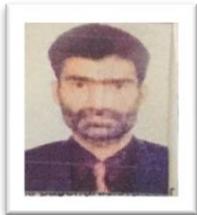


Job Satisfaction of Secondary School Headmasters with Reference To Gender & Length of Service



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Abstract

This main focus of this study was to examine the level of job satisfaction between male & female, senior & junior secondary school headmasters. Sample for the study comprised of 300 secondary school headmasters from Kashmir valley. Data was collected by using standardized tool developed by Singh & Sharma (1999) to measure the level of job satisfaction. The collected data was analyzed by using calculating mean, S.D., & 't'-test. The results of the study revealed that there exists no significant difference between male & female secondary school headmasters on job satisfaction. Significant difference was found between senior & junior headmasters on job abstract factor & composite score of job satisfaction scale. It was also revealed that senior headmasters agree that their colleagues are cooperative & helpful. They derive pleasure from their job & rate their job higher as compared to other jobs.

Keywords: Headmaster, Senior & Junior & Job Satisfaction.

Introduction

Headmasters play a very important and significant role. As school administrators headmasters face various issues on a daily basis. In terms of school management, the role that headmaster plays as leader is pivotal to overcoming the many existing problems, role in enhancing the school capacity, in improving teachers' capabilities, and in making conducive environment for teaching learning process. The smooth running of any school or organization is based on the fundamentals of administration and management. Headmasters take the task of organization on their shoulders to make the institution flourishing. As per (Gupta, 1987) the head of the institution occupies a very key position in educational pyramid. The fate of an institution depends mostly upon the head of the institution. Headmaster is the key educational leader and the chief executive officer of a complex and heterogeneous community comprising of eminent, devoted and dedicated teaching personnel, students, their parents, governing bodies, education departments and university. Leaders do not belittle people or make them feel that they have nothing to contribute. Leaders don't hide in their offices to overlook problems. They have to be visible; they have to convey a sense of oneness.

In 1935, Hoppock, who was among the first to report job satisfaction level of teachers concluded that job satisfaction is related to mental health. The progress towards human relations sheds extra light on the significance of the morale & development of the work conditions for the employees of organizations & institutions. The significance of job satisfaction among the staff of organization & institutions goes back to the second half of the 20th century, with the emergence of Maslow's theory (1956). Since then, researchers have shown profound consideration to the issue & different logical studies have been undertaken. The job satisfaction of workforce in any organization, as Conley *et al.* (1989) have stated as a main component of the work environment & one of the main factors determining organizational climate. Job satisfaction is a multivariate human attitude defined as employees' feelings about their jobs in general (Morrison, Jones, & Fuller, (1997). Blum & Naylor, (1968) stated that job satisfaction is regarded as a generally favorable or unfavorable attitude resulting from specific work areas, such as job factors and individual characteristics. According to Frank, (1986) job satisfaction as a combination of psychological, physiological & environmental circumstances that cause a person to be truly satisfied with his or her job. Hoy & Miskel (1987) stated that job satisfaction is viewed as a crucial factor as to the

general efficiency of an organization. It is believed that research into job satisfaction started in the field of industry & business administration with a particular importance being laid on the working classes. Later this research moved towards the field of education, with extra focus being placed on the teaching area. As Thompson *et al.* (1997) stated that synthesis of research findings regarding job satisfaction in educational organizations, job satisfaction has been as the criterion variable of interest, as one of a collection of criterion variables, or as a predictor variable in regard to another criterion of interest. According to (Blood, *et al.* 2002) Job satisfaction is one of the most widely researched topics in the areas of organizational behavior and education. As Ali, *et al.* (2012) revealed that most of the head teachers at elementary level were slightly satisfied with respect to their promotion, formulation, awareness & implementation of education policy & salary packages. They also found that head teachers were satisfied with respect to factors of job i.e. ability utilization, achievement from job, administrative activities, authority, creativity, independence in administration and teaching, moral values and other factors. Nguyen *et al.* (2013) found positive relationship between reward & recognition, satisfaction with supervision & job characteristics. Raza, *et al.* (2015) in their study revealed a positive relationship between four intrinsic facets of job satisfaction that is creativity, job security, responsibility & achievement with job satisfaction.

Job satisfaction has been as the criterion variable of interest, as one of a collection of criterion variables or as a predictor variable in regard to another criterion of interest. Further, only few studies have explored job satisfaction of school teachers, university administrators, and bank employees. But no such study has been conducted on job satisfaction of secondary school headmasters with reference to gender and length. It seemed more appropriate with reference to our state. No such study has been conducted in the state of Jammu & Kashmir on the selected variable. Hence the researcher thought there is great need to probe into job satisfaction of headmasters in relation to selected important variable.

Objectives of the Study

1. To study and compare the job satisfaction of secondary school headmasters on the basis of gender.
2. To study and compare the job satisfaction of senior and junior secondary school headmasters.

Null Hypotheses

1. There is no significant difference between the mean scores of male and female Secondary school headmasters on various factors of job satisfaction.

2. There is no significant difference between the mean scores of male and female Secondary school headmasters on composite score of job satisfaction.
3. There is no significant difference between the mean scores of senior and junior Secondary school headmasters on various areas of job satisfaction.
4. There is no significant difference between the mean scores of senior and junior Secondary school headmasters on composite score of job satisfaction.

Operational definition of Variable:

Job Satisfaction

Job satisfaction as a combination of psychological, physiological, and environmental circumstances that cause a person to be truly satisfied with his or her job (Frank, 1986). Job satisfaction in the present investigation refers to the dominant set of scores obtained by the sample subjects on the job satisfaction Scale developed by Amar. Singh and T.R. Sharma.

Length of Service

Length of Service in the present investigation referred to the number of years put in the service by the sample subjects as headmaster. Subjects with more than 8 years and less than 5 years of field experience are considered as senior and junior headmasters respectively.

Design of the Study

Sample

The sample for the present investigation was drawn from the high schools of Kashmir valley. Presently there are 820 high schools in Kashmir Valley run by the government. In the present study 300 secondary school headmasters were randomly selected from these high schools (820). The procedure for drawing the sample was adopted as per the following breakup.

Length of Service	Male	Female	Total
Senior	75	75	150
Junior	75	75	150
Total	50	150	300

Data Gathering Tool

The data for the present study was collected with the help of following standardized tool:

Job Satisfaction Scale (JSS)

This scale is developed by Singh and Sharma. It measures the job satisfaction of everybody & it contains 30 items.

Statistical Treatment of Data

The collected data was put to statistical treatment by applying Mean, S.D., & 't'-test. Besides, graphical figures are also drawn in order to make the results transparent.

**Statistical Analysis
Descriptive Analysis**

Table 1
Showing the percent wise distribution of Male and Female Secondary School Headmasters on Job Satisfaction Scale (N=150 each).

Range of Raw Scores	Grade	Level of Job Satisfaction	Percentage	
			Male	Female
104 Above	A	Highly Satisfied	Nil	Nil
91-103	B	Above Average Satisfied	8.00%	6.66%
74-90	C	Satisfied	90.00%	89.33%
62-73	D	Dissatisfied	2.00%	4.00%
61 & Below	E	Highly Dissatisfied	Nil	Nil

An examination of the table 1 reveals the percent wise distribution of male & female secondary school headmasters on *Job Satisfaction scale*. The results revealed 90.00% male headmasters & 89.33% female headmasters moderately satisfied with their

job. The results also show 8% of male headmasters & 6.66% of female headmasters on above average satisfied category. Only 2% from male headmasters & 4% from female headmasters were found to be dissatisfied with their job.

Table 2
Showing the percent wise distribution of Senior and Junior Secondary School Headmasters on Job Satisfaction Scale (N=150 each)

Range of Raw Scores	Grade	Level of Job Satisfaction	Percentage	
			Senior	Junior
104 & Above	A	Highly Satisfied	Nil	Nil
91-103	B	Above Average Satisfied	9.00%	5.3%
74-90	C	Moderate Satisfied	89.3%	90.00%
62-73	D	Dissatisfied	1.3%	4.7%
61 & Below	E	Highly Dissatisfied	Nil	Nil

The results given in the table no 2 reveals the percentage distribution of senior & junior headmasters on *Job Satisfaction*. The results reveal 89.3% of senior headmasters & 90.00% of junior headmasters were found to be moderately satisfied with their job. Only 9.00% from senior headmasters & 5.3% from junior headmasters fall in above average

category. It was also found that 1.3% senior headmasters & 4.7% junior headmasters were found dissatisfied with the job they hold.

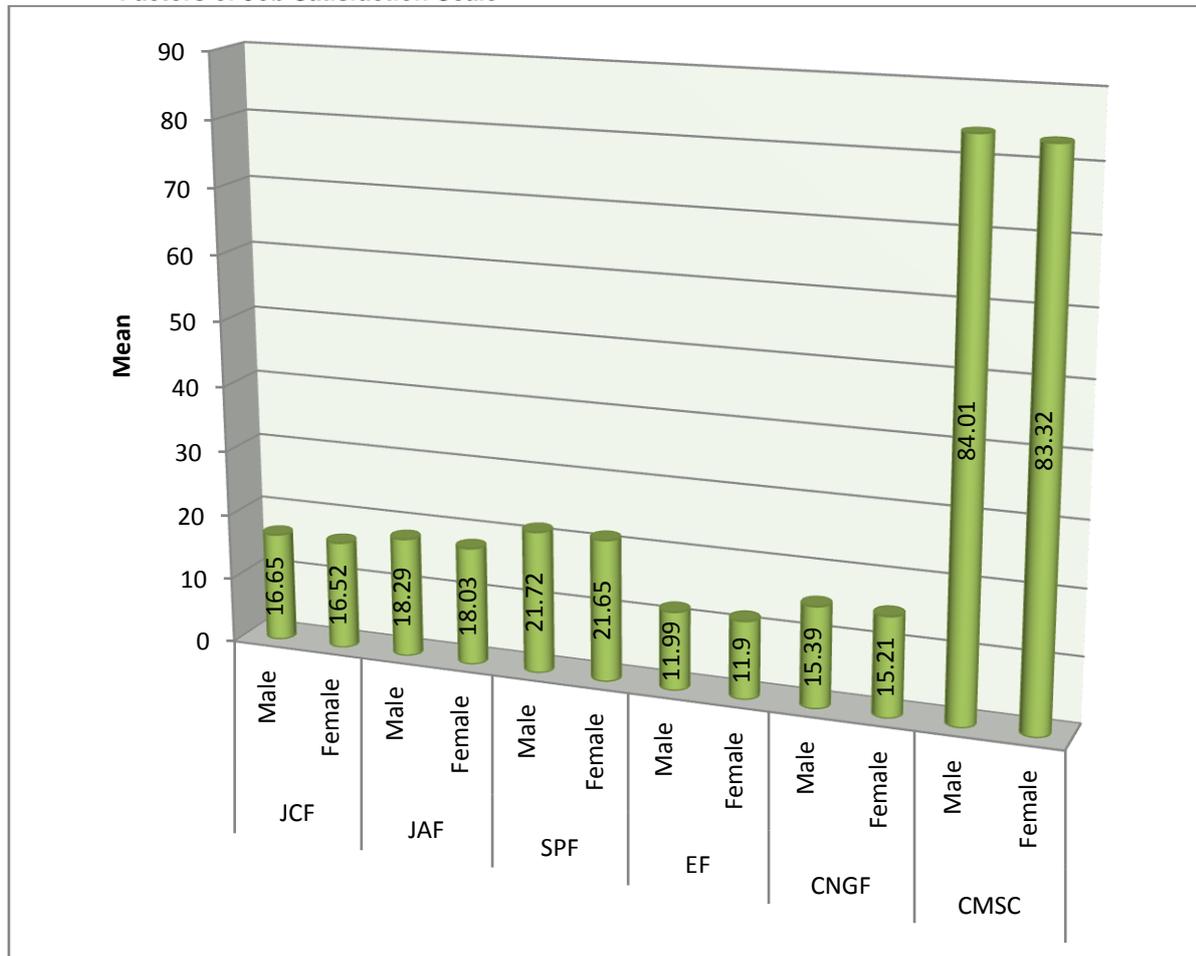
A-i). Comparison of Secondary School Headmasters on the basis of Gender on Various factors of Job Satisfaction Scale (N=150 each):

Table 3
Showing the Significance of difference between the Mean scores of Male and Female secondary School Headmasters on various factors of Job Satisfaction Scale (N= 150, each).

Factors	Gender	Mean	S.D.	't' Value
JCF	Male	16.65	2.13	0.55
	Female	16.52	2.00	
JAF	Male	18.29	2.88	0.79
	Female	18.03	2.78	
SPF	Male	21.72	2.37	0.24
	Female	21.65	2.38	
EF	Male	11.99	1.50	0.51
	Female	11.90	1.42	
CNGF	Male	15.39	2.17	0.70
	Female	15.21	2.22	
CMSC	Male	84.01	5.09	1.19
	Female	83.32	4.88	

Acronyms: JCF- Job Concrete factor, JAF- job-abstract factor
 SPF- Psycho-social, EF- Economic factor
 CNGF- Community/national growth
 CMSC-Composite score

Fig. I: Showing the Mean Comparison of Male & Female Secondary School Headmasters on Various of Factors of Job Satisfaction Scale



Acronyms: JCF- Job Concrete factor, JAF- job-abstract factor, SPF- Psycho-social factor, EF- Economic factor CNGF- Community/national growth factor, CMSC-Composite score

A-i). Discussion & Interpretation of results on the basis of gender on various factors of Job Satisfaction scale:

The results presented in the table no.3 highlights the significance of mean difference between male & female secondary school headmasters on *Job Concrete Factor* of Job Satisfaction. The mean scores of male headmasters & female headmasters were found to be (16.65) & (16.52) respectively. The obtained 't' value was found to be 0.55 which is not significant. On *Job-Abstract factor* the mean scores of male and female secondary school headmasters was found to be (18.29) & (18.03) respectively. The obtained 't' value came out to be 0.79 which is statistically not significant. On *Psycho-Social factor* the mean scores of male & female headmasters were found to be (21.72) & (21.65) respectively. The calculated 't' value was found to be 0.24, which is not significant. On *Economic factor* the mean scores of male & female headmasters were found to be (11.99) & (11.90) respectively. The obtained 't' value was found to be 0.51 which is not significant. On *Community/National growth factor* the obtained mean scores of male groups of headmasters was found to

be (15.39) & for female headmasters (15.21). The calculated 't' value has been found to be 0.70 which is not significant. As the mean difference is not significant, no conclusive discussion can be drawn between male & female secondary school headmasters in respect to job concrete, job abstract, psycho-social, economic & community & national growth factors of job satisfaction.

Table 3 shows the mean scores of male & female secondary school headmasters on *Composite score* of job satisfaction. The mean score of male headmasters was found to be (84.01) as compared to female headmasters (83.32). The obtained 't' value was found to be 1.19 which is statistically not significant. It has been found that there exists no significant difference between male & female secondary school headmasters on composite score of job satisfaction scale. It may be inferred that both the groups of headmasters are on same platform so for the composite score of job satisfaction is concerned. Therefore, no conclusive discussion can be drawn between male & female secondary school headmasters on composite score of job satisfaction scale.

The above discussed findings are in line with some of the earlier researchers in the field (Mumtaz, Suleman & Ahmad, 2016; Glicorovic, 2014; Annierah & Kamarulzaman, 2013; Beri, 2013; Sofal, 2013; Ali *et al*, 2012; Webb, 2012; Menon & Reppa, 2010; Nayeem, 2008; Eckman, 2004; Crane & Scott, 2006; Lombardo, 2005).

Mumtaz, Suleman & Ahmad (2016) in their study concluded no significant difference between male & female higher secondary school heads satisfaction with regard to intrinsic & extrinsic dimensions of their job position. **Glicorovic (2014)** in his study on job satisfaction & gender difference in teachers did not reveal any significant difference between male & female teachers. **Beri (2013)** could not found any significant difference between male & female primary teachers. **Sofal (2013)** while comparing male & female educational administrators on job satisfaction did not found any significant difference. **Ali *et al*, (2012)** stated that head teachers were slightly satisfied with the basic three dimensions of job, i.e. advancement, education policies & compensation. **Menon & Reppa (2010)** found no significant difference between genders on all dimensions of job satisfaction, pointing in absence of a relation between gender & job satisfaction. **Eckman (2004)** reported that there is no significant difference between male & female high school principals on job satisfaction.

In light of empirical evidence discussed above, the null hypothesis number first which reads as, "There is no significant difference between the mean scores of male & female secondary school

headmasters on various factors of Job Satisfaction" stands accepted.

In light of above discussed finding, the null hypothesis number second which reads as, "There is no significant difference between the mean scores of male & female secondary school headmasters on composite score of Job Satisfaction" stands accepted.

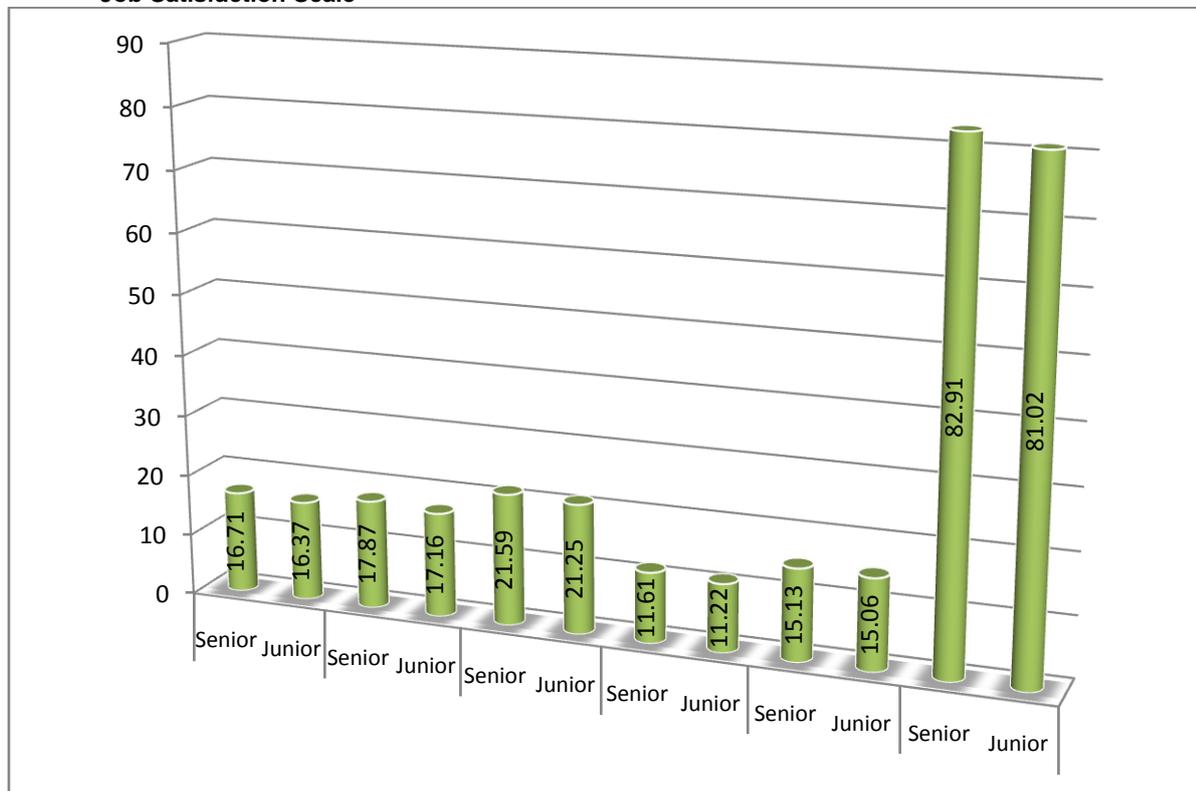
A-ii). Comparison of Secondary School Headmasters on the basis of Length of Service on various factors of Job Satisfaction Scale (N=150, each):

Table 4: Showing the Significance of mean difference between Senior and Junior secondary School Headmasters on various factors of Job Satisfaction Scale (N= 150, each).

Factors	Group	Mean	S.D.	't' Value
JCF	Senior	16.71	2.06	1.35
	Junior	16.37	2.20	
JAF	Senior	17.87	2.18	2.47*
	Junior	17.16	2.73	
SPF	Senior	21.59	2.38	1.19
	Junior	21.25	2.46	
EF	Senior	11.61	1.58	1.87
	Junior	11.22	1.97	
CNGF	Senior	15.13	2.13	0.30
	Junior	15.06	2.23	
CMSC	Senior	82.91	4.62	3.44**
	Junior	81.02	4.88	

*Significant at 0.05 level, **Significant at 0.01 level

Fig. II: Showing the mean comparison of senior & junior secondary school headmasters on Various factors of Job Satisfaction Scale



Acronyms: JCF- Job Concrete factor, JAF- job-abstract factor

SPF- Psycho-social factor,

EF- Economic factor

CNGF- Community/national growth factor

CMSC-Composite score

A-ii). Discussion & Interpretation of results on the basis of length of service on various factors of Job Satisfaction scale

The results reported in the table no. 4 shows the significance of mean difference between senior & junior secondary school headmasters on *Job Concrete Factor* of Job Satisfaction scale. The mean scores of senior headmasters & junior headmasters were found to be (16.71) & (16.37) respectively. The obtained 't' value was found to be 1.35 which is not significant. On *Psycho-Social factor* the obtained mean scores of senior & junior secondary school headmasters was found to be (21.59) & (21.25) respectively. The calculated 't' value has been found to be 1.19 which is not significant. It may be inferred that senior & junior headmasters are similar on psycho-social factor. On *Economic factor* the mean scores of senior & junior headmasters was found to be (11.61) & (11.22) respectively. The obtained 't' value has been found to be 1.87 which is not significant. The results indicate that both the groups under investigation are on same platform as far as the economic factor is concerned. On *Community/National growth factor* the obtained mean scores of senior & junior headmasters were found to be (15.13) & (15.06) respectively. The calculated 't' value has been found to be 0.30 which is significant not significant. On the basis of the results, it may be inferred that senior & junior headmasters have similar view community & national growth factor. Since, there is no mean difference in above mentioned factors. Therefore, no conclusive discussion can be drawn between senior & junior secondary school headmasters on job concrete factor, *Psycho-Social factor*, *Economic factor* & *Community/National growth factors* of job satisfaction scale.

A perusal of table no.4 reveals the significance of mean difference between senior & junior headmasters on *Job-Abstract factor* of job satisfaction scale. The mean scores of senior & junior secondary school headmasters were found to be (17.87) & (17.16) respectively. The obtained 't' value has been found to be 2.47 which is statistically significant at 0.05 level of significance. The results reveal that senior headmasters are higher on job-abstract factor as compared to junior headmasters. Senior headmasters agree that their colleagues are cooperative, helpful & sincere in work. The results also reveal that senior headmasters rate their job as democratic functioning. They derive pleasure from their job & rate their job superior as compared to other jobs. Thus, results indicate that experience seems to have some impact on job abstract factor as senior headmasters were found to be higher on this factor as compared to junior headmasters.

Table no.4 reveals the significance of mean difference between senior & junior secondary school headmasters on *Composite score* of job

satisfaction scale. The mean score of senior headmasters is reported to be higher (M=82.91) as compared to junior headmasters which is (M=81.02). The obtained 't' value was found to be 3.44 which is statistically significant at 0.01level. The mean difference favours senior group, thus clearly indicating that senior group of headmasters are higher on composite score of job satisfaction scale as compared to junior secondary school headmasters.

The above mentioned findings are in line with some of the previous researchers in the field (Mumtaz, Suleman & Ahmad, 2016; Menon & Reppa, 2010; Bryant, 2007; Monroe & Jon, 2007; Crane & Scott, 2006; Lombardo, 2005; Bhuyan & Choudhury, 2002; Abraham, 1997; Thaker, 1996; Badhuri, 1994; Nongrum & Medalin, 1992).

Menon & Reppa (2010) revealed that experienced were found significantly higher on job satisfaction on two dimensions (key stakeholders & participation in school management). Bryant (2007) studied the factors influencing job satisfaction of principals & found that educational level & experience were not related to general job satisfaction for principals from either school performance group. Monroe & Jon (2007) concluded that there was no significant difference between job stress & job satisfaction levels of inexperienced & experienced high school principals. Crane & Scott (2006) indicated that Idaho superintendents' were generally, intrinsically & extrinsically satisfied with their job. Lombardo (2005) in his study explored the relationship between general job satisfaction & ten demographic variables. The results revealed that only one demographic variable (age) had an effect on the general job satisfaction levels of high school principals'. Bhuyan & Choudhury (2002) in one of their findings found no association between the levels of job satisfaction & experience of college teachers. Abraham (1997) found insignificant relation between job satisfaction & length of service. Thaker (1996) carried out a study on job among the principals of secondary schools of Saurashtra & concluded that gender, age, educational qualification, marital status & geographical area has no effect on principals job satisfaction. Badhuri (1994) in his one of the findings could not find any significant difference in the job satisfaction levels of Govt. & private school heads with more or less experience. Nongrum & Medalin (1992) found no significant difference on job satisfaction between teachers with more or less length of experience.

In light of empirical evidence discussed above, the null hypothesis number third which reads as, "There is no significant difference between the mean scores of senior & junior secondary school headmasters on various factors of Job Satisfaction" has been partially accepted.

In light of the above discussed finding, the null hypothesis number fourth which reads as, "There is no significant difference between the mean scores of senior & junior secondary school headmasters on composite score of Job Satisfaction" has been rejected

Conclusions

1. It has been found that there exists no significant difference between male & female secondary school headmasters on any of the factors including composite score of job satisfaction scale. Thus, results indicate that both male & female secondary school headmasters rate their job in a similar way.
2. It has been revealed that there is no significant difference between senior & junior on *job concrete factor, psycho-social factor, Economic factor & community & national growth factors* of job satisfaction.
3. It has been found that there is significant difference between senior headmasters on *job-abstract factor*. Senior headmasters agree that their colleagues are cooperative, helpful & sincere in work. The results also reveal that senior headmasters rate their job as democratic functioning.
4. It has been revealed that there is significant difference between senior & junior headmasters on *composite score*. Senior headmasters agree that their colleagues are cooperative, helpful & sincere in work. The results also reveal that senior headmasters rate their job as democratic functioning.

Inferential suggestions

1. Sensitization programmes should be arranged for junior headmasters were in they will be provided inputs on teaching as a profession. So that they will feel satisfaction of job as senior headmasters.
2. Refresher courses & workshops should also be organized for junior headmasters so that they will be made aware that their job is service to society.
3. The study revealed that satisfaction of job is essential for successful administration. Satisfaction of job for headmasters is necessary in every educational institution so as to increase the effectiveness of these institutions.

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