

A Comparative Study of Job Satisfaction of Different Categories of Secondary School Teacher

Surekha Devi

Principal

Vaishno College of Education, Kangra, Himachal Pradesh, India

ABSTRACT

Job satisfaction is very important because most of the people spend a major portion of their life at the working place. Employees are the biggest asset of any organization. Any organization's success depends mainly on its human resources, which is the strength as equal to monetary and infrastructural resources. A satisfied and happy employee works with full of their dedication and efficiency towards their organization. Job satisfaction is very important because most of the people spend a major portion of their life at the working place.

Moreover, job satisfaction has its impact on the general life of the employee also, because a satisfied employee is a contented (Herzberg, 1968, Maslow, 1987; Alderfer, 1972) and process theories (Adams, 1965; Vroom, 1964; Locke, 1976; Hackman & Oldham, 1975) and happy human being. A highly satisfied worker has better physical and mental wellbeing. Job satisfaction concerns every worker in the entire world. Job satisfaction and employee motivation are topics of interest and research within the business or job world because the satisfied and motivated employee is loyal to the organization.

Keywords: Employee, Job satisfaction, Secondary teachers.

Journal of Teacher Education and Research (2019). DOI: 10.36268/JTER/1417

INTRODUCTION

Development of a nation depends upon the quality of education imparted to its citizen. Which in turn depends upon the quality of teachers. The quality of the teacher is judged through his work and behavior, which in turn depends upon how well a teacher is satisfied with him/her and her and his/her environment. A teacher, who is happy with his job, plays a pivotal role in the enlistment of society. There are varied reasons why people work. They may work because they love to and they find fulfillment in doing it, or they may work because they are compelled to do. Whatever their reason for working, these to some extent have to do with satisfying their needs. However, the reason people do a particular kind of work may not necessarily be the same reasons for continuing to stay in the same area and the same kind of work. Although, it is often and popularly believed that people who stay in an organization for a long time, doing the same kind of work are to some extent satisfied. Now a day, there is a general feeling that the teacher does not have satisfied in their jobs.

In education, teachers facilitate students learning, often in a school or academy or perhaps in another environment such as out doors. A teacher who takes on an individual basis may be described as a tutor. Teaching is a highly noble profession must suit especially for women. Teachers are always a boon to the society, through their intelligence, patience, and wisdom; they attempt to not aptitude, but also, create a well-rounded personality. Teaching has an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the cloud of ignorance. Job satisfaction can also be seen as an indicator of emotional well being or psychologically healthy. There seems to be a growing discontentment towards their job. As a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of the total feeling about his job. If the sum total of influence of

Corresponding Author: Surekha Devi, Principal, Vaishno College of Education, Kangra, Himachal Pradesh, India, Phone: +918284844785, e-mail: pathaniasurekha5@gmail.com

How to cite his article: Devi, S. (2019). A Comparative Study of Job Satisfaction of Different Categories of Secondary School Teacher. *Journal of Teacher Education and Research*, 14(1): 25-29:

Source of support: Nil

Conflict of interest: None

those factor gives rise to the feeling of satisfaction, the individual has job satisfaction.

OBJECTIVE OF THE STUDY

To compare job satisfaction among government and private Secondary School Teachers.

Description of Tool

The job satisfaction is a self-administrated questionnaire. The purpose of the questionnaire is frankly explained to the subjects. It is assured that their replies would be kept confidential. The teacher job satisfaction Questionnaire (TJQ) consists of 29 highly discriminating Yes-No type items (Kumar and Mutha, 1978). There is a total of 29 items in the questionnaire. The area-wise distribution of questionnaire items is given in Table 1.

Scoring

All the items except 6 and 29 are positively worded. All these items are given a score of 1, for the positive response except for the items 6 and 29, in which case reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total scores vary from 0 to 29, showing lowest job satisfaction to the highest job satisfaction for the subject. The questionnaire can also be scored area wise .if required.

Table 1: Area-wise distribution of items

S. no	Area	Items	Total
1.	Attitude towards Profession	1,2,3,4,5,6	6
2.	Attitude towards working conditions	7,8,9,10,11,12,13,14,16,17	10
3.	Attitude towards Authority	22,23,24,25,26,27	6
4.	Attitude towards Institution	15,18,19,20,21,28,29	7

Criteria for the Selection of the Tool

For the present study criteria was taken for the following advantage:

1. It is a standardized test.
2. The test has very high reliability. The split-half reliability (correlating the odd-even items) of the test applying Spearman-Brown is 0.95 (N = 100) with an index of the reliability of 0.97. Reliability of the test is 0.73 (N = 60; time interval =3 months), with an index of reliability 0.85. The r-value .0.95 and 0.73, respectively, have been found to be significant at .01 levels, showing that the questionnaire is highly reliable both in terms of its internal consistency and stability of scores

Showing split-half and test-retest reliability:

	N	r-value	Index reliability
Split-half	100	0.95	0.97
Test-retest	60	0.73	0.85

3. The face validity of the measure is very high. In this test, highly discriminating items are included in the questionnaire. The upper 27% and lower 27% of the subjects served as criterion groups. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance to the teacher job satisfaction area are included in the questionnaire.

Teacher JOB-Satisfaction Questionnaire

Constructed & Standardised by

- PRAMOD KUMAR, D.Phil.and D.N. MUTHA,Ph.D.

कृपया इसे भरें :

नाम _____ आयु _____ लिंग _____ विवाहित/अविवाहित
 आय _____ योग्यता _____ अनुभव _____ संस्था का नाम _____

निर्देश

इन प्रश्नावली में अध्यापन कार्य के बारे कुछ प्रश्न दिये गये हैं। प्रत्येक प्रश्न का उत्तर "हाँ" या "नहीं" में देना है अगर आप किसी प्रश्न का उत्तर "हाँ" में देते हैं तो आपको "हाँ" पर गोला बनाना है। इसी प्रकार अगर आप किसी प्रश्न का उत्तर "नहीं" में देते हैं तो आपको "नहीं" पर गोला बनाना है। प्रत्येक प्रश्न का उत्तर आपको अपनी सहमति के अनुसार ही देना है। अतः आप प्रत्येक प्रश्न को ध्यान से पढ़कर उसका स्पष्टता से दें। आप उत्तर पूर्ण रूप से गोपनीय रखे जायेंगे।

प्राप्तक

- Professor of Psychology
Sardar Patel University
Vallabh Vidyanager-388120
Gujarat State

Hypothesis

There is no significant difference in job satisfaction among government and private secondary school teachers.

Method

The quality of research depends upon the appropriateness of the method and suitability of tools and techniques. For the present study teacher Job Satisfaction Questionnaire has been used the questionnaire is constructed and standardized by Pramod Kumar & D.N. Mutha.

Sample

In this study, one Tehsil of Kangra was selected. The purpose of the study was to study job satisfaction among secondary school teachers. In the present study, purposive sampling was used to collect data

Table 2: Scoring of job satisfaction

Statement categories (Items)	Response		Statement categories (Items)	Response	
	Yes	No		Yes	No
1	1	0	16	1	0
2	1	0	17	1	0
3	1	0	18	1	0
4	1	0	19	1	0
5	1	0	20	1	0
6	0	1	21	1	0
7	1	0	22	1	0
8	1	0	23	1	0
9	1	0	24	1	0
10	1	0	25	1	0
11	1	0	26	1	0
12	1	0	27	1	0
13	1	0	28	1	0
14	1	0	29	0	1
15	1	0			



Teacher JOB-Satisfaction Questionnaire

Constructed & Standardised by
PRAMOD KUMAR, D.Phil.and D.N. MUTHA, Ph.D

- | | | | |
|-----|--|-----|------|
| 1. | क्या आप अनुभव करते है कि आप स्वभाव से अध्यापन के उपयुक्त है? | हाँ | नहीं |
| 2. | क्या आप अध्यापन में आनन्द का अनुभव करते है? | हाँ | नहीं |
| 3. | क्या आप अपने व्यवसाय पर गर्व अनुभव करते है? | हाँ | नहीं |
| 4. | क्या आप अनुभव करते है कि अध्यापन एक आदर्श व्यवसाय है? | हाँ | नहीं |
| 5. | क्या आप अध्यापन जैसा व्यवसाय पाकर अपने आपको भाग्यशाली अनुभव करते है? | हाँ | नहीं |
| 6. | अगर आपकी अवसर मिले तो आप इसी वेतन पर अन्य किसी व्यवसाय में जाना पसन्द करेंगे? | हाँ | नहीं |
| 7. | क्या आप अनुभव करते है कि आपको संस्था से अच्छे कार्य प्रतिफल (reward) मिला ह? | हाँ | नहीं |
| 8. | क्या आप अनुभव करते है कि आपको कार्य में अनुरूप उचित वेतन मिलता है? | हाँ | नहीं |
| 9. | क्या आप अपने कृत्य (Job) मिलने वाले पदोन्नति के अवसरों से संतुष्ट है? | हाँ | नहीं |
| 10. | क्या आप अपने व्यवसाय में 'आय' बढ़ाने के लिए संतुष्ट है? | हाँ | नहीं |
| 11. | क्या आप निश्चिन्त है कि उपयुक्त समय पर आपकी पदोन्नति हो जायेगी | हाँ | नहीं |
| 12. | क्या आप इसलिए सहिमत है कि आपको संस्था में पदोन्नति योग्यता के आधार पर ही मिलनी है? | हाँ | नहीं |
| 13. | क्या आप अनुभव करते है कि आपका व्यवसाय पूर्ण रूप से सुरक्षित है? | हाँ | नहीं |
| 14. | क्या आप वर्तमान सेवा सम्बन्धी नियमों से संतुष्ट है? | हाँ | नहीं |

- | | | | |
|-----|--|-----|------|
| 15. | क्या आप अनुभव करते हैं कि आपकी संस्था शिक्षकोन्मुख (Teacher- oriented) है? | हाँ | नहीं |
| 16. | क्या आप अनुभव करते हैं कि संस्था के कार्यों से आपको सलाह / सुझाव देने के लिए उपयुक्त अवसर प्रदान किए जाते हैं? | हाँ | नहीं |
| 17. | क्या आप संस्था की योजनाओं तथा नीतियों के बारे में असहमती प्रकट करने के लिए स्वतंत्र हैं? | हाँ | नहीं |
| 18. | क्या आप अपनी संस्था की सामान्य कार्य स्थिति संतुष्ट हैं? | हाँ | नहीं |
| 19. | क्या आप अपनी संस्था द्वारा अपनी शैक्षणिक / व्यवसायिक योग्यता बढ़ाने हेतु दिए जाने वाले अवसरों में संतुष्ट हैं? | हाँ | नहीं |
| 20. | क्या आप अनुभव करते हैं कि संस्था के अध्यापन के लिए एक उत्तम स्थान है। | हाँ | नहीं |
| 21. | क्या आप अपनी संस्था पर गर्व करते हैं? | हाँ | नहीं |
| 22. | क्या आप अनुभव करते हैं कि आपका संस्था प्रधान एक निष्पक्ष व्यक्ति है? | हाँ | नहीं |
| 23. | क्या आप अनुभव करते हैं कि आपका संस्था प्रधान अपने पद के योग्य है? | हाँ | नहीं |
| 24. | क्या आप अनुभव करते हैं कि आपका संस्था प्रधान आपकी भलाई में रुचि लेता है? | हाँ | नहीं |
| 25. | क्या आप अनुभव करते हैं कि जब भी आप कोई अच्छा कार्य करते हैं तो आपका संस्था प्रधान उसकी प्रशंसा करता है? | | |
| 26. | क्या आप अपने संस्था प्रधान से के संस्था संचालन के तरीके संतुष्ट हैं? | हाँ | नहीं |
| 27. | क्या आप अपने संस्था प्रधान से अधिकारी के रूप में संतुष्ट हैं? | हाँ | नहीं |
| 28. | क्या आप अपनी संस्था के द्वारा अध्यापकों की कठिनाइयों के निवारण के तरीके से संतुष्ट हैं? | हाँ | नहीं |
| 29. | क्या आप स्वयं को अपनी संस्था द्वारा शोषित किया जाता अनुभव करते हैं? | हाँ | नहीं |



Table 3: Calculated ratio

Group	N	M	SD	T-value
Government teacher	60	25.3	3.84	12.20
Private teacher	60	15.17	5.23	

Df (118) $p < 0.05$ *significant

about the job satisfaction of teachers (Table 2). One hundred twenty teachers of Government Secondary School and Privately Managed Secondary School of Indore Tehsil were selected as sample.

Statistical Treatment

After administrating and scoring research tools, data collected and organized. The data is mainly analyzed in terms of the following techniques:

1. Mean
2. S.D.
3. SED
4. t-test

Interpretation of data

Hypothesis-H₁ There is no significant difference between Government and Private Secondary School Teachers. With a view to verify the above-stated hypothesis, data were treated statistically to get the mean, standard deviation and t-value between government and private secondary school teachers.

Table 3 shows that calculated ratio comes out to be 12.20 which is greater than the table value of t which is 1.98 at 0.05 level with the df = 118. So the proposed hypothesis There is no significant difference in job satisfaction among secondary school teachers is rejected.

Educational Implications

- To overcome the Job Satisfaction among teacher, it is suggested that we should provide good environmental facilities.
- To overcome, significances different of job satisfaction of Govt. sec school teachers and privately sec.school teacher .it is suggested to glove equals opportunity, to the Govt sec school Teachers and privately manned sec.school teacher for both
- From the present study, we find out that many teachers are not satisfied with the service, rules and the authorities.

- To overcome the dissatisfaction among teacher it is suggested that we should provide good physical infrastructure in the school.
- To overcome the dissatisfaction among private school teacher interference of management should be reduced so that they can work independently.

Suggestions for Further Study

- The present study was undulated on a limited sample drawn from 12 sec schools of Kangra district. The same study may be undusted a large sample drawn from the other districts of Himachal Pradesh.
- Study may be taken up the job satisfaction of teachers working in primary school and sec school teacher.
- Studies may be taken up to job satisfaction to the different university of India.
- Study may be also be undusted to study the effect of working condition, job security, group structure, age and interest on job satisfaction of the teacher.

REFERENCES

- Aggarwal, R. Ghoshiya (2008), Job Satisfaction And classroom Verbal Teaching Behavior- A Study Secondary Teachers. Educational Herald,vol1.3,pp.42-45
- Ahmad, N., Raheem, A. and Jamal, S. (2003), "Job Satisfaction Among School Teachers," The Educational Review,vol.-7,pp.164-167.
- Bogler, Ronit (2001), "The Influence of Leadership Style on Teacher Job Satisfaction." Journal of Educational Administration Quarterly, vol.37, no.-5pp.662-683.
- Choudhary,S.(2007), Professional Awareness vis-à-vis job satisfaction of college and university Teacher in Assam, Edu Track,vol6no.7,pp.32-33
- Koul, Lokesh(2003), Methodology of educational Research,'New Dehli, Vikas publishing house pvt.Ltd pp323-334
- Daneshfard, C., & Ekvaniyan, K. E. (2012). Organizational commitment and job satisfaction in Islamic Azad University. Interdisciplinary Journal of Contemporary Research in usiness,3(9), 168-181.
- DeConinck, J. B. (2009). The effect of leader-member exchange on turnover among retail buyers. Journal of Business Research, 62(11), 1081-1086.
- Froeschle, M. L., & Sinkford, J. C. (2009). Full-time dental faculty perceptions of Satisfaction With the academic work environment. Journal of Dental Education, 73(10), 1153- 1170.
- Fuller, J., Hester, K., Barnett, T., Frey, L., & Relyea, C. (2006). Perceived organizational support and perceived external prestige: Predicting organizational attachment for university faculty, staff, and administrators. The Journal of Social Psychology, 146(3), 327- 347.