by a descriptive survey approach. The aim of the research was to examine the job satisfaction levels of secondary and high secondary educators in private schools within the Valsad District. The researcher employed a stratified random sampling technique. For the study, a random selection was made of 5 CBSE schools and 10 GSHEB schools located in Valsad District. A random selection of 8 to 9 teachers was made from the chosen school. A total of 254 teachers make up the sample for the study. There were 127 teachers from GSHEB and 54 teachers from CBSE. A five-point rating scale designed to assess job satisfaction was created and utilised by the investigator for the purpose of data collection. The tool consists of a total of 50 statements concerning the variables that influence teachers' job satisfaction, such as salary, workload, recognition, physical environment, collaboration with administration, collaboration with colleagues, and collaboration with students. The gathered information was examined through frequency and percentage analysis.

ANALYSIS AND INTERPRETATION OF DATA

The collected data underwent scrutiny based on the factors utilised for the job satisfaction scale, such as salary, workload, physical facilities, recognition of work, teachers' attitudes towards teaching, administrative support, collaboration with teachers, and interaction with students.

Table 1: Teachers' response on variable related to salary:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.	I get enough salary as compared to the work I do.	28.03%	53.58%	-	9.85%	4.55%
2.	Insufficient income keeps me from living the way I want to live.	1.66%	3.35%	5%	60%	30%
3.	Teaching provides me with financial security.	-	50%	20%	20%	10%
4.	I am well paid in proportion to my ability.	-	50%	40%	8.33%	1.67%

Table 1 presents four statements aimed at gauging teachers' contentment with their salary. The table indicated that a a considerable number of educators (81.61%) concurred or strongly concurred that their salary is adequate in relation to their work. Only half of the teachers believe that teaching offers them financial security. Half of the educators indicated that their pay was in accordance with their skills.

Table 2: Teachers' response on variable related to work load:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers are given enough work load.	10%	60%	2.27%	20.45%	7.57%
2	The institution give importance to work but not the teachers.	-	11.67%	34.66%	54.167%	-
3	Teacher always strive hard to come to the top in teaching profession.	22.72%	53.79%	-	11.36%	12.12%

Table 2 presents three statements aimed at gauging teachers' satisfaction with their workload. According to table 2, educators express contentment regarding their workload. Educators (70%) concurred or strongly concurred an adequate amount of workload. 54.167% of teachers expressed disagreement regarding the institution's prioritisation of work over the teachers themselves. A considerable segment of the educators (76.51%) concurred or strongly concurred that teachers consistently put in great effort to excel in the teaching profession.

Table 3: Teachers' response on variable related to Physical Facilities in a school:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	The physical facilities for teaching in the school is satisfactory.	28.33%	46.66%	10%	8.33%	6.67%
2	There is enough reference material in the school library.	22.5%	51.67%	19.17%	5.83%	-
3	There are enough teaching aids for performing my job smoothly in the school.	10%	50%		40%	-
4	Physical surrounding in my school are unpleasant.	3.79%	3.03%	12.89%	59.85%	20.45%

Table 3 presents four statements aimed at gauging teachers' contentment regarding the physical facilities available in a school. A considerable amount of educators (74.99%) believe that the school's physical facilities for teaching are adequate. 74.17% of respondents expressed agreement or strong agreement regarding the sufficiency of reference materials available in the school library. A small number of teachers (40%) express disagreement regarding the sufficiency of teaching aids accessible for efficiently executing their responsibilities in the school. The majority of teachers (80.3%) disagree or strongly disagree that the physical environment in their schools is unpleasant.

Table 4: Teachers' response on variable related to recognition of teacher's work:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I receive too little recognition	10%	20%	3%	47%	20%
2	I receive full recognition for my successful teaching.	16.67%	64.16%	13.33%	5.83%	-
3	My ability is always recognised in the institution	15.15%	54.55%	3.33%	17.42%	10%
4	No one tells me that I am a good teacher.	-	13.33%	7.5%	70%	9.17%
5	I receive recognition from my immediate supervisor.	10%	60%	-	30%	-
6	When I teach a good lesson, my immediate supervisor notices.	50%	40%	-	5%	5%

Table 4 presents six statements aimed at gauging teachers' contentment with the acknowledgement of their efforts. The table shows a considerable segment of the teachers (80.83%) either concur or strongly concur that they are entirely acknowledged for their effective teaching. A small number of teachers (13.33%) concur with the assertion that 'No one informs me that I am a good teacher'. A considerable segment of the educators (70%) concur or strongly concur that they obtain acknowledgement from their direct supervisor, and almost all educators (90%) acknowledged that when they deliver an effective lesson, their direct supervisor takes notice of it.

Table 5: Teachers' response on variable related to attitude of teachers towards teaching:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Teaching provides limited opportunities for advancement.	12%	21%	9%	58%	-
2	Teaching is very interesting work.	7%	64%	-	23%	6%
3	The work of teacher is very pleasant.	9%	73%	3%	19%	14%
4	Teaching provides an opportunity for promotion.	10%	30.83%	35.83%	17.5%	5.83%
5	I do have responsibility for my teaching.	18.33%	80%	1.67%	-	-
6	Teaching encourages me to be creative.	35.83%	56.67%	3.33%	2.5%	1.67%
7	I feel fresh and enthusiastic while entering into school premises.	30.83%	52.5%	1.67%	8.33%	6.67%
8	I am in different towards teaching.	4.16%	44.17%	15.83%	21.67%	14.16%
9	I am afraid of losing my teaching job.	24.16%	36.67%	13.33%	17.5%	8.33%

Table 6: Teachers' response on variable related to administrative support:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagreed
1	My principal offers suggestion to improve my teaching.	22.5%	60%	0.83%	10%	6.66%
2	The administration in my school does not clearly define its policies.	2.5%	23.33%	14.17%	33.33%	26.67%
3	While making changes in any field of activity in school teacher's view and ideas are taken into account.	28.33%	46.66%	14.17%	7.5%	3.33%
4	I get proper instruction from supervisor in well advance in the school.	30%	40%	4.17%	15.83%	10%
5	I am aware of the policies of the school.	22.5%	60%	7.5%	5.83%	-
6	I receive too many meaningless instructions from my principal.	10%	10.83%	9.17%	40%	30%
7	My principal explains what is expected to me.	30%	65%	3.33%	1.67%	-
8	My principal treat everyone equitably.	35%	40%	12.5%	12.5%	-
9	My principal not willing to listen to suggestion.	3.79%	20.45%	9.09%	34.85%	31.82%
10	I do not have the freedom to make my own decision.	-	17.42%	14.39%	37.121%	31.06%
11	My principal gives me assistance when I need help.	31.81%	50.76%	4.55%	9.1%	3.79%

Table 5 presents nine statements aimed at gauging the satisfaction and perspective of educators regarding their profession. A significant portion of the educators (71%) concur or strongly concur that teaching is an exceptionally engaging profession, and almost the same number of educators (82) felt that teaching is indeed very captivating work. A small percentage of teachers (40.83%) believe that teaching offers a chance for advancement. Nearly all educators (92.5%) concur or strongly concur that teaching inspires them to be inventive, and a significant portion of them (83.33%) experienced a sense of renewal and excitement upon arriving at the school grounds. The final remark in Table 5 addressed the anxiety surrounding job loss. Over 50% of educators (60%) are concerned about the possibility of losing their employment.

Table 6 presents eleven statements aimed at gauging teachers' satisfaction with the administrative support provided by the school. According to the information presented in the table A significant portion of the educators (82.5%) concur that the principal provided recommendations to enhance their instructional methods. A small percentage of teachers (25.83%) concur with the assertion that the school administration fails to articulate its policies clearly. A considerable number of educators (74.99%) agreed that their views or recommendations are recognised during the implementation of changes in any activity. Approximately 70% of educators reported that they obtain sufficient guidance from their superiors in advance. A limited fraction of educators (20.83%) concur or strongly concur that they are inundated with an overwhelming number of directives from their principal that are devoid of importance. The vast majority of teachers, around 95%, concur with the assertion that their principal clarifies what is anticipated from the teacher. A total of only 24.24%

of teachers believe that the principal disregards their suggestions, and a similar proportion, 17.42%, expressed that they lack the autonomy to make their own decisions. Nearly 82.57% of teachers concur that the principal provides support when necessary.

Table 7: Teachers' response on variable related to cooperation with colleagues:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	There are some staff teachers who are interested in pulling down others.	-	-	18.18%	42.42%	39.39%
2	I do not get cooperation from the people I work with.	-	10.61%	6.82%	50.76%	31.82%
3	I dislike the people with whom I work.	-	-	3.33%	53.33%	43.33%
4	I have made lasting friendship among my colleague.	32.57%	48.48%	0.757%	8.33%	9.86%
5	My colleagues seem unreasonable to me.	1.67%	8.33%	15%	47.5%	27.5%
6	The teachers in my school have family bonds.	1.67%	6.67%	1.67%	52.5%	37.5%
7	My colleagues provide me to do better work.	7.5%	53.03%	11.36%	12.121%	13.64%
8	My colleagues provide me with suggestions on feedback about my teaching.	16.67%	63.33%	2.5%	11.67%	5.83%

Table 7 presents eight statements aimed at gauging teachers' satisfaction with the collaboration among colleagues. A significant proportion of educators (81.81%) do not believe that their fellow colleagues are inclined to undermine them. Nearly the same percentage (82.58%) express disagreement regarding the lack of cooperation from their colleagues. Nearly all the educators (96.66%) expressed disagreement with the notion that they dislike their peers. However, a comparable percentage of educators (90%) express disagreement regarding the existence of familial connections among themselves. Approximately 80% of educators concur or strongly concur with the assertion that their peers offer them advice and feedback regarding their teaching practices.

Table 8: Teachers' response on variable related to cooperation of students:

Sr. no.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I enjoy working with students in CCA and others school committees.	30%	70%	-	-	-
2	I am strict as far as student discipline is concerned.	49.17%	50.83%	-	-	-
4	The students and teachers have feeling of belongingness.	39.17%	54.17%	-	2.5%	4.17%
5	Teachers spend time after school with students who have individual problem.	28.33%	69.17%	2.5%	-	-
6	Teachers are friendly with students.	58.33%	37.5%	0.833%	1.67%	1.67%

Table 8 presents six statements aimed at gauging teachers' satisfaction with the cooperation received from students. The table shows that every teacher (100%) either agrees or strongly agrees that they take pleasure in collaborating with students in CCA and various school committees. Nearly all the teachers (93.34%) concur or strongly concur that both students and teachers experience a sense of belonging. A nearly identical percentage of teachers (95.83%) concur or strongly concur with the assertion that teachers maintain a friendly rapport with students.

MAJOR FINDING OF THE STUDY

- A considerable portion of educators conveyed contentment with the compensation they earned for their efforts; nonetheless, almost 40% maintained a neutral stance concerning their pay in relation to their abilities.
- Nearly all educators concurred that instructors are assigned a sufficient amount of responsibilities and they work diligently to excel in their field.
- Most of the educators expressed contentment with the amenities such as the library and teaching resources provided at the school. They also valued their environment.

- Many educators conveyed contentment with the acknowledgement they obtain for their contributions.
- Nearly all educators view teaching as an engaging and imaginative career, yet over fifty percent of them fear job loss.
- Most of the educators concurred that the principal was helpful when needed and was open to listening to them attentively. Several educators expressed that they lacked the autonomy to make decisions and were overwhelmed by excessive, unimportant directives.
- Nearly everyone expressed satisfaction with the collaboration they experienced from their coworkers.
- Every educator found pleasure in collaborating with learners.

CONCLUSION

It is fitting to conclude that the Teacher shapes both character and society, and thus is held in the highest regard. The educator carries out his duties and guarantees that all his students develop into capable members of society. An important objective of the educator is to cultivate students who are both capable of and committed to lifelong learning. The educators take on the role of guides and provide counsel to the learners. The students are guided towards reaching their objectives. Only a skilled educator can truly earn the trust bestowed upon them by parents and the community. To achieve this, the teacher must be given a thorough and encouraging setting. The discussion surrounding educators maintaining their former prestige or having diminished may discover comfort in the significant conclusions. The research emphasises the input regarding educators and their working environments. The majority of teachers expressed satisfaction with their salaries, the workload assigned to them, the physical facilities provided in the school, and the cooperation received from the principal, colleagues, and students.

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