



## **JOB SATISFACTION OF CONTRACT TEACHERS AND REGULAR TEACHERS IN RELATION TO GENDER AT SECONDARY LEVEL**

**Dr. Sanjukta Bhuyan**, *Lecturer in Education, Radha Nath I.A.S.E., Cuttack (Odisha)*

**Bimal Prasad Mallick**, *M.Ed. student, Radha Nath I.A.S.E., Cuttack (Odisha)*

### ***Abstract***

*This study is an attempt to find out the variation in job satisfaction of the contract teachers and regular teachers on the basis of their gender. The sample comprised of 120 Secondary School teachers; out of them 60 were contract teachers and 60 were regular teachers. Further 30 male and 30 female teachers were included both contract and regular groups. The sample was selected out of 20 Secondary Schools applying simple random sampling procedure. Job satisfaction scale of Singh and Sharma was used for collection of data. The 't' test was applied in order to calculate the significance difference between two group means. The results indicated that regular teachers have more job satisfaction in comparison to contract teachers. There was significant difference between contract teachers and regular teachers regarding job satisfaction. There was no gender variation among the contract teachers and regular teachers in regard to job satisfaction.*

**Keywords:** *Job Satisfaction and Contract Teachers*

National Policy on Education (1986) stated that "The status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers". The development of India is largely depends upon the teachers who mould the students according to the needs, interests, attitudes, aptitudes of the students. In this connection, it is only possible when a teacher is satisfied with his profession to a great extent. Dissatisfaction with teaching profession badly influences the educational process. Whatever the job may be, the employee must work with due responsibility and interests and at the same time he must get great stumbling block which lies on the way of teaching satisfaction which influences the achievement of the learners. However the Right of Children to Free and Compulsory Education Act (RCFCE Act-2009) was passed by the Indian Parliament on 4<sup>th</sup>

August 2009. It came into effect on the 1<sup>st</sup> April, 2010. The Govt. Of Odisha, in the Deptt. of School and Mass Education made parallel i.e., “The Odisha Right of Children to Free and Compulsory Education Rules-2010”.

The Ministry of Education document “Challenge of Education, A Policy Perspective” has mentioned “Teacher performance is the most crucial input in the field of education”. Whatever policies may be laid down in the ultimate analysis these have been to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. One can be a good teacher when he satisfied with his job. Dissatisfaction in teaching profession badly influences the learning experience of the students. Since job satisfaction involves good expectation long term rewards, it is related to equity and psychological contracts. Most of the people think that teaching profession is the best profession which carries a great amount of satisfaction but it is found that some teachers are in the profession who did not get satisfaction. The reasons for which a man becomes dissatisfied with his job are salary, social status, training experience, supervision, personality make up, goal expectations etc.

### **Rationale of the Study**

The educational edifice depends upon the teacher. Teachers are the social architect. Different factors are responsible for teacher’s emotional and professional satisfaction. Basically Job satisfaction influences the total learning process. The feeling of dissatisfaction affects the efficiency, thinking, emotions, in fact totality of behaviours.

In Odisha, at Secondary School level two categories of teachers are working such as contract teachers and regular teachers. Contract teachers are appointed on the basis of their career marks by the Governments of Odisha. After their six years of continuous satisfactory service they are regularized and get the full salary meant for a regular teacher. But during their contractual period they do the same work with regular teachers and get less amount of salary.

The study of **Goswami (1988)** revealed that except PRTs, PGTs, TGTs and other teachers at Central School were dissatisfied; and female teachers were more satisfied with their job than the male teachers. The researches of **Garnayak (1963)**, **Dixit (1993)** and **Tripathy (1998)** showed that the female teachers were more satisfied than the male teachers at Primary School level whereas there was no gender variation at Secondary School level.

These findings put contradiction to each other. So, it is a pertinent research question to investigate whether there is any variation in job satisfaction of contract teachers and regular teachers or not in relation to gender.

### **Objectives of the Study**

1. To study the job satisfaction of the Secondary School teachers.
2. To compare the job satisfaction of contract teachers and regular teachers.
3. To compare the job satisfaction of contract male and contract female teachers
4. To compare the job satisfaction of regular male and regular female teachers.

### **Hypotheses:**

Ho1: There is no significant difference between the contract and regular Secondary School teachers regarding job satisfaction.

Ho2: There is no significant difference between contract male and contract female teachers regarding job satisfaction.

Ho3: There is no significant difference between the regular male and regular female teachers regarding job satisfaction.

### **Methodology:**

Descriptive survey method was adopted.

### **Sample:**

The sample of the study was confined to 120 Secondary School teachers of Cuttack District of Odisha. The investigator has adopted the random sampling procedure and the sample was drawn from 20 Secondary Schools. The sample of the study consisted of 60 regular teachers and 60 contract teachers. Further 30 male and 30 female teachers were selected both from regular teachers and contract teachers for the sample.

### **Tools Used:**

A standardized tool “Job Satisfaction Scale” of **Dr. Amar Singh** and **Dr. T.R. Sharma (1986)** had been used.

**Statistical Techniques Used:**

For hypothesis testing data analysis were made employing descriptive statistics such as; Mean, Standard Deviation and inferential statistics such as; Test of significance difference between two group Means (t-test).

**Analysis and Interpretations of Data:****3.1 VARIATION IN THE JOB SATISFACTION OF CONTRACT TEACHERS AND REGULAR TEACHERS**

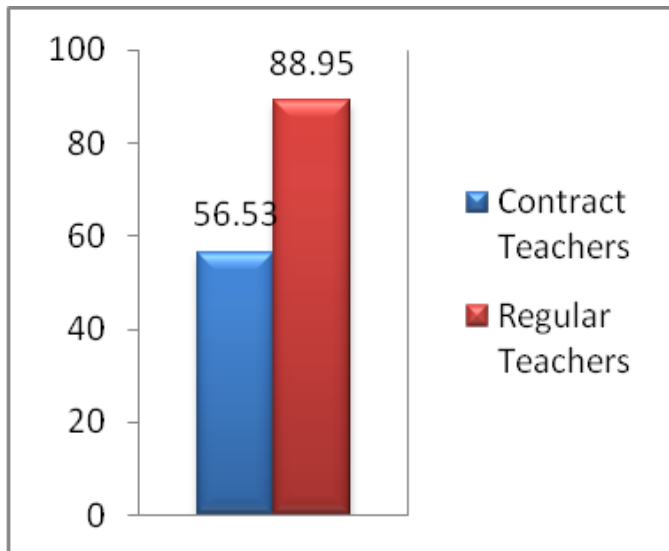
The main objective of the study was to compare the Job satisfaction of contract teachers and regular teachers. For this, the investigator has administered job satisfaction scale and collected data from 60 contract teachers and 60 regular teachers. Thus, the scores obtained were subjected to statistical analysis i.e. M, SD and 't'- test.

**Table 3.1**  
**Comparison of M, SD and 't'- value of Contract Teachers and Regular Teachers.**

Types of Teacher	N	M	SD	't'-value	Remarks
Contract Teachers	60	56.53	12.17	6.21	0.01
Regular Teachers	60	88.95	9.60		

The Table 3.1 indicates that the mean value of regular teachers is higher (88.95 ) than the contract teachers (56.53) where as the standard deviation of contract teachers (12.17) is greater than the regular teachers (9.60) . The high amount of SD of contractual teachers refers that the contractual group is heterogeneous one. The SD value of regular teacher shows that the group is a homogenous than the contract teachers.

The investigator has also computed 't' value. The figure no. 1 also supported the results.



**Fig1: Mean job Satisfaction Scores of Contract Teachers and Regular Teachers**

From the table 3.1 it is observed that the calculated ‘t’ value (6.21 ) of contract teachers and regular teachers on job satisfaction is greater than the value of 1.98 and 2.63 for df 118 at 0.05 and 0.01 level of significance respectively. Therefore, the null hypothesis “there is no significant difference between the contract and regular Secondary School teachers regarding job satisfaction” is rejected. The alternative hypothesis that “there exists significant difference between the contract and regular Secondary School teachers regarding job satisfaction” is accepted.

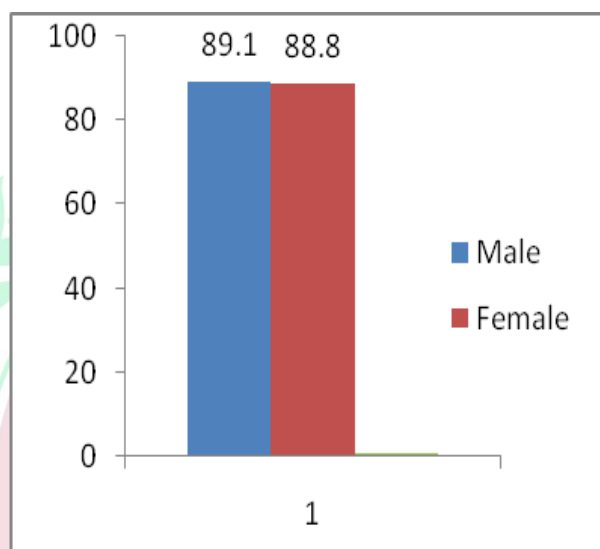
### 3.2 GENDER VARIATION IN THE JOB SATISFACTION OF CONTRACT TEACHERS

In order to compare the job satisfaction of contract male and contract female teachers, the researcher has calculated the M, SD and ‘t’ values of the job satisfaction scores. The same is presented in table 3.2.

**Table 3.2**  
**Difference in Job Satisfaction Scores of Contract Teachers in relation to Gender**

Contract Teachers	N	M	SD	‘t’-value	Remarks
Male	30	78.66	11.07	1.73	Non-significant
Female	30	74.40	12.83		

Table 3.2 reveals that the mean value (78.66) of male contract teachers is slightly higher than the female contract teachers (74.40). But the SD value of female (12.83) is greater than the male counterpart (11.07). In order to test the hypothesis, the investigator has computed 't' value and is also reported on the Table 3.2. The figure 2 also supports the findings.



**Fig 2: Mean of Male and Female Contract Teachers on Job Satisfaction**

The obtained 't' value (1.37) was not significant at 0.05 and 0.01 significance level for the df 58. The table value for df 58 is 2.00 and 2.66 at 0.05 and 0.01 level of significance respectively. Though 't' value is not significant, the null hypothesis i.e. "there is no significant difference between male contract teachers and female contract teachers regarding job satisfaction" is accepted.

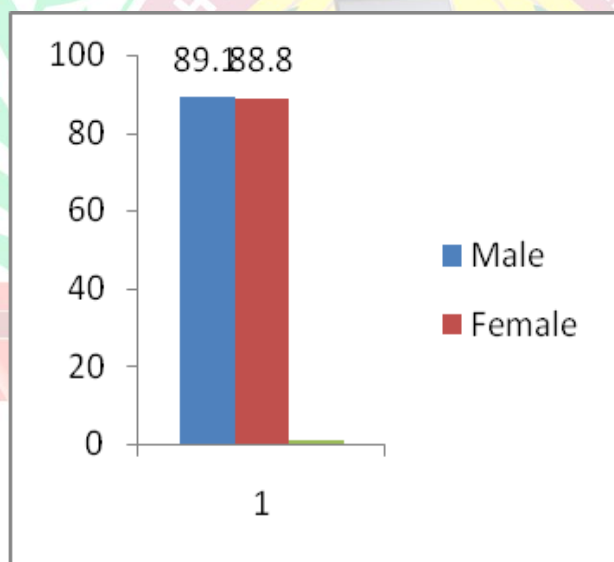
### **3.3 GENDER VARIATION IN THE JOB SATISFACTION OF REGULAR TEACHERS**

For determining the significance of difference in Job satisfaction scores between the regular male teacher and regular female teachers, the Mean, Standard Deviation and 't' value was calculated and reported in table3.3.

**Table 3.3**  
**Difference in Job Satisfaction Scores of Regular Teachers in Relation to Gender**

Regular Teachers	N	M	SD	't'-value	Remarks
Male	30	89.10	8.04	0.12	Non-significant
Female	30	88.80	10.95		

The mean value (88.80) of female regular teachers is slightly less than the male regular teachers (89.10). Whereas the SD value (8.04) male teachers is less than the female teachers (10.95). The figure 3 indicates that the mean value is not differing due to gender variation.



**Fig-3: Mean of Male and Female Regular Teachers on Job Satisfaction**

The obtained 't' value (0.12) is not to be significant at 0.05 and 0.01 level of confidence is 2.00 and 2.66 respectively at the df of 58. Therefore, the null hypothesis is "there is no significant difference between the male regular and female regular teachers regarding job satisfaction" is accepted.

#### Major Findings:

1. Regular teachers have more job satisfaction than the contract teachers at Secondary School level.

2. There is significant difference between the contract teachers and regular teachers regarding job satisfaction.
3. There is no significant difference between contract male and contract female teachers in regard to job satisfaction.
4. There is no significant difference between regular male and regular female teachers regarding job satisfaction.

**Educational Implications:**

1. Well defined educational policy should be made for the wellbeing of the teachers serving at different levels of teaching.
2. Better proportional avenues and incentives should be provided to the teachers of all levels without any discrimination.
3. Educational tools, seminars, refreshers courses etc. should be conducted to up-to-date the knowledge level of teachers in their respective fields.
4. Teachers should be provided free housing facilities and free medical facilities in order to ensure better job satisfaction.
5. In-service Training cum Orientation programmes must be made an integral part of the educational system to keep the teachers well equipped with new innovations of teaching strategies.
6. They should be provided with proper physical facilities, up-to-date teaching equipments and instructional materials, good library and laboratory facilities etc.
7. Their salaries need to be increased for the contract teachers keeping in view the present rise of price index.
8. Government should ensure the job security of contract teachers and educational atmosphere should be very much democratic.
9. The supervising and inspecting bodies should give constructive suggestions to the teachers to tackle the situations in the school.



**References:**

Anand, S.P. (1979). "Teachers' Values and Job Satisfaction". *Indian Educational Review*.

Anand, S.P. (1984). "A Study of Attitude of Teachers towards Pupil and their Job Satisfaction." New Delhi: UGC Financial Research Project.

Das, B. (1988). "A study of Secondary School Teacher's Job Satisfaction and Job Motivation in Cuttack District of Orissa". M.B. Buch (Ed.) *Fifth Survey of Research in Education*. New Delhi: NCERT.

Das, S. (1994). "A Study of Job Satisfaction of Headmasters of Primary Schools". An unpublished M.A. Dissertation. Cuttack: Ravenshaw College.

Garret, H.E. (1981). *Statistical Analysis in Psychology and Education*. Bombay: Vakils Feffer and Simon Pvt. Ltd.

Gay, L.R. (1992). *Educational Research: Competencies for Analysis and Application*. (4<sup>th</sup> Ed.). New York: Maxwell Macmillan International.

Goswami, T.N. (1988). "Job Satisfaction among Teachers of Central Schools". Ph.D. Edu. Agra Univ.

Pal, A.R. (1983). "Job Satisfaction of Primary School Teachers in Bhubaneswar Municipal Area". An Unpublished Dissertation. Bhubaneswar: SCERT.

Rajmal, P. (1979). "The Problems of Job Satisfaction among Secondary School Teachers". M.B. Buch (Ed), *Third Survey of Research in Education*. New Delhi : NCERT.

Singh, A. and Sharma, T.R. (1996). "Job Satisfaction Scale". Patiala: National Psychological Corporation.