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JOB SATISFACTION AMONG PARA TEACHERS IN SECONDARY SCHOOL: AN ASSESSMENT

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Abstract: One of the most significant factors that might inspire a teacher to work more both inside and outside the classroom is job satisfaction. But what amount of work satisfaction do Para instructors have? They're happy with the work they're doing. Thus, the research evaluates secondary school Para teachers' work satisfaction. The study was done through a questionnaire developed by Sujauddin gharami and Abhijit Guha. The sample was taken from different secondary school teachers of dist - Paschim medinipur. 100 para teachers have been selected randomly for the current study. After collecting the data from different teachers, it was entry in excel sheet and analyzed by SPSS software version 17 after which mean value and t test were done. Findings of the study indicate that Trained Teachers' mean score of job satisfaction is higher than that of the untrained teachers, Mean score of the job satisfaction of the science Para teachers is lower than that of the arts teachers and there is no significant difference of job satisfaction between male and female Para teachers.

Keywords: secondary school, job satisfaction, untrained teachers, Para teachers.

Introduction: Every work involves making a living so that people may take care of their physiological necessities. Humans are engaged in many types of labour in order to live. It is a crucial component of their everyday lives. Pleasure or contentment are examples of satisfaction. When

someone feels mentally and emotionally satisfied while working, it is referred to as satisfaction. They are not being excluded by the

instructors. One of the most crucial components of an evolving educational process is the job happiness of instructors.

For the objectives of this research, the following elements are ranked in order of importance: money, security, coworkers, working conditions, supervision, promotion, recognition, responsibility, and the nature of the work itself (Lester, 1984).

The workplace, or organization, is a split environment where workers have an impact on the organization and organizations have an impact on workers. Workers have the same influence over the organization as they have over themselves in terms of "thoughts, feelings, and actions in the workplace and away from it" (Brief & Weiss, 2002, p. 280). "Teacher autonomy, administrative support and leadership, and staff collegiality" are the most frequently cited, most significant predictors of teacher job satisfaction (*Garca Torres, 2018, p. 130; see also Johnson et al., 2012; Ma & MacMillan, 1999; Shen et al., 2012; Skaalvik & Skaalvik, 2009; Stockard & Lehman, 2004; Tickle et al., 2011*).

One of the most significant factors that might inspire a teacher to work more both inside and outside the classroom is job satisfaction. But what amount of work satisfaction do Para instructors have? Are they happy with their work? That is a crucial question. The study therefore discovered several crucial factors to gauge the degree of job satisfaction of para teachers. The following factors have been taken into account to gauge how satisfied para teachers are with their jobs: Job security, working conditions, independence and authority, pay satisfaction, workload, access to status and power, and promotion opportunities.

REVIEW OF LITERATURE:

Wakchaure, R.N., and R.M. Gaikwad (2023) The purpose of the current research was to compare secondary school instructors who work for the government and those who do not. The sample consists of 200 secondary school instructors who were chosen at random from both government and non-government secondary schools, in equal numbers. A work satisfaction measure created by Meera Dixit was used to gather the necessary data. The results showed that there is a substantial difference between government-employed and non-government-employed secondary school instructors, but no significant difference between urban and rural secondary school teachers, male teachers, or female teachers. This indicates that although secondary school teachers in urban and rural areas, as well as both male and female instructors, have positive associations with their jobs, government and non-government secondary school teachers do not.

Mehmet zcan (2022) The convergent method, one of the mixed research methodologies, will be used in this study to examine the levels of work satisfaction among secondary school teachers. The 'Minnesota Job Satisfaction Scale', created by Weiss, Dawis, England, and Lofquist (1967) and translated into Turkish by Baycan (1985), was utilised in the study's quantitative component, which had 330 participating teachers. A semi-structured interview form with 4 questions was utilised in the study's qualitative section to elicit information on the participants' intrinsic and extrinsic work satisfaction aspects. The research also included factors for gender, branch, professional experience, and educational level. As a consequence, the participants' levels of overall work happiness and intrinsic job satisfaction were "satisfied," whereas their levels of extrinsic job satisfaction were "uncertain." When the qualitative data were analysed, it was found that the participants' intrinsic job satisfaction was influenced by things like appreciation, success, promotion, merit, recognition, and responsibility, while their extrinsic job satisfaction was influenced by things like pay, management, working conditions, justice, and living standards.

Gulsum Bastug (2021) a large difference was discovered between the representatives' pre- and post-workout levels of life satisfaction and professional stress. Representatives engaging in routine office work have decreased levels of occupational stress. Female workers reported less stress on the job than their male counterparts. Employees' levels of life satisfaction and job stress were shown to be linked. Stress in the workplace decreased as employee satisfaction rose.

STATEMENT OF THE PROBLEM:

The federal government has a plan called Para Teacher to tackle the problem of making primary education available to all people. With the launch of the officially financed NFE system in the late 1970s, the employment of Para Teachers in elementary education began on a major scale. However, the employment of paraprofessional teachers in traditional elementary schools did not begin until the 1980s, with the first project being the Government of Himachal Pradesh's "Volunteer Teachers Scheme" in 1984. Therefore, the majority of states now hire para teachers. Since the middle of the 1990s, the usage of Para Teachers has significantly risen in India. In India, there were close to 514,000 Para Teachers employed in 2006–2007 (Mehta, 2007, p212).

In the late 1970s, India began hiring teachers for its part-time educational plan. The justification for using Para Teachers changed at that point. It was suggested that putting up part-time school during hours suited for them was regarded important since the kids couldn't enrol in full-time schools due to "their problems." The instructor had to work a part-time schedule since the kids were only accessible for part-time. There has been a spectacular increase in the number of Para teacher Schemes over the last several years, particularly since the launch of DPEP. Nearly all of the states with a poor educational system have developed the Para Teachers programme. Although the origins

and approaches of the many Para Teacher programmes vary greatly, they all have the low pay and contractual hiring of the instructors as a common element.

SIGNIFICANCE OF THE STUDY

There is a perception these days that instructors don't feel satisfied with their profession as a result of bigger classes, heavier workloads, unpleasant working conditions, and other things. Any country's development and standard cannot exceed the quality of its educational institutions and educational system. Any educational program's standards can never surpass those of its instructors. Consequently, the research will evaluate secondary school graduates' employment satisfaction. Teachers, please Numerous studies on instructors have previously been conducted. Primary, secondary, and upper secondary schools all report high levels of job satisfaction. It is critical that secondary school teachers strive for the highest degree of job satisfaction in all facets of their work.

The attainment of a high level of academic performance by the students is the ultimate objective of every educational institution.

OBJECTIVES OF THE STUDY

The general objective of the study is to assess the overall job satisfaction of Para teacher in secondary school under categorical variables like gender, discipline and professional qualification.

HYPOTHESES OF THE STUDY

Ho1. -There will be no significant difference between male and female teacher in their job satisfaction.

Ho2. -There will be no significant difference between science teachers and arts teachers in their job satisfaction.

Ho3. There will be no significance difference between trained teachers and untrained teachers in their job satisfaction.

Methodology: The study was done through a questionnaire developed by Sujauddin gharami and Abhijit Guha. The sample was taken from different secondary school teachers of dist - Paschim medinipur. The entire question has six dimension including (1.working condition 2. Income.3.Self esteem. 4. Policy and management. 5. Intrinsic reward. 6. Inter personal relation). Every dimension has several sub dimensions and the sub dimension presented as five point rating scale. They are strongly agree, Agree, Undecided, Disagree, and Strongly Disagree. After collecting the data from different teachers, it was entry in excel sheet and analyzed by SPSS software version 17 after which mean value and t test were done.

Distribution of Sample

| Group | Sub Group | N |
|------------|-----------|----|
| Gender | Male | 59 |
| | Female | 41 |
| Discipline | Science | 42 |
| | Arts | 58 |
| Training | Trained | 43 |
| | Untrained | 57 |

Hypothesis testing (Ho₂): There is no significance difference between male and female teachers

Table 1: Group statistics for male and female Para teachers

| JOB SATISFACTION | N | Mean | Std. Deviation | Std. Error OF Mean |
|------------------|----|-------|----------------|--------------------|
| Male | 59 | 84.01 | 9.27 | 1.20 |
| Female | 41 | 86.24 | 6.66 | 1.04 |

t' Test for the difference of job satisfaction between male and female Para teachers

| JOB SATISFACTION | t-test for Equality of Means | | |
|-------------------------|------------------------------|----|--------------------------|
| | t | df | Sig. (2-tailed)/ P value |
| Equal variances assumed | 1.31 | 98 | .191 |

From the above table it was seen that female teachers were not significantly more satisfied than male teachers as the t value (1.318) is not significant because table value is greater than calculated value at .05 levels. So the null hypothesis (Ho₂) is retained.

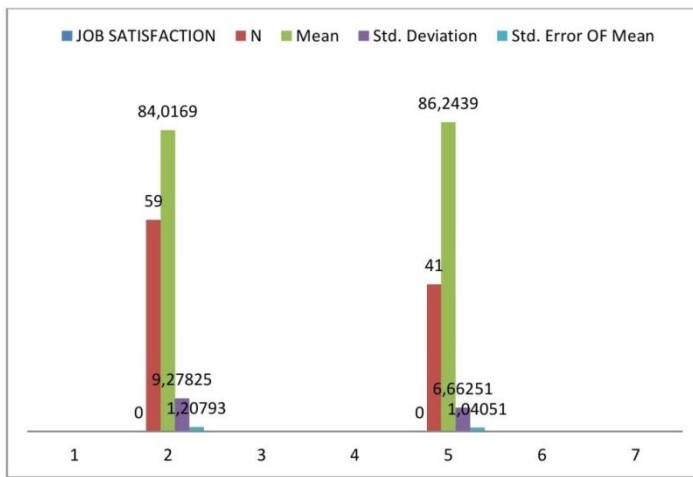


Fig. 1 Showing Mean and SD of Male and Female para teachers

Hypothesis testing (H_{01}): There is no significance difference between Science and Arts teachers.

Table2: Group Statistics for Science and Arts Para Teachers

Group Statistics

| JOB SATISFACTION | DISCIPLINE | N | Mean | Std. Deviation | Std. Error OF Mean |
|------------------|------------|----|-------|----------------|--------------------|
| | SCIENCE | 42 | 82.72 | 8.55 | 1.42 |
| | ARTS | 58 | 85.98 | 7.67 | 1.00 |

t Test for difference between Science and arts Para teachers

| JOB SATISFACTION | t-test for Equality of Means | | |
|-------------------------|------------------------------|----|--------------------------|
| | t | df | Sig. (2-tailed)/ P value |
| Equal variances assumed | -1.915 | 98 | .059 |

From the above table it was seen that t value (1.915) is not significant because table value is greater than calculated value at 0.05 level. So the null hypothesis (H03) is retained. It can be concluded that art teachers were not significantly more satisfied than science teachers.

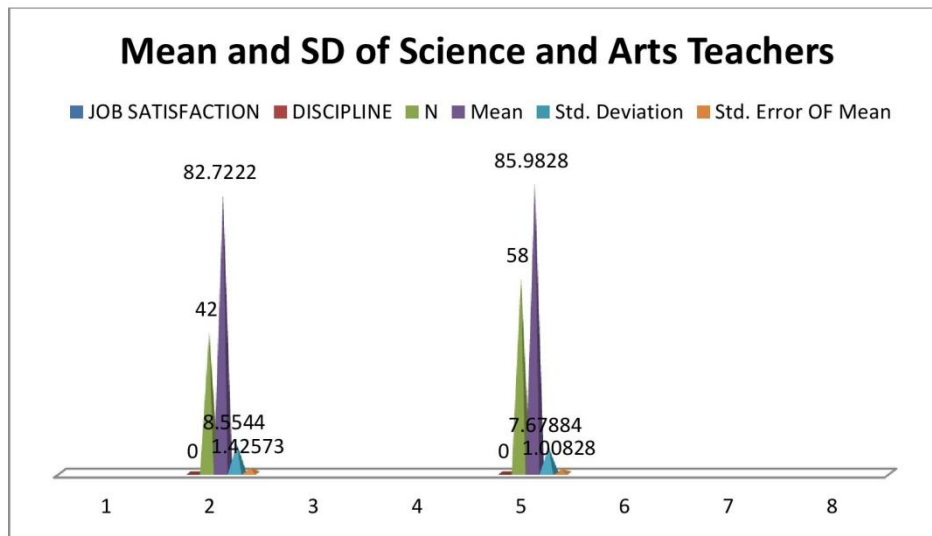


Fig.2: Showing mean and SD of the job satisfaction of Science and Arts Teachers.

Hypothesis testing (H04): There will be no significance difference between trained teachers and untrained teachers in their job satisfaction.

Table No 3 Group Statistics for Trained and Untrained Para Teachers

| JOB SATISFACTION | TRAINING | N | Mean | Std. Deviation | Std. Error OF Mean |
|------------------|-----------|----|-------|----------------|--------------------|
| | TRAINED | 43 | 85.97 | 7.33 | 1.11 |
| | UNTRAINED | 57 | 84.14 | 9.01 | 1.19 |

t test for difference of job satisfaction between Trained and Untrained Para Teachers

| JOB SATISFACTION | t-test for Equality of Means | | |
|-------------------------|------------------------------|----|--------------------------|
| | t | df | Sig. (2-tailed)/ P value |
| Equal variances assumed | 1.091 | 98 | .278 |

From the above table: 8 it was seen that the calculated t value is 1.091 which is not significant because table value is greater than calculated value at 0.05 level. So the null hypothesis (H₀) is retained. So it can be concluded that trained teachers were not significantly more satisfied than untrained teachers.

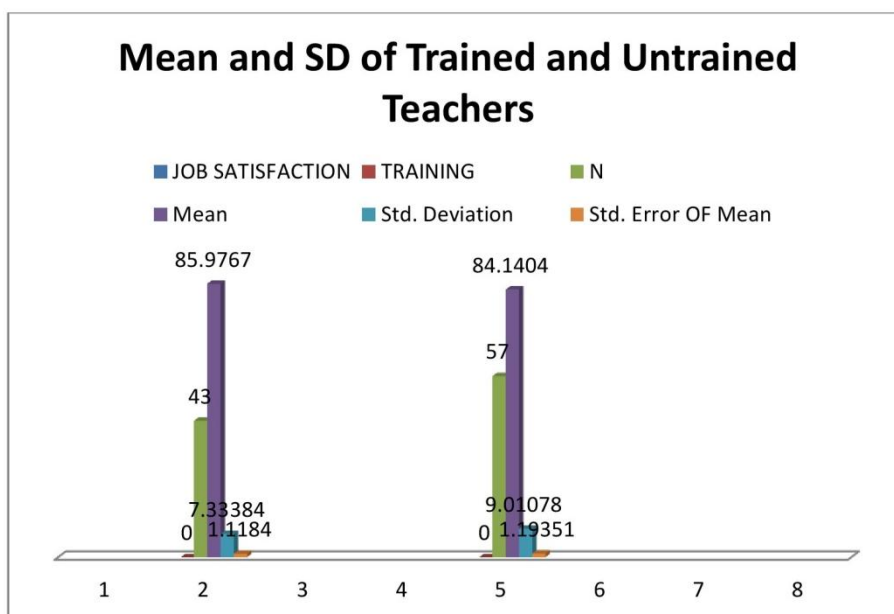


Fig. 3: Showing Mean and SD of Job satisfaction of Trained and Untrained Para Teachers

Findings of the study:

- Trained Teachers' mean score of job satisfaction is higher than that of the untrained teachers.
- Mean score of the job satisfaction of the science Para teachers is lower than that of the arts teachers.
- There is no significant difference of job satisfaction between male and female Para teachers.

Limitation of the Study:

- The present study is limited to Paschim Medinipur district only
- Only 100 para teachers have been selected for the present study.

Recommendation for further studies:

1. The study was restricted to job satisfaction of Para teachers. It might be conducted for other teacher teaching in primary and secondary school, private school and govt, school etc.
2. The present study was conducted in dist. Paschim Medinipur only. The study therefore cannot claim to have comprehensiveness. Its conclusions might not be universally valid. Therefore, there was a need of cross validation of the reported results with samples from other district of west Bengal.
3. The present study was conducted on only 100 Para teachers teaching in secondary school. It was, therefore recommended that this research might be carried out on a larger samples from the similar population elsewhere.

Conclusion:

Teaching is still seen as a respectable vocation in society, although instructors do not always get the respect they are due. The status of a teacher is based on his or her educational background and training, sincerity towards the pupils, use of cutting-edge teaching methods, and relationship with the students. Most professors had excellent credentials, but they were not highly compensated. The institution's leader should never fail to thank instructors for their effort and dedication. One of the most important features of any career under consideration is likely to be job happiness. In general, the level of work satisfaction was closely correlated with any profession's performance. Therefore, it might be claimed that the relevant authorities should endeavour to create a highly conducive atmosphere in both rural and urban areas. so that teachers may love their jobs and do their best to benefit all of humanity.

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