

A Study on Satisfaction Level in Teachers with Special Reference to Prakasam District

Dr. Talluri Mary Jones¹, Kaluva Mahesh², and Degala Pushpa Sri³

^{1,2}Associate Professor, Department of MBA, PACE Institute of Technology and Sciences, Ongole. Andhra Pradesh India

³Assistant Professor, Department of of Computer Science & Engineering, PACE Institute of Technology and Sciences, Ongole. Andhra Pradesh India

Correspondence should be addressed to Dr. Talluri Mary Jones; mary_jones@pace.ac.in

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ABSTRACT- A teacher is a nation builder, and learning is the best attribute of the nation builders. A teacher develops all profession by moulding the students. The world is transforming at a more excellent pace, and we need to upgrade in many dimensions. A teacher should always be on his toes to specify the changes in every discipline and adopt them in their teachings to enrich the students with suitable skills. In this regard, this study is taken up to list out the factors encouraging a teacher to learn. The study is conducted on teachers in Andhra Pradesh who expressed that professional development is the most critical influencer for learning.

KEYWORDS- Lifelong Learning, Teacher, Compensation

I. INTRODUCTION

Fellow citizens, why do you turn and scrape every stone to gather wealth, and take so little care of your children to whom one day must you relinquish it all.

– Socrates

The growth of a country, the happiness of a family, depends on future generations. The future generations should be strong enough to build the family, group, organization or a country. The destiny of a country is determined by a teacher. A teacher is the one who moulds the students to suit the transforming environment. A child spends more than 20,000 hours in a school, and it is the role of a teacher to educate them. A teacher makes the student think, enlightens them and makes them respond to the situations favorably. For this, every teacher should be a continuous learner. This article focuses on the teacher being a continuous learner.

II. LITERATURE REVIEW

(Anna Toropova, 2021) The study focused on establishing relationship between the satisfaction level and their retention level in the organizations. The research is being conducted in Sweden for Eight grade Mathematics teachers. The study reveals that the workload, teacher cooperation and teacher perceptions of student discipline were the factors that are closely intertwined with teacher job satisfaction. The female teachers with more efficacy

and exposure to professional development are having higher levels of satisfaction.

(Hursen, 2013) The study investigated the view of teacher's on lifelong learning. The study found that the financial problems, policies of the government and the profile of the learner are affecting the lifelong learning of a teacher. Along with these, the teacher training institutes and the Ministry of Education also play a major role in it. The institutes should design the curriculum to encourage the teachers with pre-service teachers' desire for learning and should support them with positive attitudes in learning. The participants opined their views that the education policies are not stable. They are changing the policies regularly, and it is difficult for the teacher's to adjust with them. Furthermore, as most of the teachers are facing the problems of financial issues, the ministry should support teachers financially to attend professional development activities.

(Dr Sunil Kumar Sain, 2014) A teacher is the one who acts as a mediator between a rapidly evolving world and the pupils who enter it. The competitive world raised the concern for standard reforms in the education sector which finally questions the quality of a teacher. A teacher is finally the vital person who helps people develop their talents and potential for personal growth. This article focuses on the challenges of a teacher in nurturing a child in this competitive era. The teacher is obliged to continue learning to ensure successful learning of a student. With the advent of autonomous learning modes in technology, the teacher should take the responsibility to enrich themselves and retain it for a long period.

(Reza Alami, 2015) The study analyses the role of human resources management in improving the effectiveness of education staff. The human resources management focuses on recruitment, selection, training, development, performance evaluation of staff in the organizational unit. They ensure that the best staff is recruited, trained and perform in the organization. Human resource management focuses on the education staff are properly trained or not and ensure that they perform well.

(IMAM, 2011) The government of India initiated reforms in the education sector with the quality and excellence of the teacher as a major concern. The article gives an overview of the education of a teacher and their evaluation in India. It is observed that teacher education is a difficult task as the teacher education programmes are provided by many institutions. But the problem is that the teacher is

losing the decision making authority in a classroom. This is reducing the level of responsibility among teachers. Thus a proper positive policy environment is required to improve the teacher education and the quality of a student. The government and educators should also understand the links properly between schooling and the social and cultural environment and the kind of informal learning that the student is getting from the outside world. The quality and excellence can be improved in India if there is Concentrated listening, Thirst quenching listening, and learner trained to learn.

(Dixit, 2014) The teachers are considered to the most important tool for improving the quality of students of a country. And this is possible by updating the education system. In this study various areas of teaching, research, and scientific methods to be implemented in education system are being studied.

(Coolahan, 2002) Coolahan conducted study to provide the information to the policy holders to formulate the policies needed for improving the education system. The most important instrument to attain this is a quality teacher. The quality of a teacher is affected by many factors including the government rules and regulations. Hence, government should take initiatives to improve the quality of teachers and thereby the education in India.

A. OBJECTIVES

- To measure the satisfaction level of a teacher towards their job.
- To examine the factors influencing the teacher towards life-extended learning

III. RESEARCH METHODOLOGY

Research Design: Descriptive Research

Sampling Design: The population is all teachers. Thus the population is countable but infinite thus a sample size of 379 is taken by convenience sampling. The instrument used for data collection is a structured questionnaire.

Primary Data Sources: Teachers working in Prakasam District.

- Secondary Data Sources: Journals, Magazines, Newspapers, books etc.
- Research approach: A survey method
- Research instrument: Structured questionnaire
- Contact method: Personal contact

B. Hypotheses

- H0: There is no significant relationship between Learning of a teacher and Age.
- H1: There is a significant relationship between Learning of a teacher and Age.
- Statistical Tools Used: Chi-square Test, ANOVA, Mann Whitney Test

C. RESULTS AND DISCUSSION

- Gender: Majority of the respondents are males (n=231, 60.9%) and the remaining are females (n=148, 39.1%).
- Age: Most of the respondents are in the age group of 25 – 30 years (n=123, 32.5%), 91 respondents are in the age group of 35 – 40 Years (24%), 84 (22.2%) are below 25 years, 51 (13.5%) respondents are in the range of 41 – 50 years, 28 (7.4%) are in the age group of 51 – 60 years and 2(0.5%) respondents are above 60 years of age.
- Employment Status: Majority of the respondents (n=323, 85.2%) are full-time employees, and 55 respondents (14.5%) are part-time employees.
- Educational Qualification: The sample reveals that majority of the respondents (n=221, 58.3%) are postgraduates, 88 (23.2%) of the respondents are undergraduates, 63 (16.6%) respondents are doctorates, and 7 (1.8%) respondents are under others category.
- Experience: Most of the respondents are in the experience of 3 – 5 years (n=107, 28.2%), 99 respondents are with 6 – 10 Years (26.1%) of experience, 60 (15.8%) are with 1 – 2 years of experience, 55 (14.5%) respondents are in the range of 11 – 15 years of experience, 34 (9%) are having more than 20 years of experience, and 24(6.3%) respondents are with 16 – 20 years of experience(see table 1 to table 4).

Table 1: Demographic profile of Respondents

Characteristics	Groups	Frequency	Percent
GENDER	MALE	231	60.9
	FEMALE	148	39.1
	Total	379	100.0
AGE	Under 25	84	22.2
	25-30	123	32.5
	31-40	91	24.0
	41-50	51	13.5
	51-60	28	7.4
	Above 60	2	.5
	Total	379	100.0
EMPLOYMENT	Full time	323	85.2
	Part-time	56	14.8
	Total	379	100.0
QUALIFICATION	UG	88	23.2
	PG	221	58.3
	Ph.D	63	16.6
	4	7	1.8
	Total	379	100.0

EXPERIENCE	1-2Years	60	15.8
	3-5Years	107	28.2
	6-10Years	99	26.1
	11-15Years	55	14.5
	16-20Years	24	6.3
	ABOVE 20	34	9
	Total	379	100

Table 2: Descriptives

HPW	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Under 25	84		
25-30	123	2.68	.862	.078	2.53	2.84	1	4
31-40	91	2.58	1.023	.107	2.37	2.80	1	4
41-50	51	3.00	1.039	.146	2.71	3.29	1	4
51-60	28	3.04	1.036	.196	2.63	3.44	1	4
Above 60	2	1.00	.000	.000	1.00	1.00	1	1
Total	379	2.66	.968	.050	2.57	2.76	1	4

Table 3: ANOVA

HPW	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.011	5	4.002	4.464	.001
Within Groups	334.433	373	.897		
Total	354.443	378			

It is observed that p-value is found significant at 95% confidence level ($p=0.001<0.05$). Hence, it is concluded that learning is dependent on age. Thus H_0 can be rejected and results that H_{11} can be accepted.

The study is extended to study the ten factors that affect the life long learning of teachers. Thus Cronbach's alpha test is conducted to measure the internal consistency of the factors...

Table 4: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.888	10

As the test gave a positive signal, the study is continued with the Mann-Whitney Test
 Mann-Whitney Test-
 Mann-Whitney test ranked the top three factors as Professional development undertook, coordination with

Colleagues and Principal, and Student feedback on the teacher teaching(table 5-7). Of the many factors identified from the review of literature, the Mann Whitney test came with these three.

Table 5: Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
I1PASS	378	3.79	1.218	1	5	3.00	4.00	5.00
I2FEEDBACK	379	4.05	1.943	1	34	3.00	4.00	5.00
I3COORDINATION	379	3.83	1.045	1	5	3.00	4.00	5.00
I4INNOVATIVE	378	3.96	1.020	1	5	4.00	4.00	5.00
I5PROFESSIONAL	378	3.88	1.084	1	5	4.00	4.00	5.00
I6CLASSROOMMNGT	379	3.94	1.154	1	5	3.00	4.00	5.00
I7KNOWLEDGE	379	4.08	1.099	1	5	4.00	4.00	5.00
I8LEARNINGNEEDS	379	4.01	2.403	1	45	3.00	4.00	5.00
I9DISCIPLINE	379	4.06	1.160	1	5	3.00	4.00	5.00
I10EXTRA	379	3.81	1.260	1	5	3.00	4.00	5.00
GENDER	379	1.39	.489	1	2	1.00	1.00	2.00

Table 6: Ranks

Gender	N	Mean rank	Sum of ranks	
I1pass	Male	230	178.45	41044.00
	Female	148	206.67	30587.00
	Total	378		
I2feedback	Male	231	183.76	42447.50
	Female	148	199.75	29562.50
	Total	379		
I3coordination	Male	231	186.28	43030.00
	Female	148	195.81	28980.00
	Total	379		
I4innovative	Male	231	182.27	42105.00
	Female	147	200.86	29526.00
	Total	378		
I5professional	Male	231	188.17	43466.50
	Female	147	191.60	28164.50
	Total	378		
I6classroommngt	Male	231	180.05	41591.00
	Female	148	205.53	30419.00
	Total	379		
I7knowledge	Male	231	174.62	40337.50
	Female	148	214.00	31672.50
	Total	379		
I8learningneeds	Male	231	176.20	40703.00
	Female	148	211.53	31307.00
	Total	379		
I9discipline	Male	231	179.18	41389.50
	Female	148	206.90	30620.50
	Total	379		
I10extra	Male	231	188.48	43539.50
	Female	148	192.37	28470.50
	Total	379		

Table 7: Test Statistics

			I1	I2	I3	I4	I5	I6	I7	I8	I9	I10
Mann-Whitney U			1.448E4	15651.500	16234.000	15309.000	16670.500	14795.000	13541.500	13907.000	14593.500	1.674E4
Wilcoxon W			4.104E4	42447.500	43030.000	42105.000	43466.500	41591.000	40337.500	40703.000	41389.500	4.354E4
Z			-2.561	-1.470	-.880	-1.721	-.317	-2.335	-3.659	-3.229	-2.588	-.355
Asymp. Sig. (2-tailed)			.010	.142	.379	.085	.751	.020	.000	.001	.010	.722
Monte Carlo Sig. (2-tailed)	Sig.		.010a	.140a	.375a	.081a	.749a	.018a	.000a	.001a	.010a	.723a
	99% Confidence Interval	Lower Bound	.008	.131	.362	.074	.738	.014	.000	.000	.007	.711
Upper Bound		.013	.148	.387	.088	.760	.021	.001	.002	.012	.734	
Monte Carlo Sig. (1-tailed)	99% Confidence Interval	Lower Bound	.003	.063	.180	.035	.359	.007	.000	.000	.003	.356
		Upper Bound	.007	.077	.201	.046	.384	.012	.000	.001	.007	.380
		Sig.	.005a	.070a	.191a	.040a	.371a	.010a	.000a	.000a	.005a	.368a
a. Based on 10000 sampled tables with starting seed 2048628469.												
b. Grouping Variable: GENDER												

- a. Based on 10000 sampled tables with starting seed 2048628469.
- b. Grouping Variable: GENDER

And professional development is only possible by learning continuously, and the best student feedback is received when we learn and be always updated. Some of the other findings from the survey are as follows(table 8 and 9):

Table 8: Satisfaction of Teachers regarding their compensation packages

How satisfied are you with the compensation packages at this field?	No. of Respondents	% of Respondents
Particulars		
o Very satisfied	37	10
o Satisfied	128	34
o Neither satisfied nor dissatisfied	151	40
o Dissatisfied	42	11
o Very dissatisfied	21	6
Total	379	100

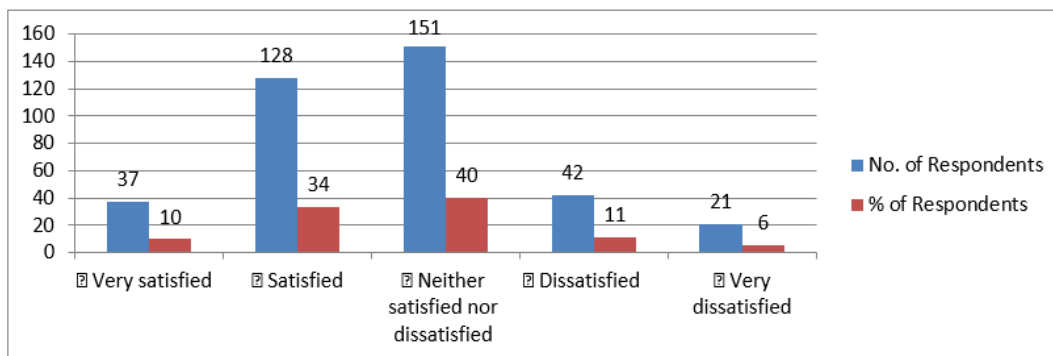


Figure 1: Majority of the respondents are neither satisfied nor dissatisfied

Figure 1 shows the majority of the respondents are neither satisfied nor dissatisfied from the compensation packages.

Table 9: Satisfaction of Teachers regarding their compensation packages

Overall, are you satisfied or dissatisfied with the teaching field?	No. of Respondents	% of Respondents
Particulars		
o Extremely satisfied	95	25
o Very satisfied	199	53
o Somewhat satisfied	51	13
o Not so satisfied	15	4
o Not at all satisfied	19	5
	379	100

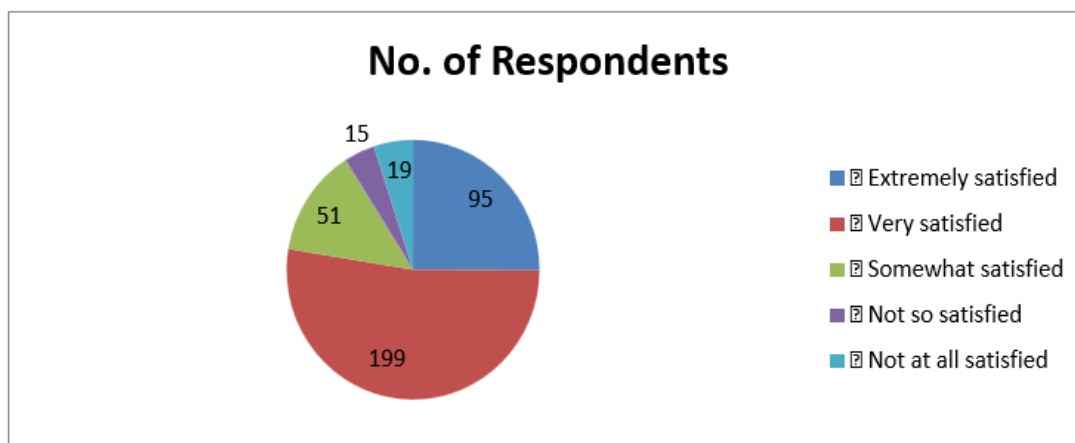


Figure 2: No. of Responses

The majority of the respondents are satisfied with the teaching field. The above figure 1 and figure 2 indicates that they are neither satisfied nor dissatisfied with the compensation package, but this figure indicates that they are more satisfied. This concludes that teaching field is not associated with monetary benefits but by the overall student development.

IV. CONCLUSION

Teaching is a divine profession. It builds the lives of people. A teacher gives wings to the creativity of a student and helps in the growth of his intellectuality. A teacher is not concerned about his compensation but is concerned only on the professional development and the feedback of the student.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

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