

COMPARATIVE STUDY OF JOB SATISFACTION AMONG GOVERNMENT ELEMENTARY SCHOOL AND NAVODAYA VIDYALAYA TEACHERS IN RELATION TO ADJUSTMENT

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ABSTRACT

The present study is the comparative study of job satisfaction between the government elementary school and navodaya vidyalaya teachers in relation to adjustment. The study consisted of 80 teachers randomly drawn from three government and navodaya vidyalaya schools of Chandigarh. Data was collected with the help of job satisfaction scale for teachers by Parmod Kumar(1976) and Mangal's Adjustment Inventory (1987). The data obtained were analyzed statistically and the study revealed that (i) There was significant difference between job satisfaction of government and navodaya vidyalaya teachers. (ii) There was significant difference between adjustment of government and navodaya vidyalaya teachers. (iii) There was significantly positive relationship between job satisfaction and adjustment of government school teachers. (iv) There was significantly positive relationship between job satisfaction and adjustment of navodaya vidyalaya teachers. (v) There was significant positive relationship between job satisfaction and adjustment of the total sample.

INTRODUCTION

Education is a constructive process, which drags a person out from darkness, poverty and misery and leads him to the road of enlightenment, prosperity and develops his individuality in all its aspects i.e. physical, mental, emotional and social. Education is the creation of a sound mind in a sound body.

It develops man's faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially lies. Education teaches adaptation to environment, life and existence. It widens the mental horizon, thinking and imagination. It enables one to adjust himself to the changing patterns of life.

Education is a multipurpose process, which is not only an implication of social, economic and cultural change in humanity but, is also an important medium for grasping and promoting life enhancing values among human beings. It awakens the latent potential among people so that they are able to recognize truth, beauty and goodness. Value education propels mind and soul towards achieving equilibrium which enhances the personality and promotes mental and spiritual strength as well as clarity

and resolution in one's aims. Actually, education is an ever continuing and open ended process and its true objective is to civilize humankind.

Job satisfaction means how much content a person is with his/her job. The level of pay and benefits, the perceived fairness of the promotion system with a company, the quality of working conditions, leadership, social relations, the varieties of tasks involved, the interest and challenges that the job generates and the clarity of the job description are some of the factors that influence a person's level of job satisfaction. The more satisfied a person is the happier will he be within his job. In other words, job satisfaction is an effective reaction to one's job.

Different scholars have given the definition of job satisfaction in their own ways. According to Weiss (2002), job satisfaction is an attitude, but at the same time he points out that the researchers should clearly distinguish the objects of cognitive evaluation which effects emotional beliefs and behaviors. This definition of Weiss brings into our focus that a person forms attitudes towards one's job by taking into account one's feelings, one's beliefs and one's behavior.

The concept of adjustment was originally a biological one and was used in Darwin's Theory of evolution. He used the term 'adaptation'. The

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adaptability to environment hazards goes on increasing as we proceed on the psychogenetic scale from lower extreme to higher extreme of life. This concept of adaptation was borrowed by psychology and named as an 'adjustment.' Man being a social animal has the highest capacities to adapt to new situations. He not only adapts to physical demands but also adjust to social pressure in the society. Therefore, adjustment acts as grease as a lubricant in the movement of this gigantic social structure and avoid friction, which results in the breakdown of social life at different levels. The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term adaptation. The adaptability to environment hazards goes on increasing, as we proceed on the physiogenetic scale from the lower extreme to the highest extreme of life. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they die hundreds of species of insect and germs perish as soon the winter begins. Man among the living beings, has the highest capacities to adapt to new situation. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society.

Adjustment is the process of maintaining a balance between needs such as physical, physiological, social and circumstances that influence the satisfaction of the needs. Adjustment is the process of directing one's efforts towards modification of behavior and attitude. Adjustment is a state or condition of harmony that promotes happiness and efficiency of the person in the environment and implies proper degree of social feeling and acceptance of social responsibility. Work is a very important part of one's life. But every person is not suited for every kind of job. Almost every type of job requires a basic minimum level of education. It also requires a person to have certain skills or abilities which will be necessary in order to carry out the duties on the job. It is also important that personality and interests of person must match with the requirements of the job.

The persons who are at the helm of the affair of education or in any way connected with the activities of social welfare or social welfare universally admit that teachers play a very crucial role in modifying and shaping the personality of the children keeping in view the national objectives of life and it is no exaggeration if we say that the teachers are the nation builders in the true sense. He owes a great responsibility towards the nation especially in the developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. India is also a developing country, and as such it becomes all the more essential that we should utilize all possible resources for the progress of the country, and the teachers' role in the development of the nation is of vital and crucial importance. The teacher can play his role well by channelizing the energy of his pupils to undertake the task of reconstruction in all walks of social life. One of the various challenges faced by the teachers at present is maintaining the physical health and mental health of students. It is a new responsibility that has been trusted upon the shoulders of the students. The teacher has to lay stress on the harmonious development of his students so that he may be inculcated with the spirit of making his maximum contribution for the development of the nation and social welfare. The teacher can play this role very effectively with the knowledge of human behavior, recent discoveries and theories concerning human problems remedial measures. The teacher educator's job has become all the more challenging and complex under the present changing conditions. He has to train the pupil teachers -who are going to be assigned the role of nation builders and who are to shape and modify the personality of the children who when enter the walks of life be able to engage themselves in the huge task of planning, construction and developing and utilizing all possible resources for the progress of the nation and the welfare of the society as a whole.

The government schools have played a pivotal role in uplifting the standard of life of rural and semi rural area. The large number of primary and secondary schools are fulfilling the

educational needs of the rural areas. The government has encouraged the school drop outs to re-enter schools by bringing scholarships and mid day meal schemes. Such schemes have discouraged students from leaving schools. The government has implemented new schemes like Sarv Shiksha Abhiyan and compulsory primary education. The government has also made education free for students' up to the age of 14 years. This has attracted a large number of students towards the school and change the social life of the people of the rural areas. The navodaya vidyalayas system is a unique experiment in the annual of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in residential school system, such children are found in all sections of the society, and in all areas including the most backward. Such education enables the students in rural areas to compete with their urban counterparts on an equal footing.

EMERGENCE OF THE PROBLEM

Job satisfaction of teacher is one of the areas which attract considerable interest among the researchers. Time and again the government has set up various committees and commissions to look into the status of the teachers, improve their pay scales, and provide with them opportunities for professional development but, growing dissatisfaction among the teacher is witnessed very often. Adjustment is a protracted and a constant process. A well adjusted person is the one who takes the right decisions most of the times. However there are stages in an individual's life where adjustment becomes the dilemma when exposed to adverse circumstances. The most pertinent is unequal schooling structure. Since education is in the concurrent list of Indian constitution, it assigns responsibility to both central and state government to provide education. The level of job satisfaction of teachers in various types of schools varies. Since very few studies have been conducted in the area selected. The topic is worthwhile to be researched owing to its novelty. An attempt will be made through this study to

examine the job satisfaction of teachers of various government schools and jawahar navodaya vidyalaya in the light of their adjustment. Therefore, the investigator made an attempt to determine the comparative study of job satisfaction among government elementary school and navodaya vidyalaya teachers in relation to adjustment

OBJECTIVES

1. To compare the job satisfaction of government and navodaya vidyalaya teachers.
2. To examine the adjustment of government school and navodaya vidyalaya teachers.
3. To study the relationship between job satisfaction and adjustment of government school teachers.
4. To study the relationship between job satisfaction and adjustment of navodaya vidyalaya teachers.
5. To study the relationship between job satisfaction and adjustment of the sample.

HYPOTHESES

- H1O: There will be no significant difference between the job satisfaction of government and navodaya vidyalaya teachers.
- H2O: There will be no significant difference between the adjustment of government and navodaya vidyalaya teachers.
- H3O: There will be no relationship between the job satisfaction and adjustment of government school teachers.
- H4O: There will be no relationship between the job satisfaction and adjustment of navodaya vidyalaya teachers.
- H5O : There will be no relationship between job satisfaction and adjustment of the total sample.

METHODOLOGY OF THE STUDY

Methodology makes the most important contribution towards the environment of any study. To undertake any research it is necessary to design and plan the procedure and method to be used. In a research there are numerous

methods and procedures to be applied. Various steps of research methodology followed in the present study are as follows:

SAMPLE

The present study consists of 80 teachers of government school and navodaya vidyalaya of Chandigarh. 40 teachers comprising of government school and 40 teachers navodaya vidyalaya of Chandigarh only were taken. The sample was taken using random sample techniques. The school wise distribution of the sample has been presented in table-1:

Table-1:

The school wise distribution of the sample

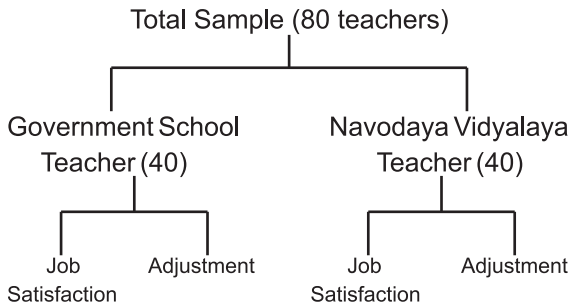
S.No.	Name of the Schools	Total
1.	Jawahar Navodaya Vidyalaya, Sec-25, Chandigarh.	40
2.	Government Senior Secondary School, Sec-45, Chandigarh	20
3.	Government High School, Colony No.4, Chandigarh.	20
	Total	80

DESIGN

The design of present study was based on the sample of 80 teachers of government school and navodaya vidyalaya of Chandigarh. The variables under consideration were job satisfaction and adjustment. Job satisfaction was taken as dependent variable and adjustment was taken as independent variable. In the present study descriptive survey method of investigation was utilized to know about job satisfaction and adjustment of teachers. The schematic layout of the design has been presented in table-2:

Table 2:

Schematic layout of the design



TOOLS USED

Following tools were used for data collection:

1. Job Satisfaction Scale by Pramod Kumar and Mutha (1976).
2. Mangal Teacher Adjustment Inventory by Mangal (1987) was used to measure the adjustment of the teachers.

PROCEDURE

In the present study, tools were employed on a random sample of 80 teachers of government school and navodaya vidyalaya of Chandigarh. Before collection of data, permission of the head of the institution was taken by explaining to him/her purpose of the study. After getting the permission, tools were administered to the teachers. The teachers were given instructions regarding filling the responses and were requested to give true responses. After collecting data, scoring was done with the help of scoring key. The results were compared by using statistical techniques and then interpreted accordingly.

ANALYSIS AND INTERPRETATION

The statistical techniques such as Mean, SD, Correlation and t-test were used in the study. The results are given in the following tables 3, 4, & 5

Table 3: t-ratio of job satisfaction and adjustment between government and navodaya vidyalaya teachers

Variables	Government School			Navodaya Vidyalaya			SE _D	t-ratio
	N	Mean	SD	N	Mean	SD		
Job Satisfaction	40	18.85	5.64	40	21.85	7.41	1.47	2.04*
Adjustment	40	48.08	10.13	40	55.12	7.72	2.01	3.50**

*Significant at 0.05 level

**Significant at 0.01 level (Critical Value 1.99 at 0.05 and 2.64 at 0.01 level, df 78)

It is observed from the table-3 that the mean scores on job satisfaction of government school teachers is 18.85, which is less than the corresponding mean score 21.85 for the navodaya vidyalaya teachers. The t-value for testing the significance of mean differences

between the job satisfaction and adjustment of government and navodaya vidyalaya teachers is 2.04, which in comparison to the table value was found to be significant at the 0.05 level of significance. Hence, the null hypothesis H1O: There will be no significant difference between the job satisfaction of government and navodaya vidyalaya teachers, is rejected at 0.05 and accepted at 0.01 level of significance. The result indicates that navodaya vidyalaya teachers are more satisfied with their jobs as compared to government school teachers.

Table-3 reveals that the mean scores on adjustment of government school teachers is 48.08, which is less than the corresponding mean scores of 55.12 for the navodaya vidyalaya teachers. The t-value for testing the significance of mean difference between adjustment of government and navodaya vidyalaya teachers is 3.50, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the null hypothesis H2O: There will be no significant difference between the adjustment of government and navodaya vidyalaya teachers, is rejected at both levels. The result indicates that the navodaya vidyalaya teachers are better adjusted than the government school teachers with their job.

Table 4: Correlation between job satisfaction and adjustment of government and navodaya vidyalaya teachers

Variables	Group	N	Value of 'r'
Job Satisfaction and Adjustment	Government School Teachers	40	0.619**
Navodaya Vidyalaya Teachers	Navodaya Vidyalaya Teachers	40	0.648**

**** Significant at 0.01 level**

(Critical Value 0.304 at 0.05 and 0.393 at 0.01 level, df 38)

It is observed from the table-4 that the correlation between job satisfaction and adjustment of government school teachers is 0.619, which in comparison to the table value was found to be significant at 0.01 level of significance. Hence, the null hypothesis H3O: There will be no relationship between the job satisfaction and adjustment of government school teachers is rejected at both levels. The

result indicates that the relationship between job satisfaction and adjustment of government school teachers is highly significant positive correlated to each other.

Table - 4 reveals that the correlation between job satisfaction and adjustment of navodaya vidyalaya teachers is 0.648 which in comparison to the table value is found to be significant at 0.01 level of significance. Hence, the null hypothesis H4O: There will be no relationship between the job satisfaction and adjustment of navodaya vidyalaya teachers is rejected at both levels. The result indicates that the relationship between job satisfaction and adjustment of navodaya vidyalaya teachers are highly significant positive correlated to each other.

Table 5: Correlation between job satisfaction and adjustment of the total sample

Variables	N	Value of 'r'
Job Satisfaction and Adjustment	80	0.636**

**** Significant at 0.01 level**

(Critical Value 0.217 at 0.05 and 0.283 at 0.01 level, df 78)

Table 5 reveals that the correlation between job satisfaction and adjustment of the total sample is 0.636 which in comparison to the table value was found to be significant at the 0.01 level of significance. Hence, the null hypothesis H5O: There will be no relationship between job satisfaction and adjustment of the total sample, is rejected at both levels. The result indicates that the relationship between job satisfaction and adjustment of the total sample is highly significant positive correlated to each other.

DISCUSSION

The result of the present investigation has lead to the conclusion that there exists significant difference between job satisfaction of government and navodaya vidyalaya teachers. The results were supported by the findings of Reddy (1989) found that over qualified primary school teachers had low job satisfaction as

compared to less qualified teachers. Goyal (1995) found that female teachers in both types of colleges and schools are more satisfied than male teachers. Panda, Pradhan and Senapaty (1996) found that no independent and interactive effect in secondary school teachers on job satisfaction. Sharma (1998) revealed that male and female teachers of the university do not appear to differ significantly with respect to their job satisfaction and significant difference in job satisfaction of university teachers. Professors seem more satisfied with their job as compared to readers and lecturers and significant experience differences in job satisfaction of university teachers. Kaur (2000) found that the private secondary school teachers were more satisfied than the private primary school teachers and also indicated that females were more satisfied than male teachers. Panda (2001) found male teachers to be more satisfied than female teachers. Singh (2002) found positive but not significant relation between job satisfaction and teacher effectiveness. Saxsena (2003) concluded that persons who are having positive attitude towards teaching as a career are likely to be more satisfied in teaching job. Anshul (2007) concluded that the job satisfaction of male teacher of jawahar navodaya vidyalaya and government schools is higher than female teachers. Kumari (2007) found that there is no significant relationship between job satisfaction of senior secondary teachers and their anxiety level. Kaur (2010) found that teachers in elementary school were extremely satisfied with their level of job satisfaction irrespective of being married or unmarried.

The findings of present study revealed that there was significant difference between government and navodaya vidyalaya teachers on adjustment. The results were in agreement with finding of Gill (1990) found that male physical education teachers were better adjusted than female physical education teachers. Pal (2000) revealed that significant difference between male and female physical education teachers in public schools on emotional, social and professional adjustment. Rani (2002) concluded that there is a significant relationship between job satisfaction and adjustment. Kumari (2004) found that there is no significant difference

between the adjustment of the regular school children and night school students. Rai (2007) concluded that Punjabi school teachers of government schools are more satisfied and adjusted than Punjabi teachers of private schools. Kaur (2007) found that there exists a positive relation between job satisfaction and adjustment. Singh (2008) that there is a significant relationship between mental health and adjustment of adolescents of both rural as well as urban areas. Singh (2010) found that yogic practices effect significantly on educational, emotional, social and total adjustment.

FINDINGS

- (i) There was significant difference between job satisfaction of government and navodaya vidyalaya teachers. Navodaya vidyalaya teachers were more satisfied with their job as compared to government school teachers.
- (ii) There was significant difference between adjustment of government and navodaya vidyalaya teachers. Navodaya vidyalaya teachers were better adjusted than the government school teachers.
- (iii) There was significantly positive relationship between job satisfaction and adjustment of government school teachers.
- (iv) There was significantly positive relationship between job satisfaction and adjustment of navodaya vidyalaya teachers.
- (v) There was significantly positive relationship between job satisfaction and adjustment of the total sample.

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