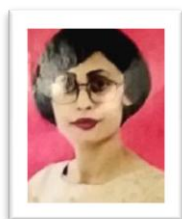


Job Satisfaction of Secondary School Teachers

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Abstract

Teachers with dedication, devotion and commitment are hence required to run the institution. Therefore, requirement of teachers at secondary level has been given the topmost priority. In the present juncture teachers even with higher qualification prefer to work in secondary school. But the question remain whether they are satisfied with job of teaching in the secondary school eludes everybody. 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. The objectives of the study were to study the job satisfaction of secondary school teachers in relation to gender, management, educational qualification and teaching experience variation. The findings were that there is significant difference in the job satisfaction of secondary school teachers. In relation to management, gender, educational qualification and teaching experience variations.

Keywords: Job satisfaction, Perceived Satisfaction, Job achievement etc

Introduction

Teaching is a very complex activity and multidimensional in nature besides knowledge in theory, it demands on the part of the teachers a variety of skills and abilities to be displayed. As the skills and efficiency of the teacher largely influence the pupils learning, recruitment of efficient and skilled teacher into the educational system becomes an essential pre-requisite of improvement of the system. Therefore, it becomes primarily an obligation of education to obtain capable and efficient teachers as learning by pupils depends very much on upon the skill and potentiality of the teacher, how we exploits the potentialities of his pupils to acquire knowledge and skill. It has also been stressed in the National Policy of Education, 1986. In this connection in the Program of Action it has been categorically mentioned that there should be sincere attempt for a substantial improvement in the quality of teacher's education. Teacher's accountability to the pupils, their parents, and community and to their own profession is a matter of grave concern in the present context. Hence, the importance of good teaching staff in the process of education is the only criterion to step in the progress of developing countries.

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.

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. 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.

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 teachers 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 found 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 found 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.

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 their job and it will create a negative impact towards the job. So, it is necessary to identify the factors that influence the teachers to derive satisfaction from their work. Teachers can do wonders for transforming the student raw 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. 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:

1. Are the secondary school teachers satisfied with their job?
2. Is there any difference in teachers' job satisfaction in relation to gender variation?
3. Is there any difference in teachers' job satisfaction in relation to teaching experience variation?
4. Is there any difference in teachers' job satisfaction in relation to educational qualification variation?

Statement of the Problem

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

Objectives of the Study

The objectives of the study are given below:

1. To study the Job satisfaction of secondary school teachers in relation to gender variation.
2. To study the Job satisfaction of secondary school teachers in relation to management variation.
3. To study the Job satisfaction of secondary school teachers in relation to educational qualification variation.
4. To study the Job satisfaction of secondary school teachers in relation to teaching experience variation.

Hypothesis of the Study

Ho₁: There is no significant difference in the job satisfaction of secondary school teachers in relation to gender variation.

Ho₂: There is no significant difference in the job satisfaction of secondary school teachers in relation to management variation.

Ho₃: There is no significant difference in the job satisfaction of secondary school teachers in relation to educational qualification variation.

Ho₄: There is no significant difference in the job satisfaction of secondary school teachers in relation to teaching experience variation.

Methodology: The Design

It is a normative survey method of investigation which will employ to study job satisfaction of 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 100 teachers from 10 secondary schools of Sikkim would be selected by simple random sampling procedure.

Analysis and interpretation of Data

To measure the job satisfaction of secondary school teachers in relation to teaching experience,

gender, teaching experiences, Dixit's job satisfaction scale (1998) was used for data collection. The scale consists of 50 items on 5-point scale.

Table1. Mean and standard deviation of job satisfaction of secondary school teachers in relation to educational qualification variation

Variation	Contrast	Mean	SD
Educational qualification	Graduate	167.3	12.56
	Post graduate	174.5	17.16

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

Variation	Contrast	Mean	SD
Teaching experience	Below 5years	186.07	18.12
	Above 5years	170.54	17.8

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

Variation	Contrast	Mean	SD
Management	Private	178.1	13.57
	Government	171.1	11.0

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

Variation	Contrast	Mean	SD
Gender	Male	176.6	11.9
	Female	170.2	3.7

Findings of the Study

1. There is significant difference in the job satisfaction of secondary school teachers in relation management variation.
2. There is significant difference in the job satisfaction of secondary school teachers in relation to educational qualification variation.
3. There is significant difference in the job satisfaction of secondary school teachers in relation to teaching experience variation.
4. There is significant difference in the job satisfaction of secondary school teachers in relation to gender variation.

Conclusion

Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. It is highly depending on personal factors like salary, fringe benefit, promotion etc. but the influence of environmental factors cannot be ruled out. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance. It is observed that the 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 and should adopt the democratic behaviour such as criticism should be handled constructively, praise should be given genuinely, and should listen and accept teachers' suggestion.

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