

AN EXPLORATIVE STUDY OF JOB DISSATISFACTION OF SECONDARY SCHOOL TEACHERS OF DELHI

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ABSTRACT

With opening up of the economy in 1991, under the leadership of the then finance minister of India and one of the leading economists of that era, Dr. Manmohan Singh, India for the first time experienced growth of professionalism in the education and training industry. This led to raise of profitability of Indian education houses. That attracted others to join this business. So the number of players increased bringing profitability down. At this phase Government of India started taking measures for minimising job dissatisfaction of teachers to ensure smooth running of this industry. That provided ample scope of research on this topic, thereby opening the doors of this research. This research does not have its roots in any previous research and is the first of its kind. So an explorative approach was taken for this study. Data was collected from 300 secondary school teachers of Delhi as it was decided to pursue the study on this segment of teachers. On analysing the data it was seen that one of the major reasons of dissatisfaction of the segmented teachers were arising from the job environment.

Key words: Explorative study, job dissatisfaction, secondary school and teachers.

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INTRODUCTION

In India, education was never thought to be a saleable commodity. But the scenario changed after 1991. It was in this year that India experienced liberalisation of the economy for the first time in her history. That opened the doors of the Indian businesses. Thus, India became a part of the globalised world. Commodities manufactured in India were reaching far off places where the name of this country was never heard before. This gave rise to profitability of Indian businesses. Hence slowly and gradually the number of players in these fields started to rise. This gave birth to stiff competition among Indian businesses. The education and training industry was also not an exception to this trend. There was tough battle going on for snatching each other's business. It was at this phase that Government of India formed two bodies, National Knowledge Commission (2005) and Yashpal Committee (2009) under the leadership of Sam Pitroda and an eminent educationist and scientist of that period, Professor Yashpal, respectively. Both these bodies suggested taking care of teachers' job dissatisfaction. It was since then that ample scope was provided to research in this area or related areas, thereby opening the possibilities of this research on the secondary school teachers of Delhi.

LITERATURE REVIEW

A good amount of research has been done on topics related to teachers' job dissatisfaction. Articles and features have been published in journals on the basis of those theses and dissertations. Review of similar such literatures are presented below:

- **Evidence from China:**

Bochen Pan, Xue Shen, Li Liu, Yilong Yang and Lie Wang pursued a research in 2015 on factors associated with job dissatisfaction among university teachers in north-eastern region of China. The objectives of this study were to assess the levels of job dissatisfaction among university teachers and clarify the factors behind it.

A cross sectional study was conducted between November, 2013 and January, 2014. 1,500 teachers from six universities in Shenyang were randomly sampled. They were interviewed using a structured questionnaire.

The overall level of job dissatisfaction among the interviewed teachers was almost 30%. The research revealed that occupational stress and chronic diseases had a devastating impact on teachers leading to their job dissatisfaction. Organisational support and increase in monthly income had a positive influence on job satisfaction levels of teachers.

In conclusion, it was pointed out that in general Chinese universities had a moderate level of job satisfaction. It was recommended by the researchers that increase in organisational support is necessary to decrease job dissatisfaction among teachers.

- **Evidence from South Africa:**

An article titled "Teaching Methods and Students' Academic Performance" written by Elvis Munyaradzi Ganyaupfu was published in September, 2013 in International Journal of Humanities and Social Science Invention.

In this study the scholar had set up the research objective of investigating the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students from Department of Economics and Business Sciences from various colleges, were interviewed. The mean score results demonstrated that teacher-student interactive method was the most effective teaching method. It was followed by student centred method. The teacher centred method was the least effective teaching method.

- **Evidence from U.S.A.:**

Thomas Dee and James Wyckoff prepared a research article titled "Incentives, Selection, And Teacher Performance: Evidence from Impact" which was published in NBER Working Paper Series in October, 2013. This entire research was submitted in National Bureau of Economic Research at Massachusetts, U.S.A.

In this study the researchers pointed out that in U.S.A. teachers were compensated on the basis of fixed schedules that rewarded credentials and experience. However, there was a growth in the demand of performance based incentives for teachers which would be based on their periodical evaluation.

This study presented novel evidence on this topic based on IMPACT, the controversial teacher-evaluation system introduced in the District of Columbia Public Schools by the then Chancellor Michelle Rhee. IMPACT implemented uniquely high-powered incentives linked to multiple measures of teacher performance (i.e., several structured observational measures as well as test performance).

The researchers presented regression-discontinuity (RD) estimates that compared the retention and performance outcomes among low-performing teachers whose ratings placed them near the threshold that implied a strong dismissal threat. Also, outcomes among high-performing teachers whose rating placed them near a threshold that implied an unusually large financial incentive were compared. RD results indicated that dismissal threats increased the voluntary attrition of low-performing teachers by 11 percentage points (i.e., more than 50 percent) and improved the performance of teachers who remained by 0.27 of a teacher-level standard deviation. We also find evidence that financial incentives further improved the performance of high-performing teachers (effect size = 0.24).

RESEARCH METHODOLOGY

The aim of this study was to build a foundation for further explorative or applied research in this area or related areas. This study is a first of its kind and does not have its roots in any previous research. So the exploratory research approach was selected for this research with the expectation that this study will provide a base/ foundation to similar research in future.

The data required for this study was collected from 300 secondary school teachers of Delhi with the help of a structured questionnaire. These teachers were from three schools which were —

- Tagore International School in Paschimi Marg, Vasant Vihar, New Delhi.
- Guru Harkishan Public School in Kalkaji, New Delhi.
- Apeejay Public School in Pitampura, Sainik Vihar, Delhi.

The responses from the respondents were tabulated in a spread sheet and then the mean was computed to get a concrete idea about the patterns of the responses captured. The patterns of these responses were analyzed and interpreted in the context of the study. Finally conclusions were reached and recommendations framed.

DATA ANALYSIS AND INTERPRETATIONS

After collecting the data, it was tabulated in a spreadsheet and the mean was computed in order to get an idea of the tendency of the respondents. Subsequently the data was analysed and interpreted, which are presented below:

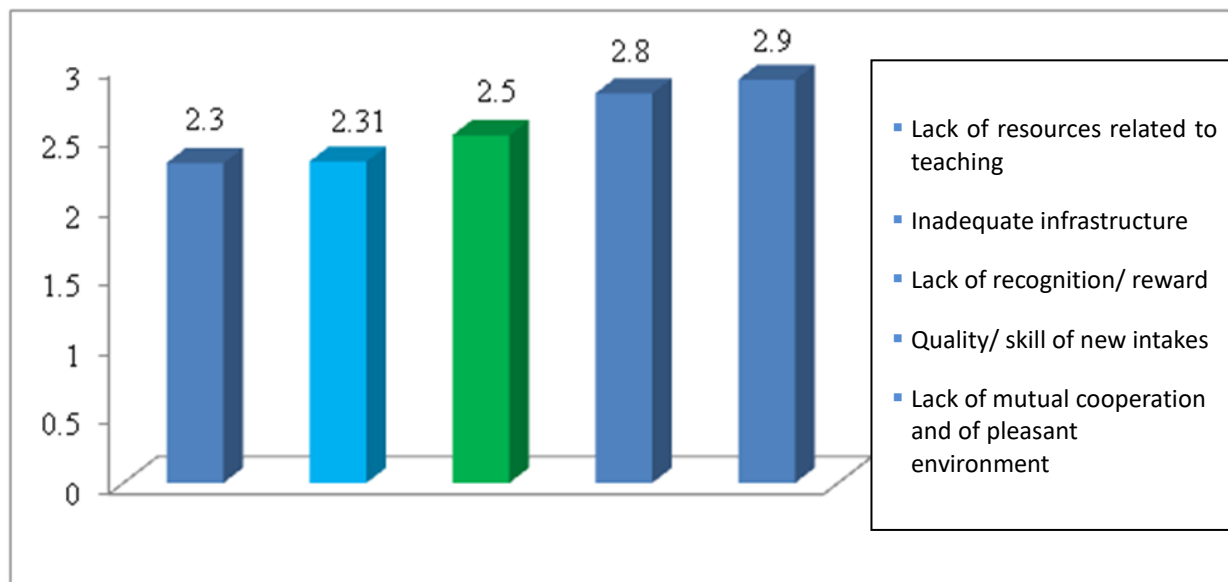
Table - 1: Factors Responsible for Job Dissatisfaction

Ranking	Factors Responsible for Job Dissatisfaction	Mean
1	Lack of mutual cooperation among peers and of pleasant environment	2.90
2	Quality/ Skill of new intakes	2.80
3	Lack of recognition/ reward	2.50
4	Inadequate infrastructure	2.31
5	Lack of resources related to teaching	2.30

According to the displayed data in the table drawn above, the factors primarily responsible for job dissatisfaction of secondary school teachers of Delhi are lack of mutual cooperation among peers and of pleasant environment (2.9) and of quality of the new intakes (2.8). Lack of recognition and reward (2.5) has been given a medium rank of 3. The

factors least responsible for generation of job dissatisfaction are inadequate infrastructure (2.31) and lack of resources related to teaching (2.3). Resources related to teaching would include books, notes, journals, stationeries etc. This data alignment clearly indicates that there is huge area for improvement in building a positive environment within the work place and recruitment of new staff. Graphically this data has been represented as follows.

Graph - 1: Factors Responsible for Job Dissatisfaction



CONCLUSIONS AND RECOMMENDATIONS

A detailed study of the literatures, adoption of an exploratory research approach, analysis and interpretation of the data collected has brought forward important conclusions, which are being cited below along with recommendations.

Table - 2: Conclusions and Recommendations

Conclusions	Recommendations
<p>This is an explorative research. It is a first of its kind.</p> <p>So while framing the structured questionnaire which was used to interview the respondents, some open ended questions were included. This was done with the objective of getting the idea from the respondents and not limiting the process of exploring possibilities for various questions.</p> <p>One such open ended question was asked to the respondents about the factors that instigate job dissatisfaction among them. The respondents identified five factors and in order of importance these were lack of cooperation among peers and of a pleasant work environment, quality/ skill level of the intakes, lack of recognition and reward, inadequate infrastructure and lack of resources related to teaching. It will be interesting to note in this context that all these factors of job</p>	<p>These secondary school teachers of Delhi, who were the respondents in the survey, cannot be motivated by financial rewards. They are only talking about work condition and job environment related factors. To improve the work condition and job environment related factors the following recommendations are being made:</p> <ul style="list-style-type: none"> • Close interaction with peers may bring them closer to each other. • Well defined job roles and responsibilities may obviate overlapping of tasks, thereby improving the condition of the existing job environment. • Proper industrial relations policy should be framed to take care of the collisions and

dissatisfaction, that the respondents spoke about, were not related to physiological needs. These were mostly related to working conditions. When asked about factors of job satisfaction, these same sets of respondents remarked that a proper working environment keeps them satisfied. Thus, there is a pattern in the way the respondents have answered the questions in the questionnaire.

tensions between employees in the schools.

- An unbiased system of performance appraisal should be developed and implemented in order to avoid the feelings of being cheated and neglected.
- From time to time, the efforts of these teachers should be recognised. That will help the teachers to develop a bond with their workplace.

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