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JOB SATISFACTION OF MORE QUALIFIED SCHOOL TEACHERS WHO ARE ELIGIBLE FOR LECTURESHIP

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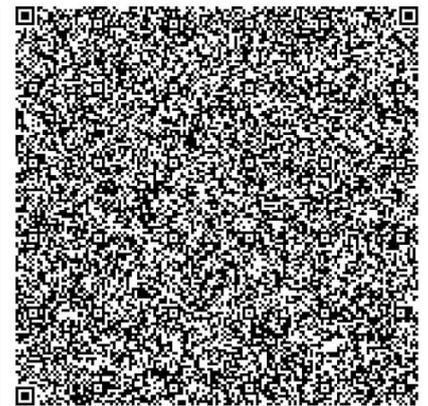
Abstract

A teacher is the backbone in our society. We should be given to respect and dignity of the teacher. The present study focused on job satisfaction of more qualified school teachers who are eligible for lectureship. Satisfaction is the essential part of their jobs. The researcher conducted on descriptive survey method in this study and selected simple random sampling techniques for the data collection. The investigator used self-made questionnaire for collection of data from the sample of 37 school teachers who are eligible for lectureship and used of statistical technique MEAN, SD, t- Test. In this study found that-

- Male school Teachers who are eligible for lectureship are more satisfied than the Female school Teachers who are eligible for lectureship of their job.*
- Arts school Teachers who are eligible for lectureship are more satisfied than the Science school Teachers who are eligible for lectureship of their job.*
- Rural school Teachers who are eligible for lectureship is less satisfied than the urban school Teachers who are eligible for lectureship of their job.*

We are concluded that satisfaction and dissatisfaction impact on several factors of their job of school teachers who are eligible for lectureship and depends on quality school education.

Keywords: Job Satisfaction, More Qualified School Teachers, Lectureship



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INTRODUCTION:

Teaching is one of the excellent and great professions and the teacher is an eminent and leading personality in the society. Teachers are a sound of knowledge envoy and arguably the most prominent group of professionals for nurturing the children, younger and adults. Teachers made of all the resource persons or members of other professions in the world. So, teacher has a play valuable role in making the student's bright life and productive (Barman, 2018). Each and every employee, worker wanted job satisfaction during his or her working life. He or she wants a delightful, joyful and happy life due to their job satisfaction. Nevertheless, the question is now how much every people has satisfaction from their job, especially considering their working environment. Every person who wants to work has the innate desire to be happy at their job. It will lead to an individual's accountability; duties and engagement awaken towards the reach of career goals and contributes to the benefit of the institution (Bilal, et.al, 2020). Teachers are not only trained of their students in terms of bookies knowledge but also develop of their morality and values, so that they become responsible citizen within their family, community and nation. There are some elements that domination the performance and job satisfaction of the teachers in schools. They may either accomplish their

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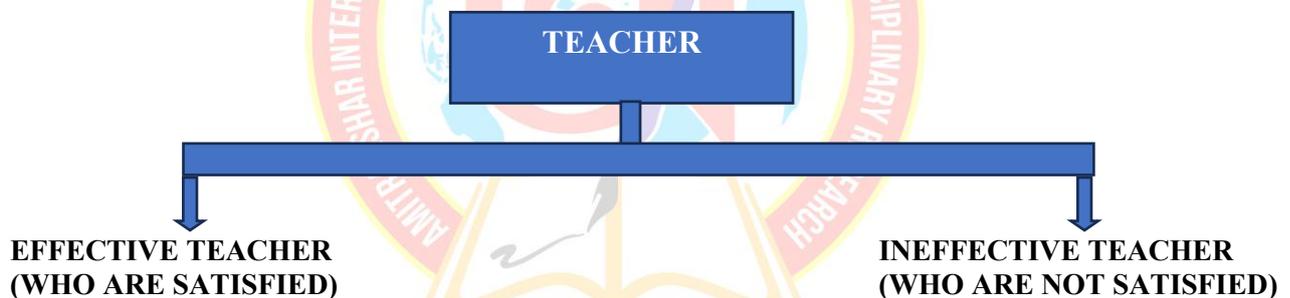
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job responsibilities carefully and enthusiastically under the impact of these variables, or they may quit their positions. Therefore, Regarding the teachers' performance and job responsibilities, the elements have both positive and negative effects. Similarly, it is associated with the teacher’s motivation and active participation in teaching-learning process in the classroom, accountability and duties of school (Ekpoh and Eze, 2015). A positive attitude and feelings are related to job satisfaction, while, negative attitudes and feelings are related to job dissatisfaction (Armstrong, 2006). According to Herzberg’s motivation-hygiene theory 1959 who studied the variables that are perceived to be desirable to be achieve goals and the undesirable conditions to avoid. Teachers can carry out their duties with more focus and dedication when they are satisfaction in their jobs. The importance of job satisfaction in today's global economy. It is very important to the longitudinal growth of any educational system in the society. The ability of the teaching job to meet instructors' requirements and enhance their job/teaching performance is what we mean by job satisfaction in this context. When one is happy with their behaviour, knowledge, skills, and competences naturally occur. As a result, if a college teacher is required to engage in constructive activities at the institution, then behaviour must reflect satisfaction. (Madasamy, 2015).

The effective (satisfied) teachers who working the school despite their higher educational qualification (NET/SET/Ph.D.) do not feel inadequate in teachings the students and properly lead the education, the objectives of the students are achieved. Above all effective teachers are those who is a healthy manner in accordance with the others teaching stuff and the school environment.

The ineffective (dissatisfied) teachers who are working the school despite their higher educational qualification (NET/SET/Ph.D.) tend to feel inadequate in teachings the students, there by failing to serve the purpose of the students. Even when others teachers in the school cannot adapt to the stuff and the school environment, he or she is called an ineffective or dissatisfied teachers.



LITERATURE REVIEW:

Tolossa & Negussie (2023) conducted on “Relationship between teachers' job satisfaction and job performance in higher education: a systematic review”, the purpose of this study is to conduct a systematic literature review (SLR) on the relationship between teachers' job satisfaction and job performance in higher education. SLR was conducted using a qualitative technique. This paper emphasises that none of the contributions consider qualitative analysis of the relationship between job satisfaction and job performance.

Budhathoki (2021) her researcher paper “Teachers’ Satisfaction: Implications for Job Performance”, This study's major goal is to examine teachers' job satisfaction and how it affects their performance in the classroom. A qualitative phenomenological research design underlies this study. The study's conclusions have important implications for future research on teachers' motivation to learn as a research issue and theoretical construct. These implications include particular recommendations for professional development.

Badeg (2020) carried out of a research “Examining Teachers’ Job Satisfaction at Aksum University from the Perspectives of Herzberg’s Two Factors Theory”, This study looked at Aksum University's teachers' job satisfaction from the standpoints of Herzberg's Two Factor Theory. It used a descriptive survey research design. Because teachers were only somewhat satisfied with both the hygienic and motivational elements, the study's findings partially validated Herzberg's two components theory. As a result, educational leaders must create incentive plans that take into account workplace dynamics.



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Bilal & et.al (2020) their paper “Comparison of Job Satisfaction among Male and Female Teachers from Government Primary Schools, in District Sargodha, Pakistan”, The goal of this study was to determine the level of satisfaction with teaching employment, prospects for advancement, and salary increases. This investigation is based on a survey. According to the study, teachers at government primary schools report having a moderately high of job satisfaction & and regarding salary satisfaction is also low.

Barman (2018) his paper studied on “Affecting Factors of Job Satisfaction of B.Ed. College Teacher Educators in West Bengal, India”, the goal is to determine the variables that influence the degree of job satisfaction among Teacher Educators employed in various B.Ed. colleges in West Bengal. The researcher used descriptive survey method. The researcher found that look at a wide range of variables, including individual and personal, professional, and institutional issues, all of which affect how satisfied or unsatisfied B.Ed. college teacher educators in West Bengal are with their jobs.

Zainuddin (2017) studied on “Determinants of Job Satisfaction and it’s Implication on the Performance of Public Universities Lecturers in South Sumatera”, the objectives were study to analysed and find empirical evidence of the effect of competence, work motivation, compensation, organizational commitment to the performance on job satisfaction of lecturers. This paper is conducted by using quantitative descriptive method. In South Sumatera, lecturers' job satisfaction with their performance is found to be positively and significantly impacted by competence, motivation, and organisational commitment.

Madasamy (2015) his paper studied on “A study on job satisfaction among government college teachers in Thiruvarur district”, the objectives of the studies were to know the level of job satisfaction among college professors in relation to their titles, genders, incomes, and the number of earners in their families. The researcher used an empirical research and based on the survey method. The researcher found that male college professors are less content with their jobs than are female college teachers, and the annual wage has a significant impact on work satisfaction.

Qayyum Ch (2013) carried out of a research “Job Satisfaction of University Teachers across the Demographics”, The goal of this study is to examine the levels of job satisfaction of university professors based on their cadre, job kind, and work experience. The researcher used descriptive survey method. The researcher found that significant difference among different types of professors and visiting, contractual and permanent staff members of the universities.

Numerous scholars in the field of behavioural science have conducted in-depth research on job satisfaction and its effects and come to the conclusion that the subject requires more attention. It is crucial that teachers experience a welcoming environment in their educational settings to perform and increase productivity and well-being that will enable them to constructively contribute to the advancement of their country. Institutions must maintain a well-balanced academic atmosphere that promotes greater learning with a focus on the needs of the individual. Students desire to live up to a variety of expectations, goals and values, but this can only be done if their expectations, goals and values are merged with those of the institution.

STATEMENT OF THE PROBLEM:

The investigators have tried to find out the level of Job Satisfaction of the School teachers who are eligible for lectureship in the district of Bardhaman, Nadia and Murshidabad through the present study. Hence, the present investigators have selected the Title of their research problem in the following manner- “**JOB SATISFACTION OF MORE QUALIFIED SCHOOL TEACHERS WHO ARE ELIGIBLE FOR LECTURESHIP**”

OBJECTIVES OF THE STUDY:

1. To study the job satisfaction of more qualified school teachers who are eligible for lectureship.
2. To study the job satisfaction of more qualified school teachers who are eligible for lectureship in terms of their gender, locality and stream.

HYPOTHESIS OF THE STUDY:

H₀₁ There is no significant differences between male and female of job satisfaction of more qualified school teachers who are eligible for lectureship.



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H₀₂ There is no significant differences between rural and urban of job satisfaction of more qualified school teachers who are eligible for lectureship.

H₀₃ There is no significant differences between arts and science of job satisfaction of more qualified school teachers who are eligible for lectureship.

DELIMITATION:

1. This study is confined that only in West Bengal.
2. This study is delimited that only government school teachers.
3. This study is confined that only gender (male & female), locality (rural & urban) & streams (science & arts).

NEED & SIGNIFICANCE OF THE STUDY:

In recent years, there have been numerous changes in the field of education in schools. Knowing the elements influencing job satisfaction among school teachers who are eligible for lectureship in West Bengal is the goal of the study, because it may have a direct impact on how well students are learning in the classrooms. The degree of job satisfaction a teacher feels may have an impact on the calibre of instruction students receives (Perie & Baker, 1997). Understanding the variables that may have an impact on job happiness is crucial given the potential link between teacher satisfaction and the calibre of student instruction and teaching. The majority of job satisfaction study focuses on management in commercial, banking, and industrial organisations. There are not many studies looking at work satisfaction among instructors. In order to give our pupils with a high-quality education at the school level, additional research on school teachers who are qualified for lectureships in job satisfaction is required. In order to undertake future studies on the subject of teachers' job satisfaction in another State or Country, other researchers will find the Teachers' Job Satisfaction Scale to be of great use. Ultimately, the results of this study can assist the government, policy makers, school administrations, as well as the head of institutions, in taking some effective measures or initiatives to remove problems related to the jobs of school teachers who are qualified for lectureship and to try to increase the level of job satisfaction among more qualified school teachers in West Bengal for the benefit of the state's educational system. It is hoped that this study would help in that regard.

OPERATIONAL DEFINITIONS:

JOB SATISFACTION:

The term Job Satisfaction means comfortable feeling of people about their jobs. A person's predisposition to perform their task or job satisfactorily or unsatisfactorily depends on their mental state or feeling, which is known as job satisfaction. It is the favourable attitude of their job among who are eligible for school teacher in West Bengal. Job satisfaction are influenced to various dimensions- skimp on teaching, working environment, salary, social status, academic qualification, understanding of Colleagues, school management system, fringe benefits etc.

SCHOOL TEACHER:

Here in this study the term 'teacher' means that those persons who are engaged to teach the students at school level under the West Bengal Government. In this study the following types of teachers have been categorized: male teachers, female teachers, arts teachers, science teachers, rural & urban teachers.

LECTURESHIP:

Lectureship mean qualified NET or SET or Ph.D. Who are talk that is given to a group of people to teach them about a particular subject, often as part of a university or college course.

METHODOLOGY:

METHOD:

The main purpose of the study was to identify the job satisfaction of more qualified school teachers who are eligible for lectureship in West Bengal. For this purpose, the survey method of descriptive research has been followed. The design below followed to conduct the investigation for identifying the teachers' attitude towards job satisfaction. Further, the investigation was also designed - (i) To identify the different aspects of



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jobs (primary, secondary and higher secondary level of government school teacher). (ii) To study the differences in job satisfaction of teachers who are passed NET or SET examination and Ph.Dholder.(iii) The researcher studies the differences ways i.e., gender (male & female), location (rural & urban), streams (arts & science).

POPULATION OF THE STUDY:

Thegovernment schoolteachers in the districts of Bardhaman, Nadia and Murshidabad.For the sake of the current study, West Bengal has been treated as the population.

SAMPLE OF THE STUDY:

The researcher has selected only 37 more qualified government school teachers who are eligible for lectureship (NET or SET orPh.D.)in the districts of Bardhaman, Nadia and Murshidabad.

SAMPLING TECHNIQUE:

The researcher has selected simple random sampling for the data collection.

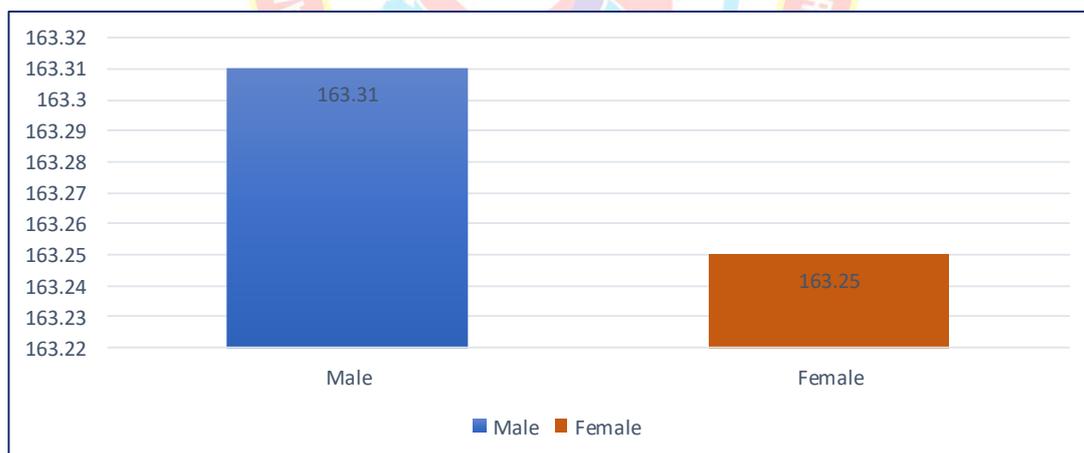
TOOL OF THE STUDY:

The researcherhas used a self-madeattitude Scale on Job Satisfaction of more qualifiedschool teachers who are eligible for lectureship, as a tool for collecting the data in the present study. The Scale consists of 49 items which are related to job satisfaction or dissatisfaction of more qualified school teacherswho are eligible for lectureship. The Scale has been constructed followed by Likert’s five-point scale i.e., Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

RESULT & DISSCUSSION:

Table 1. Show differences between Male and Femalemore qualified school teachers who are eligible for lectureship with respect to their job satisfaction.

Category	Mean	SD	N	SE _D	t-value	df	Critical value	Level of significance
Male	163.31	9.33	29	3.98	0.015	35	2.72	Insignificant at 0.01 level
Female	163.25	10.16	8					



From the Table 1, it is observed that the calculated ‘t’ value (‘t’=0.015) is less than the table value (2.72 at 0.01 level of significance). So, the result is insignificant and it indicates that there is no significant difference between Male and Female of more qualified school teachers who are eligible for lectureship with respect to their Job Satisfaction. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that Male more qualified school Teachers who are eligible for lectureship are comparatively more satisfied on their job than the Female more qualified school teachers who are eligible for lectureship.



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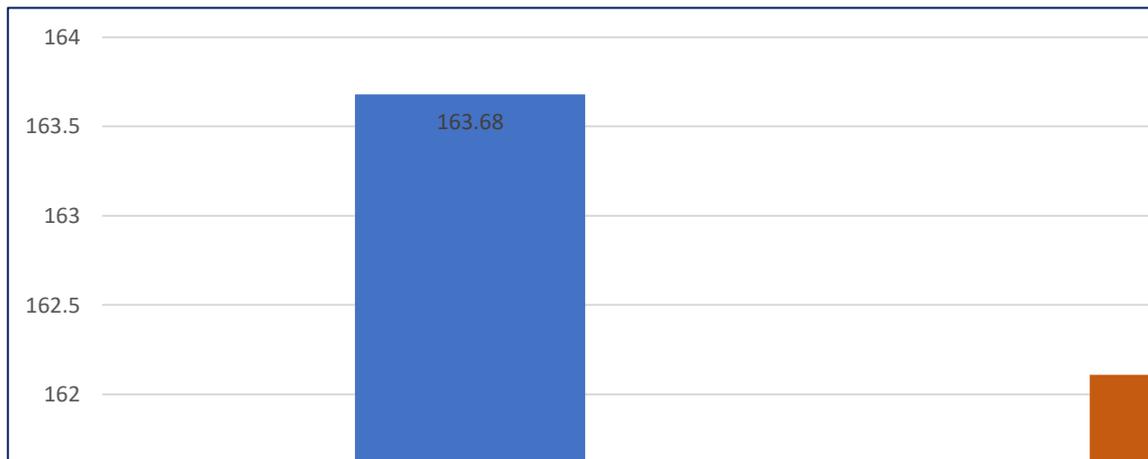
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Table 2. Show differences between Arts and Sciencemore qualified school teachers who are eligible for lectureship with respect to their job satisfaction.

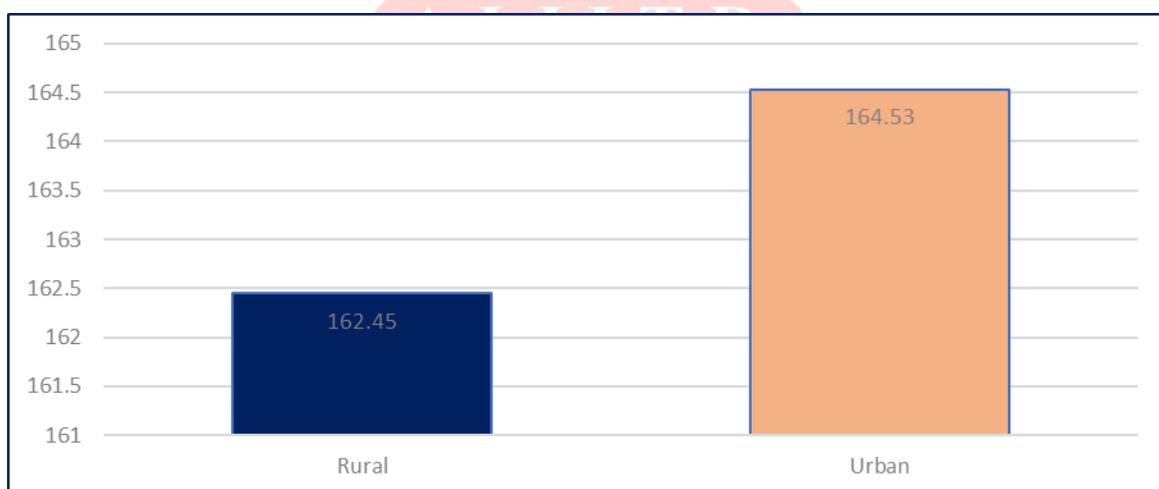
Category	Mean	SD	N	SE _D	t-value	Df	Critical value	Level of significance
Arts	163.68	9.71	28	3.41	0.46	35	2.72	Insignificant at 0.01 level
Science	162.11	8.65	9					



From the Table 2, it is observed that the calculated ‘t’ value ($t=0.46$) is less than the table value (2.72 at 0.01 level of significance). So, the result is insignificant and it indicates that there is no significant difference between Arts and Sciencemore qualified school teachers who are eligible for lectureship with respect to their Job Satisfaction. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that Arts more qualified school Teachers who are eligible for lectureship are comparatively more satisfied on their job than the Science school Teachers who are eligible for lectureship.

Table 3. Show differences between Rural and Urbanmore qualified school teachers who are eligible for lectureship with respect to their job satisfaction.

Category	Mean	SD	N	SE _D	t-value	df	Critical value	Level of significance
Rural	162.45	9.51	23	3.20	0.87	35	2.72	Insignificant at 0.01 level
Urban	164.53	9.34	14					



From the Table 3, it is observed that the calculated ‘t’ value ($t=0.87$) is less than the table value (2.72 at 0.01 level of significance). So, the result is insignificant and it indicates that there is no significant difference between Rural and Urbanmore qualified school Teachers who are eligible for lectureship with respect to



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their Job Satisfaction. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that more qualified ruralschool Teachers who are eligible for lectureship are comparatively less satisfied on their job than the urbanschool Teachers who are eligible for lectureship.

FINDINGS:

1. More qualified male school Teachers who are eligible for lectureship are more satisfied than the Female school Teachers who are eligible for lectureship of their job.
2. More qualified Arts school Teachers who are eligible for lectureship are more satisfied than the more qualified Science school Teachers who are eligible for lectureship of their job.
3. More qualified rural school Teachers who are eligible for lectureship is less satisfied than the more qualified Urban school Teachers who are eligible for lectureship of their job.

CONCLUSION:

One of the most crucial determining variables in the overall development or improvement of any form of institution is the level of job satisfaction of the more qualified school teacher who is eligible for lectureship. It is true that when employees are happy with their jobs, they often endeavour to provide better services to help their institution or organisation grow. And if workers are not content with their jobs, they lose their inherent incentive to work (Katoch, 2012). As a result, they continued to be dedicated to their profession, and the institution as a whole has improved as a result of their steadily rising performance levels. According to the results of the current study, more qualified school teachers who are eligible for lectureship, generally express most of the teachers are satisfied of their job. Therefore, it is crucial to implement some efficient initiatives or measures in relation to their working conditions, salary status, understanding among co-workers, and recognition from others, work load, availability of power and status, and promotion opportunities in order to increase their level of job satisfaction. The Indian Education Commission (1964-66) further believes that "nothing is more important than providing teachers with the best professional preparation and establishing satisfactory working conditions in which they are effective in their job."

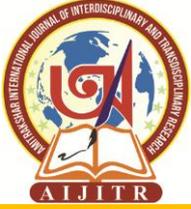
Job satisfaction among more qualified school teachers who are eligible for lectureship is good not only for themselves but society as a whole. It raises output and academic achievement in the classroom. Any society's ability to function depends on the role that teachers perform. Teachers are the students' primary source of direction during all of the key phases of their academic careers. When instructors are happy in their jobs, they may accomplish their duties with greater dedication and focus, putting more effort into professional planning and setting up favourable working conditions.

LIMITATION:

1. The present study face of problem for the data collection from the sample that means if get more sample when this study is become a better result.
2. The researcher has selected demographical area of West Bengal but select if others state in India when increase authentication of this study it main reason is time, communication and money.
3. The investigator has selected only more qualified government school teachers who are eligible for lectureship but chooses private school teacher, more experience and less experience school teachers are got a more result.
4. It also limitation compared to more qualified school teachers who are more than ten years on their job and those teachers who are less than ten years on their job had lower attitudes, self- esteem and job satisfaction as a professor. The researcher didn't show up, if shown the result are become a better.

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