

A STUDY ON JOB SATISFACTION OF NEWLY RECRUITED LP TET TEACHERS (2014-2024) OF HAILAKANDI DISTRICT OF ASSAM

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ABSTRACT

Job satisfaction is rightly a multidimensional phenomenon that cannot be termed as a single factor. A number of constituents are determinants of the dynamics of job satisfaction. Job satisfaction can be generally classified as global job satisfaction and job characteristics satisfaction. Global job satisfaction is employees overall evaluation about their job and job characteristics satisfaction is employee's contentedness about particular dimensions of the job (Bhandari, Bagga, Nandan, 2010). Job satisfaction depended upon relevant factors such as congenial working conditions pay, promotion, other fringe benefits, experience, opportunities for career advancement, skill, training and style of supervision etc. Hence it may be defined as not only affective aspects of profession but also cognitive and behavioural dimension. According to E.A. Locke (1976) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal or one's job or job experience

1. INTRODUCTION

Job satisfaction is rightly a multidimensional phenomenon that cannot be termed as a single factor. A number of constituents are determinants of the dynamics of job satisfaction. Job satisfaction can be generally classified as global job satisfaction and job characteristics satisfaction. Global job satisfaction is employees overall evaluation about their job and job characteristics satisfaction is employee's contentedness about particular dimensions of the job (Bhandari, Bagga, Nandan, 2010). Job satisfaction depended upon relevant factors such as congenial working conditions pay, promotion, other fringe benefits, experience, opportunities for career advancement, skill, training and style of supervision etc. Hence it may be defined as not only affective aspects of profession but also cognitive and behavioural dimension. According to E.A. Locke (1976) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal or one's job or job experience. Fieldman & Arnoldions (1985) defines as the amount of overall positive effect or feelings that individuals have towards their job.

There are various perspectives on job satisfaction and its constituents. Some important theories of job satisfaction are fulfilment theory, dispositional theory, affect theory, equity theory, hygiene theory, discrepancy theory, and job characteristic model theory etc. The fulfilment theory stresses on the job satisfaction as the extent to which employees need satisfied in relation to job. Affect theory focuses on the job satisfaction in relation to the difference which exists between what an employee wants from the job and what he/she gets from the job. The dispositional approach focuses on the individual traits that are core constituents of job performance and satisfaction (Staw, Bell & Clausen 1986). Discrepancy theory stresses that when the level of job satisfaction is not in congruent with the expectation of employees it might be resulted higher level of dissatisfaction that may lead in to anxiety and dejection (Higgins 1996). Herzberg's (1959) two factor theory advocates that the satisfaction and dissatisfaction of employees is mainly responsible for two substantial factors that are motivation and hygiene in the workplace.

2. OBJECTIVES OF THE STUDY

1. To find out the difference in job satisfaction among married and non-married LP school teachers of Hailakandi newly recruited (2014-24)
2. To find out the difference in job satisfaction among permanent and contractual LP school teachers of Hailakandi newly recruited (2014-24)
3. To find out the difference in job satisfaction among trained and untrained LP school teachers of Hailakandi newly recruited (2014-24)
4. To find out the difference in job satisfaction among LP school teachers having teaching experience below 15 and above 15 years.

HYPOTHESIS OF THE STUDY:

1. There will not be significant difference in job satisfaction among married and non-married LP school teachers.
2. There will not be significant difference in job satisfaction among permanent and contractual LP school teachers.
3. There will not be significant difference in job satisfaction among trained and untrained LP school teachers.

4. There will not be significant difference in job satisfaction among LP school teachers having teaching experience below 15 and above 15 years.

3. REVIEW OF RELATED STUDIES

Bhatt (2018) found that there is no gender difference in job satisfaction among LP school teachers. It is also reported that there is no significant difference in the job satisfaction based on the type of school. Onomurdeke (2017) found that job satisfaction significantly relates to the emotional intelligence among LP school teachers. Bashir (2017) found a significant difference in job satisfaction among male and female LP school teachers. Raju (2017) found significant differences in job satisfaction based on gender, years of experience and type of management. Ghosh& Joshi (2017) found that there is a significant and positive correlation between organisational commitment and job satisfaction among college teachers. It is also reported that the teachers from private educational institutions showed moderate level of job satisfaction comparing to the teachers from government educational institutions. Kumar (2015) found significant differences in job satisfaction among female teachers in relation to type of management of school. Pilarta (2015) found that there is a significant relation between job satisfaction and academic performance of teachers specifically in relation to security tenure of job conditions and interpersonal relationship.

Kumar (2015) found difference in job satisfaction among higher LP school teachers based on gender but not found the difference based on the locality and age among higher LP school teachers.

3.1 HISTORY:

According to historians, the Rukis are the first inhabitant of the district of Hailakandi. Subsequently, the Bodo – Kacharies (Dimasas) entered into the plains and settled in different places scattered in the northern part of the district.

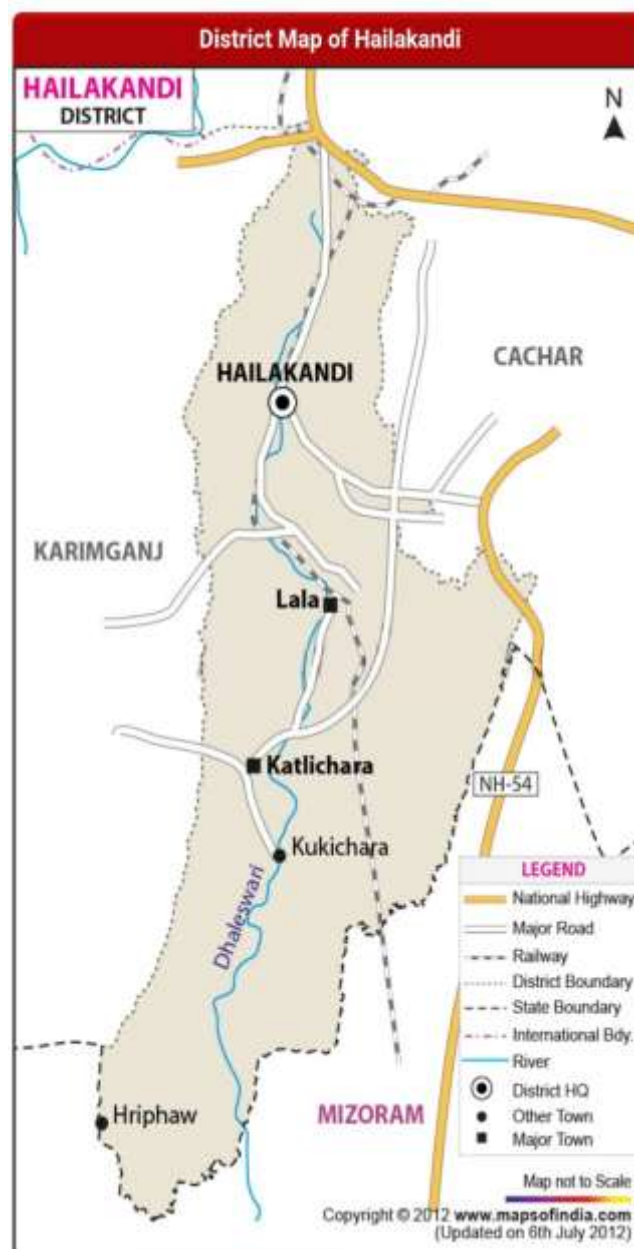
The name "Hailakandi" derives from the Kuki word 'Halam' which means a small state and 'Kundia' a Boro – Kachari word which means a plot of land for temporary plugging according to the opinions of the historians like Rajmohan Nath and others.

There are some other opinions in regard to nomenclature of the term Hailakandi. These are as follows: -

- That the area was abundant in paddy cultivation, particularly 'Shail' paddy was more production and was the granary of the area as a whole. For that reason it was called "Shaikandi". Kundi a Kuki word meaning 'a bunch' a land of the Kukis, from this it turned into Hailakandi.
- The Western portion of present Hailakandi was known as Boroibari. It was under the occupation of one Ipra Queen 'Hail'. She was the landlord of the estate and from her name it became "Halirakandi" and then turned into Hailakandi.
- Hailakandi a leaning plot, though it is difficult to decide which is historically correct yet according to majority opinion the combination of the derivatives of "Halam" and "Kundia" was the origin.
- Hailakandi came under British rule in 1830 with Silchar the other part of the state of Cachar. The Britishers built their native club at Monacherra, Hailakandi and Polo ground at Girin Tilla, which is still in existence. During 2nd World War (1942-43) the first Airport of the Valley was built at Chandrapur Bhabanipur village near Lala and 2nd Airport was built at Kanchanpur village but both are now used as paddy fields.

3.2 GEOGRAPHY:

Hailakandi district is situated in the southern most corner of Assam, High hill ranges have separated the district from the main land of Assam. Its adjoining districts are Cachar, Karimganj and interstate boundaries linked with the State Mizoram. The 154 No. National Highway is the life line of the district via through Dholeswari, Panchgram. The railway link approached from Badarpur Railway Junction and air linkage available through Kumbirgram of Cachar district are the viable ways available to reach Hailakandi district.



3.3 EDUCATIONAL SCENARIO OF HAILAKANDI DISTRICT:

(Including Provincialized, Government Recognized, Private and Venture Management)

Type of Educational Institutions	Numbers of Educational Institutions
Lower Primary Schools	1211
Upper Primary Schools	320
High/Higher Secondary Schools	46
Degree Colleges	07
Professional Institutions	04

4. METHODOLOGY

Descriptive method was used as the design for the research. The population of the study is LP school teachers of Hailakandi district. The study conducted on 192 LP school teachers that are taken through a stratified random sampling. The samples are taken based on marital status, training, and nature of job and years of experience. The tool used for data collection is Job Satisfaction Scale for Teachers developed by the researchers which is a five point scale that comprised of 48 items from six dimensions i.e. satisfaction with working conditions, physical facilities of school, pay and promotion, relationship with colleagues, relationship with students and relationship with authorities. The statistical techniques used for analysis and interpretation are standard deviation and t-test.

4.2 DATA ANALYSIS:

Table -1 Comparison of job satisfaction among married and non-married LP school teachers

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Married	140	152.86	10.56			
Non Married				190	2.80	Significant at 0.01
	52	148.20	9.32			

Table- 1 shows that there is significant difference in job satisfaction among married LP school teachers ($M = 152.86$, $SD = 10.56$) and non married LP school teachers ($M = 148.20$, $SD = 9.32$) $t(190) p = 2.80$. Hence the null hypothesis is rejected as the job satisfaction of married LP school teachers is higher than the job satisfaction of non married LP school teachers.

Table -2 Comparison of job satisfaction among permanent and contractual LP school teachers

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Permanent	134	156.47	8.69			
				190	4.98	Significant at 0.01
Contractual	58	149.36	9.88			

Table-2 shows that there is significant difference in job satisfaction among permanent LP school teachers ($M = 156.47$, $SD = 8.69$) and contractual LP school teachers ($M = 149.36$, $SD = 9.88$) $t(190) p = 4.98$. Hence the null hypothesis is rejected as the job satisfaction of permanent LP school teachers is higher than the job satisfaction of contractual LP school teachers.

Table -3 Comparison of job satisfaction among trained and untrained LP school teachers

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Trained	128	153.64	10.26			
				190	1.06	Not significant
Untrained	64	151.89	11.75			

Table- 3 shows that there is no significant difference in job satisfaction among trained LP school teachers ($M = 153.64$, $SD = 10.26$) and untrained LP school teachers ($M = 151.89$, $SD = 11.75$) $t(190) p = 1.06$. Hence the null hypothesis is accepted as there is no significant difference in job satisfaction among trained and untrained LP school teachers.

Table -4 Comparison of job satisfaction among LP school teacher having teaching experience below 10 and above 10 years

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Below 15 years of experience	72	149.96	10.79			Significant at 0.01
Above 15 years of experience				190	2.13	
	120	153.09	9.28			

Table-4 shows that there is significant difference in job satisfaction among LP school teachers having teaching experience below 15 years ($M = 149.96$, $SD = 10.79$) and LP school teachers having teaching experience above 15 years ($M = 153.09$, $SD = 9.28$) $t(190) p = 2.13$. Hence the null hypothesis is rejected as the job satisfaction of teachers with more than 15 years of experience is higher than the teachers with less than 15 years of experience.

5. FINDINGS OF THE STUDY

1. There is significant difference in job satisfaction among married and non-married LP school teachers as job satisfaction of married LP school teachers is higher than non-married LP school teachers of Hailakandi district.
2. There is significant difference in job satisfaction among permanent and contractual LP school teachers as job satisfaction of permanent LP school teachers is higher than contractual LP school teachers
3. There is no significant difference in job satisfaction among trained and untrained LP school teachers
4. There is significant difference in job satisfaction among LP school teachers having teaching experience below 15

and above 15 years as teachers with more than 15 years of experience have higher level of job satisfaction than teachers with less than 15 years of experience.

5. DISCUSSION

- The study founded this is significant difference in job satisfaction among the LP teachers based on marital status as marriage teachers shared higher level of job satisfaction than non-married teachers.
- The study found that there is significant difference in job satisfaction among LP School teachers based on nature of job as permanent teachers showed higher level of job satisfaction then contractual TET teachers. The findings that permanent teachers have high level of job satisfaction.
- The study found that there is no significant difference in job satisfaction among LP School teachers based on training.
- The study found that there is significant difference in job satisfaction among LP teachers based on years of experience as teachers with more than 15 years experience showed higher level of job satisfaction than teachers with less than 15 years experience.

6. SUGGESTION OF THE STUDY

- The school teachers should have separate room to prepare himself for classroom effectively.
- As a job of a school teacher in these schools is transferable and which is a major among them therefore, at transparent transfer policy should be practiced in displacing the teachers from one place to other keeping in view the home places family and health conditions.
- Junior teachers were less satisfied with their job then the senior teachers. Though the qualifications are equal for both juniors and seniors, they later get a higher pay and enjoy the highest status. The juniors have a demanding parity of pay scales with senior under the above circumstances it would be well if the government involves a suitable policy and sees that the satisfaction among the juniors is eliminated.
- Female teachers should get more respect and support from the family which may help increasing their job satisfaction.

5.2 PHOTO GALLERY:



Photo



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Photo



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7. CONCLUSION

Teacher's academic productivity can only be ensured if there is proper provision to instigate their mental and health wellbeing. The prime and vital factor for maximising teacher's academic involvement and engagement is mental wellbeing that may lead to substantial performance from teachers. Job satisfaction is very crucial among all these dynamics of organisational behaviour since teachers cannot lead an educational institution to development without proper job involvement. Job satisfaction can enhance the job involvement of teachers. There should be proper provision to address the issues of job satisfaction of contractual teachers. There is wide disparity in job satisfaction of permanent and contractual secondary school teachers and the governmental authorities should explore the issue and reduce the disparity by implementing proper policies that are helpful to all level of teachers.

NEW AREAS OF RESEARCH:

- Studies may be taken up to identify the influence of social factors on job satisfaction.
- Studies may be taken up to know the job satisfaction of UP school teachers.
- Studies may be taken up regarding job satisfaction of higher Secondary teachers or high school teachers.
- Studies may be taken up to identify the job satisfaction of model School and Kasturba Gandhi Balika Vidyalaya.
- Studies may be taken up to identify the factors that are responsible for the promotion of job satisfaction.

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