

JOB GRATIFICATION IN SCHOOL TEACHERS: WITH SPECIAL REFERENCE TO POLLACHI TALUK

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Abstract:

Primary education in India has recorded impressive growth since Independence. Hence India has to compete with global economy where we need qualified faculties. Here the faculties have played a major role in our educational system. A teacher is a backbone of a nation and its progress depends upon the education system. The role of teacher is very significant in the development of a country. He acts as a coach, mentor, trainer, and guide. Job gratification of the faculty members plays a vital role among students' education. When teachers are satisfied with their job then only they can perform their responsibilities with more concentration and devotion. Job gratification among School teachers is good not only for themselves but society as a whole. The factors determines job satisfaction vary according to gender, age, experience, and position. With this background data have been collected from the faculty members those who are working in the schools in around Pollachi. This study attempts to evaluate job gratification of teachers in different schools in Pollachi. It focuses on the factors deciding the job gratification of the teachers and the impact on their performance. Correlation analysis used to test the hypothesis

INTRODUCTION:

The teaching is one of most respectable profession and plays a vital role in development of societies. The teachers facilitate students to gain knowledge, information for their development and to accept the responsibility of taking the nation towards development, therefore the teachers are considered as the pillars of the society

The need of every teacher is independence, recognition, security and new experience. Needs are important for everyone, if the needs of teachers are not met, the unrest and dissatisfaction among teachers is increased which is very unhealthy for not only teachers but also for students. The job is a

vital component of life and also a main source of income. The job of a teacher requires a major part of day and is also a source of contribution in the society; hence the gratification of job is necessary for a teacher as well as overall wellbeing.

The relationship of job dissatisfaction and satisfaction depends upon what one expects and obtains from one's job. The ability to meet the needs of teachers and improve the performance is the job gratification and when one is satisfied from the job, the competencies, skills and knowledge is reflected from one's behaviour. Therefore, the job gratification is very important for productive activities in the college as well as

for the growth of any educational system in the world.

LITERATURE REVIEW

Herzberg (1987) suggested two types of factors that contribute to job satisfaction and job dissatisfaction. The former are the motivators (intrinsic factors): recognition, personal growth, the work itself, opportunities for promotion, achievement. The hygiene factors (extrinsic factors) ensure that employees perform their tasks at minimum level. These are: supervision, security, organization policies, work conditions, salary, relationships with colleagues and supervisors and status are associated with job satisfaction. While the presence of extrinsic factors does not guarantee job satisfaction, their absence can result in employee job dissatisfaction

Crossman & Harris, (2006) suggest the hygiene factors as the best predictors of teacher job satisfaction and show that teachers emphasize the motivators. The mix of both factors as main predictors of teacher's job satisfaction.

Crossman & Harris (2006) investigated Teachers' satisfaction is important for student achievement and school performance. Satisfied teachers are more likely to provide higher quality teaching that benefits students' success Teacher job satisfaction has serious implications for the school development and teachers themselves. Particularly, it can influence teacher absenteeism, turnover and school effectiveness. Satisfied and motivated teachers are more interested in professional

development which subsequently can improve the quality of teaching.

Chandrasekar, (2011) in their study they describes examining the relationship between school environment and job satisfaction have shown that teachers experience greater satisfaction not from financial rewards but inter personal relationships that they experience with school administrators, fellow teachers and pupils.

Van den Brok, & Wubbels, (2016) in their study clearly indicate A positive school environment promotes feelings of belonging and community, which consequently prompt the development of pro social attitudes in students. Additionally, a caring and supportive school environment contributes greatly to students' academic success. Researchers agree that positive student-teacher relationships play a key role in building a positive school environment for students and teachers.

OBJECTIVES OF THE STUDY:

This main purpose of the study is to evaluating the level of job gratification and investigating the factors affecting it in the teachers at Pollaci town.

Methodology

A convenience sample consisting of 110 teachers working in different Schools at Pollachi town participated in the study. Questionnaires were administered to assess Job gratification. The collected data was analyzed with Mean, Standard Deviation, and Correlation.

Results and Discussion

This section deals with the analysis of the data collected from the respondents.

Table: 1 Demographic characteristics of the Sample

Demographic Variables	Group	No. Of Respondents	%
Age	Below 30Years	28	25.45
	31 Years to 35 Years	36	32.73
	36 Years to 40 Years	20	18.18
	41 Years to 45 Years	18	16.36
	46 years & above	8	7.27
Gender	Male	42	38.18
	Female	68	61.82
Marital Status	Married	72	65.45
	Unmarried	38	34.55
Educational qualification	UG	18	16.36
	BED	46	41.82
	PG	34	30.91

Demographic Variables	Group	No. Of Respondents	%
	TET / TRB	12	10.91
Designation	Primary Teacher	56	50.91
	Secondary Teacher	42	38.18
	Pg Assist	12	10.91
Years of experience	Below 2 Years	18	16.36
	2 to 5 Years	55	50.00
	5 to 7 Years	27	24.55
	Above 7 Years	10	9.09
Monthly Salary	Below Rs. 25000	16	14.55
	Rs. 25001 – 35,000	65	59.09
	Rs. 35,001 – 40,000	17	15.45
	Above Rs. 40,000	12	10.91

Table 2: Overall level of Teacher's Gratification

S.No	Workplace Condition	Mean	SD
1.	Nature of the management	3.59	1.102
2.	Participation and freedom in decision making	3.55	1.029
3.	Discharge of routine work	3.70	0.969
4.	Inter – personal	3.40	1.054

S.No	Workplace Condition	Mean	SD
	relationship		
5.	Parental care and Parent Support	3.53	1.243
6.	Students attitude and Involvement	3.45	0.947

Table 3: Inter correlated matrix for overall job Gratification and students' behaviour

	Arriving late at college	Absent	Skipping class	Violating dress code	Classroom disturb	Cheat	Profanity	Vandal	Theft	verbal abuse	Physical injury	Overall Job satisfaction
Arriving late	1	-.041	.659 (**)	.767 (**)	-.006	.184 (**)	-.007	.643 (**)	.639 (**)	-.039	-.061	.173 (**)
Absenteeism	-.041	1	-.004	-.028	.693 (**)	.141 (**)	.709 (**)	-.090	-.043	.453 (**)	.338 (**)	.041
Skipping class	.659 (**)	-.004	1	.738 (**)	.002	.135 (**)	.000	.603 (**)	.604 (**)	-.042	-.063	.103 (*)
Violating dress code	.767 (**)	-.028	.738 (**)	1	.019	.159 (**)	.021	.699 (**)	.688 (**)	-.062	-.120 (*)	.198 (**)
Classroom disturbance	-.006	.693 (**)	.002	.019	1	.159 (**)	.815 (**)	-.062	-.041	.477 (**)	.326 (**)	.002
Cheating	.184 (**)	.141 (**)	.135 (**)	.159 (**)	.159 (**)	1	.101 (*)	.145 (**)	.109 (*)	.084	.039	.004
Profanity	-.007	.709 (**)	.000	.021	.815 (**)	.101 (*)	1	-.028	-.013	.437 (**)	.317 (**)	.030
Vandalism	.643 (**)	-.090	.603 (**)	.699 (**)	-.062	.145 (**)	-.028	1	.644 (**)	-.094	-.052	.227 (**)
Theft	.639 (**)	-.043	.604 (**)	.688 (**)	-.041	.109 (*)	-.013	.644 (**)	1	.034	-.067	.185 (**)
Verbal abuse	-.039	.453 (**)	-.042	-.062	.477 (**)	.084	.437 (**)	-.094	.034	1	.226 (**)	.010
Physical injury	-.061	.338 (**)	-.063	-.120 (*)	.326 (**)	.039	.317 (**)	-.052	-.067	.226 (**)	1	-.092
Overall Job satisfaction	.173 (**)	.041	.103 (*)	.198 (**)	.002	.004	.030	.227 (**)	.185 (**)	.010	-.092	1
N	110	110	110	110	110	110	110	110	110	110	110	110

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

The calculated value is .041 (**) and (P< 0.01) the calculated value is less than the table value. Hence, null hypothesis is rejected and research hypothesis is accepted. The job gratification is one of important element of teaching profession; the job

satisfaction of Teacher is directly proportional to the performance and effectiveness of the College. From this limited study, it is found that there are varieties of factors which affect teachers' job gratification. These factors include non-

availability of accommodation, stumpy salary, working environment, lengthy procedures to follow rules and regulations of the job, and class room activities, behavior and attitude of superiors; freedom for participating in decision making, recognition of the society. The above factors have great effects on the gratification level of teachers.

The teachers should be provided better training methods, restroom facilities and also training to overcome the stress during job. There should be a better relationship with administrative authorities and teaching staff; they should be involved while making any policy decision at higher levels for attaining higher satisfaction from all such aspects of their profession. Similarly beneficial prospects (opportunity, team spirit, vacation and bonus) demonstrated more content of teacher's satisfaction. Those teachers who are satisfied with their jobs, takes interest to teach students with efficiently and effectively

The result of the study indicates that 52.38% of the teachers working in the Schools of Pollachi were not satisfied with their jobs. The study further indicates that stumpy salary and lack of facilities in the Schools are also main factors that lead to job dissatisfaction in the teaching staff. The working environment and designation also plays an important role in job satisfaction, however the mean job satisfaction score among the teaching staff still remained low. It was further observed that the teachers were not satisfied with their job due to stumpy salary package and non-availability government accommodation as according to them the salary is not enough to cover daily expenses such as rent of houses, transportation daily household expenses etc.

This indicates that respondents felt that their salaries cannot make it more at par with the present economic condition. Thus, salaries could make them more satisfied with their job.

As per international standards the average pupil-teacher ratio is 40:1 . Whereas, during interview it was observed that the teaching staff is appointed/posted by the higher authorities of Education and Literacy Department and there is lack of proper planning for pupil-teacher ratio. Either teaching staff is posted in excess or there is shortage of teaching staff in Schools in particular subject(s). Moreover the need of every school is not considered while transfer/posting of any teacher. Consequently the performance of teachers is affected on one hand and the quality of education is also affected on the other hand which leads to dissatisfaction among teaching staff.

The job gratification is one of important element of teaching profession, the job gratification of Teacher is directly proportional to the performance of and effectiveness of School; it is found that there are varieties of factors which affect teachers' job gratification. These factors include non-availability of trainings/workshops to face the stress during job, lack of facilities, financial aspects, behavior and attitude of superiors, subordinates, students, freedom for participating in decision making, recognition of the society etc. The level of job gratification in School teachers is greatly affected by above factors. The job gratification among male and female teachers has a high degree of positive correlation and there is also a positive correlation between job gratification and

length of service among teaching staff of school.

Conclusion and Recommendation

Due to stumpy salary, delay in promotion, non-availability of accommodation, lack of appropriate facilities in the colleges and work life imbalance almost half of the teaching staff was dissatisfied with their jobs. Improper planning for appointment/posting of teaching staff was also found as a vital issue in the present study. Considering the results of the study, it is proposed that the pay and promotion policy should be reviewed and government accommodation with sufficient facilities should be provided to the teaching staff in-order to motivate them to work with more attention, dedication, hard work and commitment in the best academic interest.

The school teaching staff should be provided sufficient trainings to update their knowledge improve their performance and face the challenges and stress during job. The teaching staff should also be provided latest trainings for improvement of their performance and there should also be a better relationship with administrative authorities; the teaching staff may also be given sufficient freedom for decision making in their teachings for attaining higher gratification level. The workshops may also be organized from time to time in-order to update the knowledge of teaching staff, acquire latest teaching techniques and also to make work life balance. Moreover, the higher authorities should also focus to adopt the international standards in appointment/ posting of teaching staff and should also maintain the pupil-teacher ratio so that the workload of teaching staff should

be maintained and the quality education should be provided to the students.

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