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**JOB SATISFACTION AMONG THE PRIMARY  
TEACHERS IN DISTRICT ROHTAK, HARYANA  
(INDIA)**

# Job Satisfaction among the Primary Teachers in District Rohtak, Haryana (India)

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**Abstract – This empirical study has found some factors which affect job satisfaction of both male and primary teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and Primary teachers. But here are many perception as well as factors in which the male and Primary teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hosted. It is found that both the male and primary teachers are dissatisfied but the primary section is more dissatisfied than those of the male teachers.**

## 1. INTRODUCTION

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as Educational-organizational psychology, organizational behavior, personnel and human resource management and organizational management. It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also. At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs. The researcher interest is to analyses job satisfaction from organizational perspective. Looking job satisfaction from women perspective will also be interesting to present. This study has tried to reveal the job satisfaction among the Primary teachers of primary schools in District Rohtak, Haryana (India). District Rohtak, Haryana (India) runs one of the biggest primary education administrations in the Country. Development of primary education poses a daunting challenge because of inaccessibility and resource constraint. Despite these constraints District Rohtak, Haryana (India) has achieved remarkable success in the field of literacy and primary education. The adult literacy rate (15 years and above) is now estimated 68%. The rate was 35% in 1991. (Statistical year book-2004) It has taken decades to arrive at this level of literacy. The success of improving literacy rates mostly contributed by primary education in District Rohtak, Haryana (India). In District Rohtak, Haryana

(India) gender development has been occurred in different areas. Focus of gender development has been dominating not only for their participation but also for their qualitative services to the organizations. Though the participation of primary teachers in primary education of District Rohtak, Haryana (India) is not big enough, their number is significantly increasing. Their contributions have not only been confined within teaching in classes but also encouraging the girls to be educated by checking girls' dropout from primary education and contribute to the society as a whole. That is why the primary school teachers' job satisfaction or dissatisfaction is needed to be addressed. This study has examined how do the primary schools teachers perceive the term job satisfaction and also marked the causes those make primary teachers satisfied or dissatisfied. Education is not only a lantern or torch which enlightens the internal capacities of a child but also fulfills the needs of the society. Education has such a broad sense that its canvas cannot be delimited within the definition of two or three lines. Although various educators of different ages have tried to define the term, yet, their definitions are only partly true and touch only the coast of the ocean.

## LITERATURE REVIEW

Frameworks for understanding academic achievement and the labor force outcomes of schooling have conceptualized teacher quality as a key input (see Darling-Hammond, 1997). Recruitment and retention of qualified teachers tends to be most difficult in areas of high poverty, such as in inner city schools in the United States (Darling-Hammond & Green, 1990) and in the rural areas of developing nations (Farrel and Oliveira, 1993), leading to a situation in which the neediest children are often paired with the least qualified teachers. Little

research has considered factors associated with retaining teachers in schools that serve impoverished children in developing countries.

In District Rohtak (Haryana) concerns about teacher retention are acute. With market transition and the opening-up of labor markets, alternate career paths are increasingly open to current and potential teachers (see Bian, 2002 for an excellent review of increasing social and labor market mobility in post-reform China). Perhaps even more important, decentralization of school finance in Haryana has disequalized the economic resources available to schools in different locales (Park, Rozelle, Wong, & Ren, 1996; Tsang, 1996). At the same time that jobs increasingly vary in their compensation, good teachers have greater flexibility to move to better jobs within the school system. These changes have increased the career choices of individuals, but they also mean that schools serving poor rural communities face new barriers to retaining qualified teachers. In this paper, we address the question, what factors keep teachers serving poor communities satisfied with their work? We analyze a survey of rural primary school teachers, principals and village leaders conducted in the year 2000 in one of China's poorest provinces. We look at three measures of satisfaction: whether teachers perceive teaching as their ideal profession, whether teachers want to change their profession, and whether teachers are satisfied with the local education bureau. Drawing on earlier research, we test hypotheses about three kinds of factors associated with teacher satisfaction:

Teachers are an essential element of educational opportunity, and the lack thereof, for poor children and communities. In developing countries, Bruce Fuller's extensive reviews of school factors that raise student achievement indicate that factors such as teachers' knowledge of subject matter, verbal and math proficiency scores and, to a certain extent, formal education and post-secondary training have all tended to be associated with higher student achievement (Fuller, 1987; Fuller & Clarke, 1994). In rural District Rohtak (Haryana) evidence is also available to suggest that teachers matter for student achievement: approximately one fourth of student test score variation may be attributable to teacher differences (Park & Hannum, 2001).

In addition to having an important impact on student achievement, teachers may also play a crucial role in educational attainment. Hanushek (1995) highlights the problem of the poor efficiency of low quality schools in developing countries. He argues that higher school quality results in lower dropout rates and that teacher quality is the most important factor contributing to overall school quality. Dropout rates would be much lower if the quality of teaching could be raised such that students perceive schooling to provide valuable skills and learning. Using data from Kenya, Lloyd, Mensch and Clark (2000) find that teacher characteristics, in particular teacher attitudes, have an important impact on attainment, especially for girls.

Earlier work in Haryana has shown that attributes of teachers can be significantly linked to students' attachment to the schooling process (Hannum & Park, 2003).

## CONCLUSION

There is research on job satisfaction among the employees and officers working in Industries or business organization and they analyzed the term job satisfaction from social psychological point. But this study can be termed as a unique one as this is the only study ever found regarding Primary teachers job satisfaction. Here the term *job satisfaction* is analyzed from organizational perspective.

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, organization to organization. So, job satisfaction cannot be generalized. From organizational perspective, policy and administration of organization, culture of that organization, working environment, supervisory style affects the job satisfaction. Hierarchy is the part of organization which is linked with job satisfaction or dissatisfaction. Findings of this study found that both male and primary teachers are dissatisfied with centralized administration. This study has tried to discover the perception of job satisfaction by teachers of Government Primary Schools in District Rohtak, Haryana (India) and tried to identify the factors those cause satisfaction and dissatisfaction to the teachers. It also tried to sketch the reason why male and primary teachers have identified different factors for job satisfaction.

Perception of job satisfaction differs from gender perspective. Most of Primary teachers willingly enter into this profession. On the other hand, very few male come to this profession willingly. According to the Primary teachers view job satisfaction is not only linked with nature of job but also linked with working environment. To them having a good physical environment as well as getting a harmonious interpersonal relation among colleagues is job satisfaction. They also expressed that working under a democratic and participatory head teacher is job satisfaction. Most of male teacher perceived job satisfaction as having a secured job and as well as getting the social status and prestige.

Both male and primary teachers are dissatisfied with their job. Most of the Primary teachers considered this job as noble profession. They sketch the job satisfaction as getting honor and social status. A large number of male teachers have pointed out the job satisfaction is to get a permanent job. The teachers are the architect of nation building. They are building the future of the nation. This belief is

great achievement of the teachers. Such achievement is job satisfaction to them.

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