



## A COMPARATIVE STUDY ON JOB SATISFACTION OF HIGH AND LOW QUALIFIED REHBAR-E-TALEEM TEACHERS OF DISTRICT BANDIPORA

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### Abstract

*The present study was conducted to study the job satisfaction of high and low qualified Rehbari Taleem (ReT) teachers of district Bandipura. The sample of the study comprised of 40 high qualified and 40 low qualified ReT- teachers selected from Hajin, Sumbal and Bandipora zones of district Bandipora on the basis of purposive sampling. Meera Dixit's Job satisfaction Scale (1986) was used to collect the data and 't' test was employed for the analysis of data. The investigators found a significant difference between high and low qualified on intrinsic aspect of job, physical facilities, institutional plans and policies, satisfaction with authorities, rapport with students and relationship with co-workers. No significant difference was found on factors; salary, promotional avenues and service conditions, and satisfaction with social welfare and family status.*

**Key words:** job satisfaction, high qualified teacher, low-qualified teacher



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### Introduction

Teaching as a profession is well regarded and recognized for bringing about desirable changes in the development of the individual and that of the society. The teacher's influence remains everlasting for imbibing and enhancing the leadership qualities among children. Teachers are very much ideal in giving the needed guidance to the youth at their various levels of cognitive development. Dr.Radhakrishnan, the then president and chairman of the University Education Commission rightly observed, 'A teacher's place in the society is of

vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning, that is, teachers are therefore regarded as the custodians of the present as well as future. They prepare the citizens to shape the citizens of the country they are therefore called the architects of the society and the mankind. They are actually the backbone of the education system". Needless to say that classrooms are the vital places where the future citizens of the country are trained, educated and enabled enough to meet the new challenges of life and world. All this happens under the smooth leadership of the committed teachers. The role of the teachers has been more challenging and demanding in the present technological and industrial age. An emphasis is put on the fact that teachers are the most important input in the field of education and without effective teachers the whole system is bound to fail.

Since teacher performance is the most crucial input in the field of education, it is important to have teachers who are fully motivated, equipped with teaching aptitude and teaching skills and should be satisfied on job. Satisfaction of teachers refers to how contented or well pleased they feel about their work and the circumstances surrounding their work. The changing trend of education demands the competent teachers to cope up themselves with the new changes in the horizon of knowledge, the methods and techniques of teaching and learning. At the same time the teachers need to have a balanced personality, adequately motivated towards teaching and should possess a high standard of intellectual capacity.

Job satisfaction is a comprehensive term which involves the amount of pleasure and contentment associated with a job. It is an emotional reaction towards a job. Job satisfaction involves liking for the work and acceptance for the pressures and aspirations connected with that work (Anjaneyulu 1970). Job satisfaction is a complex phenomenon as described by Roy (1970) having multiple intercorrelated causal factors; personal, cultural and economical factors. Dissatisfaction on the part of an individual towards his/her job results in professional stagnation. While commenting on job satisfaction, Ringers (1961) states that teachers' satisfaction with job is a prerequisite of his efficiency, high academic qualification may raise the standard of education but professionally dissatisfied teachers, in spite of having a good academic career and professional training will do much harm as they will not work wholeheartedly and contribute towards the excellence of education. The Education Commission (1964-66), states "a dissatisfied teacher spells a disaster to the country's future. Dissatisfaction is just suicidal if it occurs in the teaching profession. "The job of a teacher is very crucial because of his role in bringing about the constructive, productive and qualitative

changes in the society.” ‘The status of a teacher reflects the socio cultural ethos of the society and no people can rise above their level(NPE, 1986).So it becomes imperative that teacher’s role is fully recognised and his/her job satisfaction is maintained through implementation of certain measures for his/her professional growth. It has now been realised by all those concerned with education that standard of education in universities, colleges and schools can’t be improved unless a teacher who has the key role to play is competent and involved in his/her work. Improvements in the field of teaching and learning are not possible unless and until teachers enjoy job satisfaction.

Certain factors related to the teaching profession can contribute to the satisfaction or dissatisfaction of teachers. Personal factors of a teacher as well as the factors within the system do contribute either to job satisfaction or to dissatisfaction. Studies of teacher satisfaction, based on Maslow’s hierarchy of need theory have supported the connection between the need fulfilment and job satisfaction,(carver and sergioanni 1971;Seevenne 1981; Frances and Labros,1982;Wright,1985),these authors cited an absence of three high order needs (esteem need, autonomy and self actualisation ) as major contributors to low teacher satisfaction. Teacher morale or satisfaction is an important factor that affects students overall development. Research has established a relationship between teacher satisfaction and student achievement.(Doyle and Forsyth,1973;Stanton,1974;GoodMan,1980;Adams and Barley,1989). Student achievement tended to increase as a function of high teacher morale (Leslie, 1989).

Researches have been conducted on job satisfaction of teachers in relation to their adjustment, mental health, sex, teaching experience and vocational aspirations etc. Researches have also been undertaken on different categories of teachers working on different levels of teaching. In the study of Gilkar (1994) it was found that job satisfied teachers were mentally healthier than job dissatisfied teachers. Dixit (1986), found that female teachers were more satisfied than male teachers both at the primary and secondary levels. The author also found that among secondary school teachers, those with greater length of service were more satisfied. A significant relationship was found in intrinsic motivation and job satisfaction among primary school teachers, Rao (1981). Porval (1980) found that satisfied teachers as more emotionally matured humble, reserved, accommodated, mild , restrained, adaptable, careful , un-frustrated, as compared to the un satisfied teachers who were found as easy going, emotionally less controlled, stubborn , imaginative, frustrated , careless of practical matters. The author also found that govt teachers are more satisfied as compared to the teachers working in privately managed schools. In a study of job satisfaction

of primary and secondary school teachers, Aggarwal (2004) found that caste, place of work and mother tongue were significantly related to job satisfaction. Bindu (2007) studied relationship between job satisfaction and stress coping skills of primary school teachers and found that there was a positive co relation between job satisfaction and stress coping skills among primary school teacher. Khan and Ulfat (2009) found High Educationally qualified University Teachers more satisfied with Fringe Benefits than Low Educationally qualified University teachers. Panda 2007 found that Para teachers in comparison to primary teachers were highly dissatisfied.

Taking into consideration the review of the related literature, much has been investigated on job satisfaction of teachers in relation to the age, sex, motivation, mental health, level of aspiration. Again the studies are available on different categories of teachers. That is Govt, private, primary, university etc. But less has been investigated with regard to the Rebari Taleem category especially taking into consideration their education qualification. So the present investigator took an initiative to study the job satisfaction of Rehbar taleem (ReT) teachers in relation to their educational qualification. It is; intended that this study will help the policy makers and administrators to work out necessary plans for appointing teachers with genuine qualifications.

### **Statement of the problem:**

A Comparative Study of High And Low Qualified Ret Teachers.

### **Objectives of The Study**

1. To identify High and Low qualified RET teachers.
2. To compare the level of job satisfaction of the high and low qualified teachers on factors:
  - Intrinsic aspect of job
  - Salary, promotional avenues and services conditions;
  - Physical facilities;
  - Institutional plans and policies;
  - Satisfaction with authorities;
  - Satisfaction with social welfare and family status;
  - Rapport with students;
  - Relationship with co-workers.

### **Hypotheses of The Study**

1. There is a significant difference between the job satisfaction of High and low qualified RET teacher on Intrinsic aspect of job.

2. There is a significant difference between the job satisfaction of High and low qualified RET teacher on salary, promotional avenues and services conditions.
3. There is a significant difference between the job satisfaction of High and low qualified RET teacher on physical facilities.
4. There is a significant difference between the job satisfaction of High and low qualified RET teacher on Institutional plans and policies.
5. There is a significant difference between the job satisfaction of High and low qualified RET teacher on satisfaction with authorities.
6. There is a significant difference between the job satisfaction of High and low qualified RET teacher on satisfaction with social status and family welfare.
7. There is a significant difference between the job satisfaction of High and low qualified RET teacher on Rapport with student.
8. There is a significant difference between the job satisfaction of High and low qualified RET teacher on relationship with co-workers.

#### **Operational Definitions Of The Variables**

**Job satisfaction:** Job satisfaction in the present study will refer to the scores obtained by the High and Low qualified teachers on the job satisfaction scale of Meara Dixit 1986.

**High qualified RET teacher:** High qualified RET teacher in the study will refer to the teachers working under the Sarva Shiksha Abhiyan( SSA) scheme with Master's degree in arts(M.A) or Masters degree in science ( M.SC) or above.

**Low qualified RET teacher:** Low qualified RET teacher in the study will refer to the teachers will refer to the teachers working under the Sarva Shiksha Abhiyan( SSA) scheme with 10+2 qualification.

#### **Methodology and Procedure**

##### **Sample :**

A Sample of 80 ReT teachers was selected from the educational institutions of Hajin ,Sumbal and Bandipura Educational Zones of District Bandipora by employing purposive sampling procedure. The distribution of the sample is shown in the table 1 as under:

Table 1

S.No.	Categories	No.
1	High Qualified	40
2	Low Qualified	40
	<b>Total</b>	<b>80</b>

**Tools**

Meera Dixit job satisfaction scale (1986) was used for the measurement of job satisfaction.

**Analysis and Interpretation of Data**

Mean, S.D, ‘t’ test was employed to analyse the data

**Table:2**

<b>Factor</b>	<b>Group</b>	<b>Mean</b>	<b>S.D</b>	<b>‘t’ Value</b>
Intrinsic aspect of job	High Qualified	26.95	0.50	6.89**
	Low Qualified	26.25	0.40	
Salary promotional avenues & service conditions	High Qualified	26.18	0.65	1.34 NS
	Low Qualified	26.38	0.68	
Physical facilities	High Qualified	26.23	0.77	33.98**
	Low Qualified	31.75	0.68	
Institutional plans and policies	High Qualified	21.13	0.85	28**
	Low Qualified	22.03	0.59	
Satisfaction with authorities	High Qualified	24.10	0.35	14**
	Low Qualified	25.50	0.53	
Satisfaction with family welfare and social status	High Qualified	19.20	0.96	0.88NS
	Low Qualified	19.35	0.54	
Rapport with Students	High Qualified	26.35	0.46	15.90**
	Low Qualified	24.78	0.42	

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	High Qualified	20.98	0.47	
<b>Relationship with co-workers</b>	Low Qualified	20.43	0.25	<b>6.88**</b>

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Note: NS= Not Significant

\*\*=*Significant at 0.01 Level*

### **Discussion and Interpretation:**

The perusal of the table 2 makes it clear that on factors, ‘Salaries, promotional avenues and service conditions’ and ‘Satisfaction with social welfare and family status’, no significant difference was found between High Qualified and Low Qualified ReT teachers. The two groups (High qualified & Low qualified) on the said factors get the ‘t’values 1.34 and 0.88 respectively and it indicates that the difference is not significant even at 0.05 level. Therefore no conclusions can be drawn on these factors. But on the rest of the factors the two groups differed significantly from each other. The table 2 clarifies it that on ‘intrinsic aspect of job’ High and Low qualified ReT Teachers differ significantly and the difference is statistically significant at 0.01 level. The corresponding ‘t’ value (6.89) exceeds the table value (2.64) at 0.01 level. The mean score favours the High Qualified which indicates that they are more satisfied so far as the intrinsic aspect of teaching is concerned. It is possible because High qualified are well aware about the knowledge of self and the demands of the job (teaching). They are mature enough to know how to realise their potential while being in a job. Since they have more knowledge of the job and teaching competencies, they get involved while they teach resulting in better satisfaction.

It is also clear from the table 2, that on factor ‘ physical facilities’ the two groups (high and low qualified) get the mean score 26.23 and 31.75 respectively. The obtained ‘t’ value (33.98) exceeds the table value at 0.01 levels. The mean score favours the Low qualified which indicates that low qualified are satisfied as far as the factor ‘physical facilities’ is concerned. It is just possible because low qualified don’t have an exposure and knowhow of the new developments in the field of teaching and learning. They are less qualified, and don’t have the knowledge of new techniques in teaching which demand sophisticated teaching aids ,models ,materials etc , . Therefore, they remain contented with whatever is there in store in terms of physical facilities.

It is obvious from the table 2, that on factor ‘educational plans and policies’ the High qualified get the mean score (21.13), which differs significantly from the mean score of low qualified (22.03). The obtained ‘t’value (28) exceeds the table value at 0,0l level. As



compared to the low qualified, high qualified are less satisfied with the plans and policies of the educational system. It is possible because they (high qualified) want to incorporate new changes into the system which is not always welcomed. The prevailing structure does not respect their new and novel ideas and they feel dissatisfied with the system and ultimately with their job.

The perusal of the table 2 also clarifies that on factor 'satisfaction with authorities' high and low qualified differ significantly so far as the corresponding 't' value is concerned. The 't' value exceeds the table value at 0.01 level of significance. The mean score does not favour the high qualified which indicates that they are not satisfied with the authorities. It is possible because they don't take things for granted and always want to take new initiatives and want to experiment with new things. Since the authorities act as conformists and don't give any due consideration to the new developments, high qualified get dissatisfied. On the other hand low qualified for want of needed knowhow prefer to remain submissive to the authorities and feel satisfied with their job.

On factor 'rapport with the students' the table 2, makes it clear that High qualified get the mean score 26.35 as compared to the low qualified with mean score 24.78. The obtained 't' value exceeds the table value at 0.01 level (2.64). The mean score favours the High qualified which indicates that they are very much satisfied with their job so far as their rapport with the students is concerned. Since they are highly qualified and have enough knowledge about the different needs faced by the students at different stages of development, they are in a position to develop positive rapport with the students and fulfil their genuine demands.

The perusal of the table 2 clarifies that the two groups High and Low qualified differ on job satisfaction so far as the factor 'relationship with co-workers' is concerned. The obtained 't' value (6.88) exceeds the table value at 0.01 level of significance. Since the mean score does not favour low qualified, it indicates that they are not satisfied with their job so far as their relationship with co-workers is concerned. High qualified on the other hand do understand how to maintain the interpersonal relationships because of the exposure they have got while being in the colleges and universities.

Taking into consideration the above interpretation and discussion with regard to the different factors of job satisfaction, it is concluded that high and low qualified differ significantly on factors 'intrinsic aspect of job', physical facilities, institutional plans and policies, satisfaction with authorities, rapport with students, and relationship with co-workers. It can be concluded that qualification becomes a factor that is linked to one's job satisfaction. The obtained results on physical facilities, institutional plans and policies and satisfaction with authorities connect



job satisfaction with low qualification. This is consistent with the studies of Dabo (1998), Gosnell(2000), Michaelowa (2002), Sargent and Hannum(2003), and Akiri and Ugborugbo(2009) who found , more qualified teachers as less satisfied. In fact it is the inferiority complex stemming from ones low qualification which becomes a reason for the teachers not to be dynamic enough to welcome new developments in the process of teaching and learning. They remain satisfied whatever little is there in terms of facilities and policies and wish to go through traditional practices. The sense of Low qualification enhances submissiveness among tsssssshem and they accept the out dated policies and plans. This also becomes the cause for them to submit before the authorities. On the other hand high qualified try to see the system updated and challenging. They remain satisfied if school climate helps them to realise their potential. The fact remains that proper selection of qualified teachers coupled with provision of needed facilities may fairly contribute to the job satisfaction of teachers. The results analysed and interpreted in favour of intrinsic aspect of job, rapport with students and relationship with co-workers, are in line with Srivastava and chabra (2012), Nawaz et al, Nirju (2014), Quinn (2004), who found highly qualified more satisfied with teaching job. In their study Srivastava and Chabra found NET qualified teacher educators were found significantly more satisfied towards their job as compared to their Non-NET qualified counterparts. While analysing relationship of academic qualification, Nawaz, et al noted that job satisfaction was higher in employees with higher academic background i.e. master and above .Nirju (2014), found that teachers with masters in education obtained higher mean scores compared to those with bachelor and diploma in education. The results obtained by the present investigators are again in line with the study by Quinn (2004) who found that the higher educational level related positively to job satisfaction.

Taking into consideration the findings of the above mentioned studies, it can be said with confidence that high and low qualified teachers differ significantly on the basis of their qualification and the below mentioned hypotheses are accepted:-

1. There is a significant difference between the job satisfaction of high and low qualified ReT teachers on intrinsic aspect of job.
3. There is a significant difference between the job satisfsaction of high and low qualified ReT teachers on physical facilities.
4. There is a significant difference between the job satisfaction of high and low qualified ReT teachers Institutional plans and policies.
5. There is a significant difference between the job satisfaction of high and low qualified ReT teachers on Satisfaction with authorities.

7. There is a significant difference between the job satisfaction of high and low qualified ReT teachers on Rapport with the students.

8. There is a significant difference between the job satisfaction of high and low qualified ReT teachers on Relationship with co-workers.

Since the investigators found no significant difference between High and Low qualified ReT Teachers on factors; salary, promotional avenues, and service conditions, and satisfaction with family welfare and social status, the below mentioned hypotheses stand rejected:-

2. There is a significant difference between the job satisfaction of high and low ReT teachers on salary, promotional avenues and service conditions.

6. There is a significant relationship between high and low qualified ReT teachers on satisfaction with family welfare and social status.

**Conclusion:** After making a systematic analysis of data through appropriate statistical techniques, the investigators reached to the following conclusions;

1. High qualified as compared to low qualified were found more satisfied on intrinsic aspect of job.

2. Low qualified were found more satisfied on factor physical facilities.

3. High qualified were found less satisfied than low qualified on factor institutional plans and policies.

4. High qualified have lesser job satisfaction than low qualified so far as factor satisfaction with authorities is concerned.

5. High qualified were found more satisfied than low qualified on factor rapport with the students of job satisfaction.

6. High qualified were found more satisfied than low qualified on factor relationship with co-workers.

### **Inferential suggestions**

1. Since the present investigation found that high qualification is a determinant factor for job satisfaction so far as the intrinsic aspect of job is concerned, the authorities should make provisions for the improvement of educational qualifications of the teachers.

2. Physical facilities in terms of playgrounds, libraries, laboratories and staff rooms etc, should be provided to the schools to enhance teacher motivation.

3. Heads of the institutions should maintain cordial relationships with their subordinates so that their self concept does not get harmed any way.

4. Better opportunities for promotions, financials benefits for teachers need to be increased.

5. Work culture and total atmosphere of the school need to be taken into consideration to make it more attractive, so that positive attitudes towards teaching are developed among the teachers.
6. Continuous capacity building programmes for teachers should be organised.
7. Subject specific workshops need to be organised to make the teachers conversant with the new developments.
8. Teachers need to be sensitised to create better relations with co-workers because it helps in enhancing teachers' job satisfaction.
9. Low qualified teachers need to be sensitised to understand the pressing needs of the students by developing proper rapport with them.
10. Low qualified teachers need to be encouraged to accept new changes in teaching and learning process resulting in better performance and job satisfaction.

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