



Job satisfaction of primary school teachers in performing curricular and co-curricular activities

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Abstract

The objective of the study was to investigate the job satisfaction of both government and private primary school teachers in performing curricular and co-curricular activities. A sample of 100 primary school teachers 50 each from government and private primary schools was selected purposively from Sambalpur district of Odisha. A Job satisfaction questionnaire for teachers prepared by the investigator was used to collect data. Statistical analysis using simple percentage revealed that i) teachers working in government primary schools were highly satisfied in their job than teachers working in private primary schools relating to the appointment, applying teaching skills in classroom and training facilities before entering the job and during the job; ii) teachers working in both government and private primary school were highly satisfied with their classroom teaching skills whereas, no differences were found in job satisfaction of both government and private primary school teachers relating to classroom teaching; iii) both government and private primary school teachers were highly satisfied with their teaching style that increased students' achievement; iv) teachers working in government primary school teachers were more satisfied in their job than teachers working in private primary school relating to evaluating system. There found difference in job satisfaction of both government and private primary school teachers relating to evaluating system; v) both government and private primary school teachers were highly satisfied in their job relating to the organization of curricular activities in schools; vi) both government and private primary school teachers were highly satisfied in their job relating to the staff members', Headmasters'/Headmistress' and students' cooperation to organize co-curricular activities by engaging themselves in the organization of different functions in schools.

Keywords: Job satisfaction, primary school teachers, govt & private schools, Curricular activities, Co-curricular activities

Introduction

The teaching profession is a noble profession but it is not a cup of tea for everyone. It requires different kinds of skills and competencies so that only trained and qualified teachers are eligible to enter into the teaching profession both in government and private schools. Job satisfaction is necessary for the persons who are engaging in a teaching profession because it affects their professionalism. Both government and private primary school teachers getting different types of facilities time to time from the government and management bodies. Nowadays, teachers come across with various problems faced in both government and private primary schools. Due to this, teachers who are engaged in these schools are somehow satisfied in their job and some are not satisfied by various reasons such as, lack of co-operation from staff, principal and students, behavioural problems, lack of involvement in school activities, lack of appreciation and motivation, delay in getting remuneration, lack of having conducive environment, lack of teaching satisfaction due to infrastructure and teaching learning materials so on and so forth.

Whenever a teacher teaches the students effectively and perform various works he/she feels satisfied in his/her job. Hence, Job satisfaction is a very important tenet in each field of work but it is so vital especially, in the profession of teaching. Therefore, here an attempt was made to study the job satisfaction of both govt and private primary schools' teachers with concerned to their curricular and co-curricular aspects.

The rationale of the study

A critical analysis of studies conducted so far on job satisfaction of primary school teachers in performing curricular and co-curricular activities revealed significant difference in the level of job satisfaction (Mehta,2012) [14], educational qualification and age groups (Gesinde and Adejumo, 2012) [10], teaching experience (Bhakta; 2016) [5] and no significant difference in the level of satisfaction (Raj and Lalita, 2013; Gesinde and Adejumo, 2012; Ghosh,2015) [10, 15, 12], and training status (Bhakta, 2016) [5] significant positive relationship between job satisfaction and communication satisfaction supported by (Abdullah and Hui; 2014) [1], and no significant relationship between job satisfaction of primary teachers and decision making style (Beri, 2013) [3], female teachers in public schools were highly satisfied than male teachers of both public and private schools (Ghosh, 2013) [11] whereas mean scores of male primary teachers were higher as compared to female teacher in their job satisfaction level (Achanta and Reddy, 2014; Chandana, 2014) [2], govt teachers enjoyed better facilities and opportunities for improvement and promotion as compared to private school teachers (Dar, 2014) [7], primary school teachers were satisfied through supervision, remuneration, responsibility and advancement (Shabbir and Zaheer,2014) [16]. Performing Curricular and co-curricular activities play a pivotal role on the part of the teacher to be satisfied not only in teaching but teaching profession as a whole. Since it has been observed a dearth of researches investigating the job satisfaction of primary school teachers in performing curricular and co-curricular activities for which the present study has been designed.

Objectives of the Study

1. To study the job satisfaction of government and private

primary school teachers in performing curricular activities.

2. To study the job satisfaction of government and private primary school teachers in performing co-curricular activities.

Hypotheses of the study

1. There exists no difference between job satisfaction of government and private primary school teachers in performing curricular activities.
2. There exists no difference between job satisfaction of government and private primary school teachers in performing co-curricular activities.

Methodology of the study

Method

Since the main objective of this study was to examine the job satisfaction of both government and private primary school teachers in terms of curricular and co-curricular activities, a descriptive survey method was used by the researcher.

Population and Sample

A sample of 100 primary school teachers, 50 each from government and private primary schools was selected purposively from Sambalpur district of Odisha.

Tools and Techniques

The study was designed to examine the present status of job satisfaction of primary school teachers. Therefore, a Job Satisfaction Questionnaire was prepared by the investigator with the help of research guide and subject experts. The investigator himself visited the field, established rapport with subjects and observed the situation intensively to collect the data. Then the researcher distributed the questionnaire to all the selected subjects. The questionnaire consisted of forty-two (42) items in two areas of job satisfaction relating to curricular and co-curricular activities.

Statistical technique used

As per the objectives of the present study, the researcher applied a simple percentage technique to analyse the collected data of govt and private primary school teachers for job satisfaction.

The Results

Table 1: Summary of “%” for job satisfaction of both government and private primary school teachers relating to performing curricular activities (N=100)

Types of School / Statements	Government primary school teachers				Private primary school teachers			
	YES	%	NO	%	YES	%	NO	%
Are you appointed by the government?	50	100%	0	00%	0	00%	50	100%
Are you getting any training before entering the job?	50	100%	0	00%	19	38%	31	62%
Are you getting any training facilities during job?	50	100%	0	00%	45	90%	5	10%
Are you applying training teaching skills in your classroom?	50	100%	0	00%	50	100%	0	00%
Do you think students are satisfied with your classroom teaching skills?	50	100%	0	00%	50	100%	0	00%
Do you satisfy with your teaching?	50	100%	0	00%	50	100%	0	00%
Do you think in your teaching style students' achievement has increased?	50	100%	0	00%	50	100%	0	00%
Are you engaging yourself in the evaluation system, if yes are you satisfied?	50	100%	0	00%	45	90%	5	10%
Are you satisfied in organizing curricular activities?	50	100%	0	00%	50	100%	0	00%

As it can be seen in the above Table 1, cent percent teachers working in government primary schools opinioned that they were satisfied in their job relating to appointment by the

government because of permanent job certainty whereas, higher percent of teachers working in private primary schools were not satisfied in their job relating to appointment system

because they appointed by the private bodies. Hence, there found differences in job satisfaction level between government and private primary school teachers relating to their appointments.

Further, Table 1 shows that maximum percentage of teachers working in government primary schools viewed that they were satisfied in their job relating to training facilities that they were getting before entering the job in comparison to that, only 38% teachers working in private primary schools were getting proper training before entering into the job field. So, it was found to be true that government primary school teachers were more satisfied than the private primary school teachers relating to training facilities.

Moreover, it was also found that cent percent teachers working in government primary schools expressed that they satisfied in their job relating to training facilities that they were getting during the job period whereas, 90% teachers working in private primary schools were getting training facilities during the job period. It was found that both government and private primary school teachers were satisfied in getting training facilities during the job period and only 10% teachers working in private primary schools were dissatisfied with their job because they were not getting required training. Although a very small percentage (10%) of teachers from private schools didn't provide with training facilities, it can be concluded that higher percent of teachers both from government and private primary school are getting training facilities during their work.

From Table 1 it was found that cent percent government and private primary school teachers were satisfied in their job relating to applying training teaching skills in classroom but no difference found in job satisfaction level between government and private primary school teachers relating to applying training teaching skills in classroom.

Furthermore, it was seen that both government and private

primary school teachers were satisfied in their job relating to their classroom teaching skills and the result revealed that a higher percentage of teachers working in both government and private primary school were highly satisfied with their classroom teaching skills as most of students satisfied on teachers teaching skills. It was observed that cent percent teachers working in both government and private primary schools were satisfied in their job relating to their classroom teaching and there were no differences in job satisfaction of both government and private primary school teachers relating to classroom teaching.

Table 1 also depicts that there was no difference in job satisfaction of both government and private primary school teachers relating to students' achievement. It was found that cent percent of both government and private primary school teachers were applied novel methods and assessment procedures as a result they highly satisfied with their teaching style that increased students' level of achievement.

Further, it was also found that cent percent teachers working in government primary schools and 90% teachers working in private primary schools were satisfied in their job that they were engaged in the evaluating system. There found a tiny difference in job satisfaction of both government and private primary school teachers who concerned with the evaluating system.

Lastly, it was also found out no difference in job satisfaction of both government and private primary school teachers relating to organising curricular activities in schools. It was revealed that cent percent of both government and private primary school teachers were highly satisfied with their job relating to organising curricular activities in schools such as science exhibition, demonstration, seminars, group discussion, meeting with the parents regarding curricular problems, etc.

Table-2: Summary of “%” for job satisfaction of government and private primary school teachers relating to performing co-curricular activities (N=100)

Types of school / Statements	Government primary school teachers				Private primary school teachers			
	Yes	%	No	%	Yes	%	No	%
Do the staff members cooperate to organize co-curricular activities?	50	100%	0	00%	50	100%	0	00%
Does the headmaster/headmistress cooperate to organize co-curricular activities?	50	100%	0	00%	50	100%	0	00%
Do the students cooperate to organize co-curricular activities?	50	100%	0	00%	50	100%	0	00%
Do you engage yourself in different functions and festivals of your school?	50	100%	0	00%	50	100%	0	00%

The above table shows that cent-percent of both government and private primary school teachers were highly satisfied in their job relating to the staff members cooperation in organizing co-curricular activities because teachers co-operatively suggested their lucrative ideas for the smooth functioning of the school. Hence, there found no differences in job satisfaction of both government and private primary school teachers relating to co-operation among staff members in organizing co-curricular activities.

Further, Table 2 indicates that cent-percent of both government and private primary school teachers were satisfied in their job relating to Headmasters/Headmistress co-operation to organize co-curricular activities. There found no differences in job satisfaction of both government and private primary school teachers relating to Headmasters/Headmistress cooperation to organize co-curricular activities because the above authorities were very familiar and supportive towards their staffs.

Further, Table 2 shows that cent-percent of both government and private primary school teachers feel satisfied in their job with regard to student's co-operation to organize co-curricular activities. It can be interpreted that both government and private primary school teachers were highly satisfied in their job because students actively co-operating them to organize co-curricular activities like NCC, NSS, Scout & Guide, study tours, sports etc. in the schools.

Eventually, it was also found that cent-percent of both government and private primary school teachers were satisfied in their job in relation to engage themselves in organizing various functions in school like annual functions, annual sports, cultural programs, other monthly activities and festivals, etc. It was also revealed that both government and private primary school teachers were highly satisfied in their job relating to engaging themselves in organization of different functions in schools.

Major findings

The main findings of the study were as follows:

- Teachers working in government primary schools were highly satisfied in their job than teachers working in private primary schools relating to appointment in their job.
- Teachers working in government primary school were more satisfied in their job than teachers working in private primary schools relating to training facilities before entering the job.
- Both government and private primary school teachers were equally getting training facilities during the job.
- Both government and private primary school teachers were highly satisfied in their job relating to apply their training teaching skills in classroom.
- Teachers working in both government and private primary school were highly satisfied with their classroom teaching skills.
- There were no differences in job satisfaction of both government and private primary school teachers in relating to classroom teaching.
- Both government and private primary school teachers were highly satisfied with their teaching style that increased students' achievement.
- Teachers working in government primary schools were more satisfied in their job than teachers working in private primary school relating to evaluating system. There found little difference in job satisfaction of both government and private primary school teachers relating to evaluating system.
- Both government and private primary school teachers were highly satisfied in their job relating to organization of curricular activities in schools.
- Both government and private primary school teachers were highly satisfied in their job relating to the staff members, Headmasters'/Headmistress' and students' cooperation in organizing co-curricular activities and engaging themselves in organizing various functions in schools.

Discussion

The present study attempted to explore the job satisfaction of both government and private primary school teachers in performing curricular and co-curricular activities. The findings revealing that teachers working in government primary schools were more satisfied than teachers working in private primary schools relating to the appointment in job, training facilities before entering the job and cooperation in the evaluation system supported by Mehta(2012) ^[14], Ghosh (2013) ^[11], Abdulla and Hui(2014) ^[1], Chandana(2014), and Dar(2014) ^[7]. There was no difference between govt and private primary school teachers in relation to training facilities, teaching skills, teaching style, organization of curricular activities, cooperation, gender, locality, training status and decision-making style supported by Gesinde and Adejumo (2012) ^[10], Raj and Lalita (2013) ^[15], Ghosh (2015) ^[12], and Bhakta (2016) ^[5]. Female teachers working in govt schools were more satisfied on their work found by (Ghosh, 2013) ^[11], whereas male teachers mean scores were higher as compared to female teachers also found by Achanta and Reddy (2014) ^[2], in both these two studies we found different result although the findings of the present studies differed. Both academic and non-academic skills of teachers would able to make them proficient and effective in their teaching

profession. In the organization of Curricular and co-curricular activities both government and private primary school teachers are getting support from Staff members, Headmaster and students and worked in a team. Headmasters inspired and provided all kinds of assistance and help to the teachers for smooth organisation of curricular and co-curricular activities for all round development of students and the school as a whole. Eventually, when a teacher will able to involve himself/herself in every developmental activity of the school, it will not only enhance student's achievement but also help to prosper the school and its' stakeholders holistically.

Educational Implications

1. On the basis of the finding of the present study, it is recommended that both central and state governments and the privately own bodies should take some necessary measures for private primary school teachers to assure their appointment and employability.
2. The present study revealed that the private primary school teachers did not get any training before entering the job as a result they are facing some problems in classroom teaching as a result private primary school teacher are facing some problems in classroom teaching. So, it is recommended that both state and central governments should set a minimum criterion to organize training programs for private primary teachers before entering the job.
3. It should be recommended that govt should organize various refresher courses, technology-based programs, workshops for the professional development of the teacher both in govt and private primary schools. So that they would able to equip new skills and up-to-date their existing knowledge.
4. It can also be recommended that the govt should recognized the unique potentialities of the teachers both from govt and private schools and reputedly reward them.

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