



An Assessment of Job Satisfaction Among College Teachers of Different Subjects

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Abstract

The present study was conducted on 160 teachers of different subjects (Hindi, English, Mathematics and Science) of secondary level under public sector schools to assess their job satisfaction. Results suggested that job satisfaction level was found maximum in mathematics subject teachers and minimum in Hindi. The key findings of this study was lack of better opportunity, low salary and the work that an individual find boring are certain issues which affect teacher's responsibility. Low level of satisfaction was a significant cause to move out from their objectives and it proportionally affects learning methodology of students.

Key-words: Public sector schools, English, Hindi, Mathematics, Science, Job satisfaction.

Introduction

A job is not only a main source of income but also an important component of life and takes away a large part of each worker's day. Because work plays a central role in many people's life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007). Job satisfaction refers to a collection of positive and/or negative feelings that an individual hold toward his or her job. Job satisfaction is a part of life satisfaction. It is the amount of pleasure or contentment associated with a job (Singh and Jain, 2013). Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectations what the job supply to an employee (Hussami, 2008). It is closely linked to that individual's behaviour in the work place (Davis and Nestron, 1985)

Teaching is one of the best and noble professions and the teacher is a prominent personality in this world. Teachers are a knowledge ambassador and arguably the most important group of professionals for nurturing the young minds. The teacher has a powerful and abiding influence in the formation of the character of every future citizen.

The teachers of today are facing new challenges in education calling for greater efforts on their part to discharge challenging roles and functions but are ill equipped due to various reasons (Suresh and Haseen, 2015). Teachers in Indian society are suffering from economic problems, negligence, insecurity and low status. Because of such obstacles and obstructions teachers become victims of stress, which affects their efficiency, rational thinking, emotional reaction, in fact, the totality of their behavior. If teachers are not satisfied then it may lead to absenteeism and excessive turnover (Melamed *et al.*, 1995; Chen *et al.*, 2006). If the teachers have to perform their different roles effectively they must be satisfied with their job. Otherwise decline in job satisfaction may lead to strikes, negligence of work, giving up the job and poor adjustment. Hence, the researchers have made an attempt to study the job satisfaction among teachers of secondary school in Alwar district.

Hypothesis of the study

1. There will be no significant difference between job satisfaction of English and Hindi teachers from secondary schools.
2. There will be no significant difference between job satisfaction of English and Mathematics teachers from secondary schools.
3. There will be no significant difference between job satisfaction of English and Science teachers from secondary schools.
4. There will be no significant difference between job satisfaction of Hindi and Mathematics teachers from secondary schools.
5. There will be no significant difference between job satisfaction of Hindi and Science teachers from secondary schools.
6. There will be no significant difference between job satisfaction of Mathematics and Science teachers from secondary schools.

Methodology

The present study was undertaken to evaluate the job satisfaction levels among secondary level school teachers. The study was conducted in Alwar district. A total of 160 teachers of four different subjects (English, Hindi, Mathematics and Science) from 40 schools of secondary levels were part of the present study. The schools were chosen based on convenience sampling. The researcher personally visited the schools and obtained permission from school authorities. Those who did not wish to take part were excluded.

Tools used

Data were collected using Teacher Job Satisfaction Scale developed by Singh and Sharma (1986). This tool contains 30 items comprising 24 positive and 06 negative items to be responded on 5 points scale having 4 to 0 score for positive items and 0 to 4 score for negative items. The maximum score on the scale will be 120.

Statistical analysis

For the analysis of data Mean, Standard Deviation and “t” ratio was calculated..

Results and observations

Table 1: Comparison of job satisfaction levels among teachers of different subjects.

Subject	N	Mean	SD
English	42	81.95	6.59 ^{*##}
Hindi	38	63.44	6.88 ^{**@@**}
Mathematics	40	90.25	7.37 ^{#@@□}
Science	40	78.54	5.84 ^{***□}

(Significant level 0.05 and Highly significant level 0.001)

* significant ** highly significant between English and Hindi; # significant ## highly significant between English and Mathematics; + significant ++ highly significant between English and Science, @ significant @@ highly significant between Hindi and Mathematics; * significant ** highly significant between Hindi and Science; □ significant □□ highly significant between Mathematics and Science

The obtained values of mean and standard deviation from table 1 revealed that the mean score for job satisfaction among English teachers was found to be 81.95, for Hindi teachers was 63.44, for Mathematics teachers was 90.25, for Science teachers was 78.54 and the standard deviation was 6.59, 6.88, 7.37 and 5.84 respectively. There was insignificant difference in job satisfaction among teachers of English and Science subjects after the analysis of data. It means both groups of teachers were almost similar in their job satisfaction.

Table also indicates that there is a significant difference in the job satisfaction between Mathematics and English as well as Science teachers. Highly significant difference was found among every subject teacher in comparison to Hindi subject teachers. Hence, our null hypothesis revealed that there is no significant difference in job satisfaction levels between different subject teachers of secondary school is not accepted.

The results as revealed by the study are following:

1. There was highly significant difference in the job satisfaction of English and Hindi teachers.
2. There was significant difference in the job satisfaction of English and Mathematics teachers.
3. There was no significant difference in the job satisfaction of English and Science teachers.
4. There was highly significant difference in the job satisfaction of Hindi and Mathematics teachers

5. There was highly significant difference in the job satisfaction of Hindi and Science teachers
6. There was significant difference in the job satisfaction of Mathematics and Science teachers.

Discussion

Based on results of the study it can be concluded that teachers of Mathematics had more job satisfaction as compared to other subjects. Similarly, teachers of English and Science had more job satisfaction in comparison to Hindi subject. But there was no significant difference in the job satisfaction of the teachers of English and Science as a whole. It was hypothesized that there would be no significant difference in job satisfaction among different subject teachers working. Keeping this in view, it was predicted that different subject teachers would be on same satisfactory levels. On the basis of the results discussed above, the hypothesis that no significant difference would exist on job satisfaction among teachers working for different subjects i.e. Hindi, English, Science and Mathematics, is rejected.

Porter and Lawler (1968) have made tremendous effort in analyzing this proposition (performance causes satisfaction), when they said that satisfaction, rather than being a cause, is an effect of performance i.e. performance causes satisfaction. According to Mafini and Dlodio (2014) work motivation is defined as the willingness of an individual to put forth high levels of effort toward organizational goals and objectives, necessitated by the individual's ability to satisfy some need. A widely acknowledged theory that tries to address the relationship between job satisfaction and life satisfaction is Chacko's spill over model (Kumah and Boachie, 2017). This model suggests that satisfaction in one territory of an individual's life, which extends into other areas of life such that a positive correlation between life and job satisfaction is implied (Ignat and Clipa, 2012). It was seen that in studied schools, salary of mathematics teachers was much higher than other subject teachers. Therefore, low salaries are one of the factors that cause teachers to quit the teaching profession. Challenges such as low salary and poor working conditions are thus among the reasons for teachers' job dissatisfaction.

Asif and his co-workers (2016) revealed that teacher's greatest indicator of fulfillment was student's achievement, and there is a modest relationship between job satisfaction and academic performance in other words, happy workers are more productive ones, at least to some extent (Judge *et al.*, 2001). Our study is consistent with recent evidence that the job satisfaction-performance relationship is strongest in complex jobs in which employees have additional autonomy to complete their work (Judge *et al.*, 2001). It was seen among with English and Science teachers, which were at same levels of job satisfaction. The present study also reported that teacher's years of experience is significantly negatively related to teacher's career satisfaction. This is similar to the report of Gosnell (2000). This report is contrary to Bishay's (1996) study which concluded that increased length of service is correlated with higher reported satisfaction with pay. There is possibility that the expressed lower satisfaction among teachers with more tenure of service may also be related to other factors of the teacher's service conditions not investigated in this study. Lack of future opportunity and fear of losing job were also some factors for low levels of satisfaction among

teachers, which affects their teaching skills and ultimately affects students learning. It may also hamper the achievement levels of learners.

The implication of these findings is that it is imperative for all stakeholders in education to ensure a high level of career satisfaction for the all highly qualified and experienced teachers not on the basis of subject. One of the ways to ensure a high level of career satisfaction for these teachers is by enhancing their salary. This is needed to satisfy the materialistic need of the teachers and also improve the public image and self-esteem of teachers in public sector schools. Better working conditions are also advocated. These measures are necessary in order to ensure that highly qualified and very experienced teachers are retained in the schools. It is also important to note that implementation of these measures will minimize teacher's turn over and burnout.

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