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Job Satisfaction of Higher Secondary School Teachers

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Abstract: *Job satisfaction is defined as the, "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values."Perceived satisfaction on the job is reflected by the needs of sense of fulfilment and expectation for the job to be interesting, challenging and personally satisfying. Job satisfaction is also an achievement indicator in career developmental tasks also job satisfaction has visibly evolved through the decades, but most versions share the belief that job satisfaction is a work-related positive affective reaction.*

Keywords: *Job Satisfaction, Attitude, Perceived Satisfaction*.

Introduction: Job satisfaction is the result of varies attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors or wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer, and other similar factors. However, other aspects such as employee's age, health, temperament, and level of aspiration should be considered. Again, his family relationships, social status and activities in organizations, like labour, political or social, contribute ultimately to job satisfaction. Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. For keeping the right man on the right job, counsellors must be alert to factors responsible for job satisfaction in working out predictable job choices with their pupils. Comparison studies show that a larger percentage of men than women are dissatisfied; that there is more dissatisfaction in large companies than in small companies; that skilled workers are more satisfied than semi-skilled workers; that a larger percentage of professional than managerial workers and a larger percentage of managerial than commercial workers are satisfied; that workers who had received school guidance shaved greater job satisfaction than those unguided, and that those, whose jobs are related to a vocational interest pattern, are more satisfied than other whose jobs are in the field other than that of their interest. Job satisfaction studies such as the ones reported by Robinson and Hoppach indicate that personal relations are more significant than company policies. Those who have their jobs, are usually less critical of superiors than are those who do not workers who produce less are more satisfied with their jobs. It is believed that total job satisfaction of an individual in terms of total by adjustment also contributes to job satisfaction. Every person is interested, at least to some degree, in monetary returns. He must earn enough to maintain himself and usually a family, even if he is willing to accept a low standard of living. Many people are willing to engage in any work that is not actually frustrating; they do not seek intrinsic satisfaction. If a job is tolerable, their primary concern is with the salary or wages and the general conditions under which they work. With respect to the conditions of work, most people can probably adjust to a rather wide range on the other hand for many; environment is important

and may lead to either satisfaction or frustration. They compromise by accepting lower returns in order to work in a satisfactory environment.

Smith et al. (1969) defined job satisfaction as the feeling an individual has about his or her job. Locke (1969) suggested that job satisfaction was a positive or pleasurable reaction resulting from the appraisal of one's job, job achievement, or job experiences.

Review of Related Literature

Abbasi (2003) conducted a comparative study of job satisfaction among primary school teachers in Iran and India. It was revealed that in both countries, Iran and India, (a) More than 50% of teaches have medium level of job satisfaction, which shows that both countries have serious problems about situation of teachers in their societies and educational system, (b) In both countries, teachers have more satisfaction about social status aspect of their job. (c) In both countries, teachers have less satisfaction about economic sufficiency aspect of their job. (d) Female teachers in both countries, have more economic sufficiency and interpersonal cooperation than male teachers, (e) Male and female teachers in this study do not have the same level of job satisfaction and gender was a factor, which affects their job satisfaction. (f) There is no significant difference between teachers with varied groups of ages and their job satisfaction.

Agarwal (2004) in a study of job satisfaction of primary and secondary school teachers conducted that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school teachers were more satisfied than other; age and marital status however had no relationship with job satisfaction.

Raj and Mary (2004) attempted a study on Pondicherry region and fond that job satisfaction was not high. Overall job satisfaction level showed that 39 percent of the Government school teachers had low (40% had average and 21% high) level of job satisfaction. No significant difference was fond in job satisfaction between gender, medium of instruction, place of work, educational qualification, salary and religion. There was no significant difference among teachers irrespective of experience, age, subjects and type of schools.

Gajjar (2014)conducted research on **"**A comparative study of occupation stress, mental health and job satisfaction of higher secondary schools and college teachers". In this study, 120 higher secondary school teachers and 120 college teachers were randomly selected from Ahmedabad, Gandhinagar and Mehsana District. For data analysis 3-way analysis of variance was done. Higher Secondary school teachers differ significantly as compared to college teachers on occupational stress sub scale. Male teachers differ significantly as compared to female teachers on occupational stress sub scale.

Sujitha (2016)conducted research on "Effect of stress towards job performance of teachers in arts and science colleges – a study in Kanyakumari District"to examine the job stress and its related concepts among Arts and Science Colleges Teachers in the study area and to identify the causes of stress and self-handling strategies followed by the Teachers to reduce stress. 371 from Aided colleges, 219 from self-financed in aided colleges and 381 from self-financed colleges were selected through Random sampling method. it is concluded that the stress factors have significant relationship with the Job performance of the teachers. It is found out that the respondents come under the age group of 36 – 45 years are experiencing more stress than other age group teachers and the same age group respondents having medium and high level of impact on their job stress.

Rai (2018) conducted research on "A Study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South Districts of Sikkim". The study was conducted to analyze job satisfaction and job stress among secondary school teachers and private secondary school teachers. 200 teachers of male and female (50 male teachers from government and 50 male teachers from private, 50 female teachers from government and 50 female teachers from private) constituted as the sample of this study. The investigator

adopted descriptive survey method. It is found that there was no significant difference between government and private secondary school teachers towards with respect towards job satisfaction and job stress.

Rationale of the study: The role of the teachers in our society is very important. The quality of education is related to the quality of the teachers. Teachers are the architect of the students' future. A teacher who is satisfied with their job can perform their work effectively and efficiently. If the teachers work under stress, they cannot be satisfied with theirjob and it will create a negative impact towards the job.So, it is necessary to identify the factors that influence the teachers to derive satisfactionfrom their work. Teachers can do wonders for transformingthe studentraw materials into excellent finished goods, that is as complete human beings and responsible citizens. Additional energy can be developed when the teachers are satisfied with their job.

Job satisfaction is multidimensional, whether it comes to job satisfaction by itself or in wages, workplace safety, to promotion possibilities, recognition and appreciation,decision-making power and influence and of course carry a sense of productive work, useful and well done. Each of these dimensions may contribute to varying degrees, in shaping their sense of job satisfaction.

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In the present juncture teachers, even with higher qualification prefer to work in secondary school. But the question remains whether they are satisfied with job of teaching in the secondary school eludes everybody. In this regard, the researcher will try to answer the following queries:

- Are the higher secondary school teachers satisfied with their job?
- Is there any difference in teachers' job satisfaction in relation to gender & type of management variations?
- Is there any difference in teachers' job satisfaction in relation to teaching experience variation?
- Is there any difference in teachers' job satisfaction in relation to educational qualification variation?

Statement of the Problem: Job satisfaction is multidimensional, whether it comes to job satisfaction by itself or in wages, workplace safety, to promotion possibilities, recognition and appreciation, decision-making power and influence and of course carry a sense of productive work, useful and well done. Each of these dimensions may contribute to varying degrees, in shaping their sense of job satisfaction.

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Therefore, the problem is stated as "Job Satisfaction of Higher Secondary School teachers".

Objectives of the study: The objectives of the study are given below:

- To study the job satisfaction of higher secondary school teachers in relation to gender variation.
- To study the job satisfaction of higher secondary school teachers in relation to type of management variation.

- To study the job satisfaction of higher secondary school teachers in relation to educational qualification variation.
- To study the job satisfaction of higher secondary school teachers in relation to teaching experience variation.

Hypothesis of the study

Ho_1: There is no significant difference in the job satisfaction of higher secondary school teachers in relation to gender variation.

Ho_2: There is no significant difference in the job satisfaction of higher secondary school teachers in relation to management variation.

Ho_3: There is no significant difference in the job satisfaction of higher secondary school teachers in relation to educational qualification variation.

Ho_4: There is no significant difference in the job satisfaction of higher secondary school teachers in relation to teaching experience variation.

Methodology

The Design: It is a normative survey method of investigation which will employ to studyjob satisfaction of higher secondary school teachers. It is an ex-post facto type as the current status of phenomenon what exists at the present has been considered.

The Sample: A sample comprises of 200 teachers from 10 secondary schools ofNagpur would be selected by simple random sampling procedure.

Analysis and interpretation of Data: To measure the job satisfaction of higher secondary school teachers in relation to teaching experience, gender, type of management and educational qualifications, Dixit's job satisfaction scale (1998) was used for data collection. The scale consists of 50 items on 5-point scale.

Table 1. Mean and standard deviation of job satisfaction of higher secondary school teachers in relation to educational qualification variation

Variation	Contrast	Mean	SD	t-Ratio
Educational qualification	Graduate	167.3	12.56	3.85
	Post graduate	174.5	17.16	

t 0.05 for df 98 = 1.98; t 0.01 for df 98 = 2.63

Table 2. Mean and standard deviation of job satisfaction of higher secondary school teachers in relation to teaching experience variation

Variation	Contrast	Mean	SD	t-Ratio
Teaching experience	Below 5years	186.07	18.12	2.67
	Above 5years	170.54	17.8	

t 0.05 for df 98 = 1.98; t 0.01 for df 98 = 2.63

Table 3. Mean and standard deviation of job satisfaction of higher secondary school teachers in relation to type of management variation

Variation	Contrast	Mean	SD	t-Ratio
Type of Management	Private	178.1	13.57	3,12
	Government	171.1	11.0	

t 0.05 for df 98 = 1.98; t 0.01 for df 98 = 2.63

Table 4. Mean and standard deviation of job satisfaction of higher secondary school teachers in relation to gender variation

Variation	Contrast	Mean	SD	t-Ratio
Gender	Male	176.6	11.9	2.98
	Female	170.2	3.7	

t 0.05 for df 98 = 1.98; t 0.01 for df 98 = 2.63

On perusal of the above tables, it was observed that the 't' ratios in all cases are significant. Therefore, all hypotheses are rejected. The result was in conformity with earlier studies of Rai(2018), Sujitha (2016)&Gajjar (2014)**.** On above basis the investigator concluded that the result obtained in the present study was appropriate.

Findings of the study

i) There is significant difference in the job satisfaction of higher secondary school teachers in relation to type of management variation.

ii) There is significant difference in the job satisfaction of higher secondary school teachers in relation to educational qualification variation.

iii) There is significant difference in the job satisfaction of higher secondary school teachers in relation to teaching experience variation.

iv) There is significant difference in the job satisfaction of higher secondary school teachers in relation to gender variation.

Conclusion: Job satisfaction of teachers ensures class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Itis highly depending on personal factors like salary, fringe benefit, promotion etc. but the influence ofenvironmental factors cannot be ruled out. When teachers' needs are satisfied, it promotes their psychologicalwell-being and enables optimal functioning and performance. It is observed that the higher secondary school teachers are averagely satisfied with their teaching job. They are less satisfied with advancement, compensation and lack of administrative support. It becomes more important for head of the institute to be aware of the importance of their supervisory styles in relation to teachers' job satisfaction andshould adopt the democratic behaviour such as criticism should be handled constructively, praise should be givengenuinely, and should listen and accept teachers' suggestion.

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