



Job satisfaction of secondary level teachers: An analysis

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Abstract

The teaching profession requires lots of knowledge, skills, positive attitude, patience, emotional stability and many more qualities. In order to discharge the duties assigned to a teacher effectively and efficiently, he should get a very healthy environment where satisfaction is the most vital prerequisite component. Previous researches established many factors which make the teachers unhappy and there are instances of working by the teachers in ill equipped unhygienic and poor intellectual environments. To accomplish this purpose, the study employed a normative survey method. A sample of 350 secondary level teachers were included and selected through stratified random sampling technique. The job satisfaction scale (JSS) was constructed and validated by the investigator for the teachers at secondary level. Analyses of the data were done by using Descriptive analysis and differential analysis. The findings of the study revealed that the level of Job satisfaction of secondary level teachers is average, the sub-samples Gender, locality and Marital status of the teachers differ significantly in their Job satisfaction.

Keywords: job satisfaction, gender, locality, marital status, secondary level teachers

Introduction

Teaching has always been considered as one of the noblest professions in the world, and teachers are worthy professionals contributing practically to a nation's development. Job satisfaction usually means how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

Affective job satisfaction is usually defined as an unidimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job.

As such, cognitive job satisfaction can be one-dimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily

directly related, and have different antecedents and consequences.

Job Satisfaction

Job satisfaction is defined as an effective response to one's situation at work. Thus, teacher job satisfaction infers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas and Papanastasiou 2004). Besides, in term of definitions, there may be some international trends suggest that teacher job satisfaction refers to their satisfied feeling towards intrinsic matters, such as helping student, positive relationships with students and others, self growth and so on (Dinham and Scott 2002; Van den Berg 2002).

Job satisfaction is defined as "the match between an individual's expectations and the perceived reality of the job as a whole" (Smith PC *et al.* 1969). Thus, the research model of this study was constructed based on the two-factor theory of job satisfaction presented in the study of Herzberg (1959). This theory states that job satisfaction comprises two components: intrinsic job factors (characteristics of the worker personally) that include desire for achievement, recognition, responsibility, and promotion and extrinsic job factors (characteristic of the organization) that are related to features of the jobs, such as supervision, salary, organization's policies, work environment and relationship with colleagues. Factors that influence job satisfaction are environmental factors such as communication overload and communication under load, superior-subordinate communication, strategic employee recognition and the psychological factors like emotions, genetics and personality

Significance of the study

As the success of any organization depends mainly on the quality of its staff, the quality of education and effectiveness of an educational organization depends on the quality of teachers. Because it is the teacher who plays the most prominent role in moulding the habits, tastes and character of the pupils. It is the teacher who shapes the child from animalism to human form. The quality of the teacher, therefore, assumes the utmost importance. But unless a teacher is satisfied with his job, he cannot devote his best to the pupils. Hence, job satisfaction has a significant bearing on the effectiveness of the teachers. Therefore, the investigator attempts to study the job satisfaction of secondary level teachers in Puducherry region.

Objectives of the Study

The objectives for this study are

1. To find out the level of job satisfaction of the teachers working at the secondary level.
2. To find out the significance of difference between Male and Female secondary level teachers in respect of their job satisfaction.
3. To find out the significance of difference between Rural and Urban secondary level teachers in respect of their job satisfaction.
4. To find out the significance of difference between Married and Unmarried secondary level teachers in respect of their job satisfaction.

Hypothesis of the study

- The level of job satisfaction of secondary level teachers is high.
- There is no significant difference between Male and Female secondary level teachers in respect of their job satisfaction.
- There is no significant difference between rural and urban secondary level teachers in respect of their Job satisfaction.
- There is no significant difference between married and unmarried secondary level teachers in respect of their Job satisfaction.

Method of Study

Normative Survey method was used in conducting this study. A survey method deals with the present and it's oriented towards determining the current state of an area of study.

Sample of the Study

By using Stratified random sampling technique 350 teachers were selected as sample for the study.

Tool Used in the Study

In the present study the investigator used a five point job satisfaction scale constructed and validated by the investigator. The split half reliability of the scale was 0.97.

Analysis of data

The data collected was analysed by using statistical techniques like Mean, Standard Deviation and 't'- test.

Hypothesis: 1

The level of job satisfaction of secondary level teachers is high.

Table 1

Variable	N	Mean	S.D
Job Satisfaction	350	158.10	19.30
Norms for Job Satisfaction scores			
Percentiles	Score Range	Interpretation	
Below P ₂₅	144 & Below	Low	
P ₅₀	145- 169	Average	
Above P ₇₅	170 & Above	High	

From the above table-1, the mean and standard deviation of secondary level teacher is found to be 158.10 and 19.30 respectively which shows that the null hypothesis is rejected and is concluded that the secondary level teachers have average level job satisfaction.

Hypothesis: 2

There is no significant difference between Male and Female secondary level teachers in respect their job satisfaction.

Table 2: Comparison of job satisfaction scores with regard to Gender.

Sub- Sample	N	Mean	S.D	't' value	Significant at 0.05 level	
Gender	Male	123	152.82	16.93	3.83	Significant
	Female	227	160.96	19.94		

The above Table-2 indicates that the calculated value of 't' 3.83 is significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that the male and female secondary level teachers differ significantly in their job satisfaction.

Hypothesis: 3

There is no significant difference between rural and urban secondary level teachers in respect their Job satisfaction.

Table 3: Comparison of job satisfaction scores with regard to Locality.

Sub- Sample	N	Mean	S.D	't' value	Significant at 0.05 level	
Locality	Rural	157	155.41	20.16	2.36	Significant
	Urban	193	160.29	18.34		

The above Table-3 indicates that the calculated value of 't' 2.36 is a significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that the rural and urban secondary level teachers differ significantly in their job satisfaction.

Table 4: Comparison of job satisfaction scores with regard to Marital Status.

Sub- Sample	N	Mean	S.D	't' value	Significant at 0.05 level	
Marital Status	Married	288	159.18	19.77	2.26	Significant
	Unmarried	62	153.10	16.20		

The above Table-4 indicates that the calculated value of t' 2.26 is significant at 0.05 level. Hence the null hypothesis is rejected. It is concluded that married and unmarried secondary level teachers differ significantly in their job satisfaction.

Findings of the study

- The level of job satisfaction of secondary level Teachers is average.
- There is a significant difference between Male and Female secondary level teachers in respect their job satisfaction.
- There is a significant difference between rural and urban secondary level teachers in respect their Job satisfaction.
- There is a significant difference between married and unmarried secondary level teachers in respect their Job satisfaction.

Conclusion

Based on the findings of this study, the level of job satisfaction among teachers is average. Enhancing job satisfaction is the solution to increase work performance and increasing teacher's satisfaction may prevent the risk of teacher burnout. Increasing job satisfaction at workplace means providing more motivation for teachers who love teaching career.

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