



## JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS: A STUDY

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### Abstract

Education is the process which prepares the individual for a productive, progressive, cultured and civilized life. The teacher occupies a central position in the educational system. The National policy on Education (1986) admitted that no education system can rise above the quality of its teachers. However there is a wide gap between policy formulation and policy implementation. Teaching job may be demanding and involves heavy work load and controlling of unruly students which may result in feeling of frustration. Looking towards the significance of job satisfaction in the present scenario, the investigator is keen to study the job satisfaction of secondary school teachers. The study was conducted using a quantitative survey research design. And it was conducted in Bareilly district of Uttar Pradesh. The teacher job satisfaction questionnaire (TJQ) was used to assess job satisfaction of Secondary school teachers. The study sampled 600 secondary school teachers. The results revealed no significant gender & locality and experiences differences in job satisfaction among secondary school teachers.

**Keywords:** Job Satisfaction, Secondary School Teachers



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## INTRODUCTION

Job satisfaction plays a vital role in improving the efficiency of employees but there are some factors which affect the job efficiency such as behavior in jobs like absentees, accident etc. For success in any organization job satisfaction plays a very important role. These factors are working conditions, opportunity, and stress level, relationship between management and employee and rewards. Various theories of job satisfaction like Maslow's needs of hierarchy, Herzberg's motivation-hygiene theory, the job characteristics model and dispositional approach contributed to understand the behavior of the humans in relation with the job satisfaction. Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self- satisfaction, happiness or self- contentment but the satisfaction on the job (Ibid, Rao, Subba, 2012).

Education is the process which prepares the individual for a productive, progressive, cultured and civilized life. The teacher occupies a central position in the educational system. The National policy on Education (1986) admitted that no education system can rise above the quality of its teachers. However there is a wide gap between policy formulation and policy implementation. This gap has resulted in disheartening consequences getting persons of the right personality traits, caliber, orientation and emotional intelligence to be interested in teaching, opting for it and getting committed to it, rather than those who want it as a last resort or stepping stones to other more lucrative jobs.

Teaching job may be demanding and involves heavy work load and controlling of unruly students which may result in feeling of frustration. The teachers would get interested to teach their students effectively when they are satisfied with their jobs (Nigama, et.al., 2018). If they are satisfied with their job then they can perform to maximum capacity and meet with the challenges of globalization. Teachers retention, commitment can be predicted by job satisfaction (Shann 2001). Looking towards the significance of job satisfaction in the present scenario, the investigator is keen to study the job satisfaction of secondary school teachers.

Teacher's job satisfaction is very important in deciding the extent to which they will contribute in the field of education. It is one of the most important factors in being satisfied with the present work conditions. Many studies on job satisfaction like Suki (2011), Nagar (2012) and Zilli & Zahoor (2012) helps to enrich the management with the wide range of information relating to job, organizational commitment, environment and the employees which increase the chances of decision making ability.

The study is delimited to secondary school teachers of Bareilly District of Uttar Pradesh only.

#### **OBJECTIVES:**

1. To study the Job satisfaction of secondary school teachers.
2. To compare the Job satisfaction of school teachers in respect to their sex, locality and experience.

#### **HYPOTHESIS:**

There is no significant difference between the job satisfaction of secondary school teachers in respect to their sex, Locality and experience.

#### **RESEARCH METHODOLOGY:**

The present study was conducted using a quantitative survey research design. The present

investigation is conducted in Bareilly district of Uttar Pradesh. Therefore all the teachers teaching in secondary schools constituted the population for present study.

In the present investigation, keeping in view the need to maintain adequacy and representativeness of the sample, multistage stratified random sampling technique was adopted to draw the sample.

Table-1 gives the description of respondents on the basis of their gender. Both male and female respondents are almost same in the study.

**Table-1: Distribution of Sample According to the Gender of the Respondents**

Gender	Frequency	Percentage
Male	275	45.833%
Female	325	54.166%
Total	600	100.0%

Table-2 depicts the demographic picture with regard to the locality of the respondents i.e. whether they belong to urban or rural locality. It can be seen that majority of the respondents are from the urban locality as compared to the rural respondents.

**Table- 2: Distribution of Sample According to the Locality of the Respondents**

Locality	Frequency	Percent
Urban	380	63.33%
Rural	220	36.66%
Total	600	100.0%

### TOOLS USED

For measuring the job satisfaction, from the selected sample (600) of secondary school teachers teaching in 40 Government and private schools of Bareilly District of Uttar Pradesh following self made tool was used by the investigators:

- The teacher job satisfaction questionnaire (TJQ)

Above questionnaire (TJQ) consisted of 29 highly discriminating yes-no type items.

### STATISTICAL TECHNIQUES USED

For analysis of the collected data, the following statistical techniques were used:

- Mean, Standard Deviation and t-test.

## DATA ANALYSIS & INTERPRETATION

**Table-1: Statistics Showing Job Satisfaction Scores of Secondary School Teachers**

Highest score	Lowest score	Range	Mean
25	10	15	15.78

Table-1, depicts the range and mean score on job satisfaction of secondary school teachers. The highest score was 25 and the lowest score was 10. Therefore the range was  $25 - 10 = 15$ . Also, the mean score for 600 teachers was found to be 15.78.

**Table-2: Comparison of Mean Job Satisfaction Scores of Male and Female Secondary School Teachers**

Gender	N	Mean	S.D	t-value	significance
Male	275	15.74	3.33	0.32	NS
Female	325	15.83	3.34		

\*Not Significant

Table-2, shows the mean scores of job satisfaction of male and female secondary school teachers. The mean score of male teachers is 15.74 whereas that of female school teachers is 15.83. There is only a slight variation in the mean scores. Therefore, the calculated t-value is 0.32, which is not significant at 0.05 level. So, we can say that there is no significant difference in the job satisfaction of male and female secondary school teachers. On its contrary Achanta & Reddy (2014) study result showed that male teachers gained high mean score when compared to female teachers. Same finding was revealed in the study of Raj & Lalita (2013) and Nigama (2018). Thus, hypothesis-1, stands accepted for male and female secondary school teachers.

**Table-3: Comparison of Mean Job Satisfaction Scores of Secondary Urban and Rural School Teachers**

Locality	N	Mean	S.D	t-value	significance
Urban	380	15.78	3.295	0.01	NS
Rural	220	15.79	3.299		

\*Not Significant

Table-3, indicates the mean scores of job satisfaction of urban and rural secondary school teachers. The mean score of urban teachers is 15.78 whereas that of female school teachers is 15.79. There is only a slight variation in the mean scores. Therefore, the calculated t-value is 0.01, which is not significant at 0.05 level. So, we can say that there is no significant difference in the job satisfaction of urban and rural secondary school teachers. Same finding was observed in the study of Azhar et.al. (2011). Thus, hypothesis-2, stands accepted for

urban and rural secondary school teachers. On its contrary Showkat, et.al. (2013) study revealed that urban university teachers displayed better job satisfaction than rural university teachers.

**Table-3: Comparison of Mean Job Satisfaction Scores of Secondary School Teachers on the basis of Experience**

Experience category	N	Mean	t-value	Significance
Below 8 years	223	15.87	1.10	NS
8-16 years	223	15.54		
Above 16 years	154	16.03		

*\*Not Significant*

Table-3, depicts the analysis of variance results ANOVA applied to the three groups made on the basis of experience of the secondary school teachers. The mean job satisfaction score of teachers having below 8 years of experience was found to be 15.87, having experience between 8 to 16 years as 15.54 and having above 16 years of experience as 16.03. As we can easily observe that the mean scores differ only slightly from each other. Therefore, the calculated value of 't' is 1.10 which is not significant at 0.05 level. So, we may say that there is no significant difference between the job satisfactions of secondary school teachers on the basis experience held by them.

Therefore, hypothesis stands accepted for secondary school teachers on the basis of experience held by them.

### **FINDINGS**

Based on the analysis and interpretation of data, the researchers arrived at the under mentioned findings.

According to Hypothesis 2, there is no significant difference between the Job satisfaction of secondary school teachers in respect to their sex, locality, type of school, experience, and subject stream.

The above hypothesis was accepted and the following findings emerged out from the analysis:

- There is no significant difference in the job satisfaction of male and female secondary school teachers.
- There is no significant difference in the job satisfaction of urban and rural secondary school teachers.
- There is no significant difference between the job satisfactions of secondary school teachers on the basis experience held by them.

## EDUCATIONAL IMPLICATIONS

There are many ways to explain the individual differences in human beings with regard to performance, effectiveness of decision making, abilities and the adoption strategies when confronted with different job situations. The extent to which an individual is satisfied at the workplace determines his or her degree of overall satisfaction in life. It also results in the improvement in the attitude of the employees toward their jobs. It improves the sense of belongingness and sense of participation which leads to increase in the productivity of the organization.

Being male or female does not ensure job satisfaction. You may teacher any subject or have any number of years of experience; still job satisfaction can be less. Similarly, whether the teacher resides in urban area or rural area, does not decide his or her job satisfaction. This finding hints towards the fact that job satisfaction is psychological in nature. An expectation from the job is one of the major factors which effects job satisfaction. So, teachers should be told to be aware of realistic expectations that they can keep from the teaching job. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement (Jyoti & Sharma, 2018).

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