



JOB SATISFACTION IN RELATION TO SOCIO ECONOMIC STATUS OF SECONDARY SCHOOL TEACHERS IN RAJANAGARAM MANDAL E.G.DT., ANDHRA PRADESH

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Abstract:

The Role of a teacher is an important Resource in School Environment. This study was aimed at investigating the effect of job satisfaction and socioeconomic status of secondary school teachers in east Godavari districts. This study was using survey research design. Purposive sampling was used to obtain responses drawn from amongst secondary school teachers of Rajanagaram Mandal, East Godavari district, Andhra Pradesh. Data were analyzed using statistical package. This study finds that over all teachers has a positive and significant effect on their job satisfaction and their socio economic status. These findings might be valuable for the teachers to make them effective in their profession.

Key words: Teachers, Job satisfaction, Socioeconomic Status, Secondary schools.

Introduction:

Education is an essential human virtue. Without it, man is a splendid slave, reasoning savage. It is to humanize him. Man becomes 'man' through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for society. There are generally two aspects of human life: one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is not better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. His life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God.

Education is considered to be a process which contributes to the natural and harmonious development of man's innate powers, brings about complete development of his individuality, results into desirable behavior changes and ultimately prepares him for good life. Education is a dynamic process; it is a lifelong process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all round, wholesome and integrated. In other words, man must be developed intellectually, physically, socially, spiritually, aesthetically and ethically.

Role of Education for Social and Economic context:

Education makes the individual socialized and cultured. There is no choice for the individual but to live in society. Education teaches man to adjust with society. Education is an art of adaptation. Adaptation is more social than natural. Therefore, education exercises a potent control over the individual. Formal, informal and non-formal channels of education disseminate many things to the individual which help him to be socialized. In school, family and other social institutions, he learns to adhere to the opinion and advice of others and learns to comply with customs, traditions, mores, values, ideals, standards, etc. of the society. Theoretical education like reading and writing provides him intellectual base for social control and the practical education teaches him to put this into practice. Therefore, education is a necessary requisite to exercise social control over the individual. Without sound and well-organized system of education, social control will remain as arbitrary pressure which cannot continue for long without harmony of individual and society. Social control is well nigh impossible without sound system

Job satisfaction:

In the most general sense, job satisfaction is a pleasurable or positive emotional state or feeling of an individual which occurs when he finds his various job aspects and job experiences meeting his needs and values. It is thus a specific sub-set of attitudes held by an individual and is different from work motivation that is concerned with the behaviors that occur on the job. Personal Variables for some people, it appears that most jobs will be dissatisfying, irrespective of the original conditions involved, whereas for others, most jobs will be satisfying. Personal variable educational level, sex, etc. are responsible for this difference.

According to Kocher (2002, PP.75-76) the core function of a program of guidance is to solve the 'man-job' equation. Whereas it is necessary that a counselor is informed about the available job, he should also know "what makes a worker decide that a job is "good" or "bad". This is possible only through job analysis and an understanding of the principles of job satisfaction. Guidance work cannot be initiated without a thorough knowledge of the duties and conditions of work of the job to be filled and of the human capacities to succeed in it.

Objectives of the Present Study:

- a. To find out the needs of teachers working in the secondary schools.
- b. To find out the satisfaction level of job among teachers of secondary schools.
- c. To determine the socio-economic factor affecting job satisfaction and dissatisfaction of secondary school teachers.
- d. To compare the job satisfaction level of Private/Government school teachers and for the job satisfaction of secondary school teachers of Rajanagaram Mandal, East Godavari District.

Limitations of the study:

- This study is confined to secondary school teachers only.
- This study confines to teachers under variables like sex, qualification, age, designation, area.
- This study covers only sample of 100 teacher's population in Rajanagaram Mandal area only.
- This study not covers all type of schools in Rajanagaram Mandal area.
- This study following statistical analysis is used mean, S.D, Skewness, kurtosis and coefficient correlation and also normal probability curve.

Hypothesis of the study

- There is no significant difference between the attitudes of male and female teachers towards the job satisfaction in relation to socio economic status in secondary schools.
- There is no significant difference between the attitudes of graduates and postgraduates towards the job satisfaction in relation to socio economic status in secondary schools.
- There is no significant difference between the attitudes of teachers of above and below 40 years towards the job satisfaction in relation to socio economic status in secondary schools.
- There is no significant difference between the attitudes of Head masters and school assistants towards the job satisfaction in relation to socio economic status in secondary schools.
- There is no significant difference between the attitudes of Government and Private Teachers towards the job satisfaction in relation to socio economic status in secondary schools.

Sample:

A sample is a small proportion selected for observation and analysis. It is a collection consisting of a part or subject of objects or individuals of population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Sampling:

It is the process of selecting a sample from the population. For this purpose, the population is divided into a number of parts called sampling units. The investigator selected the Teacher working in different management on the criteria of given below

Variables of the study:

- **Gender** : **Male / Female**
- **Designation** : **H.M / S.A /**
- **General qualification** : **Graduate/Post Graduate**
- **Age** : **Above 40 years / Below 40 years**
- **Nature of Job** : **Govt / private**

Scoring:

The total statements are 47 and given 5 responses to each statement, scores are from 5 to 1 i.e., strongly agree, undecided, Dis-agree, strongly dis-agree for Negative statement, 1 to 5 i.e., strongly agree, undecided, Dis-agree, strongly dis-agree for Negative statement.

Collection of data:

47 statements representation a wide range of attitudes towards the teachers at secondary level were collected by questionnaire with “Z. P. P // Un- Aided”.

Data analysis:

To analysis the collection of data from sample, statistical techniques like mean, standard deviation and critical ration tests, coefficient co-relation are used to find out the significant difference among different variables.

Verification of hypothesis – 1

There is no significant difference between male and female teachers towards the job satisfaction in relation to socio economic status in secondary schools.

VARIABLES	MEAN	SD	N	DF	CR (‘t’ value)	REMARKS
Male	157.95	15.14	59	98	0.22	No Significant Difference
Female	158.66	15.66	41			

From the above table the C.R. value is 0.22 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted. Hence there is no significance difference between male and female teachers in respect of their adjustment differences. It means male and female teachers do not differ in attitudes of job satisfaction in relation to socio economic status in secondary schools.

Analysis:

It seems the male and female teachers are having good awareness about job satisfaction in relation to socio economic status.

Verification of hypothesis – 2

There is no significant difference between Graduates and Post Graduates teachers towards the job satisfaction in relation to socio economic status in secondary schools.

VARIABLES	MEAN	SD	N	DF	CR (‘t’ value)	REMARKS
Graduates	144.6	14.62	76	98	0.98	No Significant Difference
Post graduates	149.48	6.53	24			

From the above table the C.R. value is 0.98 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So, null hypothesis is accepted. Hence there is no significance difference between graduates and post graduates in respect of their adjustment differences. It means graduates and post graduates do not differ in attitudes of job satisfaction in relation to socio economic status in secondary schools.

Analysis:

It seems the graduates and post graduate’s teachers are having good awareness about job satisfaction in relation to socio economic status.

Verification of hypothesis – 3

There is no significant difference between above and below 40 years’ teachers towards the job satisfaction in relation to socio economic status in secondary schools.

VARIABLES	MEAN	SD	N	DF	CR (‘t’ value)	REMARKS
Above 40 years	156.55	15.26	58	98	1.30	No Significant Difference
Below 40 years	160.57	15.18	42			

From the above table the C.R. value is 1.30 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So, null hypothesis is accepted. Hence there is no significance difference between above and below 40 years in respect of their adjustment differences. It means above and below 40 years do not differ in attitudes of job satisfaction in relation to socio economic status in secondary schools.

Analysis:

It seems the above and below 40 years' teachers are having good awareness about job satisfaction in relation to socio economic status.

Verification of hypothesis – 4

There is no significant difference between the attitudes of Head masters and school assistants towards the job satisfaction in relation to socio economic status in secondary schools.

VARIABLES	MEAN	SD	N	DF	CR ('t' value)	REMARKS
H.M	157.42	17.71	12	70	0.07	No Significant Difference
S.A	157.78	14.9	60			

From the above table the C.R. value is 0.07 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So, null hypothesis is accepted. Hence there is no significance difference between the attitudes of H.M and S.A in respect of their adjustment differences. It means H.M and S.A do not differ in attitudes of job satisfaction in relation to socio economic status in secondary schools.

Analysis:

It seems the H.M and S.A teachers are having good awareness about job satisfaction in relation to socio economic status.

Verification of hypothesis – 5

There is no significant difference between the attitudes Government and Private teachers towards the job satisfaction in relation to socio economic status in secondary schools.

VARIABLES	MEAN	SD	N	DF	CR ('t' value)	REMARKS
Government	158.13	14.67	61	98	0.09	No Significant Difference
Private	158.41	16.38	39			

From the above table the C.R. value is 0.09 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So, null hypothesis is accepted. Hence there is no significance difference between Government and Private Teachers in respect of their adjustment differences. It means Government and Private Teachers do not differ in attitudes of job satisfaction in relation to socio economic status in secondary schools.

Analysis:

It seems the Government and Private teachers are having good awareness about job satisfaction in relation to socio economic status.

Findings & Conclusion:

- There is found that there is no significant difference between the attitudes of male and female teachers towards the job satisfaction in relation to socio economic status in secondary schools.
- There is found that there is no significant difference between the attitudes of graduates and postgraduates towards the job satisfaction in relation to socio economic status in secondary schools.
- There is found that there is no significant difference between the attitudes of teachers of above and below 40 years towards the job satisfaction in relation to socio economic status in secondary schools.
- There is found that there is no significant difference between the attitudes of Head masters and school assistants towards the job satisfaction in relation to socio economic status in secondary schools.
- There is found that there is no significant difference between the attitudes of Government and Private Teachers towards the job satisfaction in relation to socio economic status in secondary schools.

Suggestions for further investigation:

- Similar studies can be concluding on teachers, parents and administrators.
- These types of studies can be conducted by taking number of schools throughout Andhra Pradesh.
- Studies like into consideration different variables.
- Studies in comparative nature can be made between Universities which implementing Job satisfaction in relation to socio economic status and Universities not implementing Open book examinations.
- Studies may be undertaken with more simple and more geographical area.
- The teacher's opinions and parent's opinions may be gathered to find out the secondary school teachers towards job satisfaction in relation to socio economic status.
- Separate studies at primary and higher levels of education to find out the secondary school teachers towards job satisfaction in relation to socio economic status.
- The study need to conduct to primary schools, secondary schools, and high schools and intermediate also.
- This study may be extended to professional courses like D.Ed., and B.Ed. also.

- This study may be extended to intermediate level also.

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