



A study of Job satisfaction on Gender, Types of management, Marital Status among Higher Secondary Teachers

N. Sudha¹, Dr. D. Kalpana²

M Ed Research Scholar¹, Assistant Professor²

N.K.T. National College of Education for Women, Triplicane, Chennai, India.

Abstract

This study attempts to identify the level of job satisfaction among higher secondary teachers of Chennai District in Tamil Nadu and to test whether job satisfaction level differs among higher secondary teachers in terms of their gender, types of management and marital status. Data are collected from 217 respondents. It is found that higher secondary teachers are statistically significant evidence is observed indicating differences in job satisfaction level between male and female Government school teachers and Self-finance school teachers. Further it shows that the significant difference was not found between married and unmarried higher secondary school teachers in their level of job satisfaction.

Keywords: Job Satisfaction. Gender, Marital Status, Types of management, higher secondary Teachers.

Introduction

Satisfaction is a basic requirement of human being in any task, efficiency is based on his satisfaction. In the field of education, job satisfaction is the crucial factor in improving the quality of instruction, educational and research output and student- teacher relationship. The success of an educational institution can be assessed by the level of job satisfaction of its teachers. From the development of human culture and civilization, education played very dominant role to explore human mind. The teacher is the soul of entire educational structure. A glow of job satisfaction may prevail the day's work and make events seems to run smoothly and a cloud of discontent. If the teacher is not satisfied with his job he will not be able to develop a good interaction and qualities in his students. In fact, it is too much difficult for him to do his proper responsibilities. The teacher is most important feature in learning environment in any type of educational institutions. To build a

nation and its citizens the teachers' role is more significant. Without the help and dedication of teacher we cannot improve our morality and add to our cultural development.

Meaning of Job satisfaction

Job satisfaction term has been coined from two terms 'Job' the work, where human beings spent most of his time to earn their livelihood. There is exchange between benefits and services among employees and owner, second is 'satisfaction' that is emotional state of human being which is caused by work. So we can say job satisfaction is state of pleasure, emotion, which an employee gets after performing his duties or after doing his job. This can be positive or negative also. If expectations exceed gains then person feels dissatisfied but if gains exceed the expectations then state of satisfaction is felt among the employees.

Definition of Job Satisfaction

Job satisfaction has been widely studied over the last four decades of organizational research (Carrivan, 1999; Lund 2003). It has been defined and measured both as a global construct and as a concept with multiple dimensions (Locke, 1969, 1976; Price 1997). Bullock (1952) defined job satisfaction as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. According to Smith (1955) it is an employee's judgment of how well his or her job has satisfied his various needs. Blum and Naylor (1968) defined it as a general attitude formed as a result of specific job factors, individual characteristics, and relationships outside the job. The most referred definition was given by Locke (1976) who viewed it as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Similar forms of definitions were given by Lofquist and Dewis (1969, p.53), Porter et al. (1975, p.53-54), Locke and Henne (1986, p.21). Robbins & Judge (2011) expressed it as an individual's general attitude towards his/her job.

A more recent definition of the concept of job satisfaction is from Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job; these personal responses have cognitive, affective and behavioural components.

Abraham, R (2011), defined "Job satisfaction as the result of various attitudes possessed by an employee towards his job." These attitudes are related to special factors such as wages, condition of work, advancement opportunities, prompt settlement of grievances, fair treatment by employer and other fringe benefits. According to Blum, "Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general."

According to Giimer (2012), job satisfaction or dissatisfaction is the result of various attitudes, the person holds towards his job, towards life in general. Rao, cited Ramakrishnaiah, et al., described job

satisfaction is a complex phenomenon having multiple inter correlated causal factor such as personal, social, cultural and economic.

According to Morris, J. A.; Feldman (2013), “job satisfaction is the persistent effective state, which has arisen in the individual as a function of perceived characteristics of his job in relation to his frame of reference.” Wanous, et al., analyzed various definitions of job satisfaction and concluded that overall job satisfaction is the sum of job facet satisfaction across all facets of job. According to Dunnette, P.E. (2014) Job satisfaction is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision.

Review of Literature

If gender affects job satisfaction or not, is one of the talked about issues in recent organizational behavior literature (Goh et al. 1991; Mason 1995;). However, the results of many studies concerning the relationship between job satisfaction and gender are incoherent. Some studies have found women to be more satisfied than men (Bartol and Worman 1975; Clark 1996).

On the other hand, some studies found men are more satisfied than their female counterparts (Hulin and Smith 1964; Weaver 1974; Forgionne and Peeters 1982). The reason behind different level of job satisfaction reported for male and female employees may be their different types of expectations from the job (Campbell et al. 1976). For example, to male employees, career is of central importance, which is not for their female counterparts (Kuhlen 1963).

Research suggests that men and women use qualitatively different criteria in their assessment of work (Oshagbemi 2000). Female employees place more value on the social factors of a job than do males and male employees place more value on the opportunity for self-expression in their jobs than do females (Centres and Bugental 1966). Schuler (1975) finds that the females value the opportunities to work with pleasant employees more than males, whereas males consider the opportunity to influence important decisions and direct the work of others as more important. There are many evidences to support the hypothesis that men and women differ in terms of work related values (Keith and Glass, 1977; Jurgensen, 1978).

The important biographic variable that might have bearing on job satisfaction is marital status of the teachers. However, there are not enough studies to draw any conclusion about the effect of marital status on job satisfaction but the limited research conducted on this area consistently indicates that married teachers are more satisfied with their jobs than are their unmarried coworkers (Austrom et. al. 1988; Federico et. al. 1976; Garrison and Muchinsky 1977; Watson 1981).

Objectives of the study

1. To find whether there is any significant difference in the level of Job Satisfaction between male and female higher secondary school teachers.
2. To find whether there is any significant difference in the level of Job Satisfaction between Government and Self-finance higher secondary school teachers.
3. To find whether there is any significant difference in the level of Job Satisfaction between married and unmarried higher secondary school teachers.

Hypotheses of the study

Hypothesis is a formal statement of expected results, which researcher wants to achieve as a result of investigation. Johnson, "Keen observation, creative thinking, hunch, wit, imagination, vision, insight and sound judgment are of greater importance in setting up reasonable hypotheses" (1956, p.192). In line with the enquiry into the relationship between job satisfaction and gender, job satisfaction and types of management as well as marital status in the context of Chennai District we have developed the following hypotheses.

Hypothesis 1: There will be no significant difference in the level of Job Satisfaction between male and female higher secondary school teachers.

Hypothesis 2: There will be no significant difference in the level of Job Satisfaction between Government and Self-finance higher secondary school teachers.

Hypothesis 3: There will be no significant difference in the level of Job Satisfaction between married and unmarried higher secondary school teachers.

Methodology

The research design is of normative survey method and sampling technique used for the study is stratified random sampling technique. To find out the level of job satisfaction among higher secondary school teachers with respect to gender, types of management and marital status, data were collected from higher secondary school teachers working in various types of schools.

Sampling Strategy

Data for this study are collected from 217 higher secondary school teachers (Male = 110, Female = 107, Married = 96, Unmarried = 121) working in 20 different schools. These 20 schools are selected randomly. Among 20 higher secondary schools, 10 are Government schools and 10 are self-finance schools.

Instruments Used

The analysis begins with an examination of the measurement of the questionnaire in terms of its reliability and constructs validity. The composite reliability coefficients of the measurements scale job satisfaction scale was developed and standardized by HaseenTaj (2000). (Cronbach alpha = 0.83). The

responses for eleven questions given by each interviewee are then added together and the sum found is then divided by 11 (as there were 11 questions). The resultant numerical value was taken as the indicator for the respective interviewees overall level of job satisfaction in a 5-point scale. The mean response of more than 3 is construed that generally as a whole higher secondary school teachers are satisfied with their jobs.

The questionnaire is prepared following 5-point Likart scale. (1 = Strongly Disagree, 5 = Strongly Agree and 3 = Neutral). Conceptually 3 represents neither satisfied nor dissatisfied with the item. Thus, recording 4 and 5 represent satisfaction, the higher the score, the greater the satisfaction level. Similarly, recording 1 and 2 represent dissatisfaction, the lower the score, the greater the level of dissatisfaction.

Analysis and Interpretation of Data

Table I: Correlations among Different Questions Controlling Gender, Types of Management and Marital Status

	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁
X ₂	0.593										
X ₃	0.378	0.548									
X ₄	0.334	0.385	0.502								
X ₅	0.502	0.458	0.564	0.461							
X ₆	0.346	0.358	0.473	0.354	0.447						
X ₇	0.457	0.543	0.378	0.379	0.459	0.530					
X ₈	0.330	0.457	0.453	0.489	0.465	0.327	0.342				
X ₉	0.413	0.542	0.345	0.421	0.347	0.245	0.235	0.345			
X ₁₀	0.345	0.435	0.453	0.325	0.345	0.379	0.355	0.432	0.455		
X ₁₁	0.389	0.478	0.324	0.420	0.265	0.234	0.236	0.322	0.409	0.345	
X ₁₂	0.435	0.435	0.450	0.332	0.335	0.379	0.358	0.430	0.455	0.234	0.347
All correlations are significant at 0.001 level (2-tailed).											
Average Inter Item Correlation, $r_{ij} = 0.46$											

Besides, average Inter Item Correlation, r_{ij} is found 0.46 and thus we can conclude that there is no multicollinearity problem (Cooper and Schindler 2003). Cornbach's alpha is calculated to verify the reliability of the measurement i.e. to verify that the indicators used for measuring the level of job satisfaction are consistent. The Cornbatch alpha is found 0.83 for eleven questions. All of these prove that all eleven questions are relatively independent of one another and measurement construct is valid.

Hypothesis 1:

Table 2. There will be no significant difference in the level of Job Satisfaction between male and female higher secondary school teachers.

Variable	Gender	N	Mean	S.D	C.R.	Level of significance
Job Satisfaction	Male	110	21.96	2.16	5.46	Significant 0.01 level
	Female	107	19.05	5.15		

From the above table it is observed that the mean scores and standard deviation of Job satisfaction of Male are 21.96 and 2.16 and of Female are 19.05 and 5.15 respectively. The critical ratio of Job satisfaction of Male and Female higher secondary school teachers is 5.46 which is significant at 0.01 level. It is concluded therefore, that there is a significant difference between the Male and Female higher secondary teachers. Further, male teachers seem to be more satisfied than the female teachers. It is because the male higher secondary teachers are more satisfied with their profession and they do not want to take the risk of their being placed elsewhere.

Hypothesis 2:

Table 3. There will be no significant difference in the level of Job Satisfaction between Government and Self-finance higher secondary school teachers.

Variable	Types of management	N	Mean	SD	C.R.	Level of significance
Job Satisfaction	Government	108	21.60	2.13	7.21	Significant at 0.01 level
	Self-finance	109	21.34	4.30		

From the above table it is observed that the mean scores and standard deviation of Job satisfaction of Government school teachers are 21.60 and 2.13 and of self-finance school teacher are 21.34 and 4.30 respectively. The critical ratio of Job satisfaction of Government and self-finance higher secondary teachers is 7.21 which is significant at 0.01 level. It is concluded therefore, that there is a significant difference between the government school teachers and self-finance higher secondary teachers. Further, government teachers seem to be more satisfied than the self-finance teachers. It is because the government higher secondary teachers are more satisfied with their profession. They are well contented as regards their grades salary, service conditions and educational environment in their schools.

Hypothesis 3:

Table 4. There will be no significant difference in the level of Job Satisfaction between married and unmarried higher secondary school teachers.

Variable	Marital status	N	Mean	SD	C.R.	Level of significance
Job Satisfaction	Married	99	20.13	2.35	1.60	NS
	Un married	121	19.75	2.06		

From the above table it is observed that the mean scores and standard deviation of Job satisfaction of married teachers are 20.13 and 2.35 and of unmarried teacher are 19.75 and 2.06 respectively. The critical ratio of Job satisfaction of married and unmarried teachers is 1.60 which is not significant at 0.01 level. It is because a person is unmarried, it does not mean he/she doesn't have family burden. Being a collectivist society, everybody as a member of the family sustains the sense of obligation to support the family.

Educational Implication

- Orientation program for newly recruited professionals should be on time and should be made compulsory.
- By introducing recognition and award ceremonies professionals can be encouraged to work more hard and their dissatisfaction can be reduced.
- Teachers are solely dependent on salary and they don't have any other income source, when they compare their salary with other departments they feel dissatisfied as they believe that they are taking less salary as compare to other departments. So by aligning their salaries with other departments can increase the job satisfaction level of the teaching professionals.

Conclusion

In this study, it is found that the overall level of job satisfaction among higher secondary school teachers in Chennai District is moderate. It is also found that gender and types of management were playing a significant role in determining the level of job satisfaction in Chennai District. Further it shows that the significant difference was not found between married and unmarried higher secondary school teachers in their job satisfaction. These findings are supported to the findings of many other studies, particularly conducted on developed country context. Hence, this study is more benefit for the society by encouraging teachers to contribute more to their jobs and may help them in their personal as well as educational growth and development.

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