

Job Satisfaction Of Teachers Of Elementary Schools In The Valley Districts Of Manipur Under Different Managements

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ABSTRACT

Elementary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. In order to ensure that proper teaching learning process to take place, it is important that sufficient number of teachers are made available in the schools. Teachers' role is central of all processes of education. A teacher is indispensable even in the most well equipped system of education. Teacher to be real manager of class room teaching learning process, must have skills, competence, inclinations and of course entire satisfaction with his job. Richard Wynn states that the following factors contribute to the satisfaction in a career. Intrinsic value of work; Security of life; The right to participate; Recognition and approval; Humane treatment and Self expression. The objective of the study is to find the satisfaction in different dimensions of job satisfaction (Satisfaction with working conditions; Satisfaction with job-content; Satisfaction with management attitude; Satisfaction with student receptivity; and Satisfaction with social predisposition) of teachers of elementary schools in the valley districts of Manipur under different managements viz. Aided, Government and Private maangement. The sample consisted of 600 teachers of elementary schools in the valley districts of Manipur: 268 teachers from 38 elementary schools, 122 teachers from 26 aided schools and 210 teachers from 32 private schools. Job satisfaction Questionnaire was constructed for the survey. The satisfaction with working conditions of the teachers on the areas viz. Intervals at the Right Time, Working Hours Convenient and Sanitation and Hygiene were dependent on the Type of Management. This means that there exists significant difference in these areas with respect to management. The satisfactions with Job content of elementary school teachers in the areas of Salary, Satisfied with Leave Facilities, Satisfied with Chances of Increasing Income and Co-worker praises were significant with respect to management. The satisfaction with management attitude in the areas viz. Job fully secured, Head takes interest in the welfare of the teachers, Chances of promotion and Promotion on the basis of seniority cum merit basis are dependent on the type of management. There exists significant difference in these areas with respect to management. The satisfaction with student receptivity in the areas viz. Students maintain discipline, Students' attendance, Students understand their responsibilities and Students have friendly attitude were dependent on the Type of Management. There exists significant difference in these mentioned

areas with respect to management. The satisfaction with social predisposition in the areas viz. Feels teaching is high social status job, Society respects as an elementary teacher and Feel proud to introduce as an elementary teacher are dependent on the type of Management. There exists significant difference in these areas with respect to management.

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

INTRODUCTION

Elementary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. In order to ensure that proper teaching learning process to take place, it is important that sufficient number of teachers are made available in the schools. Delors Commission (1996) says that "Closer attention has to be paid to maintained teacher motivation in difficult situations. To keep good teachers in the profession salary and other conditions must be sufficiently attractive compared to other types of employment requiring comparable levels of training. Incentives to keep teachers in remote or particularly deprived areas are clearly a necessity if disadvantaged population is not to be further disadvantaged by the lack of qualified teachers." Teachers' role is central of all processes of education. A teacher is indispensable even in the most well equipped system of education. Teacher to be real manager of class room teaching learning process, must have skills, competence, inclinations and of course entire satisfaction with his job.

Hoppock defined job satisfaction as, "any combination of psychological, physical and environmental circumstances that causes a person truthfully to say, "I am satisfied with my job". The underlying assumption in this definition is that it is possible for a worker to balance the specific satisfaction against the specific dissatisfaction, in arriving at a composite satisfaction with the job as a whole.

According to Longman's Dictionary of Psychology and Psychiatry, Job-satisfaction is the attitude of a worker towards his job, sometimes expressed as hedonic response of liking or disliking the work itself, the rewards (pay, promotions recognition) or the content (working conditions benefits).

Perception of job and job related factors will certainly differ from individual to individual. It is impossible to say definitely, that such and such job related factors are satisfying for all employees, or vice-versa. This is because every individual employee has his own frame of reference in evaluating his job. Thus, it can be assumed that job-satisfaction is not a unitary thing or entity but a composition of many factor including personal judgment of a worker how he thinks about his job. It can be concluded that job-satisfaction is governed to a large extent by perceptions and expectations. Man work to satisfy their needs and aspire or expect their work life to fulfill these needs. The teacher becomes a devoted one when he is satisfied in his job. A contented and satisfied teacher wills strongly that he should make some important contribution

towards the progress of the school. “He likes to associate with his co-workers and students and feels proud of his job. He feels thrilled at the never ending realism of knowledge that this work opens to him. His interest in his task is real, his motivation is natural and he has no dread on Monday-morning”. Richard Wynn states that the following factors contribute to the satisfaction in a career. Intrinsic value of work; Security of life; The right to participate; Recognition and approval; Humane treatment and Self expression. In the present study, investigators had considered the following dimensions relating to job satisfaction of school teachers: Satisfaction with working conditions; Satisfaction with job-content; Satisfaction with management attitude; Satisfaction with student receptivity; and Satisfaction with social predisposition.

Manipur is a small and unique state. It is strategically a very important state of India, geographically its location is at the extreme northeastern frontier of India. The state has an area of 22,327 sq. km. It lies between 93.03 degree east and 94.78 degree east longitude and 23.83 degree north and 25.68 degree North latitude. Manipur is a hilly state with a small valley of 1843 sq.km. circled by hill ranges accounting for more than 90 percent of the total geographical area of the state. The literacy rate in the state has increased from 32.91 percent in 1971 to 41.35 percent in 1981 and from 59.97 percent in 1991 to 70.50 percent in 2001. By 2011, the literacy rate of the state is 79.21 percent which is much higher than the all India average (74 percent)(Government of Manipur, 2013). Manipur has witnessed phenomenal expansion of school education. Teachers occupy a crucial position in the educational system. They have to perform a very important task, viz. the development of human resource – the resource that lies in the budding children and youth. Teachers are required not only to impart knowledge in various subjects, they have also to develop the whole personality of the child-body, mind and spirit. The most important equipment of a teacher is his back ground of education and training. A teacher must represent a running stream and not a stagnant pool.

The teaching community constitutes a very large segment of employees in Manipur. Both from the point of view of their number and their dispersal all over the state, they distributed a significant service under the state. With the expansion of schools, the growth of teachers at the Elementary stage also increased changes the teacher’s role is likely to become even more critical. The teachers are to be provided with the following conditions for enabling them to play their roles effectively.

The State Education Commission, 1992 observes that “Lack of even the minimum essential facilities in schools particularly elementary schools, is a serious handicap in raising the quality of school education in the state. Physical facilities have not kept pace with phenomenal expansion in education since independence. Drinking water facility does not exist in nearly 75% of primary and 50% of Junior high schools. Toilet facility is not available in nearly 80% primary and 50% junior high schools. Several junior high schools and high schools do not have separate toilets for girls. Nearly 1/3rd Government schools do not have library facilities and teaching aids. 40% do not have playgrounds. Even blackboards are lacking in a large number of L.P./Primary Schools especially in hill Districts council schools. There are more than 2000 primary schools which are short of furniture for pupils. In the case of teachers working in private and aided schools, the chances of promotion are rare because in privately managed schools only one or two persons have the opportunity to reach the level of head teacher. On most of these schools,

teachers remain in the same post from the beginning to the end of their service. It is reported that the teachers of private aided and unaided private schools do not have proper service conditions.

The investigators felt the need to study the job satisfaction of elementary school teachers of Manipur.

OBJECTIVE

The objective of the study is to find the satisfaction in different dimensions of job satisfaction of teachers of elementary schools in the valley districts of Manipur under different managements.

MATERIALS AND METHODS

Sample

The sample consisted of 600 teachers of elementary schools in the valley districts of Manipur: 268 teachers from 38 elementary schools, 122 teachers from 26 aided schools and 210 teachers from 32 private schools.

Measures

Job satisfaction Questionnaire was constructed for the survey. The questionnaire consisted of thirty items which consisted of different aspects; satisfaction with working conditions, job content, management attitude, student receptivity, and social predisposition. All items were positive sentences.

RESULTS AND DISCUSSIONS

Satisfaction with Working Conditions with Respect to Management

**Table No.1
Satisfaction with Working Conditions with Respect to Management**

Item No.	Areas	No. of Respondents	Type of Management	Responses		χ^2	df	Level of Significance
				Yes	No			
1	Time-table: Subjects distributed properly	268	Government	208	60	2.81	2	Not Significant
		122	Aided	99	23			
		210	Private	154	56			
2	Intervals at the right time	268	Government	212	56	7.98	2	.05
		122	Aided	100	22			
		210	Private	147	63			
	Working hours	268	Government	206	62			

3	convenient		nt			6.12	2	.05
		122	Aided	88	34			
		210	Private	140	70			
4	Satisfaction with lighting and ventilation	268	Government	130	138	1.43	2	Not Significant
		122	Aided	64	58			
		210	Private	113	97			
5	Sanitation and hygiene	268	Government	114	154	8.38	2	.05
		122	Aided	70	52			
		210	Private	108	102			
6	Would not join other profession on the same salary	268	Government	188	80	3.62	2	Not Significant

To see the satisfaction with the working conditions of the teachers in the Government, Aided and Privately run and managed educational institutions, comparison of the responses of these institutions in 6 different areas of the dimension were analyzed and found that the calculated values of χ^2 of the areas viz. Intervals at the right time, Working Hours Convenient and Sanitation and Hygiene are significant at .05 level. Where as those of Time-Table and Subjects Distributed properly, Satisfaction with Lighting and Ventilation and Join Other Profession on the Same Salary are found non-significant.

As such, it could be interpreted that satisfaction of the teachers on the areas of Intervals at the Right Time, Working Hours Convenient and Sanitation and Hygiene were dependent on the Type of Management. However, in the areas of Time-Table and Subjects Distributed properly, Satisfaction with Lighting and Ventilation and Join Other Profession on the Same Salary, the satisfaction of the teachers were independent of the Type of Management.

Satisfaction with Job-Content With Respect to Management

Table No. 2
Satisfaction with Job Content

Item No.	Areas	No. of Respon	Type of Manageme	Responses	χ^2		Level of Significanc
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		dents	nt	Yes	No		df	e
1	Salary	268	Government	184	84	89.35	2	.01
		122	Aided	56	66			
		210	Private	53	157			
2	Co-workers praises	268	Government	188	80	7.86	2	.05
		122	Aided	70	52			
		210	Private	127	83			
3	Rewarded for performing good work	268	Government	130	138	0.41	2	Not Significant
		122	Aided	59	63			
		210	Private	96	114			
4	Given chances to be innovative	268	Government	150	118	0.32	2	Not Significant
		122	Aided	72	50			
		210	Private	119	91			
5	Satisfied with leave facilities	268	Government	161	107	34.40	2	.01
		122	Aided	90	32			
		210	Private	88	122			
6	Satisfied with chances of increasing income	268	Government	184	84	26.13	2	.01
		122	Aided	59	63			
		210	Private	100	110			

The Table No.2 indicates that the critical values of χ^2 of the areas viz. Salary, Satisfied with Leave Facilities and Satisfied with Chances of Increasing Income are significant at .01 level. Also the area of Co-worker praises is found significant at .05 level. However, the critical values of the two areas viz. Rewarded for Performing Good Work and Given Chances to be innovative are found non-significant.

Thus, it can be summarized that satisfactions based on Salary, Satisfied with Leave Facilities, Satisfied with Chances of Increasing Income and Co-worker praises were dependent on the Type of Management. But, in the areas of Rewarded for Performing Good Work and Given Chances to be innovative, the satisfaction of teachers of elementary school were

independent of the Type of Management, which means that there are no significant differences with respect to management.

Satisfaction with Management Attitude with Respect to Management

Table No. 3
Satisfaction with Management Attitude with respect to Management

Item No.	Areas	No. of Respondents	Type of Management	Responses		χ^2	df	Level of Significance
				Yes	No			
1	Chances of promotion	268	Government	152	116	7.89	2	.05
		122	Aided	61	61			
		210	Private	92	118			
2	Promotion on the basis of seniority cum merit basis	268	Government	175	93	8.46	2	.05
		122	Aided	62	60			
		210	Private	118	92			
3	Job fully secured	268	Government	198	70	47.61	2	.01
		122	Aided	59	63			
		210	Private	94	116			
4	General function of school	268	Government	190	78	1.93	2	Not Significant
		122	Aided	79	43			
		210	Private	139	71			
5	Equal chance to go for training programme	268	Government	132	136	1.29	2	Not Significant
		122	Aided	66	56			
		210	Private	113	97			
6	Head takes interest in the welfare of the teachers	268	Government	208	60	10.99	2	.01
		122	Aided	99	23			
		210	Private	140	70			
7	Feel not exploited	268	Government	194	74		2	

		122	Aided	87	35	2.65	Not Significant
		210	Private	138	72		

The table above indicates that the critical values of χ^2 of the areas viz. Job fully secured and Head takes interest in the welfare of the teachers are significant at .01 level and the areas viz. Chances of promotion and Promotion on the basis of seniority cum merit basis are found significant at .05 level. On the other, the critical values of the other three areas viz. General function of school, Equal chance to go for training programme and Feel not exploited were found non-significant.

Thus, it can be concluded that satisfactions based on Job fully secured, Head takes interest in the welfare of the teachers, Chances of promotion and Promotion on the basis of seniority cum merit basis are dependent on the Type of Management. But, in the areas of General function of school, Equal chance to go for training programme and Feel not exploited are independent of the Type of Management.

Satisfaction with Student Receptivity with Respect to Management

Table No.4
Satisfaction with Student Receptivity

Item No.	Areas	No. of Respondents	Type of Management	Responses		χ^2	Df	Level of Significance
				Yes	No			
1	Students have friendly attitude	268	Government	171	97	6.28	2	.05
		122	Aided	80	42			
		210	Private	156	54			
2	Students maintain discipline	268	Government	214	54	24.83	2	.01
		122	Aided	99	23			
		210	Private	200	10			
3	Students' attendance	268	Government	128	140	17.48	2	.01
		122	Aided	72	50			
		210	Private	140	70			
4	Students understand their responsibilities	268	Government	127	141	10.35	2	.01
		122	Aided	74	48			

		210	Private	127	83			
5	Satisfied with grasping capacities	268	Government	144	124	3.51	2	Not Significant
		122	Aided	75	47			
		210	Private	107	103			
6	Satisfied with achievement of students	268	Government	152	116	5.09	2	Not Significant
		122	Aided	79	53			
		210	Private	139	71			

The Table No.4 indicates that the critical values of χ^2 of the areas viz. Students maintain discipline, Students’ attendance and Students understand their responsibilities were significant at .01 level and the area viz. Students have friendly attitude was found significant at .05 level. On the other, the critical values of the other two areas viz. Satisfied with grasping capacities and Satisfied with achievement of students were found non-significant.

Thus, it could be concluded that Students maintain discipline, Students’ attendance, Students understand their responsibilities and Students have friendly attitude were dependent on the Type of Management. But, in the areas of Satisfied with grasping capacities and Satisfied with achievement of students, satisfaction of the teachers were independent of the Type of Management.

Satisfaction With Social Predisposition With Respect to Management

Table No.5
Satisfaction With Social Predisposition with Respect to Management.

Item No.	Areas	No. of Respondents	Type of Management	Responses		χ^2	df	Level of Significance
				Yes	No			
1	Feels teaching is high social status job	268	Government	200	68	18.96	2	.01
		122	Aided	92	30			
		210	Private	121	89			
2	Society respects as an elementary teacher	268	Government	200	68	12.20	2	.01
		122	Aided	94	28			
		210	Private	130	80			

3	Society recognises the work of teachers	268	Government	147	121	4.09	2	Not Significant
		122	Aided	79	43			
		210	Private	114	96			
4	Feel proud to introduce as an elementary teacher	268	Government	199	69	6.36	2	.05
		122	Aided	90	32			
		210	Private	135	75			
5	Teaching is a noble profession	268	Government	215	53	0.07	2	Not Significant
		122	Aided	99	23			
		210	Private	168	42			

The table No.5 indicates that the critical values of χ^2 of the areas viz. Feels teaching is high social status job and Society respects as a elementary teacher are significant at 0.01 level and the area of Feel proud to introduce as an elementary teacher is found significant at 0.05 level. On the other hand, the critical values of the other two areas viz. Society recognizes the work of teachers and Teaching is a noble profession are found non-significant.

Thus, it can be concluded that Feels teaching is high social status job, Society respects as an elementary teacher and Feel proud to introduce as an elementary teacher are dependent on the type of Management. But, in the areas of Society recognizes the work of teachers and Teaching is a noble profession are independent of the type of Management.

CONCLUSION

The satisfaction with working conditions of the teachers on the areas viz. Intervals at the Right Time, Working Hours Convenient and Sanitation and Hygiene were dependent on the Type of Management. However, in the areas of Time-Table and Subjects Distributed properly, Satisfaction with Lighting and Ventilation and Join Other Profession on the Same Salary, the satisfaction of the teachers were independent on the Type of Management.

The satisfactions with Job content of elementary school teachers in the areas of Salary, Satisfied with Leave Facilities, Satisfied with Chances of Increasing Income and Co-worker praises were dependent on the Type of Management. But, in the areas of Rewarded for Performing Good Work and Given Chances to be innovative, the satisfaction of teachers of elementary school were independent of the Type of Management, which means that there are no significant differences with respect to management.

The satisfaction with management attitude in the areas viz. Job fully secured, Head takes interest in the welfare of the teachers, Chances of promotion and Promotion on the basis of seniority cum merit basis are dependent on the Type of Management. But, in the areas of General

function of school, Equal chance to go for training programme and Feel not exploited are independent of the Type of Management.

The satisfaction with student receptivity in the areas viz. Students maintain discipline, Students' attendance, Students understand their responsibilities and Students have friendly attitude were dependent on the Type of Management. But, in the areas of Satisfied with grasping capacities and Satisfied with achievement of students, satisfaction of the teachers were independent of the Type of Management.

The satisfaction with social predisposition in the areas viz. Feels teaching is high social status job, Society respects as an elementary teacher and Feel proud to introduce as an elementary teacher are dependent on the type of Management. But, in the areas of Society recognizes the work of teachers and Teaching is a noble profession are independent of the type of Management.

All possible care should be taken to maintain job satisfaction of teachers. The salaries of Private and Aided school teachers should commensurate with Government school teachers. The administrators and civil societies should understand that elementary is the most crucial stage in education. They should recognize and appreciate the elementary school teacher. Conducive and congenial environment must be created by the heads for proper functioning of elementary schools.

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