

Analytic Examination of Teachers' Job Satisfaction in Senior Secondary Schools

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Abstract: The purpose of this study was to identify the level of satisfaction of the senior secondary school teachers toward their job. An analytic examination of teacher's level of job satisfaction was done on the basis of five demographic factors, which are type of school, gender, locality, academic qualification and socio economic status. Sample included 400 senior secondary school teachers of Rohtak and Sonapat district of Haryana State. For obtaining the results Job Satisfaction Scale by Singh & Sharma (1999) and Socio-economic Status Scale (SESS) by Kalia&Sahu (2008) were used respectively. The findings of the study suggest that there lies significant difference in job satisfaction level of teachers on the basis of type of schools and gender where as no significant difference was found on the basis of locality, academic qualification and socio economic status.

Keywords:

I. INTRODUCTION

Teaching is the most laborious and intricate profession in our society, and also an important job. It is widely acknowledged that teachers have a pivotal role in the development of an education system. Availability of qualified, trained and highly motivated teachers is an important factor in ensuring meaningful access to education. Teacher qualification and training coupled with a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of the children (Govinda and Varghese, 1993). Education is basically the influence which the teacher exerts on the students entrusted to his care.

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom& Joshua, 2004). Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. The society bestows its trust on all the professionals to rise to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession. Further the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources.

The term 'job satisfaction' was first utilized by Hoppock (1935), referring to a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. The importance of being satisfied with one's job is captured by a quote by Darboe (2003), according to whom, 'a job is not merely life sustaining but life-enhancing and enriching because most

people continue to work even if their economic needs are met, suggesting that for most people work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from working with other people' (ibid.: 84). Job satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover (Shanthapparaj&Solucis. 2005). Thereon (2003) defines job satisfaction as, "Job satisfaction can be defined as a predominately positive attitude towards the work situation. An Individual may be dissatisfied with some aspect of his or her work and satisfied with others. But if he or she feels or think positively about relatively more aspect, we can deduce there is a general factor that can be labelled job satisfaction". However, there are many variables that have more or little effects on job satisfaction. Robbins (2001) quoted in Trevion (2003) identified four factors that are conducive to the job satisfaction (1) Mentally challenging work (2) Equitable reward (3) Working conditions and (4) Support of co-workers and boss. Moreover, according to McCann (2002) various demographic factors such as age and gender will also affect job satisfaction among the employees. Research shows that safe environments, strong administrative leadership, collegial cooperation, high parental involvement, and sufficient learning resources can improve teacher effectiveness, enhance their commitment to school, and promote their job satisfaction (Guarino, Santibanez, and Daley 2006; McGrath and Princiotta 2005). At the core of a nation's human capital formation is the teacher. Although modern infrastructural facilities are essential in educational institutions, it is largely the work of the teacher that determines the degree of success or failure in the institution's effort to contribute towards the achievement of national educational development goals. It is the teacher who gives the institution its credibility and determines its character. The teacher is the vehicle through which knowledge is generated and skills are developed (Wicke, 1964). Therefore, the role of the teacher in human capital formation is very critical and therefore whatever is required to boost the morale and

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retain teachers in our educational institutions is of paramount importance. Recognizing that, the teacher is both an embodiment of human capital and also the channel through which the human resource of a nation is developed.

II. JUSTIFICATION OF THE STUDY

Teaching is one of the most widely distributed professions in our country. Teaching has been identified as a particularly stressful occupation. The development of a nation depends upon the quality of education imparted to its citizens, which in turn depends upon the quality of teachers. The quality of teachers is judged through his work and behaviour, which in turn depends upon how well a teacher is satisfied with him/her environment. The main aim of this study is to look into the issue for job satisfaction among govt. and private teachers. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995). If the sum total of influence of these factors gives arises to feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained. Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job.

As teachers play the key role in educating children it becomes crucial that teachers should work wholeheartedly while they are at work. For this it is important that teachers feel easy at work and have satisfaction with their work as teachers' job satisfaction has significant effect not only on teaching and learning process but also on the leadership and management of schools (Evans, 1998). The results of the study pertaining to job satisfaction among Government and Private senior secondary school teachers could serve to broaden the implications to be drawn from research and it is also expected to provide a field of great interest in educational philosophy. Job satisfaction has been reported to have a major influence on teacher's motivation, productivity and performance.

Hence, the investigator has made an attempt to examine the effect of organisation climate, type of schools, gender, residential status, academic qualifications and level of socio-economic status on the job satisfaction of teachers.

III. OBJECTIVES OF THE STUDY

The following objectives were undertaken into consideration for the compilation of this study.

- (1) To compare the level of job satisfaction of government and private senior secondary school teachers.
- (2) To compare the level of job satisfaction of male and female teachers of senior secondary school teachers.
- (3) To compare the level of job satisfaction of rural and urban senior secondary school teachers.
- (4) To compare the level of job satisfaction of high qualified and low qualified senior secondary school teachers.
- (5) To compare the level of job satisfaction senior secondary school teachers belonging to high and low socio-economic status

IV. HYPOTHESES OF THE STUDY

- (1) There is no significant difference in the level of job satisfaction of government and private senior secondary school teachers.
- (2) There is no significant difference in the level of job satisfaction of male and female teachers of senior secondary school teachers.
- (3) There is no significant difference in the level of job satisfaction of rural and urban senior secondary school teachers.
- (4) There is no significant difference in the level of job satisfaction of high qualified and low qualified senior secondary school teachers.
- (5) There is no significant difference in the level of satisfaction of senior secondary school teachers belonging to high and low socio-economic status.

RESEARCH DESIGN: The study was a descriptive survey. This design allowed a systematic collection of data to determine the influence of demographic characteristics on job satisfaction of teachers in senior secondary schools in the study area without manipulating the independent variables.

Sample and Sampling Procedure: The target population was all the teachers from government and private senior secondary schools of rural and urban areas of Rohtak and Sonapat districts in Haryana state. A sample of 400 teachers was drawn from the target population by stratified random sampling technique. The study area was stratified into two districts. Samples were drawn from each stratum to ensure even representation of subjects in the study. However, 400 teachers made up of 200 males and 200 females actually participated in the study. Out of 400 respondents 127 teachers were found highly qualified, while 72 teachers were found low qualified. To know the socio-economic status of the teachers socio-economic scale was applied on sample in which 120 teachers were from high socio-economic status, while 80 teachers belonging to low socio-economic status were found.

Instrumentation: The instrument utilized for the study was a **Job Satisfaction Scale by Singh & Sharma (1999)**. The instrument was made of two parts. The first part sorts the information on the demographic attributes of the respondents such as gender, teaching experience and educational attainments. The second part of the questionnaire sorts to determine the level of job satisfaction of respondents. The factors of teachers satisfaction considered in the questionnaire included teachers status, salary and remuneration, administration and supervision, promotional opportunities, attitude and morale, working conditions and participation in decision making.

Socio-Economic Status Scale (SESS) by Kalia & Sahu (2008): Due to the following reasons, this scale was preferred: All the essential variables which determine the socio-economic status in a modern society were included in the scale. It was the latest scale according to the prevailing circumstances. The directions were simple and clear.

V. RESULTS AND DISCUSSION

Table 1: Level of Job Satisfaction of Government and Private senior secondary school teachers

Variable	No. of Teachers	Mean	S.D.	C.R.
Government school teachers	200	69.63	13.96	4.55**
Private School teachers	200	59.94	16.08	

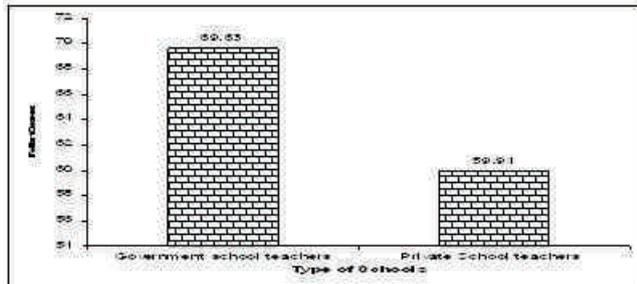


Table 1 reveals that t-value (4.55) for the mean scores of level of job satisfaction between government and private senior secondary school teachers is highly significant at 0.01 level of significance. There exists significant difference in level of job satisfaction between Government and Private Senior Secondary school teachers as the mean score of job satisfaction of government school teachers (69.63) was more than private school teachers (59.94). It is evident from the table that government school teachers have more job satisfaction in comparison to private school teachers.

VI. CONCLUSION

It is concluded from the abovestudy that the level of job satisfaction of senior secondary school teachers differ on the basis of type of school and gender but no significant difference was found on the basis of educational attainment, locality and socio economic status.

Table 2: Level of Job Satisfaction of Senior Secondary School Teachers on the basis of Gender

Variable	No. of Teachers	Mean	S.D.	C.R.
Male teachers	200	62.11	16.92	2.42*
Female teachers	200	67.46	14.15	

** Significant at 0.05 level of significance

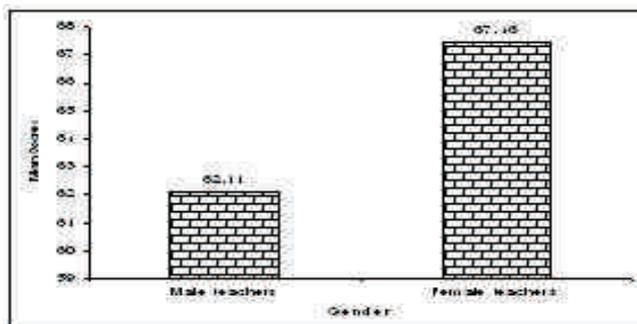


Table 2 entails that t-value (2.42) for the mean scores of level of job satisfaction between male and female senior secondary school teachers was significant at 0.05 level of significance. There exists significant difference in level of job satisfaction between senior secondary school teachers on the basis of gender as the mean score of job satisfaction of female school teachers (67.46) was more than male school teachers (62.11)..

It may therefore be concluded that female school teachers have more job satisfaction in comparison to male school teachers.

Table 3: Level of Job Satisfaction of senior secondary school teachers on the basis of Locality

Variable	No. of Teachers	Mean	S.D.	C.R.
Rural teachers	200	64.35	15.43	0.39 ^{NS}
Urban teachers	200	65.22	16.20	

^{NS} Not Significant

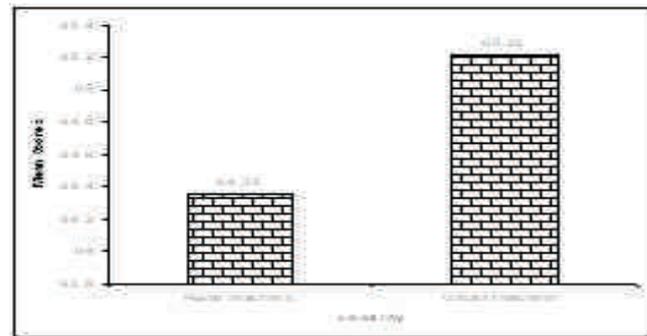


Table 3 depicts that t-value (0.39) for the mean scores of job satisfaction between rural and urban secondary school teachers were not significant at any level of significance. It was found that the mean score of job satisfaction of rural school teachers (64.35) was slight less than urban school teachers (65.22) did not differ significantly. It may therefore be concluded that there exists no significant difference in the level of job satisfaction senior secondary school teachers on the basis of locality.

Table 4: Level of Job Satisfaction of senior secondary school teachers on the basis of Qualification

Variable	No. of Teachers	Mean	S.D.	C.R.
High Qualified teachers	127	66.07	15.78	1.602 ^{NS}
Low Qualified teachers	73	62.38	15.56	

^{NS} Not Significant

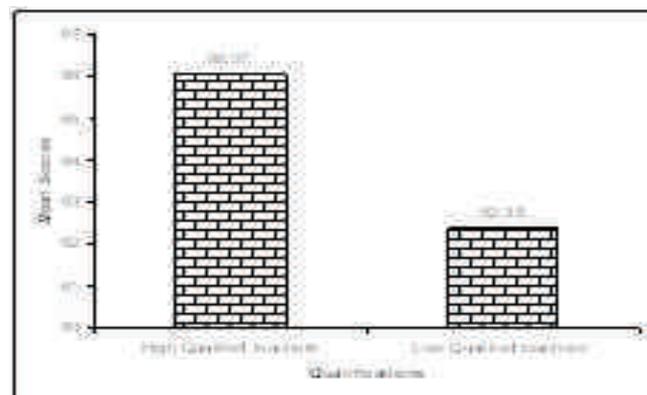


Table 4 reveals that t-value (1.602) for the mean scores of job satisfaction between high qualified and low qualified secondary school teachers was not significant at any level of significance. The mean score of job satisfaction of high qualified teachers (66.07) was higher than low qualified teachers (62.38) but did not differ significantly. So, It may therefore be concluded that there is no significant difference between highly qualified school teachers and low qualified school teachers.

Table 5: Level of Job Satisfaction of senior secondary school teachers on the basis of socio-economic status

Variable	No. of Teachers	Mean	S.D.	C.R.
High socio-economic status teachers	120	63.13	15.43	1.76 ^{NS}
Low socio-economic status teachers	80	67.12	16.04	

^{NS} Not Significant

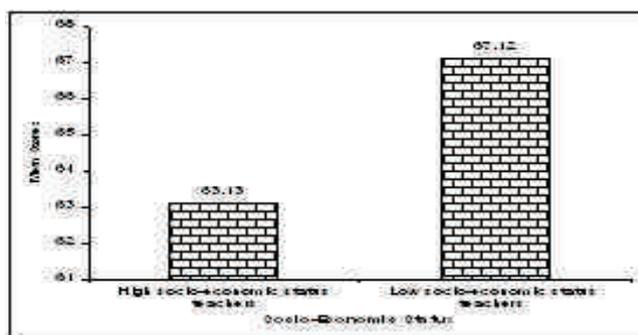


Table 5 depicts that t-value (1.76) for the mean scores of job satisfaction between secondary school teachers belonging to high and low socio-economic status was not significant at any level of significance. As, it was found that the mean score of job satisfaction of school teachers belonging to high socio-economic status (63.13) was slight less than school teachers belonging to low socio-economic status (67.12)but did not differ significantly. It may therefore be concluded that senior secondary school teachers belonging to high and low socio-economic status do not differ significantly on the level of job satisfaction.

VII. DISCUSSION

The main thrust of the present investigation was to study the level of job satisfaction of senior secondary school teachers in relation to demographic variables i. e. type of schools, gender, residential status, academic qualifications and level of socio-economic status. It is obvious from the findings that government and private school teachers differ significantly regarding the level of job satisfaction. Our findings are in consonance with the findings of Padmvati(1995) who concluded that Government school teachers have greater job satisfaction as compared to private and aided school teachers. Kulsum (1998) also found that corporation and government school teachers are more satisfied in comparison to private school teachers.

Female school teachers were found more satisfied with their job in comparison to male school teachers. Padmvati(1995) & Subhdhi(2002) found that female teachers were better satisfied with their teaching profession than their male

counterparts. Liu and Ramsey (2008) also found female teachers were more satisfied than male teachers.

The findings of the present investigation reveal that highly qualified teachers and low qualified teachers do not differ significantly on job-satisfaction whereas Negi(1974) concluded that M.Sc. teachers have more job-satisfaction than B.Sc. ones. However, Dabo(1998) and Michaelowa (2002) found a significant negative relationship between educational attainment of teachers and job satisfaction. Sargent and Hannum (2003) equally found that teachers with higher levels of education were significantly less satisfied with the teaching profession and were significantly more likely to state that they wish to change their career. Contrary to these studies, Avery (1998) found that educational attainment has no significant influence on teachers’ career satisfaction. The present study also shows that there is no significant difference between job satisfaction level of rural and urban senior secondary school teachers, our findings are in consonance with the findings of Nadeem, Puju and Zahoor (2013) who found that there is no significant mean difference between rural and urban secondary school teachers while comparing on various dimension of job satisfaction.

The findings of the present study reveal that senior secondary teachers have no significant difference regarding the level of job satisfaction on the basis of socio economic status but Fatima (2012) reported in her study that teachers having positive socio-economic factor have positive impact on their satisfaction and vice versa.

VIII. REFERENCES

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