

Influence of Job Satisfaction of Primary School Teachers on Their Classroom Behaviour Managing Techniques at Rural and Urban Locality.

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Abstract-

The main focus of the study is to analyze the behaviour managing techniques as adopted by rural and urban primary school teachers of Meerut commissionerate (U.P) with regard to their job satisfaction in class-room situation. Present study has attempted to discover the influence of job-Satisfaction on the use of behaviour managing techniques as extinction, punishment timeout, shaping and reinforcement etc. of primary rural and urban school teachers. From the point of view of vocational guidance, these techniques are important for teaching job and it will give a particular person the greatest satisfaction. From the point of view of social psychology, these behaviour managing techniques are of great significance and help us to understand how primary teachers can change the undesired behaviour of students. This study is of great importance in teaching learning situation. This will ensure a supply of teachers who can enjoy high satisfaction in their job and therefore, will be most effective.

This paper shows that urban teachers are better users of these behaviour managing techniques as compared to rural teachers. It may be due to many factors as better facilities available in urban schools, then environment and teacher's satisfaction with their job. The study sums up those rural teachers are in more need of these behaviour managing techniques. There are many factors affecting the learning process of rural primary teachers as lack of audio visual aids which influence the behaviour management techniques.

Keywords- Job Satisfaction, class-room. Behavior managing techniques. Rural and Urban Locality.

Introduction-

Conventionally, Job-Satisfaction has been interpreted as an unidimensional concept. This approach explains job satisfaction as the total body of feelings, an individual has about his job. According to conventional view of job satisfaction and dissatisfaction represent terminal points on a linear continuum. This view is also called as unifactor or bipolar theory.

In contrast to the conventional unifactor approach, Herzberg and his associates¹ presented job-satisfaction as a dichotomous variable rather than accountants, they viewed satisfactions as resulting from motivation, stemming in the challenge of job through such factors as achievement, responsibility, growth, advancement, work itself and earned recognition. Thus they concluded that only intrinsic elements, called satisfiers or motivators, could generate job-satisfaction.

Vroom has proposed a cognitive model of motivation which attempts to explain

satisfaction in the job. The key variable in vroom's (1978) model is valence which refers to affective orientations towards particular outcomes and outcomes can be positive or negative in valence. If an outcome has positive valence, this means that an individual would like to achieve it while an outcome with negative valence is one that a person prefers not to attain. As an alternative to theoretical formulation of job-satisfaction smith proposes that job -satisfaction is a function of the perceived characteristics of a job in relation to an individual's frame of reference. A particular job condition on the basis of this theoretical position can be a satisfier, dissatisfied or irrelevant depending on conditions in comparable jobs, conditions of other people of the same qualifications and past experiences as the individual, as well as on numerous.

Objectives of the study --

1. To make a comparative study of behaviour managing techniques as used by urban and

rural primary school teachers with regard to high and low levels of job-satisfaction.

2. To study the interactive effect of locality and job satisfaction on behaviour managing techniques.
3. To find out the behaviour managing techniques used by primary school teachers teaching in Urban schools.

Hypothesis of the Study -

1. There is no significant difference between behaviour managing techniques as used by primary school teachers with regard to high and low levels of job satisfaction.
2. There is no significant interaction between rural and urban primary school teachers with regard to high and low levels of job-satisfaction.

Design of the study –Methodology-

The investigator decided to use 'causal comparative method' for the purpose of the present study because it suits the nature of the problem since the researcher wants to describe the effect of the causes in the existing phenomena and described them in her findings.

Size and Sample-

All the government managed primary school teachers in rural and urban locality under Meerut commissioner constitute the population of this research.

In this study, cluster random sampling was used. Sample consisted of 300 teachers taken from different rural and urban primary schools. Schools were selected randomly and intact group was studied.

Variables involved -

- (a) Independent Variable -
 - (i) Rural and Urban Primary Schools.
 - (ii) Job-Satisfaction.
- (b) Dependent Variable -
 - (i) Behaviour Managing techniques:-
 - (1) Extinction (2) Punishment
 - (3) Time out (4) Shaping
 - (5) Reinforcement.

Collection of Data -

The Data regarding the used variables in this study was collected from each of teacher the sample with the tools mentioned below -

- (i) Behaviour Management Questionnaire- By Dr. S.P. Sinha (1991)
- (ii) Job-Satisfaction Scale- By Dr. J.P. Srivastva & Sushil Prakash Gupta

Statistical Techniques-

The 'F' & 't' test was used to study the significance of mean difference of each category of teachers on total scores of response of behaviour managing techniques between rural and urban primary school teachers. Data were analyzed by using two way ANOVA (of unequal cells)'t' value was computed by the following formula²

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where M_1 = Means of Rural School teachers

M_2 = Means of Urban School teachers

σ_1^2 = Square S.D. of Rural School teachers

σ_2^2 = Square S.D. of Urban School teachers

N_1 = Number of Rural School teachers

N_2 = Number of Urban School teachers

'F' Values were computed by the following formulas -

$$c = \frac{(\sum x_1 + \sum x_2 + \sum x_3 + \sum x_4)^2}{N}$$

Interaction SS= Among SS - Between

SS for first group – Between SS for second group.

Findings, Conclusions, Discussions and suggestions -

The major findings and conclusion derived from them -

1. It can be concluded that 'extinction' technique is being used in different amounts by rural and urban teachers. As the result shows that the urban primary teachers are not using this technique more frequently. Insignificant 'F' value ($F=0.149$, $p>0.5$) between high-low job satisfaction group. suggest that teachers having different job-satisfaction use equally the extinction technique of behaviour management. Besides this lack of significant 'F' value for interaction ($F=1.49$, $P>.05$) lead to conclude that job-satisfaction and locality have no joint influence on extinction technique.

2. It can therefore be pointed out that 'Punishment' technique is being used in different amounts. Higher mean for rural teachers ($M=1.91$) as compared to the urban teachers ($M=1.35$) suggest that rural teachers

use this technique more frequently as compared to urban teachers to modify the wrong behavior of students.

Insignificant 'F' value ($F=0.45$, $P>.05$) between high low job satisfaction groups suggest that teachers having high and low job satisfaction use equally the punishment technique of behavior management.

3. 'F' value between Rural and urban groups ($F=6.09$, $p<.01$) and interaction between job-satisfaction and locality ($F=4.07$, $P<.01$) have been found significant. Rest of the 'F' values between high and low job satisfaction groups have not been found significant ($F=.032$, $p>.05$). It shows that teachers having deferent job-satisfaction are equal in the application of shaping-technique of behaviour management. 'F' value for interaction between job-satisfaction and locality is significant at 0.5 level (4.07). Hence, the levels of job-satisfaction interact with locality.

4. Insignificant 'F' Value ($F=1.47$, $P>.05$) between high-low job satisfaction groups suggest that teachers having high and low job-satisfaction use equally the reinforcement technique of behaviour management. Besides this, lack of significant 'F' value for interaction ($F=2.85$, $P>.05$) lead to conclude that job-satisfaction and locality have no joint influence on reinforcement, technique of behaviour management.

5. Results drawn in this reference show those rural and urban teachers different in the application of 'Time out' technique of behavior management.

Rural teachers apply this technique more in different amounts to change the maladaptive behavior of students as compared to urban

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teachers. High and low groups of job satisfaction do not differ in using this technique of behavior management.

Analysis Conclusion

This research paper presented the discussion of the analysis of variance between job-satisfaction and locality in reference to five dimensions of behavior management techniques like extinction, punishment, timeout, shaping and reinforcement.

Educational Implications -

The study at least, brings forth the importance of studying the classroom behavior managing techniques adopted by primary rural and urban teachers in relation to their job-satisfaction.

This study is of a great importance in teaching learning importance in teaching learning situations. Generally students perform a variety of behaviors that seem undesired and problematic from social conduct point of view. Hence to alter them a great success may be achieved through the behavior managing techniques.

The findings of the study may be helpful to the authorities of educational institutions. The present investigation suggests that educational authorities should. Concentrate their attention not only on academic qualifications, but also on awareness of behavior modification techniques of teachers at the time of recruitment.

The present study is confined to primary school teachers only. Secondary and degree college teachers may also be the subject of study. Teacher's values may be studied in relation to their job-satisfaction. Training camp should be organized in rural schools and participation in training camps for rural teachers must be compulsory.