



JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHERS IN DODAMARG TEHSIL

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ABSTRACT :

Teachers play an important role in empowering students to face contemporary challenges. This study analyzes the job satisfaction of primary school teachers working in the Dodamarg tehsil of Sindhudurg district of Maharashtra State. A Questionnaire developed by Paul E. Spector is used to obtain data from primary school teachers in Dodamarg, Tehsil. Of 223 teachers, 60 were selected for the study using simple random sampling method. The questionnaire was sent to 60 teachers. A total 53 teachers responded to the questionnaire. The data collected were analyzed using an excel sheet. Descriptive statistics method was used to analyze collected data. The study found that primary school teachers are satisfied with the pay scale, supervisor, and relation with fellow teachers.

KEYWORDS : Job satisfaction, primary school, teachers, Dodamarg tehsil, education,

1. INTRODUCTION :

The teacher's profession is one of the noble professions considered in India. Primary teachers play a vital role in shaping the future of children and therefore the future of our nation. It is rightly said that only the best and most learned teachers became teachers. Considering the vital role of teachers in children's development, the Government of India has emphasized the qualification, pay and promotion of

teachers'. "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development". (NEP 2020). Paul E. Spector (1985) has identified nine facets of job satisfaction such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Works, and Communication.

2. LITERATURE REVIEW :

Hassan & Ibourk (2021) conducted a study to measure personal self-efficacy, burnout and job satisfaction among Moroccan primary school teachers. A Total of 404 teachers from Moroccan participated in this study. Researchers have used the Inventory Satisfaction Test to determine intrinsic and extrinsic factors related to work. The Job Description Index was used to measure aspects such as wages, work, promotion opportunities, supervision and colleagues. Data collected from respondent teachers were analyzed through confirmatory Factor Analysis with the help of Structural Equation Modeling using the SPSS version 25 software. The study confirmed that the two dimensionality of the burnout measurement scale, depersonalization and emotional exhaustion, the multidimensionality of the scale of job satisfaction. The study also found that there is a correlation between the teacher's self-efficacy and job satisfaction.



Raza and Ahmed (2017) investigated job satisfaction among public primary school teachers in Punjab Province, Pakistan. Researchers have adopted a multi-stage sampling method to select 258 primary school teachers to understand their views. The researchers have adopted a Job satisfaction scale to obtain data from the respondent teachers. The researchers have adopted a descriptive survey method to assess the job commitment among primary school teachers through their job satisfaction. The study concluded that the teachers working in public primary schools in Punjab were highly satisfied with physical facilities, working conditions, and benefits they received.

Convey (2014) the research article examines the relationship between catholic school teachers' motivation and job satisfaction. To collect the data from the teachers, the researcher conducted a survey among 716 teachers serving in elementary and secondary schools situated at Atlanta, Biloxi and Cheyenne Districts of the US. The researcher has used SPSS for data analysis. The analysis of study shows that elementary school teachers were more satisfied compared to secondary school teachers with their schools' environment, their teaching, and their relationships with students. The study concluded that the religious factor was an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

Neelam (2014) the study compared job satisfaction among primary school teachers serving at Varanasi District. Total 240 primary school teachers were selected using a multi stage sampling method for the study. Descriptive survey method is applied for the research. The researcher has collected data from the respondents using a job satisfaction scale developed by Meera Dixit. Data obtained from the respondents were analyzed with the help of mean, SD, t-test and F-test. The study found significant differences on job satisfaction of primary school teachers on the basis of their group such as BTC and special BTC.

Otanga (2014) conducted a study among 123 primary school teachers from Coast Province, Kenya. The study explored demographic predictors of job satisfaction among primary school teachers. The researcher has used a descriptive survey design method to conduct this study. The researcher obtained data from respondents using a self-administered questionnaire. Data obtained from the respondent teachers were analyzed using descriptive and inferential statistical methods. The study found that the teacher's job satisfaction was influenced by job demands, school resources, and work related relationships.

Badoni (2010) determined the relationship of various dimensions of organizational environment and job satisfaction among teachers serving at secondary schools of Haridwar District in Uttarakhand. Basically the study is descriptive and comparative in nature. For this study a researcher has selected 200 teachers working at secondary schools of Haridwar District in Uttarakhand. The researcher has used multi stage randomization of cluster methods to select the sample size. Data from respondents were obtained through an organizational climate descriptive questionnaire developed by Halpin and Croft and job satisfaction scale developed by Meera Dixit. Data obtained from the sample teachers were analyzed with the help of Mean, S. D., SEM, Skewness, Kurtosis, coefficient of correlation and 'T' test. Findings of the study shows that there is a significant relationship between hindrance, production emphasis thrust and consideration of organizational environment and job satisfaction among teachers serving in open climate schools.

Houchins and others (2010) survey was conducted to examine the differences in the perceptions of juvenile justice teachers serving in Georgia, Louisiana, and Ohio. The sample size for the research was 542 teachers from three states. Education survey developed by Morivant, Gersten, Gillman, Blake, and Howard (1992) was adopted for this study. The researchers have used Multivariate analysis of variance (MANOVA)



procedure to analyze the collected data. The study found that there is a significant difference across job satisfaction, role support, role understanding, role efficacy, stress, experience with students, and experience with the system. The study also found that female teachers are more dissatisfied compared to male teachers.

3. RESEARCH OBJECTIVES

1. To find out the level of job satisfaction among primary school teachers in Dodamarg Tehsil.
2. To find out the relationship between job satisfaction and relationship with fellow teachers of primary schools in Dodamarg tehsil.

4. RESEARCH METHODOLOGY

Research Design: The present research study has used a quantitative research method. The questionnaire method is used to collect the data from respondents. The research has used Likert scale to measure the opinion of teachers regarding their job satisfaction. The researchers have adopted nine facets developed by Paul E. Spector such as Pay, Promotion, Supervision,

Fringe Benefits, Contingent Rewards, Operating Procedures, Co-workers, Nature of Works, and Communication to measure the job satisfaction of primary school teachers in Dodamarg Tehsil. Presently there are 222 teachers working at primary schools in Dodamarg Tehsil. Total 60 teachers were selected using a random Sampling method to collect the data. Out of 60 teachers 53 responded to the questionnaire. The present study is limited to teachers serving in Z.P. primary schools in Dodamarg Tehsil. The researchers have collected data using a questionnaire developed by Paul E. Spector with some minor changes.

5. DATA ANALYSIS

Teachers are the most important resources for any academic institutions. With the intention of compete successfully in the global market and achieve its goals, school headmasters, education officers, administrators should make sure that the teachers are ready to work hard. The research study tried to describe the job satisfaction of primary school teachers serving in Government schools in Dodamarg tehsil of Sindhudurg District.

Table no. 1: Demographic information of respondents

Sr. No.	Category	Male		Female	
		No.	%	No.	%
1	Age (years)				
	31-40	13	24.53	02	3.78
	41-50	22	41.51	08	15.10
	50-60	07	13.20	01	1.88
2	Length of Service				
	1-5 years	01	1.88	00	00
	6-10 years	05	9.44	00	00
	11-15 years	10	18.87	05	9.44
	16-20 years	10	18.87	00	00
	More than 20 years	15	28.30	06	11.32

The above table indicates that majority of the respondents teachers were 41-50 years old. The table also indicates that 28.30% male teachers have more than 20 year experience of teaching in the school. Most of the female teachers 11.30% have more than 20 years length of service.

**Table no. 2: Pay scale**

Statement	Mean	Standard Deviation
I feel I am being paid a fair amount for the work I do.	4.19	3.77
Raises are too few and far between.	3.21	2.84
I feel unappreciated by the organization when I think about what they pay me.	2.30	1.72
I feel satisfied with my chances for salary increases	4.02	3.57

The above table shows teachers perception towards their salary, frequencies of raises, and opportunities for salary increases. The statement 'I feel I am being paid a fair amount for the work I do' has high mean score value 4.19, which indicate that the participants feel somewhat fairly compensated. The standard deviation score 3.77 shows variation in responses. The statement 'raises are too few and far between' overall feeling that raises do not happen as frequently as the respondents would want is reflected in this case by the lower mean score. There are different degrees of agreement with this remark, as indicated by the somewhat large standard deviation.

The statement 'I feel unappreciated by the organization when I think about what they pay me' has the lowest mean suggests that respondents often feel underappreciated for the amount they are paid. In comparison to other categories, the lower standard deviation indicates that respondents' sentiments of under appreciation are more tightly matched. The statement 'I feel satisfied with my chances for salary increases' has high mean score which indicates a widespread sense of satisfaction about prospects for future pay increases. The score value of standard deviation 3.57, suggesting that respondents had differing opinions on their prospects of receiving a raise.

Table No. 3: Promotion

Statement	Mean	Standard Deviation
There is really too little chance for promotion on my job	3.83	3.39
Those who do well on the job stand a fair chance of being promoted.	2.91	2.57
People get ahead as fast here as they do in other places.	3.17	2.87
I am satisfied with my chances for promotion.	3.09	2.84

The higher level of mean score value 3.83 indicate higher level of satisfaction towards the statement 'There is really too little chance for promotion on my job'. The score of standard deviation 3.39 suggest variations in responses. The statement 'Those who do well on the job stand a fair chance of being promoted' has lowest mean score value 2.91, which indicates that the teachers have doubt regarding the promotion awarded on merit basis. The mean score

for the statement 'People get ahead as fast here as they do in other places' 3.17, which indicate that the teachers have average perception of the promotional speed.

The mean score 3.09 for the statement 'I am satisfied with my chances for promotion' suggests moderate level of satisfaction towards the promotion chances. The score 2.84 indicates diverse perceptions among the teachers.

**Table No. 4: Supervision**

Statement	Mean	Standard Deviation
My supervisor is quite competent in doing his/her job	3.87	3.40
My supervisor is unfair to me	2.09	1.12
My supervisor shows too little interest in the feelings of subordinates	2.83	2.47
I like my supervisor	3.79	3.45

The above table shows teachers perception towards their supervisors. The highest mean score value 3.87 for the statement 'My supervisor is quite competent in doing his/her job' indicates that the teachers have positive opinion of supervisor's abilities to carry out their duties. The high score of standard deviation suggests variations in the responses. The statement "My supervisor is unfair to me" has a low mean score of 2.09, suggesting that most teachers do not believe their supervisors treat them unfairly. The low standard deviation 1.12, which indicates reduced answer variability, indicates that teachers' perceptions are generally consistent. With the mean score 2.83, for the statement 'My supervisor shows

too little interest in the feelings of subordinates' have a neutral to slightly negative opinion of supervisors' concern for their feelings. The moderate variety of viewpoints highlighted by the 2.47 standard deviation suggests that supervisors' engagement with their subordinates' emotional well-being varies. The statement "I like my supervisor" has a mean score of 3.79, which is almost the highest mean score and suggests that teachers generally have a good attitude toward their supervisors. The high standard deviation score value 3.45 indicates that teachers have different experiences and feelings toward their bosses, with some feeling significantly more positively than others.

Table No. 5: Fringe Benefits

Statement	Mean	Standard Deviation
I am not satisfied with the benefits I receive.	2.34	1.48
The benefits we receive are as good as most other departments offer.	3.19	2.77
The benefit package we have is equitable.	3.55	3.19
There are benefits we do not have which we should have	3.87	3.50

The above table explores how teachers evaluate their fringe benefits, offering an extensive picture of equity, comparability, satisfaction, and perceived benefit disparities. The mean score 2.34 for the statement 'I am not satisfied with the benefits I receive' indicate negative perception towards the benefits teachers receives. The mean score 3.19 for the statement 'The benefits we receive are as good as most other departments offer' indicate average level of perception among the teachers. The mean score of 3.55 for the statement "The benefit package we have

is equitable." indicates a more favourable opinion among the teachers, indicates that many of them think the benefits are reasonable. However, the significant standard deviation of 3.19 suggests that there are a variety of opinions on this issue. The statement "There are benefits we do not have which we should have" had the highest mean score 3.87, reflecting the strong belief among the teachers that certain benefits are being withheld that should be. The table's highest standard deviation 3.50 highlights the diverse perceptions on this issue.

**Table No. 6: Contingent Rewards**

Statement	Mean	Standard Deviation
When I do a good job, I receive the recognition for it that I should receive.	3.85	3.43
I do not feel that the work I do is appreciated.	2.30	1.40
There are few rewards for those who work here.	2.94	2.52
I don't feel my efforts are rewarded the way they should be.	2.89	2.51

The above table represents teachers' perception towards the Contingent Rewards they receive. The statement 'When I do a good job, I receive the recognition for it that I should receive' have highest mean score 3.85, which suggests that teachers generally feel that they are acknowledged for their accomplishment. The mean score 2.30 for the statement 'I do not feel that the work I do is appreciated' shows that teachers feel that they are not appreciated for their efforts. The statement "There are few rewards for those who work

here." has a mean score of 2.94, indicating a modest level of opinion that the organization does not have teachers reward program. The standard deviation score 2.52 indicates a range of perspectives regarding the issue. The mean score of 2.89, for the statement 'I don't feel my efforts are rewarded the way they should be,' indicate that teachers don't feel their efforts are being sufficiently recognized. The score of standard deviation 2.51 emphasizes the wide range of experiences.

Table No. 7: Operating Procedures

Statement	Mean	Standard Deviation
Many of our rules and procedures make doing a good job difficult	3.85	3.51
My efforts to do a good job are seldom blocked by red tape.	2.58	2.00

The above table explores teachers' perception towards the organization rules and regulations impact on their performance. The high mean score of 3.85, for the statement 'Many of our rules and procedures make doing a good job difficult' determines considerable agreement among teachers that job performance is frequently complicated by current organizational processes.

The high standard deviation of score 3.51 indicate variations in responses. With a mean score of 2.58, for the statement 'My efforts to do a good job are seldom blocked by red tape' is less popular. This indicates a reasonable degree of agreement that employees' capacity to perform well is not usually hampered by organizational rules and regulations.

Table No. 8: Co-workers

Statement	Mean	Standard Deviation
I like the people I work with	4.23	3.75
I find I have to work harder at my job because of the incompetence of people I work with.	2.55	2.06
I enjoy my relationship with fellow teachers	4.21	3.78



With a high mean score of 4.23 for the statement, 'I like the people I work with,' teachers generally have a positive opinion of their fellow teachers. The high standard deviation of 3.75, on the other hand, points to a wide variety of opinions toward the fellow teachers. The mean score for the statement 'I find I have to work harder at my job because of the incompetence of people I work with' is 2.55. This

indicates, on average, a moderate disagreement with the statement that more work is required due to colleagues' lack of competency. The statement 'I enjoy my relationship with fellow teachers' had a high mean score of 4.21, indicate high the level of affection towards colleagues. This shows that interactions made at work, especially among teachers, are highly enjoyed and satisfying.

Table No. 9: Nature of Work

Statement	Mean	Standard Deviation
I sometimes feel my job is meaningless.	1.74	-
I like doing the things I do at work.	4.25	3.77
I feel a sense of pride in doing my job.	4.55	4.10
There is too much bickering and fighting at work.	1.55	0.48
My job is enjoyable.	4.34	3.87

The above table shows the perceptions of teachers towards their work. It shows high level of job satisfaction, pride and enjoyment at work. The low mean score of 1.74 for the statement 'I sometimes feel my job is meaningless' indicates that most respondents do not believe their jobs are meaningless. The mean score of the statement 'I like doing the things I do at work' 4.25 indicates that respondents are generally satisfied with the tasks they complete at work. The high mean score 4.55, for the statement 'I feel a sense of pride in doing my job' indicate great sense of pride in their work. The statement, 'There is too much fighting and bickering at work,' has the lowest mean score 1.55, indicating that most respondents do not find interpersonal conflict to be a major problem. The statement 'My job is enjoyable' has a high mean score of 4.34, indicating that the majority of respondents enjoy their work.

6. CONCLUSION AND DISCUSSION

- **Compensation and Recognition:** The majority of teachers felt that they were being paid a fair amount of money for their work and that they received the recognition they deserved when they performed well.

- **Promotion Opportunities:** While there were concerns about limited promotion opportunities, a higher number of respondents expressed agreement or satisfaction with the chance for advancement in their jobs.
- **Supervisor Competence and Support:** Respondents generally perceived their supervisors as competent and showed interest in the feelings of subordinates, indicating positive relationships between employees and their superiors.
- **Benefits and Job Meaningfulness:** The majority of respondents expressed satisfaction with the benefits they received, but there were indications of dissatisfaction and a lack of appreciation for the work they do. Some respondents also felt that their job had little meaning.
- **Colleague Relationships:** Respondents generally reported positive relationships with their fellow teachers, indicating a favorable work environment.

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