



JOB SATISFACTION AMONG HIGH SCHOOL TEACHERS

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ABSTRACT

An attempt was made in the present investigation **AIM:** Job satisfaction among high school teachers. **OBJECTIVE:** To assess the impact gender, job tenure and type of management on Job satisfaction among high school teachers. **SAMPLE:** A sample of 1200 high school teachers from different government and private schools in erstwhile Warangal district of Telangana state. **Tool:** The Job Satisfaction Scale developed by Karanam Bahaboobuvali & Vijaya Vardhani (2013) was used. **CONCLUSIONS:** There is no significant impact of gender on job satisfaction among high school teachers. Teachers with long job tenure have high job satisfaction than the teacher with short job tenure and Teachers working in government schools have high job satisfaction than the teachers working in private schools.

KEYWORDS : Job Satisfaction, Gender, Job Tenure and Type of Management.

INTRODUCTION

Teachers are the leading individuals involve the teaching learning process. Institutions are providing these facilities to teach the learners. But most of the teachers bear a lot of stress while doing this important job. Schools are considered as the main part of the society to groom and educate the society. Teachers are considered as the role models where as the job of the teachers is very challenging and they have to work under a lot of pressures and they have to fulfill the demands of the society and the institutions.

The word job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment.

Job satisfaction is very often confused with attitude and morale. Although attitude morale and job satisfaction are very much related and used in many cases interchangeably, they are not synonymous. Blum and Naylor (1968) observed that "an attitude is not job satisfaction, though it may contribute to job satisfaction, since the latter comprises a number of attitudes. Similarly, morale is a group phenomenon, where as job satisfaction is an individual feeling.

Review Of Literature

Abdullah et al., (2009) revealed that secondary school teachers in Tawau, Sabah were generally satisfied with their job. Furthermore, there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. Based on the bivariate correlation tests, six work dimensions of teaching job are significantly related to teachers' job satisfaction. In addition, there were significant different between the six dimensions by gender and service category of teachers. Only co-workers dimension is not significantly different among teachers' career stage and their tenure of service. There was no significant difference between all the work dimensions and teachers' place of origin. Ghazi and Maringe (2011) explored general job satisfaction of elementary school head teachers in Pakistan with respect to their age and gender. Significant differences based on age and gender was found among the head teachers' level of job

satisfaction. Younger and older head teachers were found to be significantly more satisfied than the middle-aged head teachers. Female head teachers were found to be significantly more satisfied than their male counterparts. This article explores a range of job satisfaction issues in terms of age and gender and identifies implications for practice, policy and further research.

Kataria (2014) examined the level of job satisfaction of Government and Private school teachers with respect to gender and locale. Total 200 government and private school teachers were taken from Moga district of Punjab as sample. Job satisfaction scale (2014) developed by investigator, were used to collect data.

Rao and Samiullah (2016) examined the effect of gender, management and job tenure on job satisfaction of high school teachers of Kakinada Town, Andhra Pradesh. The findings of the study reveal that there is a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there is no significant influence of gender, management and job tenure on mental health of high school teachers.

Mocheche et al., (2017) investigated the influence of gender on job satisfaction of secondary school teachers in Kisii Central Sub-County, Kenya. The findings recommend that the Teachers' Service Commission should consider recruiting more female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males.

Agamani Mondal and Birbal Saha (2018) found that the psychological factors viz. emotional intelligence, personality, self-efficacy, self-concept, social intelligence, locus of control, motivation, creativity etc. and demographic factors such as gender, residence, teaching experience, type of school, fringe benefit etc. that affects job satisfaction.

Ishfaq Ahmad Bhat (2020) highlighted the main important factors among school teachers which hinder their job satisfaction and teachers, who are satisfied with their job, firmly contribute towards the effective program of education. Several factors are affecting the job satisfaction of school teachers. Age, type of management, salary, working hours, workplace and marital status are the main factors for a teacher in job satisfaction. Age is responsible to dissatisfaction in job. Job type is another factor which leads to dissatisfaction among the teachers like if we talk about govt teachers their salary is too high so that they can afford to meet their needs while as private school teachers are undoubtedly

dissatisfied because of their low wages, their requirements are not satisfied so it is clear that they are unsatisfied with their job.

Ashok Kumar and Rajendran (2021) found that the results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school on job satisfaction.

OBJECTIVE

1. To assess the impact gender, job tenure and type of management on Job satisfaction among high school teachers.

Hypotheses

1. There would be significant impact of gender on Job satisfaction among high school teachers.
2. There would be significant impact of job tenure on Job satisfaction among high school teachers.
3. There would be significant impact of type of management on Job satisfaction among high school teachers.

Significance Of The Present Study

Job satisfaction not only increases efficiency but also provides intrinsic motivation for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitudes, morale and absenteeism and production level. Several studies suggest that job satisfactions of teachers are positively related with performance of the students.

Sample

A sample of 1200 high school teachers from different schools selected randomly in different government and private schools in erstwhile Warangal district (New Districts i.e., Warangal Urban, Warangal rural, Janagoan, Mulugu, Jayashankar Bhupalapally and Mahabubabad) of Telangana state.

Variables

Independent Variables

1. Gender (Male/Female)
2. Job Tenure (Short Job tenure / Long Job Tenure)
3. Type of Management (Government / Private)

Dependent Variable

1. Job satisfaction

TOOL

Assessment of Job satisfaction: The Job Satisfaction Scale developed by Karanam Bahaboobuvali & Vijaya Vardhani (2013). It consists of 60 items and each item has 5 Options. The reliability coefficient is reported to be 0.96 and the test-retest reliability is reported to be 0.81.

STATISTICAL ANALYSIS

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA) were used.

RESULTS & DISCUSSION

Table-I: Means and SDs for scores on Job satisfaction among high school teachers.

Type of management	Gender				
	Male		Female		
	Job Tenure		Job Tenure		
	Short Job tenure	Long Job tenure	Short Job tenure	Long Job tenure	
Government	Mean	93.76	96.26	93.24	98.80
	SD	18.72	19.07	19.88	18.39
Private	Mean	91.99	94.14	94.95	95.42
	SD	19.74	19.32	18.94	17.61

Grand Means

Male = (M :94.03) Female = (M:94.87)	Short Job tenure = (M :92.76) Long Job tenure = (M :96.15)	Government = (M:95.51) Private = (M:93.40)
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A close observation of table-I shows that the female teachers with long job tenure of government schools obtained a high score of 98.80 indicates that their high job satisfaction compared to other groups. Male teachers with short job tenure of private schools obtained a low score of 91.99 that their low job satisfaction compared to other groups.

In terms of gender, female teachers (M=94.87) have high job satisfaction than the male teachers (M=94.03). In terms of job tenure, teachers with long job tenure (M=96.15) have high job satisfaction than the teacher with short job tenure (M=92.76). In terms of type of management, teachers working in government schools (M=95.51) have high job satisfaction than the teachers working in private schools (M=93.40).

Table-II: Summary of ANOVA for scores on Job satisfaction among high school teachers.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	401.250	1	401.250	2.46 @
Job Tenure (B)	802.810	1	802.810	4.93 *
Type of management (C)	1158.090	1	1158.090	7.11 **
A X B	353.440	1	353.440	2.17 @
A X C	251.760	1	251.760	1.55 @
B X C	1149.210	1	1149.210	7.06 **
A X B X C	492.840	1	492.840	3.02 @
Within	63802.312		162.761	--
Total	68411.712		--	--

** -Significant-0.01 level

* -Significant-0.05 level

@ - Not

Significant

Hypothesis-1: There would be significant impact of gender on Job satisfaction among high school teachers.

As shown in table-II that the obtained 'F' value of 2.46 is not significant suggests that gender has no significant impact on Job satisfaction among high school teachers. As the 'F' values is not significant, the hypothesis-1, which stated that psychological well being has significant impact on Job satisfaction among high school teachers, is not accepted as unwarranted by the results.

Hypothesis-2: There would be significant impact of job tenure on Job satisfaction among high school teachers.

Table-II that the obtained 'F' value of 4.93 is significant at 0.05 level indicates that job tenure has significant impact on Job satisfaction among high school teachers. As the 'F' value is significant, the hypothesis-2, which stated that job tenure has significant impact on Job satisfaction among high school teachers, is accepted as warranted by the results.

Hypothesis-3: There would be significant impact of type of management on Job satisfaction among high school teachers.

It is evident from table-II that the obtained 'F' value of 7.11 is significant at 0.01 level indicates that type of management has significant impact on Job satisfaction among high school teachers. As the 'F' values is significant, the hypothesis-3, which stated that type of management has significant impact on Job satisfaction among high school teachers, is accepted as warranted by the results.

Table-II that the 'F' values of 2.17 gender and job tenure (AXB), 1.55 gender and type of management (AXC) and 3.02 gender, job tenure and type of management (AXBXC) of first order interaction are not significant. The 'F' value of 7.06 job tenure and type of management (BXC) is significant at 0.01 level

implied that there is significant interaction between job tenure and type of management is causing the effect on Job satisfaction.

CONCLUSIONS

1. There is no significant impact of gender on job satisfaction among high school teachers.
2. There is significant impact of job tenure on job satisfaction among high school teachers. Teachers with long job tenure have high job satisfaction than the teacher with short job tenure.
3. There is significant impact of type of management on job satisfaction among high school teachers. Teachers working in government schools have high job satisfaction than the teachers working in private schools

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