

## Teachers' Job Satisfaction at Secondary School Level

**Dr. Manju Johari**

B.Ed. Dept.

D.A.K. College, Moradabad U.P. India.

---

### Abstract:

The present generation of youth is not free from mental tensions, arise from aimlessness of education, frustration, uselessness of curriculum and discipline.

The students of secondary classes are generally of adolescence age hence they have strong feelings and emotions. The teachers acquaint these students, the future citizen of the country, with the cultural, moral and ideal values of the life and intend to move them ideal citizens. The teachers can do this successfully if they are satisfied with their job. The feeling of satisfaction makes the employee active in his work and activity is the main source of work satisfaction for the purpose of achieving this aim, the present problem has been selected.

---

### Introduction:

Education has been a characteristic of man ever since he existed on this planet. The success of any educational program depends largely upon the effective way the teacher works. It is the teacher who provides inspiration, direction and meaning to all the activities of the school. Teachers are rightly called the architects of a nation's destiny. He/she has to organize and skillfully manipulate conditions for learning so that the children under his/her may make the maximum use of their potentialities. This is not an easy job. The teaching learning process is considered to be one of the most delicate, complex, challenging and significant social process. The success or failure of Teaching and Education depends on the teacher. In the words of Dr. A.C.Joshi, "The demand all over the world today is not for more teachers but for better teachers at all levels. This calls for concentration of efforts on the professional preparation of teachers and improvement is their educational attainments". If the teacher is unable to do his work effectively then the whole schooling would collapse.

Job satisfaction is a widely accepted psychological aspect of effective functioning in any profession. According to Blum and Maylor (1968), "Job satisfaction is the result of various attitudes the complex holds towards his job, related factors and towards life in general". Job satisfaction is a sub total of positive favorable and pleasant attitude possessed by an employee towards various job factors which help in general adjustment and satisfaction with his job life. Since

teacher is a highly significant feature in the learning environment, it would seem especially worth while to investigate the satisfaction of the teachers with their jobs. An attempt is here made to study the job satisfaction of secondary school teachers.

### Review:

A large no. of researches has been carried out on teachers' job satisfaction studies conducted by Talbat (1975), Olson (1975), Himmelstein (1975), Manthe (1976), Hafford (1977), Garskof (1985) and Birmingham (1985) all showed that there was positive relationship between age and job satisfaction. However studies conducted by Singh 1974, Huntington (1976), Goyal (1985) found in their studies that there was no relationship between age and teachers' job satisfaction.

Length of teaching experience has also been related to teachers' job satisfaction. In the studies made by Olson (1975), Talbat (1975), Himmelstein (1975), Barewell (1976), Findley (1976) found that the more experienced teachers tended to be more satisfied. However findings of the studies conducted by Hammer (1971), Singh (1974), Huntington (1976) and Goyal (1985) have shown that there was no relationship but length of teaching experience and teachers' job satisfaction. Sex was also studied as a factor of teachers' job satisfaction the finding of the studies made by Probe (1971), Anand (1972), Quintingn (1975), Barnard and Kundaval (1976) and Birmingham (1985) revealed that the female teachers tended to be more satisfied than the male teachers. On the other hand findings of studies made by Hemmer (1971), Manthe (1976), Huntington (1976)

showed that there were no significant relationship between male and female job satisfaction.

Teachers' job satisfaction has been studied in relation to their academic qualification too. Finding of researches made by Cortis (1976) showed that teachers with lower academic qualifications were found to be more satisfied. On the other hand Wiggim (1975) and Still (1980) have shown that the teachers who had higher educational qualifications tended to be more satisfied.

Ample research has shown that teachers are generally satisfied with the aspects of their job that relate to their teaching work (e.g. work tasks, professional growth) but dissatisfied with the aspects that surround the performance of their job (e.g. working conditions, interpersonal relations, salary; Bult et al., 2005; Crossman and Harris 2006; Dinham & Scott 1998; Kim & Loadman 1994).

In addition, Caprara and Colleagues (Caprara, Barbaranelli, Bargogni and Steca 2003; Caprara et al 2006) found that teaching efficacy was a determinant of teachers' job satisfaction and Klassen and Chiu (2010) found that both stress and teaching efficacy contributed to job satisfaction.

It may be calculated from this review of researches on teachers' job satisfaction that there is no unanimity over the findings of the researches done.

### **Statement Of The Problem:**

To study the job satisfaction of secondary school teachers.

### **Definition of Job Satisfaction:**

Job satisfaction refers to a sense of fulfillment, gratification and satisfaction from working in an occupation (Locke 1969). More specifically, it refers to the degree to which an individual feels that his or her job related needs are being met (Evans 1997). Teachers' sense of job satisfaction has been associated with their motivation (Barnabe & Burns 1994), well being (Vansteenkiste et al 2007) and commitment of teaching (Feather & Rauter 2001) because teachers constitute the greatest asset and human capital resource of a school (Perie & Baker 1997), improving teachers' sense of job satisfaction can help to reduce cost associated with high levels of teacher stress that include teacher absenteeism and teacher illness (Billingsley and Cross 1992).

### **Need of The Study:**

The employees which are happy with their jobs keep a healthy mental adjustment. A healthy mental adjustment inspires the employees to work, keep up his morale and prevents deterioration in production capacity. Many studies have proved that the employees that are unhappy with their job, their production capacity goes on falling.

An attempt is here made to study the job satisfaction of secondary school teachers. Level of job satisfaction of teachers has been studied on the basis of age, sex, educational, qualifications, teaching experience and marital status.

### **Objectives:**

There are following objectives of the present research:

1. To determine the level of job satisfaction in male and female teachers.
2. To compare the effect of marital status on teachers' job satisfaction.
3. To study the effect of age on teachers' job satisfaction.
4. To study the effect of teaching experience on teachers' job satisfaction.
5. To study the effect of educational qualification on teachers' job satisfaction.

### **Hypothesis:**

To achieve objectives of the study following hypothesis have been constructed:

1. Job satisfaction is significantly related to teacher's sex.
2. Job satisfaction is significantly related to teacher's marital status.
3. There is a significant relationship between job satisfaction & teacher's age.
4. There is a significant relationship between job satisfaction & teachers' teaching experience.
5. Job satisfaction is significantly related to teacher's educational qualification.

### **Population and Sample:**

In this study the term "population" has been used for all the secondary school teachers of Gorakhpur city. For sampling, stratification of the population was done into two strata - male and female. There were approximately twenty seven Intermediate Colleges in Gorakhpur city. Sixteen (16) of male and Eleven (11) of female. Out of which 37% of colleges (38% of male and 36% of female) were selected randomly. Two hundred teachers, selected with the help of cluster sampling technique, working in these ten randomly selected

colleges, constitute the sample for the present study.

**Tool Used:**

Teachers' job satisfaction scale (T.J.S.S) by Gupta and Srivastava (1980) was used in the study to measure the job satisfaction of secondary school teachers.

**Statistical Analysis:**

To test the hypothesis, chi-square test was applied. Hypothesis-1:

“Job satisfaction is significantly related to teachers' sex.” To test this hypothesis a null hypothesis have been formulated as the “Job satisfaction is not significantly related to teachers' sex.”

To test the hypothesis first the teachers' job satisfaction scale was administrated to secondary school teachers and scoring was done. On the basis of median point two groups were formulated

separately for male and female teachers, high job satisfaction group above median point and low job satisfaction group below median point.

To test the difference between these two groups chi square test was applied. Table represents that chi square value is significant at .05 level of significance. Hence our null hypothesis has been rejected. Table also shows that the mean of female teachers (310.00) is higher than the mean of male teachers (298.83). Hence it may be concluded that the female teachers were more satisfied to their jobs than male teachers.

**Hypothesis-2:**

Upon testing the hypothesis 2 it is clear from table that the value of obtained chi square is not significant at .05 level of significance. Hence our null hypothesis is approved and experimental hypothesis has been rejected.

**Mass Table of Mean S.D. and Chi-Square**

<u>Category</u>	<u>Mean</u>	<u>S.D.</u>	<u>X<sup>2</sup> Value</u>
Male Teachers	293.83	14.86	4.563 (significant at .05 level)
Female Teachers	310.00	28.96	
Married Teachers	301.92	25.04	0.701 (not-significant at .05 level)
Unmarried Teachers	287.77	19.62	
High age group Teachers	300.62	25.92	2.803 (not-significant at .05 level)
Low age group Teachers	268.00	44.08	
High Teaching Experience Group	285.67	29.74	5.437 (significant at .05 level)
Low Teaching Experience Group	275.90	33.12	
Under Graduate Teachers	313.07	35.06	0.769 (not-significant at .05 level)
Post Graduate Teachers	290.22	20.58	

Table also shows that mean of married teachers (301.92) is higher than a mean of unmarried teachers (287.77). Hence it may be concluded by mean value that the married teachers are more satisfied than unmarried teachers. But chi square value shows that there was no difference between job satisfaction of married and unmarried teachers.

**Hypothesis-3:**

In case of hypothesis 3 table shows that the value of obtained chi square (2.803) is not significant at .05 level of significance. Hence our null hypothesis is accepted and experimental hypothesis has been rejected. Table also represents that the mean of high age group teachers (300.62) is higher than the mean low age group teachers (268.00). Hence it may be concluded by mean value that the higher age

group teachers were more satisfied to their jobs than low age group teachers.

**Hypothesis-4:**

In case of length of teaching experience (hypothesis 4) it can be concluded from table that the value of obtained chi square is significant at .05 level of significance. Hence the null hypothesis has been rejected. Table also shows that the mean of high teaching experience group (285.67) is higher than the mean of low teaching experience group (275.90). Therefore it may be concluded that the teachers having more teaching experience were more satisfied than the teachers having low teaching experience.

**Hypothesis -5:**

During the testing of hypothesis 5 it was found from table that the value of obtained chi square is not significant at .05 level of significance. Hence our experimental hypothesis has been rejected.

Table also shows that the mean of undergraduate teachers (313.07) is higher than the mean of post graduate teachers (290.22). Hence it may be concluded from the mean values that undergraduate teachers were more satisfied to their jobs than post graduate teachers. But chi square test show that there is no difference between the job satisfaction of under graduate and post graduate teachers.

The findings of the researches may be considered useful in several ways, particularly in the field of educational administration. It has been

demonstrated in many studies and observation that teachers' job satisfaction and their teaching efficiency are positively correlated. If teachers' job satisfaction constitute an important factor of effective teaching & learning process, for specific training program, feedback devices and some other studies can be developed and used. The information yielded by this study, may be useful for all those who are in any way connected with the training programme of the administrators and the actual administration of the schools and educational systems.

### References

1. Allport, G.W.: Psychological and social order, Mc Graw-Hill, N.Y. , 1936.
2. Barnabe, C and Burns, M. 1994: Teachers job characteristics and motivation. *Educational Research*, 36, 171-185.
3. Billingsley, B.S. & Cross, L.H. (1992): Predictors of commitment, job satisfaction and intent to stay in teaching. A comparison of general and special Education, 25,453.
4. Birmingham, J.A.: "Job satisfaction and Burnout Among Minnesata Teachers". *Dissertation Abstracts International* 1985 2318-A.
5. Blum, ML and Naylor T.C: *Industrial Psychology, Its theoretical and social foundation*, Harper and Row, New York, 1968.
6. Butt, G., Lance A. et. Al. (2005): Teachers' job satisfaction; Lessons from the T.S.W. path finder project. *School leadership and Management*. 25, 455-471.
7. Caprara, G.V, Barbaranellic, Steca, P. and Malone, PS (2006): Teachers self efficacy beliefs as determinates of job satisfaction and students academic achievements: A study at school level. *Journal of school psychology*. 44, 473-490.
8. Crossman, A. & Harris, P.(2006): Job satisfaction of secondary school teachers. *Educational Management Administration and Leadership*, 34, 29-46.
9. Evans, L.(1997): Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13, 831-845.
10. Findlay, Jr.B.P.: "The relationship among selected personal variables and job satisfaction of College Business Teachers in Colorado, *Dissertation Abstract International*, 36, 4205-
11. A." Goyal, J.C.: *The Indian teacher; Some characteristics* National Psycho-logical Corporation, Agra 1985.
12. Hafford, H.M.: "The measurement of factors of satisfaction and dissatisfaction which affect teachers in their work. *Dissertation abstracts international*, 1977, 37, 5060-A."
13. Himelstein, S.: " A comparative study of Teachers' satisfaction and dissatisfaction between teachers of selected Jewish Day School and Orthodox Jewish Public School teachers in Newyork City", *Dissertation abstracts inter-national*, 1975, 7559-A.
14. Huntington, F.W.: "The effect of visibility upon open space teachers and its relationship with predicting satisfaction in open space schools." *Dissertation abstract international*, 1976, 36, 7065-A.
15. Klassen, R.M. & Chiu, M.M. (2010): Effects on teachers self efficacy and job satisfaction. Teacher gender, years of experience and job stress. *Journal of educational psychology*, 102, 741-756.
16. Locke E (1969): What is job satisfaction? *Organizational behavior and human performance*. 4, 309-336.
17. Manthe, R.D.: "A job satisfaction and dissatisfaction. Study of the Virginia University Extension Services." *Dissertation abstracts international* 1976, 37, 3115-A.
18. Olson, HLT: The relationship between needs, Reinforcer correspondence and job satisfaction of Minnesota Secondary School office of Education Teacher Coordinator. *Dissertation Abstracts International*, 1975, 35.
19. Perie, M. & Baker, D.(1997): Job satisfaction among American's teachers; Effects of work place conditions, background character-istics, and teacher compensation. Washington, D.C: National Centre for education statistics. Statistical analysis report, U.S. Department of Education.
20. Still, W.L.: "Relationship of selected Personal Attributes of Business Teachers Education to job satisfaction." *Dissertation Abstracts International* 1980, 1437-A.
21. Talbat, R.J.: " An investigation of expressed factors related to job satisfaction and dissatisfaction of Teachers of Industrial Arts of Suffolk country, Newyork" , *Dissertation Abstracts International*, 1975, 36, 756-A.
22. Vansteenkiste, M., Neyrinch, B., Niemic, C.P., Soenes B., De Witte, H. and Van, D.B. (2007): On the relations among work value orientations, Psychological need satisfaction and job outcomes: A self determination theory approach, *Journal of occupational and organizational psychology*, 80, 251-277.
23. Wiggim, J.D.: "The relationship between job satisfaction and Vocational Preferences of Teachers of Mentally Retarded." *Dissertation Abstracts International* 1975, 35, 6545-A.