

JOB SATISFACTION AMONG TEACHERS OF PROFESSIONAL AND NON PROFESSIONAL COURSES

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ABSTRACT

The purpose of the study was to compare job satisfaction between teachers of professional and non professional courses. For the purpose of this study, total seventy teachers were randomly selected. Thirty five teachers were selected from non professional courses and thirty five from professional courses. To determine the Job Satisfaction of teachers the Job Satisfaction Scale for Teacher's (J.S.T.) developed by S. K. Saxena was used. To compare the job satisfaction of teachers t -test was used at 0.05 level of significance. there was no significant difference between teachers of professional and non professional courses in relation to job satisfaction because the calculated value of $t_{0.05}(68) = 1.021$ was lower than the tabulated value of $t_{0.05}(68) = 172$. The table also reveal that teachers of professional courses have more job satisfaction than the teachers of non professional courses but the difference was not significant.

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INTRODUCTION

Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups.

Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities the work itself and co-workers.

Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions.

One of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to "the rate and complexity of communication inputs an individual must process in a particular time frame (Faraca, Monge, & Russel, 1977)."

Individuals in an organization can experience communication over-load and communication under- load which can affect their level of job satisfaction. Communication overload can occur when "an individual receives too many messages in a short period of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process (Farace, Monge, & Russel, 1997)." Due to this process, "given an individual's style of work and motivation to complete a task, when more inputs exist than outputs, the individual perceives a condition of overload which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when messages or inputs are sent below the individual's ability to process them (Farace, Monge, & Russel, 1997)." According to the ideas of communication over-load and under-load, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which leads to a low level of job satisfaction.

Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviours such as organizational citizenship (Organ & Ryan,1995), absenteeism, (Wegge et. al., 2007). and turnover (Saari & Judge, 2004). Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors (Mount, Ilies, & Johnson, (2006).

There are three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of

organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. He also believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

A teacher teaching properly in the class-room, completing the course of study, solving the difficulties of the students, helping them in appearing the various examinations is called as he is professional man. While a teacher will not paying attention in the working of the school but inviting the students for highly charged private classes may be called as a businessman. Hence the purpose, the motto, the ethics is important for the same work to be called as business or profession, though in both the case earning is a common factor. Satisfaction and non fulfillment of these needs decides the individual perceptions of how this needs are satisfied. Job satisfaction have defined by different people. Evidences to certify their through have been gleaned from various sources, even the definition becomes not possible in the real terms.

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One common research finding is that job satisfaction is correlated with life satisfaction (Rain, Lane & Steiner, 1991). This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non-work satisfaction and core self-evaluations are taken into account (Rode, 2004).

Purpose of the study was to compare job satisfaction between teachers of professional and non professional courses.

MATERIALS AND METHOD

For the purpose of this study, total seventy teachers were randomly selected. Thirty five teachers were selected from non professional courses and thirty five from professional courses. To determine the Job Satisfaction of teachers the Job Satisfaction Scale for Teacher's (J.S.T.) developed by S. K. Saxena was used. To compare the job satisfaction of teachers t test was used at 0.05 level of significance.

RESULTS AND DISCUSSION

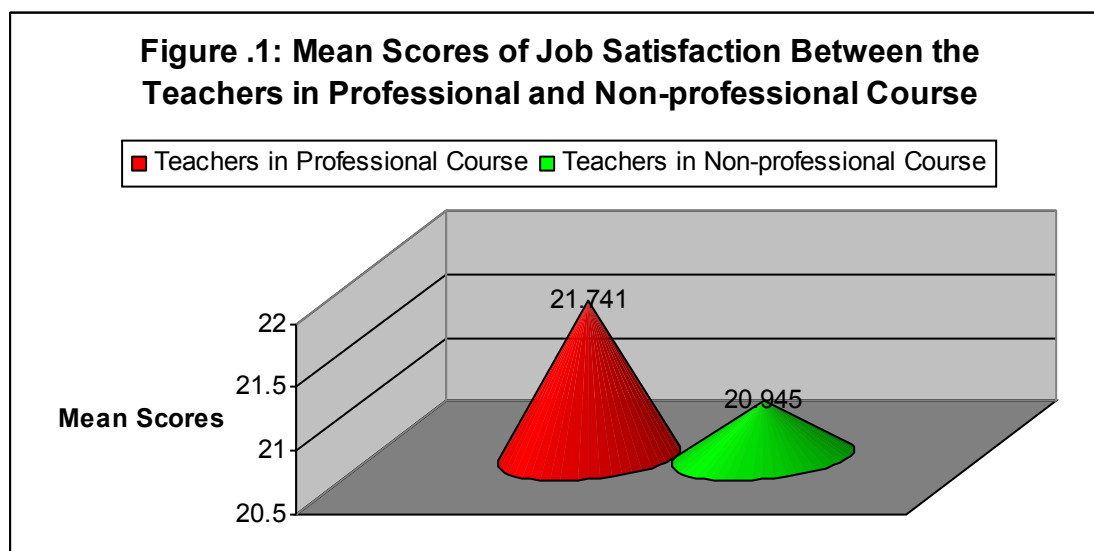
To find out the significant difference between teachers of professional and non-professional courses in their job satisfaction, means, standard deviationa and t-ratio were computed and data pertaining to have been presented in Table and depicted in Figure 1

TABLE 1
COMPARISON OF JOB SATISFACTION BETWEEN TEACHERS OF PROFESSIONAL AND NON PROFESSIONAL COURSES

Group	Mean	MD	DM	t-ratio
Professional	21.741	.791	.755	1.021
Non-Professional	20.945			

Insignificant at .05 level
 $t_{0.05}(68) = 1.72$.

Table 1 shows that there was no significant difference between teachers of professional and non-professional courses in their job satisfaction, as the calculated value of 1.021 was lower than the required value of $t_{0.05}(68) = 1.72$. This indicates that teachers of professional courses have more job satisfaction than their counterparts. But both groups were found to have similar job satisfaction in their professional course.



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