

AN ANALYSIS OF THE LEVEL OF JOB SATISFACTION OF TEACHERS OF LUCKNOW CITY

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ABSTRACT

In Lucknow city, the teachers are working in different types of institutions like government-aided, government-unaided and self-financed. Each school has a unique organisational environment in terms of administration, leadership, and relationships with colleagues and students. Job Satisfaction as a factor being influenced by two variables, organizational environment higher education schools of teacher and personality traits of teachers seems to never have been attracting focus of previous investigators. The purpose of this study is to examine the level of job satisfaction of teachers of Lucknow city of UP state. The primary goal of the Job Satisfaction was to evaluate the job satisfaction of teachers at HSS Schools. The result of the study is shows that HSS schools can use the Teacher's Job Satisfaction Inventory to determine three degrees of job satisfaction: high, average, and low. Organizational Environment Description Scale for HSS schools to determine the sort of organisational environment in their institution and Teacher's Personality Characteristics Inventory to determine three degrees of personality-effective, usual, and frail. The results of the Teacher's Job Satisfaction Inventory may be useful in taking appropriate actions to improve levels of job satisfaction among Teachers. Teachers' Personality Characteristics Inventory scores may be useful in raising their personality level.

Keywords: *job satisfaction, concept, theories, job satisfaction inventory and Personality Characteristics*

INTRODUCTION

With increasing commercialisation in education sector, on the one hand when the need for qualified teachers in schools can be met, on the other hand there is a need to analyse quality at Teacher Education Institutions. It is essential to understand the organisational environment at the B.Ed level, where secondary school teachers are trained. It should be highlighted right away that the organisational environment is a major factor in effecting desirable changes in teacher trainees, which is the ultimate goal of education. Changes in knowledge, skills, attitudes, and appreciations among teacher trainees can be influenced by the sort of organisational environment that exists. Without a doubt, every philosopher will agree that ultimate goal of any education is to produce a man of good character and a valuable citizen of the universe. We may attain such education through the quality of education, the quality of instructors, and the quality of the teaching-learning process. Other things being equal, the quality of education mostly learning transaction cannot be done in a vacuum, but it is a positively oriented activity, for which teacher educators must strive with happiness towards a work and the need to acquire the quality changeprone. This is the appropriate moment to emphasise relevance of Teacher Educators' Job Satisfaction in connection to the Organizational Environment that exists in colleges.

Job satisfaction is an optimal happy sensation received following the completion of a work in lieu of fulfilling the organization's goal. As a result, the organisation benefits, and the worker is compensated in cash or kind. This concept emphasises the commitment between job happiness & advantages of labour.

- the work itself is very important for job satisfaction
- job satisfaction means overshadowing the glimmer aspects
- job satisfaction is the optimum level of positive feeling and attitude derived from the work,
- physical and environmental factors related to the work and the work place, and
- job satisfaction is the outcome of the appraisal of a job.

LITERATURE REVIEW

Sood vishal & anand arti (2010) wrote in the published article on professional commitment among b.ed teacher educators of himachal Pradesh. To investigate professional commitment among B.Ed Teacher Educators, and to investigate gender and experience differences in professional commitment among B.Ed Teacher Educators.

Rodrigues, G (2011) conducted research for his Published Article on A Study of Organizational Environment in professional college libraries & information centres in Mangalore city. Findings shows that there is no substantial difference between college libraries in terms of employee age, experience, and credentials; nevertheless, there is a considerable difference between the three groups of colleges in terms of interpersonal interactions, performance evaluation, and organisational environment advice.

Yahyazadeh and Lotfi (2012) investigated link between spiritual intelligence and teacher job satisfaction. Their findings revealed a substantial association between spiritual intelligence and work happiness in teachers, as well as a significant relationship between teachers' spiritual intelligence & their scientific degrees.

Kaur (2013) investigated association between spiritual intelligence & work happiness in high school teachers. The findings show a substantial positive association between teachers' spiritual intelligence & work happiness. In terms of spiritual intelligence & job happiness, no significant differences were found b/w private and public high school instructors. The findings of this study also revealed that gender has no effect on spiritual intelligence or work happiness.

Academics' opinions of talent identification, talent development, and talent management cultural relevance, according to Annakis et al. (2014), are most important contributors to talent management competency. According to findings, when management has an integrated HR system that identifies value, measures team and individual performance, investigates & broadens careers, provides genuine formal feedback, & fosters a culture that rewards high performance, talent management competency stages for teachers are significantly higher.

Mathew, A. (2015) analysed talent management techniques and procedures based on worldwide presence, brand identity, & long-term presence A web-based poll of Human Resource professionals and senior executives in the firms chosen for the study. The research revealed a number of techniques that assisted them in attracting, nurturing, and retaining talent.

Susanto (2016) goes on to describe the conditions that affect the organizational environment in the following way. 1) The manager or the boss. Any behavior made by a leader or boss, such as regulations, strategies, funds, corporate practices, and contact styles, affects the environment in many ways. 2) Employee behavior. Employee behavior, especially their needs & actions they take to meet those needs, has an impact on the environment.

R. Bala (2017) investigated Secondary School Teachers' Job Satisfaction. The findings demonstrated that work satisfaction among instructors cannot be distinguished based on gender. There is no discernible difference in job satisfaction between secondary school teachers working in urban & rural settings. There was no significant difference in work satisfaction between secondary school instructors with 10 years of teaching experience & those with more than 10 years, i.e. Job happiness is unrelated to teaching experience.

A., Abdullah, T., and W. (2018) investigated impact of personality, organisational environment, and work satisfaction on organisational citizenship behaviour of teachers at public vocational high schools in Jakarta's Central Jakarta Administration city, DKI Jakarta province. This study employs a quantitative methodology, as well as a survey method. According to study's research hypothesis testing, 1)personality has a direct positive effect on organisational citizenship behaviour, 2)organizational environment has a direct positive effect on organisational citizenship behaviour.

Anabelie V. Valdez et al. (2019) investigate the association between teachers' profiles, school organisational environment, and teachers' work satisfaction. According to the findings of the statistical study, teacher characteristics such as age, marital status, educational attainment, & teaching experience have a positive and substantial relationship with organisational environment and work satisfaction. Similarly, organisational environment and work satisfaction are highly associated and have inversely proportional connections.

Katsantonis and Ioannis (2020) investigated two issues: (a) to confirm mediating role of teachers' self-efficacy in relationship b/w school environment and teachers' job satisfaction, and (b) to tease apart any cross-cultural effects of association of self-efficacy & job satisfaction by comparing teachers' responses. According to findings, self-efficacy is a moderating variable in relationship between school environment & job satisfaction at individual level across cultures, which is consistent with earlier research. Furthermore, the GLM indicated statistically significant cross-cultural differences in teachers' work satisfaction & self-efficacy answers. These findings have consequences for well-being & resilience of teachers.

Haresol Khun-inkeeree et al. (2021) discovered a substantial association between work satisfaction and all organisational characteristics (environment, student interaction, cooperation, decision-making, educational innovation, & school resources). These variables also emerged from the content analysis of interviews on positive and negative feedback from organisational environment topics impacting work satisfaction.

ANALYSIS

Table 1 Classification of achieved scores on job satisfaction inventory by teachers working in open and autonomous environment

CLASS	OPEN ENVIRONMENT		AUTONOMOUS ENVIRONMENT	
	FREQUENCY	%	FREQUENCY	%
65-84	1	1.39	1	1.52
85-104	0	0	0	0
105-124	3	4.17	1	1.52
125-144	7	9.72	2	3.03
145-164	36	50	34	51.52
165-184	25	34.72	28	42.42
Total	72	100	66	100
Mean	156.90		161.36	
Standard Deviation	17.51		15.12	

According to Table 1, mean of Job satisfaction Inventory scores obtained by Teachers working in Autonomous environment is greater than the mean of Job satisfaction Inventory scores obtained by Teachers working in Open environment. As a result, it is clear that Teachers working in Autonomous environments are more satisfied with their jobs than Teachers working in Open environments. However, in order to determine the significance of the difference b/w the mean scores, t-value must be determined. Figure 7 depicts the information on the mean of attained scores as per Table 1.

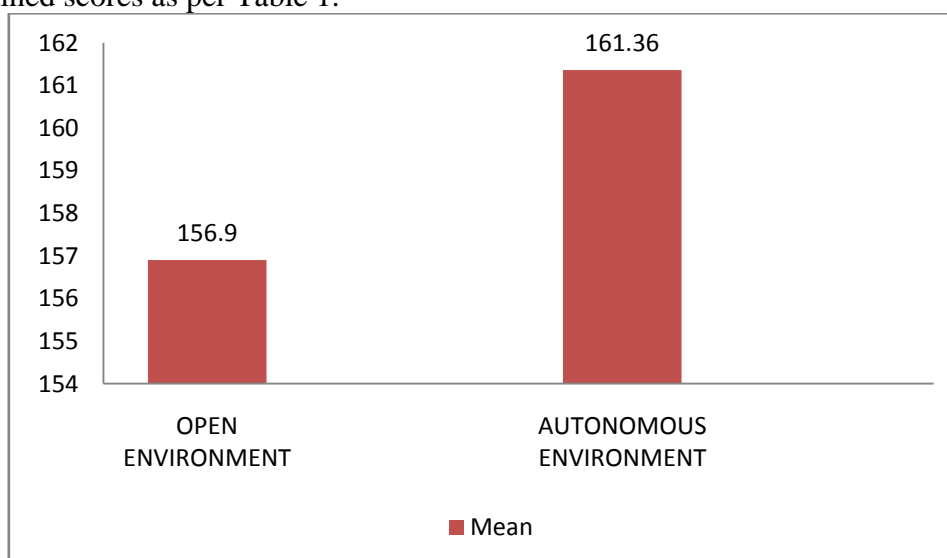


Figure 1 Comparison of mean scores achieved by teachers working in open and autonomous environment

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between Teachers operating in Open Environment and Autonomous Environment. To test this hypothesis, required values such as standard error of mean and t-value were calculated, as shown in Table 2.

Table 2 Mean, standard deviation and t-value of teachers working in open and autonomous environment

ENVIRONMENT	N	MEAN	S.D.	S.D ²	SE _D	MEAN DIFFERENCE	T-VALUE	SIGNIFICANCE LEVEL
Open	72	156.90	17.51	306.65	2.78	4.46	1.60	NS
Autonomou s	66	161.36	15.12	228.57				

(NS= Not Significant)

As shown in Table 2, mean of scores achieved by Teachers in Organizational Environment Description Scale for Teachers in Open Environment is 156.90, and the mean of scores achieved by Teachers in Autonomous Environment is 161.36, the standard deviation of scores achieved by Teachers in Open Environment is 17.51, and the standard error of mean difference is 2.78, and the t value is 1.60. As a result, the estimated t-value is smaller than table value of 1.96 at the 0.05 level. As a result, there is no significant difference in the mean job satisfaction scores of Teachers working in Open and Autonomous Environments.

Table 3 classification of achieved scores by teachers on job satisfaction inventory working in open environment and controlled environment

CLASS	OPEN ENVIRONMENT		CONTROLLED ENVIRONMENT	
	FREQUENCY	%	FREQUENCY	%
65-84	1	1.39	8	21.62
85-104	0	0	9	24.32
105-124	3	4.17	2	5.41
125-144	7	9.72	10	27.03
145-164	36	50	2	5.41
165-184	25	34.72	6	16.22
TOTAL	72	100	37	100
MEAN	156.90		120.41	
STANDARD DEVIATION	17.51		35.20	

According to Table 3, mean of Job satisfaction Inventory scores attained by Teachers working in Open environment is greater than the mean of Job satisfaction Inventory scores achieved by Teachers working in Controlled environment. As a result, it is clear that Teachers working in an Open atmosphere have a greater degree of job satisfaction than Teachers working in a Controlled environment. However, in order to determine significance of difference between the mean scores, 't' value must be determined. Figure 8 explains the information about the mean of attained scores from Table 3.

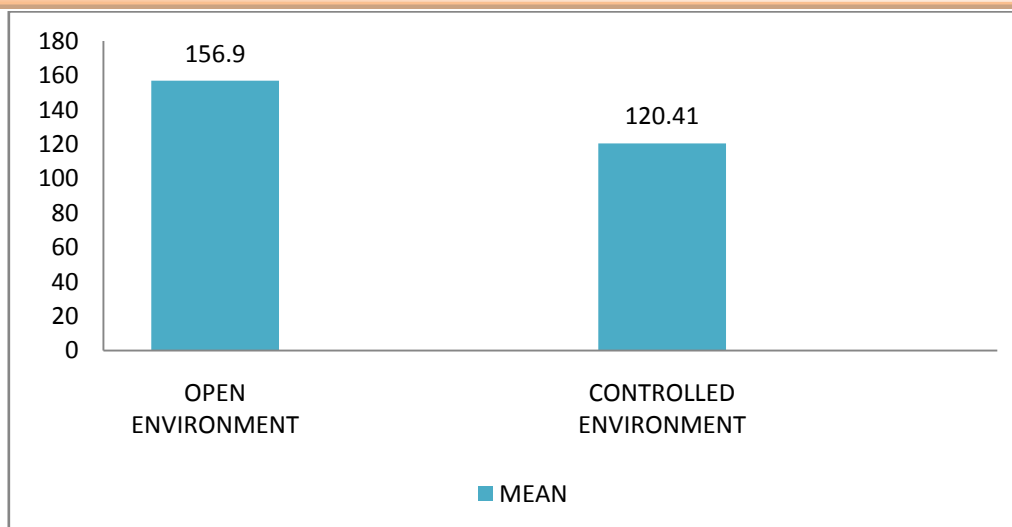


Figure 2 Comparison of mean scores achieved by teachers working in open and controlled environment

The investigator devised a hypothesis to determine the relevance of difference in job satisfaction between Teachers operating in Open Environment and Controlled Environment. Table 4 shows the values that were calculated to test this hypothesis, such as the standard error of mean and the t-value.

Table 4 mean, standard deviation and t-value of teachers working in open environment and controlled environment

ENVIRONMENT	N	MEAN	S.D.	S.D ²	SE _D	MEAN DIFFERENCE	T-VALUE	SIGNIFICANCE LEVEL
Open	72	156.90	17.51	306.65	6.14	36.50	5.94	0.01
Controlled	37	120.40	35.20	1239.30				

(** = Significant at 0.01 Level)

As shown in Table 4, mean of scores achieved by Teachers in the Organizational Environment Description Scale for Teachers in Open Environment is 156.90, while the mean of scores achieved by Teachers in Controlled Environment is 120.40, the standard deviation of scores achieved by Teachers in Open Environment is 17.51, while the standard error of mean difference is 6.14, and the t value is 5.94. As a result, the estimated t-value is more than the table value of 2.58 at 0.01 level. As a result, at the 0.01 level, there is a significant difference in mean job satisfaction scores of Teachers working in Open and Controlled environments. As a result, when mean scores are compared, Teachers working in Open environment had higher mean scores than Teachers working in Controlled environment. Thus, Teachers working in Open environment were shown to be more satisfied with their jobs than Teachers working in Controlled environment.

Table 5 Classification of achieved scores by teachers working in open environment and familiar environment

CLASS	OPEN ENVIRONMENT		FAMILIAR ENVIRONMENT	
	FREQUENC Y	%	FREQUENCY	%
65-84	1	1.39	1	2.22
85-104	0	0	2	4.44
105-124	3	4.17	2	4.44
125-144	7	9.72	12	26.67
145-164	36	50	16	35.56
165-184	25	34.72	12	26.67
Total	72	100	45	100
Mean	156.90		149.44	
Standard Deviation	17.51		21.14	

According to Table 5, the mean of Job Satisfaction Inventory scores reached by Teachers working in Open atmosphere is greater than the mean of scores earned by Teachers working in Familiar environment. As a result, it is clear that Teachers working in an open atmosphere have better job satisfaction than Teachers working in a familiar context. However, in order to determine the significance of difference between the mean scores, the 't' value must be determined. Figure 3 depicts the information on the mean of attained scores as per Table 5.

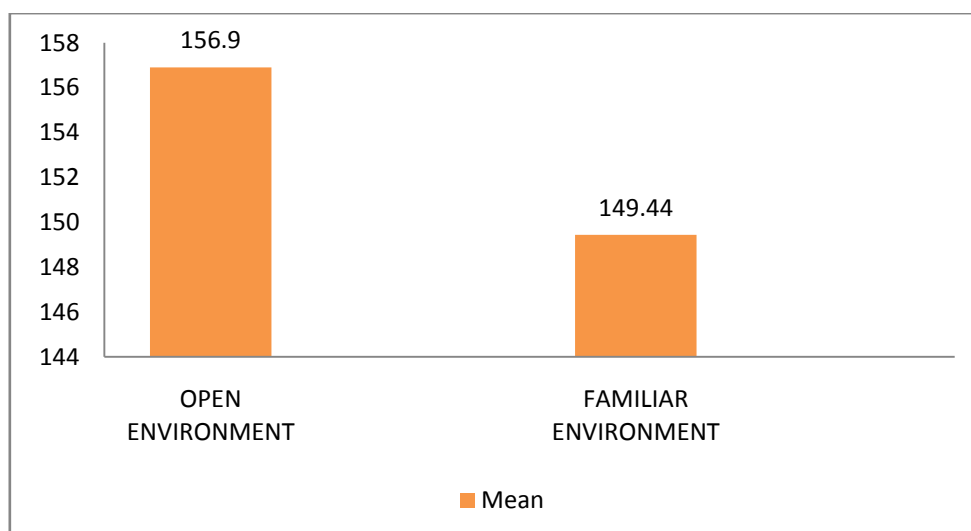


Figure 3 comparison of mean scores achieved by teachers working in open and familiar environment

The investigator devised a hypothesis to determine relevance of the difference in job satisfaction between Teachers operating in Open Environment and Familiar Environment. Table 6 shows the values that were calculated to test this hypothesis, such as the standard error of mean and the t-value.

Table 6 mean, standard deviation and t-value of teachers working in open environment and familiar environment

ENVIRONMENT	N	MEAN	S.D.	S.D ²	SE _D	MEAN DIFFERENCE	T-VALUE	SIGNIFICANCE LEVEL
Open	72	156.90	17.51	306.65	3.77	7.46	1.98	0.05*
Familiar	45	149.44	21.14	446.75				

(* = Significant at 0.05 Level)

As shown in Table 6, the mean of scores obtained by Teachers in Organizational Environment Description Scale for Teachers in Open Environment is 156.90 and 149.44, the standard deviation of scores obtained by Teachers in Open Environment is 17.51 and 21.14, the standard error of mean difference is 3.77, and the t value is 1.98. As a result, the estimated t-value is more than the table value of 1.96 at the 0.05 level. As a result,

Thus, at the 0.05 level, there is a significant difference in mean job satisfaction scores of Teachers working in Open and Familiar environments. As a result, when mean scores are compared, Teachers working in Open environment had higher mean scores than Teachers working in Familiar environment. Thus, Teachers working in an Open atmosphere were shown to be more satisfied with their jobs than Teachers working in a Familiar environment.

CONCLUSIONS

Job Satisfaction of Teachers Inventory, Organizational Environment Description Scale for HSS schools, and Personality Characteristics of Teachers SS students may find inventory beneficial in their research work. HSS schools can use the Teacher's Job Satisfaction Inventory to determine three degrees of job satisfaction: high, average, and low. Organizational Environment Description Scale for HSS schools to determine the sort of organisational environment in their institution and Teacher's Personality Characteristics Inventory to determine three degrees of personality-effective, usual, and frail. The results of the Teacher's Job Satisfaction Inventory may be useful in taking appropriate actions to improve levels of job satisfaction among Teachers. The Organizational Environment Description Scale for HSS schools scores may be useful in determining the sort of organisational environment that provides a healthy atmosphere in HSS schools. Teachers' Personality Characteristics Inventory scores may be useful in raising their personality level.

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