

Job Satisfaction and Life Satisfaction among Theory Based and Non-Theory Based Secondary School Teachers



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Abstract

The present study is intended to find out difference in level of job satisfaction and life satisfaction, if any, between the theory based and non-theory based teaching professionals. A theory based teaching professional is one who teaches the universally accepted knowledge in theoretical subjects like English, Gujarati, Math, Social Science, (all theory subjects) and non theory-based teaching professionals are the one who teaches subjects like Physical Education, Drawing, (all non-theory subjects). The basic assumption of the study is whether teaching a theory subject vis-à-vis teaching a non theory-based subject to school students can play a role in level of job and life satisfaction of teaching professionals? Also, factors like gender and teaching experience have been taken into consideration as relevant variables having a significant impact on job satisfaction and life satisfaction of teachers. The sample comprised of 240 Secondary School Teachers selected from total 40 schools located in Vadodara as well Anand district. The medium of instruction was also varied, with schools having the medium of instruction as English, Hindi and Gujarati. 6 sample teachers were taken from each school i.e., 4 Theory - based teaching professionals who teach subjects like Math, Social Science, English and Gujarati and 2 non theory - based teaching professionals who teach subjects like Physical Education, and Drawing. The Teacher Job-Satisfaction Questionnaire by P. Kumar and D. N. Mutha (Hindi) and Q.C. Alam & Ramji Srivastav's Life-Satisfaction Questionnaire (Hindi) was adopted as a tool for the study. Data analysis of questionnaire and demographic details were subjected through SPSS for t test. Performance on job is often highly correlated with level of job satisfaction and life satisfaction. The results of the present study will help us to understand the factors that play an integral role in the job and the life satisfaction of secondary school teachers of Baroda and Anand city. The findings can be shared and discussed with school principals and counselors, who can thereby implement and bring about changes in their school policies.

Keywords: Job Satisfaction, Life Satisfaction, Theory Based Teaching Professionals and Non-theory Based Teaching Professionals.

Introduction

"The quality of a nation depends upon the quality of its citizens. The quality of its citizen depends more than on any other single factor, upon the quality of their teacher." These are the words stated by the American Commission of Teacher Education. On one hand a teacher has the power to create good citizens while on the other hand a teacher can also create criminals. The teacher is the living ideal, the foundation head of knowledge and the potential guide to provide right direction for the growth and development of today as worthy citizens of tomorrow. Thus, teacher is the backbone of the educational system, the maker of mankind and the architect of the society. Teachers play a great role in student's life. They not only impart knowledge but also guide the children in the right way. But, if we see today, teachers are burdened with many things as per the changing trends of the world. Teachers not only play a role in student's life but also play a major role in the society by being a good daughter, a good wife, and a good mother. Thus they are burdened with many responsibilities and this leads stress in them and they start perceiving teaching as just a job which they have to do in order to earn money. So there remains no interest in them and this leads to the boring life to some of them. Thus some teachers go through the dissatisfaction while some of them feel satisfaction in their job.

There are many factors leading to the dissatisfaction in teaching profession. Considering the fact, teaching as a profession, the nature of

work and variables associated with the job, the factors affecting job satisfaction draw a special attention for the investigator to have an insight into the job satisfaction of Secondary teachers teaching theory based and non-theory based subjects.

Job satisfaction has been defined differently by different people. Job satisfaction is difficult to define because it is an intangible, unseen, unobserved variable and a complex assembly of cognitions (beliefs or knowledge) and emotional feeling (sentiments or evaluations) and such behavioral tendencies.

Locke (1976) attempted to capture the affective nature of job satisfaction in his definition 'a pleasurable positive emotional state resulting from the appraisal of one's job or job experience'. (Rhodes Peter S. & Fincham Robin, 1992)

Keith Davis (1977) defined job satisfaction as the favourableness or unfavourableness with which employees view their work'. Job satisfaction results when the job characteristics and the wants of the employees agree with each other. A worker is satisfied if he gets what he expects from his jobs. (Solanki Jyoti, "A study on the job satisfaction of Teachers Teaching Commerce subjects in the English Medium Schools of Vadodara City", April 2005)

Teachers' role is the main role in students' life in order to make them a good citizen of the nation. Teaching a large number of students is quite a tough job for every teacher as they need good knowledge, loud pitch, attracting personality, lots of enthusiasm and finally a calm and peaceful mind which is free from all types of tensions. It is natural that a teacher, along with her teaching job, she is also supposed to look after her family. Thus she needs to be emotionally stable because these tensions may affect her job satisfaction and finally her life satisfaction also gets affected. The emotional stability of Teachers leads to concentration and calmness of mind resulting in satisfaction in all aspects of life. Satisfied teachers concern themselves with subject matter, character development and helping children to learn by influencing their life and in this way draw personal satisfaction when children grow and achieve through interaction. The teachers' behaviour and overall personality plays an important role in this regard.

The term life satisfaction, morale, and happiness are often used interchangeably to refer to well-being, yet these constructs are very much in meaning. Life Satisfaction refers to the overall cognitive judgemental aspects of subjective well being (Diener, 1984).

George (1981) defined life satisfaction as a cognitive process by which an individual assesses his/her progress towards desired goals. George also defined happiness as "transitory moods of gaiety reflecting the affect that people feel toward their current state of life".

Life Satisfaction is defined as "a global assessment of a person's quality of life according to his or her chosen criteria (Shin & Johnson, 1978). Satisfaction of life depends not only on what people have, but on criteria that people choose themselves and how they judge their own achievements (Diener et al., 1985)

Job Satisfaction is a feeling or attitude that is determined by a correspondence between our expectations of satisfaction and the degree to which we are satisfied. Therefore, since we spend nearly one-third of our lives working, the positive or negative feelings we experience are bound to affect ones total life satisfaction.

Operationalization of the Terms

1. Job-satisfaction: Positive attitude of a person towards his profession, working conditions, authority and towards his/her institution.
2. Theory-based teaching professionals: One who teaches subjects like English, Gujarati, Math, Social Science, (all theory subjects) are known as theory-based teaching professionals.
3. Non theory-based teaching professionals: One who teaches subjects like Physical Education, Drawing, (all non-theory subjects) are known as non theory-based teaching professionals.

Objectives

1. To find out whether there is any difference in the level of job satisfaction among the theory teaching professionals and non-theory teaching professionals.
2. To explore whether there is any difference in the level of life satisfaction among the theory based teaching professionals and non theory-based teaching professionals.
3. To examine whether gender play a role in teacher's job satisfaction.
4. To examine whether gender play a role in teacher's life satisfaction.
5. To ascertain whether the teaching experience of the teacher play a role in teacher's job satisfaction.
6. To ascertain whether the teaching experience of the teacher play a role in teacher's life satisfaction.

Methodology

Variables

A) Independent Variable

1. Teaching Profession:
 - a. Theory-based teaching professionals
 - b. Non theory-based teaching professionals
2. Gender:
 - a. Male
 - b. Female
3. Teaching Experiences:
 - a. 1-10 yrs
 - b. 10 yrs and above

B) Dependent Variable

1. Job Satisfaction
2. Life Satisfaction

Hypothesis

1. There will be no significant difference in the level of job satisfaction between the male and female teachers.
2. There will be no significant difference in the level of job satisfaction among the teachers with respect to their teaching experience.
3. There will be no significant difference in the level of job satisfaction between theory and non-theory teaching professionals.
4. There will be no significant difference in the level of job satisfaction among the teachers with respect to their gender and experience.

5. There will be no significant difference in the level of job satisfaction among the teachers with respect to their gender and profession.
6. There will be no significant difference in the level of job satisfaction among the teachers with respect to their experience and profession.
7. There will be no significant difference in the level of life satisfaction between the male and female teachers.
8. There will be no significant difference in the level of life satisfaction among the teachers with respect to their teaching experience.
9. There will be no significant difference in the level of life satisfaction between theory and non-theory teaching professionals.
10. There will be no significant difference in the level of life satisfaction among the teachers with respect to their gender and experience.
11. There will be no significant difference in the level of life satisfaction among the teachers with respect to their gender and profession.
12. There will be no significant difference in the level of life satisfaction among the teachers with respect to their experience and profession.

Sample

The sample comprised of 240 Secondary School Teachers selected from total 40 schools located in Vadodara as well Anand district. The medium of instruction was also varied, with schools having the medium of instruction as English, Hindi and Gujarati. 6 sample teachers were taken from each school i.e., 4 Theory based teaching professionals who teach subjects like Math, Social Science, English and Gujarati and 2 non-theory based

Results, Discussion and Conclusion

A: Job Satisfaction Level

teaching professionals who teach subjects like Physical Education, and Drawing.

Tools

For the present investigation, two tools were used namely, (A) Pramod Kumar & D.N.Mutha Teacher's Job-Satisfaction Questionnaire (Hindi). It consists of 29 highly discriminating 'Yes-No' type items (Kumar & Mutha, 1978) and (B) Q.C. Alam & Ramji Srivastav's Life-Satisfaction Questionnaire (Hindi) The Life Satisfaction Scale comprises of sixty items The responses are to be given in Yes/No. Yes responses indicate satisfaction, whereas No indicate dissatisfaction.

Research Design

Teaching Experiences(C) / Gender (B)	Teaching Profession (A)				Total
	Theory Based A1		Non-Theory Based A2		
	Male B1	Female B2	Male B1	Female B2	
1 yrs – 10 yrs(C1) 120	30	30	30	30	30
10 yrs and above(C2)	30	30	30	30	120
Total	60	60	60	60	240

Data Analysis

The present study is a Between Group Factorial Design. There are 3 independent variables each varied at 2 levels. Therefore, it is a 2x2x2 Factorial Design. The statistical analysis for this factorial design is "Analysis of Variance" (ANOVA).Using SPSS, Univariate Analysis of Variance and t-test are carried out.

**Table-1(A)
Showing Results of Anova on Job Satisfaction**

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Gender	392.704	1	392.704	9.630	**0.002
Experience	26.004	1	26.004	0.638	0.425
Profession	95.004	1	95.004	2.330	0.128
Gender* Experience	15.504	1	15.504	0.380	0.538
Gender*Profession	19.838	1	19.838	0.486	0.486
Experience*Profession	9.204	1	9.204	0.226	0.635
Gender*Experience*Profession	23.438	1	23.438	0.575	0.449
Error	9461.100	232	40.781		
Total	116177.000	240			
Corrected Total	10042.796	239			

*Significant at 0.001 level & **Significant at 0.05 level

As shown in table 1, the mean value of male is 22.3083 and the mean value of female is 19.7500. There is a difference of 2.5583 between the both which means they differ significantly in their job satisfaction level. The F value for the gender is 9.630. This means there is a significant difference at 0.05 levels. Therefore, the first hypothesis stating- "there will be no significant difference in the level of job satisfaction between male and female" is rejected. Here, male shows higher level in job satisfaction than compared to female. This suggests that males are able to cope with multiple stresses while females are less capable of coping with multiple stresses and thus they tend to show lower job satisfaction level. There is

a significant difference among male and female with respect to their level of job satisfaction.

The mean value of teaching professionals with experience of 1-9 years is 20.7000 and the mean value of teaching professionals with experience of 10 years and above is 21.3583. There is a difference of very less i.e. 0.6583 between the both which means they do not differ significantly much in their job satisfaction level with respect to their teaching experiences. The F value for the experience is 0.638. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the second hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their teaching experience" is accepted. This

suggests that the level of teaching experiences does not play a significant role in the level of job satisfaction of a person. There is no significant difference among the teaching professionals with respect to their teaching experiences.

The mean value of theory based teaching professionals is 21.6583 and the mean value of non theory based teaching professionals is 20.4000. There is a difference of very less i.e. 1.2583 between the both which means they do not differ significantly much in their attitude towards job satisfaction level with respect to their profession. The F value for the profession is 2.330. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the third hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their profession" is accepted. This suggests that both the theory based as well as non theory based teaching professionals do not differ in the level of job satisfaction. There is no significant difference among the teaching professionals with respect to their teaching profession i.e. theory based and non theory based.

The mean value of male with experience of 1-9 yrs and 1-10 yrs is 22.23 and 22.38 and the mean value of female is 19.66 and 20.33. There is a mean difference of very less 0.15 between the males and 1.16 between the females while there is a mean difference of 3.06 between the both with respect to their teaching experiences of 1-9 yrs and 2.05 mean difference between the both with respect to their teaching experiences of 10 yrs and above which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for the gender and experience is 0.380. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the fourth hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their gender and teaching experience" is accepted. This suggests that the level of teaching experiences does not play a significant role in the level of job satisfaction of a person. Thus we can say that both male and female with experience of 1-9 and 10 yrs above do not differ significantly much in their attitude towards job satisfaction level with respect to their gender and experience. There is no significant difference among the teaching professionals in the level of their job satisfaction with respect to their gender and teaching experience.

B: Life Satisfaction Level

The mean value of theory based and non theory based males is 22.6500 and 21.9667 and the mean value of theory and non theory based females is 20.6667 and 18.8333. There is a mean difference of very less 0.68 between the males and 1.83 between the females while there is a mean difference of 1.98 between the both with respect to their theory based teaching profession and 3.13 mean difference between the both with respect to their non theory based teaching profession which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for the gender and profession is 0.486. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the fifth hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their gender and profession" is accepted.

The mean value of theory based and non theory based teaching professionals with the teaching experiences of 1-9 years are 21.13 and 20.26 and the mean value of theory and non theory based teaching professionals with the teaching experiences of 10 years and above is 22.18 and 20.53. There is a mean difference of very less 0.86 between theory based and non theory based teaching professionals with the teaching experiences of 1-9 years while there is a mean difference of 1.65 between the theory and non theory based teaching professionals with the teaching experiences of 10 years and 1.05 mean difference between the theory based teaching professionals with the teaching experiences of 1-9 and 10 years above while 0.26 mean difference between the non theory based teaching professionals with the teaching experiences of 1-9 and 10 years and above which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for experience and profession is 0.226. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the sixth hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their gender and profession" is accepted. This suggests that the theory based as well as non theory based teaching professionals do not show much difference with respect to their teaching experiences. There is no significant difference among the teaching professionals in the level of their job satisfaction with respect to their experience and their teaching profession.

**Table-2 (B)
Showing Results of Anova on Life Satisfaction**

Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Gender	2413.004	1	2413.004	27.115	**0.000
Experience	12.604	1	12.604	0.142	0.707
Profession	329.004	1	329.004	3.697	0.056
Gender* Experience	82.837	1	82.837	0.931	0.336
Gender*Profession	14.504	1	14.504	0.163	0.687
Experience*Profession	55.104	1	55.104	0.619	0.432
Gender*Experience*Profession	90.038	1	90.038	1.012	0.316
Error	20645.900	232	88.991		
Total	639851.000	240			
Corrected Total	23642.996	239			

*Significant at 0.001 level & **Significant at 0.05 level

As shown in table 2, the mean value of male is 53.8417 and the mean value of female is 47.5000. There is a difference of 6.3417 between the both which means they differ significantly in their life satisfaction level. The F value for the gender is 27.115. This means there is a significant difference at 0.05 levels. Therefore, the seventh hypothesis stating- "there will be no significant difference in the level of life satisfaction between male and female" is rejected. Here, male shows higher level in the life satisfaction than compared to female. This suggests that males focus more on life satisfaction while females focus less on life satisfaction and thus they tend to show lower life satisfaction level. There is a significant difference among male and female with respect to their level of life satisfaction.

The mean value of teaching professionals with experience of 1-9 years is 50.4417 and the mean value of teaching professionals with experience of 10 years and above is 50.9000. There is a difference of very less i.e. 0.4583 between the both which means they do not differ significantly much in their life satisfaction level with respect to their teaching experiences. The F value for the experience is 0.142. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the eighth hypothesis stating- "there will be no significant difference in the level of life satisfaction with respect to their teaching experience" is accepted. This suggests that the level of teaching experiences does not play a significant role in the level of life satisfaction of a person. There is no significant difference among the teaching professionals with respect to their teaching experiences.

The mean value of theory based teaching professionals is 51.8417 and the mean value of non theory based teaching professionals is 49.50000. There is a difference of very less i.e. 2.3417 between the both which means they do not differ significantly much in their life satisfaction level with respect to their profession. The F value for the profession is 3.697. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the ninth hypothesis stating- "there will be no significant difference in the level of life satisfaction with respect to their profession" is accepted. This suggests that both the theory based as well as non theory based teaching professionals do not differ in the level of life satisfaction. There is no significant difference among the teaching professionals with respect to their teaching profession i.e. theory based and non theory based.

The mean value of male with experience of 1-9 yrs and 1-10 yrs is 54.20 and 53.48 and the mean value of female is 46.68 and 48.31. There is a mean difference of very less 0.71 between the males and 1.63 between the females while there is a mean difference of 7.51 between the both with respect to their teaching experiences of 1-9 yrs and 5.16 mean difference between the both with respect to their teaching experiences of 10 yrs and above which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for the gender and experience is 0.931. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the tenth

hypothesis stating- "there will be no significant difference in the level of life satisfaction with respect to their gender and teaching experience" is accepted. This suggests that the level of teaching experiences does not play a significant role in the level of life satisfaction of a person.

The mean value of theory based and non theory based males is 54.76 and 52.91 and the mean value of theory and non theory based females is 48.91 and 46.08. There is a mean difference of very less 1.85 between the males and 2.83 between the females while there is a mean difference of 5.85 between the both with respect to their theory based teaching profession and 6.83 mean difference between the both with respect to their non theory based teaching profession which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for the gender and profession is 0.163. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the eleventh hypothesis stating- "there will be no significant difference in the level of job satisfaction with respect to their gender and profession" is accepted. This suggests that the male and female with different teaching profession i.e. theory based and non theory based teaching profession does not show much effect on their level of level of life satisfaction. Thus we can say that both male and female with different profession do not differ significantly in their life satisfaction level with respect to their gender and profession.

The mean value of theory based and non theory based teaching professionals with the teaching experiences of 1-9 years are 51.13 and 49.75 and the mean value of theory and non theory based teaching professionals with the teaching experiences of 10 years and above is 52.55 and 49.25. There is a mean difference of very less 1.38 between theory based and non theory based teaching professionals with the teaching experiences of 1-9 years while there is a mean difference of 3.3 between the theory and non theory based teaching professionals with the teaching experiences of 10 years and 1.41 mean difference between the theory based teaching professionals with the teaching experiences of 1-9 and 10 years above while 0.5 mean difference between the non theory based teaching professionals with the teaching experiences of 1-9 and 10 years and above which means there is no significant difference between the both at both the levels, i.e. 0.05 and 0.01 levels. The F value for experience and profession is 0.619. This means there is no significant difference at both the levels i.e. 0.01 and 0.05 level. Therefore, the twelfth hypothesis stating- "there will be no significant difference in the level of life satisfaction with respect to their teaching experiences and profession" is accepted. This suggests that the theory based as well as non theory based teaching professionals do not show much difference with respect to their teaching experiences.

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