



Job Satisfaction among Secondary School Teachers

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Abstract

Job satisfaction is very pertinent to involved and engaged work culture. The academic performance of teachers greatly depends upon job satisfaction as it enhances not only their productivity in instructional processes but also strengthen emotional bond. This study is carried out to explore the job satisfaction among secondary school teachers in relation to marital status, nature of job, training and years of experience. Descriptive method was used as the design of the study. The population of the study is secondary school teachers of Malappuram district, Kerala, India. The study conducted on 192 secondary school teachers that are taken through a stratified random sampling. The tool used for data collection is Job Satisfaction Scale developed by the researchers. Statistical technique used for data analysis is standard deviation and t-test. The study found that married secondary school teachers have higher level of job satisfaction than non-married secondary school teachers. It is also found that the job satisfaction of permanent secondary school teachers is higher than contractual teachers. No significant difference found in job satisfaction among trained and untrained secondary school teachers. It is also found that teachers with more than 15 years of experience have higher level of job satisfaction than teachers with less than 15 years of experience. The study discussed needed initiatives to address the issue of job satisfaction among secondary school teachers.

Key Words: *Job satisfaction, Secondary school teachers, training, nature of job*

Introduction

Satisfaction is paramount in success of every job or profession. No productiveness or enthusiasm in job ensured in employees unless instigating proper satisfaction in the job. Job satisfaction is rightly a touchstone to assess the contentedness of employees with their profession. The job satisfaction of teachers is pivotal academic development of students since school as an educational institution necessitates teacher's full hearted involvement in educational process that may lead to higher achievement among students and overall development of education as well. Hence it can be explained as the extent to which an employee feels positively or negatively towards his to his profession as it is an attitudinal facet in relation to feelings of satisfaction towards the job when the job related aspects fulfil the needs of employees.

Job Satisfaction

Job satisfaction is rightly a multidimensional phenomenon that cannot be termed as a single factor. A number of constituents are determinants of the dynamics of job satisfaction. Job satisfaction can be generally classified as global job satisfaction and job characteristics satisfaction. Global job satisfaction is employees overall evaluation about their job and job characteristics satisfaction is employee's contentedness about particular dimensions of the job (Bhandari, Bagga, Nandan, 2010). Job satisfaction depended upon relevant factors such as congenial working conditions pay, promotion, other fringe benefits, experience, opportunities for career advancement, skill, training and style of supervision etc. Hence it may be defined as not only affective aspects of profession but also cognitive and behavioural dimension. According to E.A. Locke (1976) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal or one's job or job experience. Fieldman & Arnoldions (1985) defines as the amount of overall positive effect or feelings that individuals have towards their job.

There are various perspectives on job satisfaction and its constituents. Some important theories of job satisfaction are fulfilment theory, dispositional theory, affect theory, equity theory, hygiene theory, discrepancy theory, and job characteristic model theory etc. The fulfilment theory stresses on the job satisfaction as the extent to which employees need satisfied in relation to job. Affect theory focuses on the job satisfaction in relation to the difference which exists between what an employee wants from the job and what he/she gets from the job. The dispositional approach focuses on the individual traits that are core constituents of job performance and satisfaction (Staw, Bell & Clausen 1986). Discrepancy theory stresses that when the level of job satisfaction is not in congruent with the expectation of employees it might be resulted higher level of dissatisfaction that may lead in to anxiety and dejection (Higgins 1996). Herzberg's (1959) two factor theory advocates that the satisfaction and dissatisfaction of employees is mainly responsible for two substantial factors that are motivation and hygiene in the workplace.

Rationale for the study

Teacher's organisational behaviours are paramount in deciding academic and non-academic development of students in particular and school in general. Job satisfaction is very important psychological construct that greatly influence teachers academic and non-academic performances. Dissatisfaction in the teaching job can be a great impediment in achieving established aims of educational aims of schools as that can be alleviated only by instigating teacher friendly policies and other needed provisions. These are the pertinent factors that

greatly bank upon job satisfaction of teachers that are policies and rules formulated by government, regulations implemented by the school authority, the nature teaching work, career development opportunities, pay benefits, style of supervision and leadership, relationship with student and colleagues etc. Hence it necessitates studying the level of job satisfaction as driving force among teachers to determine their level of self-evaluation in relation to their job satisfaction.

Review of related studies

Bhatt (2018) found that there is no gender difference in job satisfaction among secondary school teachers. It is also reported that there is no significant difference in the job satisfaction based on the type of school. Onomurdeke (2017) found that job satisfaction significantly relates to the emotional intelligence among secondary school teachers. Bashir (2017) found a significant difference in job satisfaction among male and female secondary school teachers. Raju (2017) found significant differences in job satisfaction based on gender, years of experience and type of management. Ghosh& Joshi (2017) found that there is a significant and positive correlation between organisational commitment and job satisfaction among college teachers. It is also reported that the teachers from private educational institutions showed moderate level of job satisfaction comparing to the teachers from government educational institutions. Kumar (2015) found significant differences in job satisfaction among female teachers in relation to type of management of school. Pilarta (2015) found that there is a significant relation between job satisfaction and academic performance of teachers specifically in relation to security tenure of job conditions and interpersonal relationship.

Kumar (2015) found difference in job satisfaction among higher secondary school teachers based on gender but not found the difference based on the locality and age among higher secondary school teachers.

Objectives of the study

1. To find out the difference in job satisfaction among married and non-married secondary school teachers
2. To find out the difference in job satisfaction among permanent and contractual secondary school teachers
3. To find out the difference in job satisfaction among trained and untrained secondary school teachers
4. To find out the difference in job satisfaction among secondary school teachers having teaching experience below 15 and above 15 years

Hypotheses of the study

1. There will not be significant difference in job satisfaction among married and non-married secondary school teachers.
2. There will not be significant difference in job satisfaction among permanent and contractual secondary school teachers.
3. There will not be significant difference in job satisfaction among trained and untrained secondary school teachers.
4. There will not be significant difference in job satisfaction among secondary school teachers having teaching experience below 15 and above 15 years.

Methodology

Descriptive method was used as the design for the research. The population of the study is secondary school teachers of Malappuram district, Kerala, India. The study conducted on 192 secondary school teachers that are taken through a stratified random sampling. The samples are taken based on marital status, training, and nature of job and years of experience. The tool used for data collection is Job Satisfaction Scale for Teachers developed by the researchers which is a five point scale that comprised of 48 items from six dimensions i.e. satisfaction with working conditions, physical facilities of school, pay and promotion, relationship with colleagues, relationship with students and relationship with authorities. The statistical techniques used for analysis and interpretation are standard deviation and t-test.

Analysis and Interpretation

Table -1 Comparison of job satisfaction among married and non-married secondary school teachers

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Married	140	152.86	10.56	190	2.80	Significant at 0.01
Non Married	52	148.20	9.32			

Table- 1 shows that there is significant difference in job satisfaction among married secondary school teachers ($M = 152.86$, $SD = 10.56$) and non married secondary school teachers ($M = 148.20$, $SD = 9.32$) $t(190) p = 2.80$. Hence the null hypothesis is rejected as the job satisfaction of married secondary school teachers is higher than the job satisfaction of non married secondary school teachers.

Table -2 Comparison of job satisfaction among permanent and contractual secondary school teachers

Stream of Subject	N	Mean	Std. Deviation	df	t	Sig.
Permanent	134	156.47	8.69	190	4.98	Significant at 0.01
Contractual	58	149.36	9.88			

Table-2 shows that there is significant difference in job satisfaction among permanent secondary school teachers ($M = 156.47$, $SD = 8.69$) and contractual secondary school teachers ($M = 149.36$, $SD = 9.88$) $t(190) p = 4.98$. Hence the null hypothesis is rejected as the job satisfaction of permanent secondary school teachers is higher than the job satisfaction of contractual secondary school teachers.

Table -3 Comparison of job satisfaction among trained and untrained secondary school teachers

Stream of Subject	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
Trained	128	153.64	10.26	190	1.06	Not significant
Untrained	64	151.89	11.75			

Table- 3 shows that there is no significant difference in job satisfaction among trained secondary school teachers ($M = 153.64$, $SD = 10.26$) and untrained secondary school teachers ($M = 151.89$, $SD = 11.75$) $t(190) p = 1.06$. Hence the null hypothesis is accepted as there is no significant difference in job satisfaction among trained and untrained secondary school teachers.

Table -4 Comparison of job satisfaction among secondary school teacher shaving teaching experience below 10 and above 10 years

Stream of Subject	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
Below 15 years of experience	72	149.96	10.79	190	2.13	Significant at 0.01
Above 15 years of experience	120	153.09	9.28			

Table-4 shows that there is significant difference in job satisfaction among secondary school teachers having teaching experience below 15years ($M = 149.96$, $SD = 10.79$) and secondary school teachers having teaching experience below 15years ($M = 153.09$, $SD = 9.28$) $t(190) p = 2.13$. Hence the null hypothesis is rejected as the job satisfaction of teachers with more than 15 years of experience is higher than the teachers with less than 15 years of experience

Findings of the study

1. There is significant difference in job satisfaction among married and non-married secondary school teachers as job satisfaction of married secondary school teachers is higher than non-married secondary school teachers
2. There is significant difference in job satisfaction among permanent and contractual secondary school teachers as job satisfaction of permanent secondary school teachers is higher than contractual secondary school teachers
3. There is no significant difference in job satisfaction among trained and untrained secondary school teachers

4. There is significant difference in job satisfaction among secondary school teachers having teaching experience below 15 and above 15 years as teachers with more than 15 years of experience have higher level of job satisfaction than teachers with less than 15 years of experience

Discussion

The study found that there is significant difference in job satisfaction among secondary school teachers based on marital status as married teachers showed higher level of job satisfaction than non-married teachers. The finding that married teachers showed higher level of job satisfaction is consistent with Kalleberg, & Loscocco, (1983), Steiner, & Truxillo (1987) Weaver (1978). The study found that there is significant difference in job satisfaction among secondary school teachers based on nature of job as permanent teachers showed higher level of job satisfaction than contractual teachers. The finding that permanent employees have higher level of job satisfaction is supported by Kulsum, (1085), Atta, Aziz, Sallahuddin & Hassan (2012), Kumar, Khan, Inder, & Mehra, (2014). The study found that there is no significant difference in job satisfaction among secondary school teachers based on training. The finding that there is no significant difference in job satisfaction is inconsistent with Paposa, K.K & Kumarm Y.M (2019). The study found that there is significant difference in job satisfaction among secondary school teachers based on years of experience as teachers with more than 15 years' experience showed higher level of job satisfaction than teachers with less than 15 years' experience. The finding that years of experience significantly influences the job satisfaction of employees is supported by Bowen et al. (1994), Bretz & Judge (1994), Boltes et al. (1995), and Al-Eisa et al. (2005).

Conclusion

Teacher's academic productivity can only be ensured if there is proper provision to instigate their mental and health wellbeing. The prime and vital factor for maximising teacher's academic involvement and engagement is mental wellbeing that may lead to substantial performance from teachers. Job satisfaction is very crucial among all these dynamics of organisational behaviour since teachers cannot lead an educational institution to development without proper job involvement. Job satisfaction can enhance the job involvement of teachers. There should be proper provision to address the issues of job satisfaction of contractual teachers. There is wide disparity in job satisfaction of permanent and contractual secondary school teachers and the governmental authorities should explore the issue and reduce the disparity by implementing proper policies that are helpful to all level of teachers.

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