

A Research Proposal submitted to

On Topic

**JOB SATISFACTION AMONG WOMEN PRIMARY TEACHERS IN RELATION TO
THEIR WORK ENVIRONMENT**

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MASTER OF EDUCATION

Submitted by:

Name: Parwinder Singh

Submitted to:

Name: Dr.Sasmita Kar

SCHOOL OF EDUCATION

FACULTY OF BUSINESS AND APPLIED ARTS

LOVELY PROFESSIONAL UNIVERSITY

PUNJAB

INTRODUCTION

An educational institution provides learning experiences to the learners that lead them from the darkness of ignorance to light of knowledge. In this function a key component that plays a vital role is teacher. The teacher is an important element of educational process. There is a need to invest in the preparation of teachers so that the future of the nation of can be secured. The most stressful job is of teaching. A teacher needs deep concentration of mind to do his job. He/she will be interested in his profession so that he can teach well. A teacher can be interested in his job if he/she will be satisfied with his/her job or work. A teacher who is happy and satisfied with his job plays a vital role in the upliftment of education system. A well satisfied and fully adjusted teacher can contribute a lot to the well being of his or her students because optimum level of performance depends on optimum job satisfaction. The teacher who will be dissatisfied can become irritable and can create tensions which will be having negative influence on his student.

Job satisfaction is directly linked with work environment of the teachers. The working situations of the teacher should be enough satisfying so that he/she can utilize his/her potentials in teaching. The more facilitating the environmental conditions will lead to more satisfaction will be found on the part of teacher.

The nobility of teaching profession has always been a great attraction for of women. Job satisfaction of women teachers is of utmost important to achieve the goal of an organization. But the problem of dissatisfaction can also be found women teachers. They are found to be more stressed by their choice of profession and even got frustrated with their job.

Job Satisfaction

Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with a particular job. It expresses the extent of match between employees' expectations of the job and reward that the job provide.

Job satisfaction can be defined as the feelings of someone towards his job. There must be required job satisfaction given by employers to their employees if any job is to be done well. People stay on job because of the value and satisfaction they derive. It is the level of motivation that will sustain their interest and encourage them to work harder to enhance productivity.

Apart from the demands on teachers in special schools, each child present his/her own level of functional objectives and to meet these is a huge task on its own. The methods and materials needed to meet those objectives, procedures, schedules for determining when objectives are met among others, put much work load on teachers.

Job satisfaction is a kind of favorable or unfavorable feeling that a worker has about his job. Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favorable or unfavorable. The progress of work is directly related to job satisfaction. If the employer will not be able to satisfy his employees, the whole system will be diffused.

In the field of education measuring the job satisfaction has become an important area of attention for the researches to make it a dynamic one. job satisfaction at primary level is very vital. For that it is very important to provide facilities to teachers so that they could work efficiently and can be satisfied with their job. An efficient work can only be expected from a teacher if he or she will be satisfied with his or her job.

Women are an inseparable part of the development of a country. Nearly half of the populations of a country are women. The fact that has now been realized is without ensuring women's development the national development cannot be achieved. Education is the media through which national development can be achieved. Here the female teachers have a significant role to play. The female teachers are the active participants for improving quality of primary education.

Job satisfaction can be defined in different ways:

Hoppock (1935) has defined job satisfaction as a combination of psychological, physiological and environment circumstances that cause a person truthfully to say "I am satisfied with my job".

Vroom(1964) explored that job satisfaction focuses on the role of the employee in the workspace. It is defined as affective orientations on the part of individuals toward work-roles which they are presently occupying.

Lawler and Parter (1967) give their model of job satisfaction. In this model intrinsic and

extrinsic rewards are not directly connected with job satisfaction, because of the employees' perceptions regarding the deserved level of pay.

Evans (1997) identified the levels of job satisfaction for teachers which are as following:

Level 1: Policy and condition of service: Pay structure

Level2: Leadership Style: Of senior colleagues, organizational environment.

Level3: In this level the components of job satisfaction are: Fulfillment of individual needs, their attitude, values and norms etc.

According to Armstrong (2006) job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitude indicates job satisfaction and the negative attitude indicates job dissatisfaction.

Bishay (2000) had investigated a study on teacher motivation and job satisfaction in which levels of job satisfaction and motivation were measured. The results revealed that job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience and activity.

Kyriacou (2001) observes that due to variation in national education systems, there are differences in the main sources of teacher stress. The findings revealed that job satisfaction is a complex issue in that even in the context of feeling overloaded, taking on additional duties in a valued area of work need not create more stress, and may indeed enhance job satisfaction.

Bogler(2001) investigated study of leadership style of principals and teachers' job satisfaction. The study attempted to find out how much of the variation in job satisfaction attributed to their perceptions of their job as compared to their perception about their principal's leadership style. The findings showed that teachers' occupation perceptions strongly affected their satisfaction.

Iqbal (2011) had conducted research on job satisfaction of secondary school teachers. The findings of the study showed that secondary school teachers were slightly satisfied with the basic dimensions of the job like ability utilization, advancement, education policies, compensation, creativity, independence and working conditions. The study had also compared the difference in

job satisfaction of male and female teachers and found a significant relationship between job satisfaction of male and female teachers.

Lal and Shergill (2012) attempted to analyze the level of job satisfaction among male and female collage teachers. The results of the study revealed that teachers can perform maximum of his capacity if he/she is satisfied with his/her job. Only well satisfied and well adjusted teachers can think of the well being of their pupils.

Singh (2013) had explored a research on the male and female teachers of different schools of Punjab to compare their attitude towards job satisfaction. The results of the study revealed that the male and female both teachers were having positive attitude towards job satisfaction but it is not significantly related to attitude towards teaching.

Talts, Muisck and Muldma (2012) The research attempted that that how primary school teachers assess social and emotional aspects of their school environment and how these assessments were related to their job satisfaction. The findings showed that emotional and social factors ensured job satisfaction.

Obineli (2013) examined a research on job satisfaction of government teachers in Nigeria, in which it is found that there was no significant difference between male and female teachers in their perception of salary as a factor affecting job satisfaction. The study did not found any significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction.

Seniwoliba (2013) investigated study about teacher motivation and job satisfaction. The findings revealed that salary, recognition, achievement, growth, students' indiscipline and status were found to be the most important factors of motivation of teachers. The teachers were dissatisfied with their payment compared to their inputs.

FACTORS AFFECTING JOB SATISFACTION

From the above studies, we can conclude that there are several factors that may affect the level of job satisfaction such as: salary, promotion, work environment and In-service training. Salary: It can be one of the factors that largely affect job satisfaction. Teachers often complaints that they are not paid according to their capabilities and work.

Promotion: Some teachers are there who work very hard and still they are not valued by their schools. Due to this injustice, they get dissatisfied with their job. Teachers feel that they are not promoted timely as per their abilities. This is likely to affect their job satisfaction. They lose interest in their profession and get de-motivated that leads to dissatisfaction.

In-service training: Sometimes teachers face difficulties while undergoing training during their service. They are unable to cope with their work and often feel stress and frustration in doing their work. This can also be a reason for dissatisfaction.

Work environment: It is the most important factor affecting job satisfaction. A person can only work in an efficient manner if he/she feels comfortable in the environment in which he used to work. Teachers who are satisfied with their job can uplift the standard of education.

WORK ENVIRONMENT

To deliver high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school's ability to do so. Schools that are able to offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are able to attract and retain good teachers and motivate them to do their best. Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students.

One key factor to understanding teacher quality is focusing on what happens to teachers once they enter the work force, including if they receive support from the schools and communities in which they work and from the parents of the children they teach. Three features of teachers' work environment are: Induction programs, Class size and Teachers' perceptions of parent and school support. Induction Programs: The schools are not having proper planning of their induction programs through which the teachers can get help for their work. Class Size: No consideration is paid toward the size of the classes. Teachers got frustrated by teaching to large classes. No categorization is done on the class size. Teachers' perceptions of parent and school support: In these kind of circumstances the teacher needs help from the parents and school side so that they can feel comfortable in the school.

Good work environment is essentially essential to make teachers more efficient and more

productive. Educational institutions should provide comfortable work environment to teachers in general and women teachers in particular to [reorient] them towards their work. Women teachers feel uncomfortable with the school environment and get frustrated with their jobs. Schools do not provide basic facilities required by them in the schools like strict security, proper sanitation, cooperative staff etc. by which they are unable to adjust in that environment and get dissatisfied. Often they think about to leave their profession.

According to Johnson et.al (2012), there are nine elements that can be included in teachers' working environment. These are:

Colleagues: To what extent a teacher maintains professional relationships with his/her colleagues and work together with them to solve the problems of the school.

Community Support: To what extent the teachers get support from the guardians and society

Facilities: To what extent the school provides them a safe, clean, and well-maintained school environment that enables them to be productive.

Governance: To what extent the teachers are involved in decision making process.

Principal: To what extent the school leaders provide feedback on instruction, create an orderly and safe instructional environment, and address teachers' concerns about issues in the school.

Professional Expertise: To what extent teachers are recognized as educational experts and are given the flexibility to make professional decisions about instruction.

Resources: To what extent teachers have access to sufficient instructional materials, instructional technology, and support personnel in the school;

School Environment: To what extent the school environment is characterized by trust, respect, openness, and commitment to student achievement;

Time: To what extent the teachers have sufficient time to meet their instructional and non instructional responsibilities in the school.

Tomic and Andre(1998) Studied on secondary school teachers to identify that where and in what manner the ideas generated by the school teachers were linked to their work environment. The results showed that before the moment the ideas came into the minds of the teachers they require a relaxing and quiet environment. Generally, they preferred to be alone while thinking about ideas.

Nakpodia (2011) investigated a study on the influence of work environment on teachers' productivity in primary schools of Nigeria. It laid emphasis on quality and productivity of its teachers for improving standards. The findings showed that there is a significant relationship between work environment and teachers' productivity. Recommendations were made for the improvement of work environment to improve quality and productivity.

Alam (2011) conducted study to investigate the factors that affect the motivational level of secondary teachers. The study has identified the factors responsible for low and high level motivation. It is found that teachers were not satisfied with their choice of job due to the environmental factors like examination stress, anxiety, socio economic status and students' behavior. It is found there that the teachers were dissatisfied with their salary structure of the jobs. Highly stressed work environment associated with low payment contributed towards their dissatisfaction.

Kofi,Baba and Peter(2012) conducted a study which aimed at describing the relationship between teacher motivation and delivery of quality teaching in public schools. The results found showed that there is a significant relationship between teacher motivation and quality education delivery. Majority of teachers were having this response that they had joined teaching because they have interest in it. But the level of motivation was too low because of the working conditions or environment of teachers. It was suggested to improve their working situations so that they can work efficiently.

Hellar,Clay and Perkins(1993) attempted to find a relationship between principal's leadership style and teacher job satisfaction. It is found that teachers are least satisfied with the financial aspect of teaching and most satisfied with their co-workers, but did not find job satisfaction to be related to leadership style. They thought job satisfaction would be more closely related to principals' friendliness, warmth, support and rapport.

Parker (1984) studied the work of principals in both public and private elementary schools and stated that principals are a critical component of effective and successful implementation of school program. The principal is not only responsible for knowing effective pedagogy, he must also provide a good working environment and also good leaders are held accountable for whatever occurred in the schools. The findings of the report revealed that

workplace conditions are strongly associated with teacher job satisfaction. At all schools and at each level, focusing on workplace conditions such as a safe working environment and involved parents can increase teacher job satisfaction.

Jyoti (2006) conducted a research on school teachers of Jammu city. The study was an evaluative study and was a diagnostic attempt to discover the relationship between job satisfaction and various factors. The covering six aspects of job satisfaction were principal's behavior, societal behavior, work itself, pay, students' behavior and rewards. The study revealed that each of these aspects play major role in job satisfaction of teachers.

Johnson, Kraft and Papay (2012) conducted research on teachers aiming at the effects of teachers' working conditions on their job satisfaction. The findings of the study showed that teachers were more satisfied with their job and wanted to remain in the school for longer time. It also revealed that the specific elements such as infrastructural facilities use of modern technologies matters a lot to them.

Okyere-Kwakye(2011) investigated into supportive facilities for effective teaching. The study states that teaching of the teachers will only be effective if they will be provided with necessary facilities. The purpose of the study was to identify the resources provide in primary schools that effect the work motivation of teachers. The study indicated that most of the government Junior High schools in Ghana do not provide conducive work environment both for teachers as well as the students.

In two studies, Boyd and his colleagues (2011) and Ladd (2011) revealed about teachers' working conditions with the career plans. The researchers found that in addition to salaries and benefits, working conditions influence teachers' career plans. According to Boyd et.al., working conditions predicted decisions to change schools or quit from the job. They suggested that school administration is the most important determinant of teachers' career decisions.

SIGNIFICANCE OF THE STUDY

The main motive of primary education is to make the person read, write and numerically literate. But in recent times, it is seen that the primary levers are not able to read and write well. The most important factor which will be responsible for this can be the teachers who are working there. Job satisfaction is a powerful source that gives happiness. So the teachers who are satisfied with their job can work for the development of the organization. For the job satisfaction the teachers require conducive work environment in which they can work efficiently. The study of job satisfaction and work environment is very vital not only for the enhancement of productivity but also for the fulfillment of the needs of workers in the school. This research into job satisfaction among women of primary teachers will provide information and knowledge in the area of job satisfaction of women. It would highlight what constitute the determinants of job satisfaction of women. It will be easy to judge whether the job satisfaction level has been sufficient to prepare efficient teachers and how their working conditions influence them and their motivation level. The study will help other researchers to know the problems that influence the job satisfaction of the female primary teachers and their working conditions. It may help administrators and policy makers on education to improve the working environment to enhance job satisfaction of primary teachers. Primary education is foundation of education and our primary schools are equipped with large number of women teachers. Though job satisfaction of teacher has frequently been researched, work environment related to women educators the least researched area. Except the study by Singh (2013), not other studies are related to female teachers' job satisfaction. Similarly, studies on work environment related to principals' leadership style(parker,1984,hellar et.al.(1993) and various other factors of work environment(Johnson(2012);Jyoti(2006)etc).However researchers had not taken these two variables together i.e. job satisfaction and work environment to investigate the job satisfaction of primary women teachers. Hence lies the significance of the study.

STATEMENT OF THE PROBLEM

The study is stated as given below:

JOB SATISFACTION AMONG WOMEN PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR WORK ENVIORNMENT

OPERATIONAL DEFINITIONS OF THE TERMS:

Job Satisfaction: Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with a particular job.

Work Environment: Work environment leads to the surroundings or environmental conditions in which a worker can work efficiently. In this study work environment refers to primary school working environment.

OBJECTIVES:

1. To study the job satisfaction of women primary school teachers.
2. To study the work environment of primary schools.
3. To find out the difference in job satisfaction of private and government women teachers.
4. To find out the difference in job satisfaction of women primary teachers of urban and rural areas.
5. To ascertain the relationship between job satisfaction of the women primary school teachers and work environment.

HYPOTHESIS:

The following hypotheses will be verified for the set objectives:

1. There exists no significant difference in the job satisfaction of private and government women teachers.
2. There exists no significant difference in the job satisfaction of women primary teachers of urban and rural areas.
3. There exists no significant relationship between job satisfaction and work environment of women primary school teachers.

DELIMITATIONS:

The study will be delimited as given below:

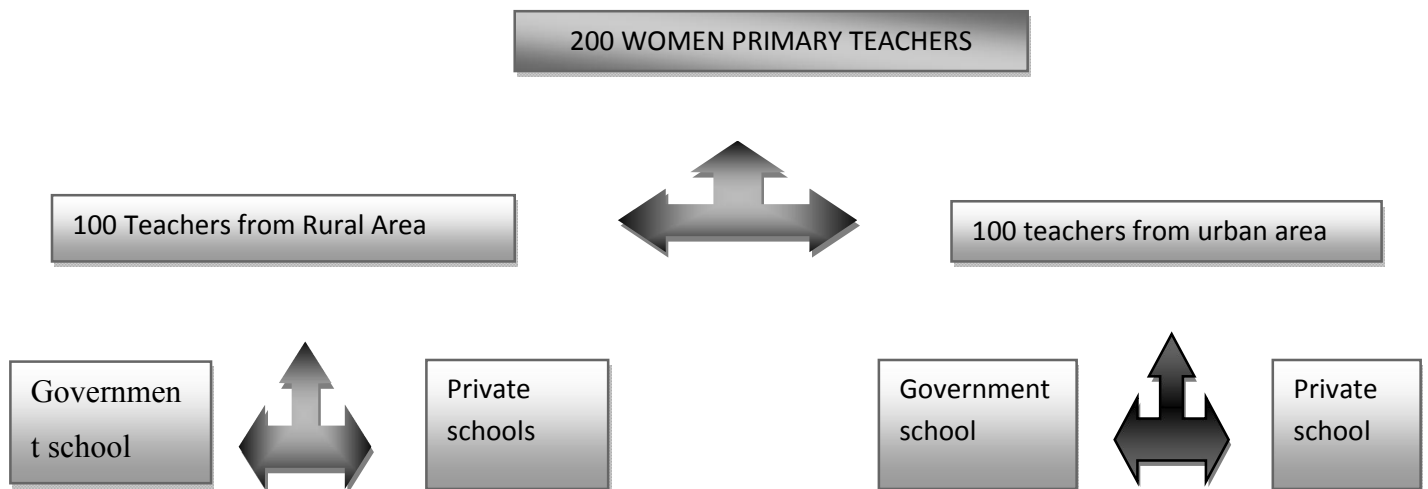
1. The study will be delimited to Amritsar district of Punjab.
2. The study will further be delimited to women teachers of both government and private primary schools.

DATA COLLECTION

The investigator will personally visit the primary schools and collect the data. The teachers will be informed about the objectives and the instructions of the study. They will be given surety that their information will be kept confidential and will be used for the research purpose only.

SAMPLING TECHNIQUE

In the study Job satisfaction is taken as an independent variable and work environment is a dependent variable. Stratified sampling technique will be employed. Amritsar district of Punjab will be selected. From the selected district, 200 primary women teachers both from Government and private schools will be taken as sample population. Further 100 teachers comprising government and private schools will be selected from rural areas and 100 comprising both government and private schools will be selected from urban areas as shown in the figure below;



TOOLS FOR DATA COLLECTION:

Following are the tools which will be used for data collection:

1. Job Satisfaction Scale by Meera Dixit (1993).
2. Work Environment Scale will be self-constructed by the investigator.

STATISTICAL ANALYSIS:

For the study the above mentioned tools will be used:

1. To see the significance of difference between two means, t- test will be employed.
2. ANOVA (Analysis of co-variance) will be used to study the job satisfaction of primary school women teachers.

After finalizing the tool it will be administered in the field for data collection purpose. For the purpose of data collection the researcher will visit personally to the respondents.

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