

A STUDY ON SATISFACTION LEVEL OF GOVERNMENT SCHOOL WOMEN TEACHERS**R.Nivetha¹,**

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ABSTRACT

Teaching is a challenging but very rewarding profession, with teachers playing an essential part in helping children and young people to acquire and develop the knowledge and skills they will need in later life. As well as primary and secondary teachers, the recognition of the importance of education for very young children has led to a growth of opportunities for early years teachers. Classroom and learning assistants are also playing an increasingly important role in schools. This is a very popular career, with opportunities for graduates from all disciplines. This paper analyses the satisfaction level of government school women teachers. This study is based on primary data collected from 150 respondents by means of a questionnaire. Random sampling technique was applied and statistical tools like percentage analysis, weighted average was carried out in order to reveal the results of this study.

Key words: *satisfaction level, government school, and women teachers.*

1. INTRODUCTION

Teachers are enthusiastic and dynamic, highly intelligent and share a passion for wanting to make a difference in this world. They can also be quirky however and this is as a result of there being no other job like theirs. They become a breed apart from the rest of the working world in many respects, living in Teacher land and driving themselves towards a goal of ongoing improvement. Teaching may be carried out informally, within the family, which is called home schooling or in the wider community A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as

supervisors for extra curricular. In some education systems, teachers may have responsibility for student discipline.

Around the world teachers are often required to obtain specialized education knowledge, code of ethics and internal monitoring. There are a variety of bodies designed to instill, preserve and update the knowledge and professional standing of teachers. Around the world many governments operate teacher's colleges, which are generally established to serve and protect the public interest through, certifying governing and enforcing the standards of practice for the teaching profession.

2. DUTIES AND FUNCTION

The functions of the teacher's colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into allegations of professional misconduct and taking appropriate disciplinary action and accrediting teacher education programs. In many situations teachers publicly funded schools must be members in good standing with the college, and private schools may also require their teachers to be college peoples. In other areas these roles may belong to the State board of education, the Superintendent of Public Instruction, the State Education Agency or other governmental bodies. In still other areas Teaching Unions may be responsible for some or all of these duties.

3. STATEMENT OF THE PROBLEM

Teaching is a Nobel profession. Teaching children is teaching a nation. One woman educated entire family will get educated and benefited. Women have moved into the work force and they perform dual career. And managing career family women has to find a work life balance always in order to keep their family & career. Being a weaker section of the society women has to face lot of burden, be it, male domination in the family, office & society, physical strength responsibility of children care etc.

In this background an affect has been made to study the work life conflict of women teachers in government school and their pertain to answer for the following question.

1. What is the socio economic profile of the government school teachers?
2. What is the level of satisfaction about work & working condition?

4. REVIEW OF LITERATURE

Manthei and Solman (1988) In their study on "Comparative Teachers Stress and Negative Outcomes in Canterbury State Schools" focuses the study on New Zealand and N.S.M. teachers, identified seven structural factors which led to teachers stress like, pupil recalcitrance, poor remuneration, curriculum demands, low professional recognition, poor working

environment, community antagonism and time demand and lack of time for adequate, preparation of assistance with individual pupil difficulties.

Lewis R. (1999) in his study on “Teachers Coping with the stress of Class Room Discipline” explains that the teachers’ estimations of stress arose from being unable to discipline pupils in the way they would prefer. The researcher has concluded that the class room discipline is also a significant source of stress.

Sargent, T. and Hannum, E. (2005) in their study on “keeping Teachers Happy job Satisfaction among Primary School Teachers in Rural North-west China” comparative study highlight an in-depth research on teacher job satisfaction in rural north-west China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Further more economic development was negatively connected with teacher’s satisfaction.

5. OBJECTIVES OF THE STUDY

- To know the socio economic profile of the teachers in government school.
- To know the level of satisfaction about work and working condition

6. SCOPE OF THE STUDY

The present study is intended to study the effect socio economic characteristics of government school women teacher. It is also give importance to know the work life conflict of government school women teachers. To know the satisfaction level of teachers work & working environment.

7. METHODOLOGY

Research design

Descriptive research design is used in the study which is intended to cover the Coimbatore city. Data for this study were collected from primary as well as secondary.

Pilot study

The questionnaire was administrated on 25 respondents to locate the deficiencies and difficulties in answering questions. Then alternative questions were made in the questionnaire. Then the distributed among the sample respondents for data collection.

Sample design

Finally 150 respondents were selected by using simple random sampling.

S.No	Grade	10% of respondents
1	Primary	36
2	Middle secondary	57
3	Higher secondary	57
4	Total	150

8. TOOLS USED

1. Simple percentage analysis
2. Chi square analysis

1. Simple percentage analysis

The percentage method is used for comparing certain feature. The collected data represented in the form of tables.

$$\text{Simple percentage} = \frac{\text{actual population}}{\text{Sample size}} \times 100$$

2. Chi square analysis

Chi square test is a non-parametric test .it can be used to determine if categorical data show dependency or the classification are independent. It can also to make comparison between theoretical populations and actual data when categories are used. It can be calculated using formula

$$\text{Chi-square} = \frac{\sum(O - E)^2}{N}$$

9. ANALYSIS AND INTERPRETATION

Table No.1: Personal Factors

Particulars		No of Respondents	Percent
Age	Below 30 years	23	15
	31-40 years	50	33
	41-50 years	65	43
	Above 50 years	12	9
Educational qualification	Teacher training	32	21
	B.ed	57	38
	Pg with B.Ed	45	30
	Pg with M.Ed	16	11
Type of family	Joint	33	22
	Nuclear	117	78
Number of earning members	No one	16	11
	Below 2	116	77
	Above 2	18	12
	Total	150	100

Source: Computed

It is clear that out of 150 sample respondents 43% respondents are in the age group of 41-50 years, 38% respondents are upto B.ed, 78% respondents are from nuclear family, 77% respondents are below 2 earning members in their family and they are having high level satisfaction.

AGE GROUP AND THEIR LEVEL OF SATISFACTION

Distribution of Sample Respondents according to Age Group and their Level of Satisfaction

Age group	Level of satisfaction		Total
	High	Low	
Below 30 years	16 (11%)	7 (5%)	23 (15%)
31-40 years	34 (23%)	16 (11%)	50 (34%)
41-50 years	42 (28%)	23 (15%)	65 (43%)
Above 50 years	4 (2.6%)	8 (5.3%)	12 (8%)
Total	96 (64%)	54 (36%)	150 (100%)

(Figures in parentheses are in percentage.)

It is clear that out of 150 sample respondents 65(43%) are 41-50 years, 50(34%) were 31-40 years, 23(15%) were below 30 years and remaining 12(8%) were above 50 years respondents. In which out of 96(64%) respondents are having high level of satisfaction 42(23%) are 41-50 years, 34(23%) were 31-40 years, 16(11%) were below 30 years and 4(2.6%) respondents are above 50 years. Further only 54(36%) are having low level of satisfaction 23(15%) were 41-50 years, 16(11%) were 31-40 years, 8(5.3%) were above 50 years and 7(3%) respondents are below 30 years.

Further it is indented to test the null hypothesis that “**there is no significant relationship between age group and their level of satisfaction**” by applied chi-square test.

Calculated value	Table value	Degrees of freedom	Level of significance	Result
5.7288	7.815	3	5%	Accepted

The calculated value of $x^2 = 5.7288$ is less than the table value of x (7.815) of 3 degrees of freedom at 5% level of significance. It is identify that there is no association between age group and their level of satisfaction.

EDUCATIONAL QUALIFICATION AND THEIR LEVEL OF SATISFACTION

Distribution of Sample Respondents according to Educational Qualification and their Level of Satisfaction

Educational qualification	Level of satisfaction		Total
	High	Low	
Teacher training	21 (14%)	11 (7%)	32 (21%)
B.ed	39 (26%)	18 (12%)	57 (38%)
PG with B.ed	28 (19%)	17 (11%)	45 (30%)
PG with M.ed	8 (5.3%)	8 (5.3%)	16 (11%)
Total	96 (64%)	54 (36%)	150 (100%)

(Figures in parentheses are in percentage.)

It is clear that out of 150 sample respondents 57(38%) were B.E.D., 45(30%) were PG with B.ed., 32(21%) were teacher training and remaining 16(11%) were PG with M.ed. In which out of 96(64%) respondents are having high level of satisfaction 39(26%) were B.ed., 28(19%) were PG with B.ed., 21(14%) were teacher training and 8(5.3%) PG with M.ed. Further only 54(36%) respondents are having low level of satisfaction 18(12%) were B.E.D., 17(11%) were PG with B.ed., 11(7%) were teacher training, and 8(5.3%) respondents were PG with M.ed.

Further it is indented to test the null hypothesis that “**there is no significant relationship between Educational qualification and their level of satisfaction**” by applied chi-square test.

Calculated value	Table value	Degrees of freedom	Level of significance	Result
2.4709	7.815	3	5%	Accepted

The calculated value of $x^2 = 2.4709$ is less than the table value of x (7.815) of 3 degrees of freedom at 5% level of significance. It is identify that there is no association between educational qualification and their level of satisfaction.

MONTHLY INCOME AND THEIR LEVEL OF SATISFACTION

Distribution of Sample Respondents according to Monthly Income and their Level of Satisfaction

Monthly Income	Level of work life conflicts		Total
	High	Low	
Below 15,000	4 (3%)	5 (3%)	9 (6%)
15000-25000	8 (5.3%)	5 (3%)	13 (9%)
25000-40,000	63 (42%)	19 (13%)	82 (55%)
Above 40,000	21 (14%)	25 (17%)	46 (31%)
Total	96 (64%)	54 (36%)	150(100%)

(Figures in parentheses are in percentage.)

It is clear that out of 150 sample respondents 82(55%) were below 25000-40,000, 46(31%) were above 40,000, 13(9%) were 15000-25,000 and remaining 9(6%) were below 15,000. In which out of 96(64%) respondents are having high level of satisfaction 63(42%) were 25,000-40,000, 21(14%) were above40,000, 13(9%) were 15000-25000, and 4(3%) respondents were below 15,000. Further only 54(36%) respondents having low level of satisfaction 25(17%) were above 40,000, 19(13%) were 25,000-40,000, 5(3%) were above 15,000-25000 and 5(3%) respondents were below 15,000.

Further it is indented to test the null hypothesis that “**there is a significant relationship between monthly income and their level of satisfaction**” by applied chi-square test.

Calculated value	Table value	Degrees of freedom	Level of significance	Result
14.4122	7.815	3	5%	Rejected

The calculated value of $\chi^2 = 14.4122$ is greater than the table value of χ (7.815) of 3 degrees of freedom at 5% level of significance. It is identify that there is a association between monthly income and their level of satisfaction.

10. FINDINGS

Satisfactions level about work & working condition

- 28% of the respondents are in the age group of 41-50 years. The chi square test reveals that there is no significant relationship between age group and high level of satisfaction.
- 26% of the respondents are educated up to B.E.D. The chi square test reveals that there is no significant relationship between educational qualification and high level of satisfaction.
- 42% of the respondents are having monthly income upto 25,000-40,000. The chi square test reveals that there is no significant relationship between monthly income and high level of satisfaction.

11. SUGGESTION

It is found that those who have more dependence in the family are dissatisfied with this work because they have not able to manage work as well as life. Hence it is suggested that the women employees are encouraged to plan their activities and mutually executed and request to do meditation & yoga in regular basis.

12. CONCLUSION

The purpose of this study has been level of satisfaction among government school women teachers. Working hours, work pressure, working environment which are deciding factors of satisfaction level of teachers. The study reveals that Monthly Income has no significant difference has been found. Other factors like Age, Educational qualification, marital status, Type of family and Number of earning members has a significant relationship between level of satisfaction about work & working condition.

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