

JOB SATISFACTION AMONG SENIOR SECONDARY SCHOOL TEACHERS

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Abstract

The study examined the job satisfaction of senior secondary school teachers. For this, a sample of 100 senior econdary school teachers from different Government and Private school functioning in Kurukshetra District of Haryana (Government school = 50, Private school = 50) was drawn. The teachers participated in the present study ranged in the age group of 25 to 56 years with the mean age of 45.5 years. All the selected subjects were administered with Teacher Job Satisfaction Questionnaire (TJSQ). The data thus, obtained were analyzed by using descriptive statistics, the most prominently by t-ratio. The obtained findings revealed significant differences in senior secondary school teachers. Government school teachers were scored significantly higher mean scores than Private school teachers and with regard to locale rural teachers were found more satisfied than that of urban teachers. Significant differences were also observed with regard to gender. Male teachers scored significantly higher mean scores than female teachers.

Key words:Job Satisfaction, Senior Secondary Teachers.

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1. Introduction

The quality and progress of any nation depends upon the quality of its citizens and the quality of citizens depends upon the quality of their education. The quality of their education depends more upon the quality of their teaching than any other factor. Teaching constitutes one of the major tasks of teacher. Teaching is a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Thus, teaching implies the creation of an occasion to learn, think, understand and acquire insight, skills and values in the classroom situations by the teacher. Thus, teachers are the backbone of the education system. Various internal and external forces act upon a teacher, shaping his behavior in the classroom and his overall attitude towards teaching. It is the teacher's personal touch which is responsible for the success or failure of the educational process.

Teaching is considered to be one of the stressful profession especially because, it involves daily work based on social interaction, where the teachers must have to make efforts for establishing adjustment and also regulate not only his own emotions but also those of students. Therefore, teachers have to play diverse roles, which they can only play, if they are competent and satisfied with their job. Since job satisfaction implies a positive and pleasant attitude towards one's job and life in general, teachers possessing a favorable attitude towards their job can play a constructive role in molding the minds and characters of their pupils. A complex array of intrinsic and extrinsic factors affects the job satisfaction among teachers.

Job satisfaction is a psychological phenomenon. The idea of job satisfaction has come from industrial psychology and it is now one of very extensively explored aspect of human efficiency at work. It is the combination of two words 'job' and 'satisfaction'. Job refers to the collection of tasks, duties and responsibilities, which as a whole is regarded as the established assignment to individual employee. Satisfaction is a cluster of feelings, emotions and sensations. Most of the human beings work not only to earn the means of livelihood but also aim to drive self-satisfaction by showing through their job. Job satisfaction is widely accepted in any profession. The credit to bring this term into currency goes to Hoppock (1935) [5]. Job satisfaction depends upon the extent to which the job that we hold meet the needs that we feel it should meet the degree of the satisfaction is determined by the ratio between what we have and what we want

(Hoppock, 1935)[5]. Thus, job satisfaction is an attitude which results from balance, and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in the evaluation of job and employing organization. This evaluation may rest largely upon one's success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organization to these ends. Thus, a worker may like certain aspects of his work yet thoroughly dislike others. Satisfaction is a psychological phenomenon and its concept highly intricate and subjective. It may be broadly describe as favorable feeling or psychological condition of a person towards job situations. In the absence of consensual definition, numerous definitions of job satisfaction have been put forth over the year. Vroom (1964)[14] defined it as "the orientation of an individual towards the work role which he is presently occupying." Locke (1976)[8] gave a more comprehensive definition by describing it as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Spector (1997)[13] refined the definition of job satisfaction to constitute an attitudinal variable that measure how a person feels about his job, including different facts of the job. Thus, job satisfaction may be defined as the extent to which a job provides general satisfaction to the worker meets personal and professional needs and goals and leads to a feeling of achievement.

Every profession has got certain aspects conducted to job satisfaction at the same time other aspects lead to dissatisfaction. Job satisfaction is the result of various attitudes of an employee to his job and these attitudes are related to specific factors such as salary, service condition, advancement opportunities and other benefits. Teaching profession, now-a-days also attract talented and intelligent men and women, but majority of the young teachers are not satisfied because of the unhealthy service condition, inadequacy of Pre-service guidance, absence of comparable benefits and privileges apart from limited opportunities for social advancement and professional growth. In these difficult situations, teachers are not able to maintain their high standard. Various education commissions and educationists have emphasized on the necessity of improving the status, salaries, conditions, etc. of the teachers. Teacher job satisfaction depends on various factors, not one factor alone. Harrell (1958)[4], believes that job satisfaction is depends upon three major categories of factors; personal factors (gender, age, job experience, time on the job, intelligence, education and personality); factors inherent in the job (type of

work, size of organization, occupational status, and skill of work) and factors controlled by management (security, pay, co-workers, working conditions). Among all the factors of teacher job satisfaction, factors like gender, experience, security and pay scale play an important role in determining the level of job satisfaction of teachers

2. Review of Related Literature

Various studies have been conducted to investigate the job satisfaction among teachers. **Gupta and Sahu (2009)[3]** found significant gender difference in the job satisfaction. A significant difference between the job satisfaction of teachers, belong to Government and Private schools was also observed (**Mehrotra, 2002)[9]**. Low salaries, lack of in service training programmes, lack of access to new information and time pressure have negatively related to job satisfaction (**Eripk and Ataman, 2008**).**Mehta (2012)[10]**, and **Zilli and Zahoor (2012)[15]** conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The results observed that there is a significant difference in the level of satisfaction of government and private school teachers.**Nigamaet al. (2018)[11]** designed a study on government and private school teachers and found no significant difference in their level of satisfaction irrespective of gender. Another study revealed significant positive relationship between job satisfaction and organizational commitment of private sector university teachers (**Ali and Bashir,2018**) [2]. **Agarwal (2004)[1]** had done his study on job satisfaction of primary and secondary school teachers. The findings revealed that experienced and married teachers of government schools are highly satisfied than the teachers of the private schools. It also noticed that the age and the marital status have no relationship with job satisfaction. **Iqbal and Akhtar(2012)[6]** conducted their study to examine the level of satisfaction between male and female teachers in the public school secondary teachers employed in Pakistan and Lahore district. The result showed that female teachers are satisfied when compared to the male teachers. **Raj and Lalitha (2013)[12]** conducted the survey on the level of job satisfaction among private and government school teachers. The results showed that there is no significant difference in the level of satisfaction of private and government school teachers.

Present study has been designed to investigate the job satisfaction of senior secondary school teachers of **Kurukshetra District**.

3. Objectives

1. To study the job satisfaction of government and private senior secondary school teachers.
2. To study the job satisfaction of rural and urban senior secondary school teachers.
3. To study the job satisfaction of male and female senior secondary school teachers.

4. Hypotheses

1. There is no significant difference between the job satisfaction of government and private senior secondary school teachers.
2. There is no significant difference between the job satisfaction of rural and urban senior secondary school teachers.
3. There is no significant difference between the job satisfaction of male and female senior secondary school teachers.

4. Method

Disruptive survey method was used for present study. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, the effects that are evident or trends that are developing. The purpose of the present study was to examine the job satisfaction of senior secondary school teachers, for this a sample of 100 senior secondary school teachers was drawn from various Government and Private schools of Kurukshetra District of Haryana. Equal numbers of male and female teachers were selected from both types of schools.

6. Measure

Teacher Job Satisfaction Questionnaire (TJSQ) for teachers by Kumar and Mutha (1974)[7] was used for data collection. TJSQ was administrated to measure the job satisfaction of senior secondary school teachers. The test-retest reliability coefficient of the scale is 0.73, and content validity is 0.85. The scale consisted of 29 items and all the items except 6 and 29 are positively worded. All these items are given a score of '1' for positive response except for items 6 and 29, in which case reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 29. The subject with highest score can be considered to have a high level of job satisfaction and vice-versa.

7. Results and Discussion

Table – 1: Comparison of Mean Score of Government and Private Senior Secondary School Teachers on the Measure of Teacher Job Satisfaction

Groups	Means	SDs	t-ratio	Level of significance
Govt. school (N=50)	25.60	2.49	3.54	0.01
Private school (N=50)	24.98	3.83		

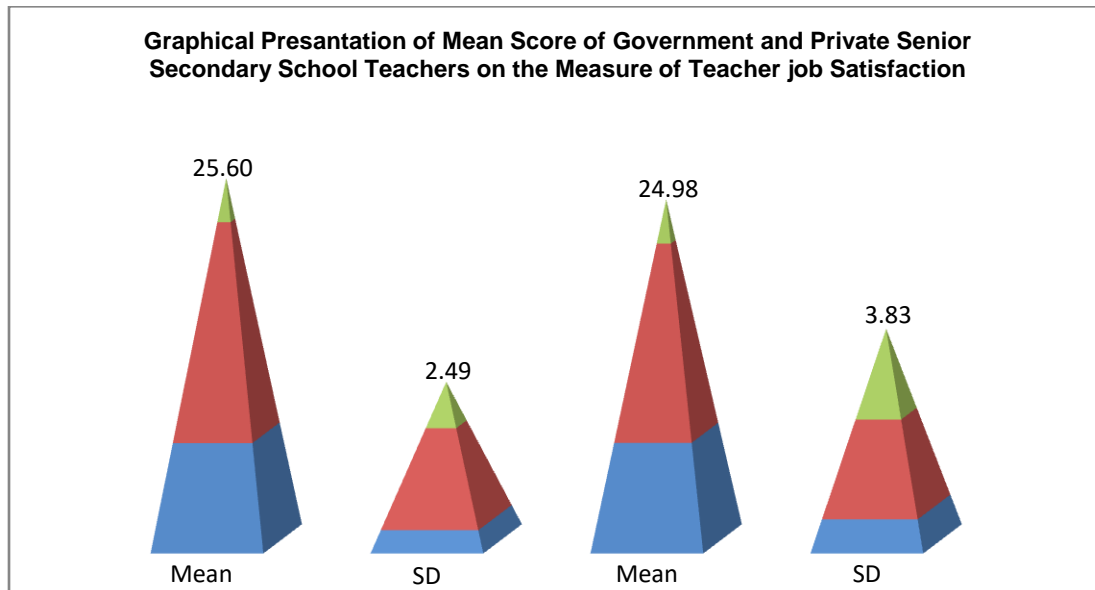
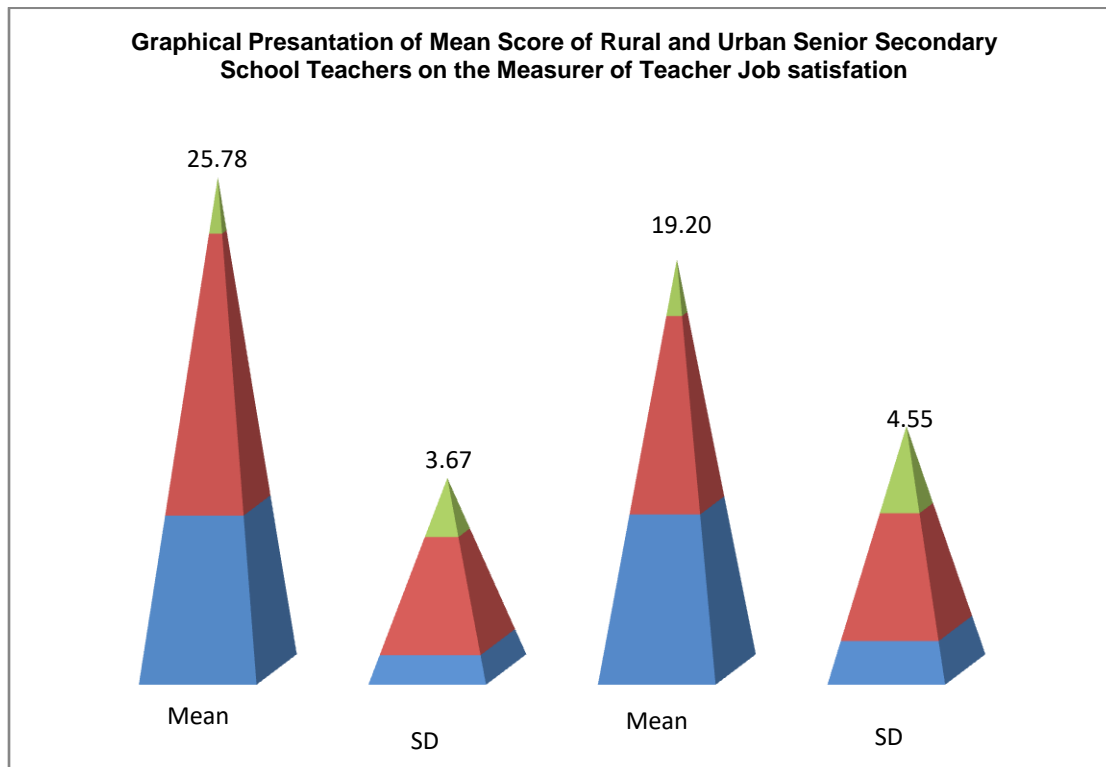


Table – 1 shows that government senior secondary school teachers obtained higher mean score than their counterpart private senior secondary school teachers. Mean scores of two comparable groups are 25.60 and 24.98 with the respective SDs of 2.49 and 3.83. The obtained t- ratio equals to 3.54 which is significant at 0.01 level of significance. This indicates that government senior secondary school teachers are more job satisfaction than their counterpart private senior secondary school teachers. Thus, government and private senior secondary school teachers differ significantly and hypothesis No.1 is rejected.

Table – 2: Comparison of Mean Score of Rural and Urban Senior Secondary School Teachers on the Measure of Teacher Job Satisfaction

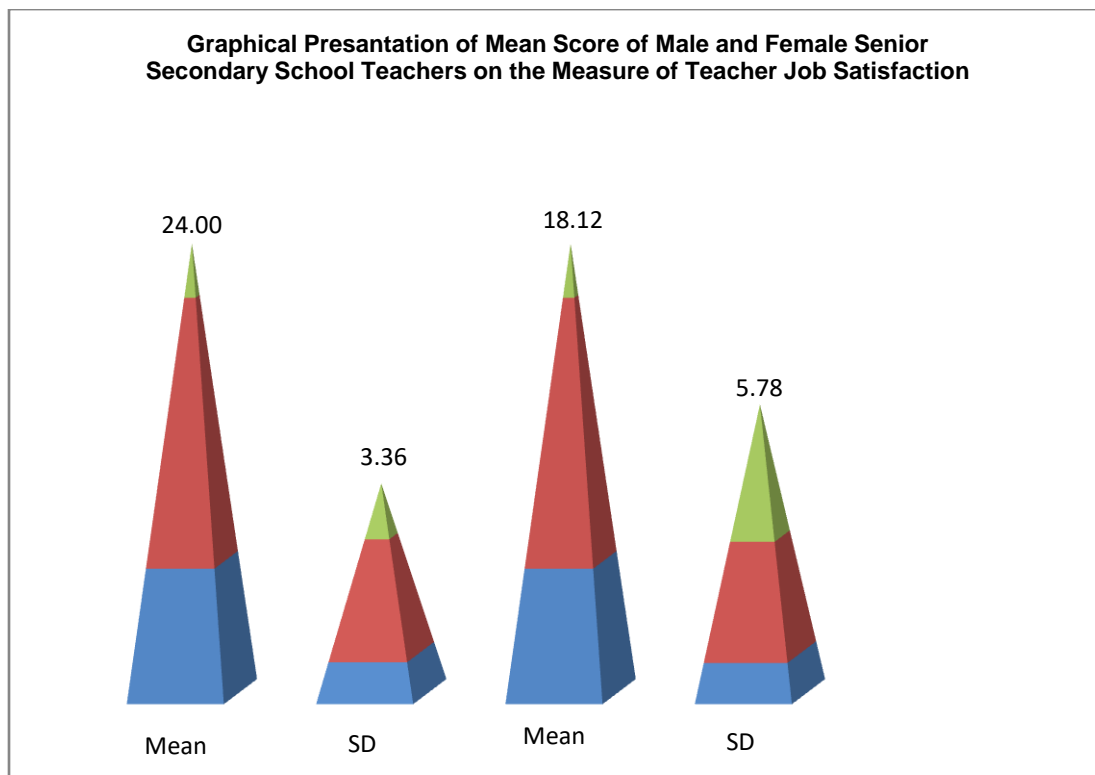
Groups	Means	SDs	t-ratio	Level of significance
Rural (N=50)	25.78	3.67	3.78	0.01
Urban (N=50)	19.20	4.55		



The results reported in Table 2 indicate that rural senior secondary school teachers obtained higher mean score on job satisfaction measure than the urban senior secondary school teachers. Two comparable groups obtained the mean scores of 25.78 and 19.20 with the respective standard deviations of 3.67 and 4.55 and the obtained t-ratio equals to 3.78 and this value is significant at 0.01 level of significance. This reveals that rural senior secondary school teachers are more satisfied in their job than the urban senior secondary school teachers. It means rural and urban senior secondary school teachers differ significantly with regard to their job satisfaction. Thus, hypothesis No. 2 is rejected.

Table – 3: Comparison of Mean Score of Male and Female Senior Secondary School Teachers on the Measure of Teacher Job Satisfaction

Groups	Means	SDs	t-ratio	Level of significance
Male (N=50)	24.00	3.36	13.06	0.01
Female (N=50)	18.12	5.78		



An inspection of Table – 3 indicates that male senior secondary school teachers obtained high mean scores than their counterpart female senior secondary school teachers. Male teachers obtained the mean scores of 24.00 and female teachers obtained the mean scores of 18.12 with the SDs of 3.36 and 5.78 respectively. The t-value equals to 13.06 which is significant at 0.01 level of significance. This shows male teachers are more satisfied with their job than female teachers. Thus, male and female teachers differ significantly in reference to their job satisfaction. Thus, hypothesis No.3 is rejected.

5. Conclusion and Implications

The present study was mainly oriented to examine the job satisfaction of senior secondary school teachers. The major findings report significant differences between government and private senior secondary school teachers. Significant differences were also found between rural and urban and also in male and female senior secondary school teachers. These findings are consistent with earlier findings. Mehrotra (2002)[9], found difference between job satisfaction of teachers, belong to government and private schools. The study conducted by Gupta and Gupta and Sahu (2009)[3] also observed gender difference in job satisfaction in teachers and few studies conducted abroad and in India also found similar results (Mehta,2012 and Raj &Lalitha, 2013)[10] [12]. Job satisfaction shall vary according to the work environment. Job satisfaction improves the performance of the organization as well as the improvement of the individual worker irrespective of the nature of the work. Satisfaction with the job develops in them favorable attitude toward teaching with the result that they are found to be more effective teachers. Those schools where such teachers are found in large numbers are found to be having more positive learning environment, and the students in them happen to have a higher level of academic achievement. Qualitative improvement of teaching, learning of the major objectives of all the schools. Ensuring job satisfaction for all teachers is much needed a condition for achieving this. Although the findings of the study are very important but various factors are responsible for teacher's job satisfaction and for the investigation of these factors, large scale studies are suggested in this regard.

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