

Job Achievement and Work Inspiration: A Relative Research on Secondary School Teachers



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ABSTRACT

In the present study, the examiners proposed to think about the job satisfaction and work motivation of secondary school teachers concerning some demographic variables. Job satisfaction and work motivation were dealt with as indigent variables. The autonomous variables embodied gender, sort of schools, showing knowledge and educational qualifications. For the reason for examination, illustrative study strategy was utilized. The sample embodied 400 secondary school teachers working in schools found in Rohtak Division associated to HBSE what's more was chosen by Multi-Stage Random Sampling method. Particular Data Sheet ready by the agents, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Plan (EMS) by Srivastava (1988) were utilized for the accumulation of data. The got data was examined utilizing means, S.d's and t-test. The discoveries of the study uncovered: i) No significant contrast was found in the job satisfaction and work motivation of male and female teachers ii) There were significant contrasts around teachers working in government and private schools; more encountered and less encountered teachers regarding job satisfaction and work motivation iii) Significant contrast was accounted for in the work motivation of teachers having graduate and post-graduate qualifications.

INTRODUCTION

India has a long custom of taking in and education has dependably been esteemed. Appropriately, education has been appointed high necessity in the national advancement system and cognizant endeavors have made towards the huge development of educational offices in the nation. In outright terms, the educational framework made in the nation is limitless when seen in appreciation of the amount of organizations, people and teachers and the mixed bag of educational action. Then again, powerful usage and achievement of educational set-up to handle quality yield has been a topic of concern. A few requisitions and advisory groups who analyzed the working of educational set-up in the nation have communicated worry about the quality, job satisfaction and work motivation of teachers towards a general change of the education framework. The Education Commission (1964-66) watched, "The fate of India is, no doubt formed in her classrooms" and that 'as is the instructor, so is the country' to underscore about the significance of the teachers. The requisition further watched that all the diverse variables which impact the nature of education and its contribution towards national improvement, the quality, fitness furthermore character of teachers are undoubtedly the most significant. The National Policy of Education (1986) distinguished the pivotal part of teachers and expressed that the status of instructor reflects the socio-social ethos of a social order. It further communicated that no individuals can climb over the level of its teachers and the administration and the group ought to attempt to make conditions which will help persuade and rouse teachers on useful and imaginative lines.

Despite the fact that there is a lack of looks into on work motivation yet there are a few studies which show that it is an imperative associate of job satisfaction. Mittal (1992) uncovered a positive what's more significant correlation between work motivation and job satisfaction. Nonetheless, the male teachers were discovered to be more roused in their jobs as contrasted with the female teachers. Srivastava and Krishna (1994) showed that the 'need for accomplishment' and 'restraint' were the most prevailing motivating powers for male and also female teachers although the 'financial increase' was the minimum compelling help for them. Lindholm (1997) demonstrated that the teachers reported significantly lower incentives for achievement and distinguishment and significantly higher connection incentives. Gupta

and Jain (2003) reported that an assortment of variables, for example, salary, security, physical conditions, promotion, distinguishment and so on impact job satisfaction.

Kumar and Patnaik (2004) reported that job satisfaction and state of mind towards work are very connected. Kumar, Udayasuriyan and Vimala (2008) reported significant contrasts in work motivation dependent upon the demographic variables, for example, age, gender, showing background in the present association, conjugal status and month to month wage. Dombrovskis, Guseva and Murasovs (2011) presumed that the intentions of work satisfaction and economic wellbeing were found to possess the most minimal position in the work motivation structure. Kaur and Sidana (2011) found that level of job satisfaction of male teachers was more stupendous than their female partners. Gupta, Pasrija and Bansal (2012) reported that female teachers were more fulfilled than their male partners and more encountered teachers, teachers having a place with provincial zones would be advised to job satisfaction than their partners. Hence, it is expected that the present study will give another data and viewpoint depicting job satisfaction and work motivation of secondary school teachers.

VARIABLES INVOLVED

In the present study, job satisfaction and work motivation have been taken as the subordinate variables, though demographic variables, for example, gender, kind of schools, instructing experience and educational qualifications constituted the free variables.

AIMS OF THE STUDY

1. To look at the job satisfaction of secondary school teachers concerning kind of schools, gender, showing knowledge and educational qualifications.
2. To look at the work motivation of secondary school teachers concerning kind of schools, gender, showing knowledge and educational qualifications.

METHODOLOGY

The present study utilized graphic review system and correlation was made to study the job satisfaction and work motivation of the secondary school teachers in connection to their

demographic variables, for example, gender, sort of schools, showing background and educational qualifications. On the foundation of showing background, the teachers having more than five years of experience were acknowledged as more encountered teachers and those having short of what five years of showing knowledge were recognized as less encountered ones. In this study, the four free variables were shifted at the distinctive levels as demonstrated in Figure.

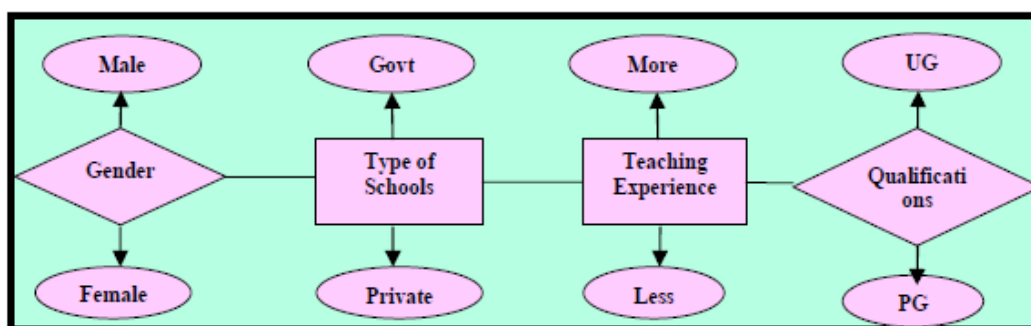


Figure Independent variables with their levels.

Sample - A sample of 400 secondary school teachers working in schools affiliated to HBSE located in Rohtak, Jhajjar and Sonapat cities was drawn using multi-stage stratified random sampling technique.

Tools Used -

1. Personal Data Sheet prepared by the investigators to collect the personal information of the subjects.
2. Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit (1993) to assess the Job Satisfaction of teachers.
3. Employees Motivation Schedule by Srivastava (1988) to measure the work motivation of teachers.

Measurable Techniques Used - Methods, SD's and t-test were utilized to analyze job satisfaction and work motivation of the secondary school teachers concerning their demographic variables.

Interpretation of Data - The goals of the present study were to think about the job satisfaction and work motivation of secondary school teachers in connection to demographic variables i.e. gender, sort of schools, showing background and educational qualifications. To accomplish the targets of the study the data were subjected to t-test.

Discoveries of the Study.

- No significant contrasts were female teachers separately.
- The study uncovered that teachers working in government and private schools contrast significantly from one another regarding their job satisfaction that the teachers working in private schools had more terrific job satisfaction than those working in government schools.
- A significant distinction was found in encountered teachers. On examination of mean scores, the less encountered teachers were found to have higher job satisfaction than the more encountered teachers.
- The study reported that there was having graduate and post-graduate qualifications.
- There was discovered a significant contrast in the work motivation of teachers working in government and private schools. In the connection of mean scores, it was found that the teachers working in private schools had significantly higher work motivation than those working in the administration schools.
- The mean scores of work motivation vary significantly and the less encountered teachers had motivation than the more encountered teachers.
- A significant contrast was seen in the work motivation of teachers having graduate and post-graduate qualifications teachers with graduate qualifications have higher work motivation than their partners.

CONCLUSION

Satisfaction from the job is essential for full dedication and responsibility of teachers towards their schools. Indeed the best educational framework is certain to fall flat without capable and

fulfilled teachers. Unless the educator is fulfilled by his job, he can't convey the products legitimately. He will be a misfortune not to himself just additionally to the nation's future.

Accomplishing an elevated amount of job satisfaction from the teachers needs some basic techniques to be received by the central. The teachers need to be enabled by giving self-governance. Independence upgrades job satisfaction as it gives a feeling of moral obligation of accomplishing a job while absence of satisfaction from the job brings about lack of engagement towards work. The teachers ought to be given chance to pace toward oneself themselves and the supervision ought to be carried out unpretentiously. Equitability in school policies influences job satisfaction and work motivation absolutely; this proposes the utility of the principals to illustrate and examine these policies to the teachers, underscoring and getting consideration towards their equitability. The teachers' quality interpersonal communication, so the schools can make formal and casual courses of action for enhancing the connections around the staff parts. Teachers' cooperation in choice making, fitting correspondence of part desires and distinguishment of great work are some solid, effortlessly relevant alterations which can upgrade job satisfaction of teachers. The school powers can sort out unique welfare programs for teachers' prosperity and positive changes in their level of satisfaction. The extent that enhancing the variables identified with the job, the administration ought to give the chance to suitable working space, offices to attain one's status and distinction in job and so on. In this manner, the investigation of job satisfaction is of much esteem to overseers and arrangement producers, who outline policies, take choices and make conditions in which teachers attempt to augment their potential and along these lines infer more excellent job satisfaction.

The teachers having diverse levels of job satisfaction might likewise require distinctive motivational methodologies for example; teachers high in outward job satisfaction may incline toward rewards different sorts of prize. Subsequently, it is extremely important to recognize teachers' drives and needs and to channelize their conduct to persuade them towards assignment execution. As the era of teachers enters the workplace and as globalization makes more various workforces, schools need to reevaluate their motivational practices. In spite of the fact that fiscal profits assume a critical part in motivating the teachers yet it has additionally been ran across that one of the most ideal approaches to persuade the teachers

is great out-dated commendation and distinguishment. Associate distinguishment can additionally be utilized as an alternate viable measure for motivating teachers. The schools ought to present formal programs that energize companion distinguishment for a job well done on the grounds that everyone needs consolation and everyone needs their work to be distinguished. The distinguishment from seniors is likewise discovered to be successful in motivating teachers. Accordingly, the discoveries of the present study give colossal extension to the change of teachers' job satisfaction and work motivation through overall organized sharpening; state of mind building and competency based training programs.

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