



JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in moulding a pupil towards education. Since a teacher is a role model for the students, job satisfaction and professional commitment of teachers become very vital in the fields of education. Thus, the researcher felt the need to investigate the job satisfaction in relation to professional commitment of secondary school teachers. An attempt was made in the present investigation is **Aim:** Job Satisfaction Among Secondary School Teachers. **Objective:** To study the differences between gender (male & female) and management (government & private) on Job Satisfaction among secondary school teachers. **Sample:** Sample of the present study consists of 400 teachers in Hyderabad and Ranga Reddy districts of Telangana State. **Tool:** Job Satisfaction scale developed by Meera Dixit (1993) was used. **Conclusion:** Results revealed significant differences between gender (male & female) and management (government & private) with regard to Job Satisfaction.

KEYWORDS : Job Satisfaction, Gender, Management and Secondary School Teachers.

INTRODUCTION

Teachers are the leading individuals involve in teaching and 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 whereas the job of the teachers is very challenging and they have to work under a lot of pressures and they have to fulfil the demands of the society and the institutions.

Role of teachers in the society and in the education can change, but the importance of their position remains same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experience at any work.

Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well-being.

Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector especially in the teaching profession.

Review of Literature

Ahmed, Raheem, and Jamal (2003) conducted a study on job satisfaction of 236 teachers in secondary school. It was observed that the female teachers are highly satisfied when compared to the male teachers. The teachers working in the government school showed higher satisfaction than the teachers working in the private schools.

Sharma and Jeevan Jyoti (2006) conducted the survey among private and government school teachers in Jammu city and the sample contains 120 teachers. The study revealed the level of satisfaction among the teachers is not high and the private school teachers are highly satisfied when compared to government teachers.

Muchhal and Satish (2010) conducted their study on job satisfaction of primary school teachers in Bagpat district. The study reveals that there exists significance between female and male teachers.

Mehta (2012) conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The result observed that there is a significant difference in the level of satisfaction of government and private school teachers.

Iqbar and Akhtar (2012) conducted their study to compare the level of satisfaction between male and female teachers in the public-school secondary teachers employed in Pakistan and Lahore district and 't' test can be used to compare the satisfaction. The result showed that female teachers are satisfied when compared to the male teachers.

Raj and Lalitha (2013) conducted the survey on the level of job satisfaction among private and government school teachers. results showed that there is no significant difference in the level of satisfaction of private and government school teachers.

Achanta & Reddy (2014) conducted a survey on the level of satisfaction among primary school teachers. The result showed that male teachers gained high mean score when compared to female teachers.

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 revealed that there is a significant influence of gender, management and job tenure on job satisfaction 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 study's target population

Satisfaction with Authorities	Male	166	18.81	3.47	1.06@
	Female	234	18.45	3.11	
Social Status and Family Welfare	Male	166	22.51	5.97	2.54*
	Female	234	18.03	5.80	
Rapport with Students	Male	166	18.78	3.33	2.40*
	Female	234	16.04	2.94	
Relationship with Co-worker	Male	166	18.27	3.16	0.87@
	Female	234	18.12	3.25	
Overall Job Satisfaction	Male	166	174.93	29.01	3.15**
	Female	234	170.59	27.95	

Note: **-Significant at 0.01 level *-Significant at 0.05 level @-Not Significant

Table-1 shows 't' values of 2.06, 2.54, 2.40 and 3.15 reveals that there are significant differences between male and female with regard to their Physical Facilities, Social Status and Family Welfare, Rapport with Students and overall job satisfaction. While, insignificant 't' values are 1.05, 1.25, 1.65, 1.06 and 0.87 reveals that there is no significant difference between male and female with regard to their Intrinsic aspects Salary, Service Conditions and Promotion, Institutional Plans, Satisfaction with Authorities and Policies and Relationship with Co-worker. It is proved that when comparison with mean scores male have more job satisfaction than female.

Table-2: Means, SD's and 't' value for the job satisfaction scores of government and private school teachers.

Areas of Job Satisfaction	Management	N	Mean	SD	't'-value
Intrinsic aspects Salary	Government	200	22.50	5.01	3.26**
	Private	200	20.37	4.92	
Service Conditions and Promotion	Government	200	25.63	5.28	3.71**
	Private	200	25.33	5.00	
Physical Facilities	Government	200	29.50	7.09	0.65@
	Private	200	29.22	6.71	
Institutional Plans and Policies	Government	200	17.77	2.49	1.75@
	Private	200	17.71	2.53	
Satisfaction with Authorities	Government	200	18.71	3.37	0.45@
	Private	200	18.50	3.16	
Social Status and Family Welfare	Government	200	22.36	5.93	0.73@
	Private	200	22.10	5.82	
Rapport with Students	Government	200	18.57	3.26	4.57**
	Private	200	16.13	2.98	
Relationship with Co-worker	Government	200	18.08	3.26	2.55*
	Private	200	15.29	3.15	
Overall Job Satisfaction	Government	200	173.13	29.25	3.41**
	Private	200	171.67	27.66	

**-Significant at 0.01 level *-Significant at 0.05 level @-Not Significant

Table-2 indicates that the 't' values of 3.26, 3.71, 4.57, 2.55 and 3.41 reveals that there is significant difference between government and private school teachers with regard to their intrinsic aspect's salary, service conditions and promotion, rapport with students, relationship with co-worker and overall job satisfaction. While, insignificant 't' values are 1.01, 0.65, 1.75, 0.45 and 0.73 reveals that there is no significant difference between government and private school teachers with regard to their physical facilities, institutional plans and policies, satisfaction with authorities and social status and family welfare. It is proved that when comparison with mean scores government school teachers have more job satisfaction than private school teachers.

DISCUSSION

The first hypothesis stated that Male and female would differ significantly in their job satisfaction among secondary school teachers. The 't' values for gender difference to physical facilities, social status and family welfare, rapport with students and overall job satisfaction. The remaining other

areas are not significant i.e., intrinsic aspects salary, service conditions and promotion, institutional plans, satisfaction with authorities and policies and relationship with co-worker. Hence, hypothesis-1 is partially accepted by the results in this study. Male teachers have more job satisfaction than female teachers.

It is a prevalent notion that males are more suitable for teaching profession. females are malty task oriented with more burden in family life as well as in profession life. The cultural environment also forces males to be more responsible in maintenance of family, good rapport with students and social obligation. Moreover, teaching profession is a white-collar job where one has to use mental capability rather than physical strength. Males like reading, storytelling, social status and family welfare, repetition of incidence add more job satisfaction to male teachers. The social perception also agrees with the phenomenon that males are more suitable for teaching profession these shows that men are more job satisfaction than women.

This finding is corroborated with earlier researchers of Muchhal and Satish (2010), Achanta & Reddy (2014) Rao and Samiullah (2016) who found significant difference between men and women teachers in their job satisfaction.

The obtained results of this study are in contradiction with the previous findings of Ahmed, Raheem and Jamal (2003), Iqbar and Akhtar (2012), Mocheche et al., (2017) and Nigama et al., (2018) who stated that gender has negative and no significant relation to job satisfaction.

The second hypothesis stated that Government and Private school teachers would differ significantly in their job satisfaction among secondary school teachers. 't' values for type of management influence to Intrinsic aspects salary, rapport with students, relationship with co-worker and overall job satisfaction. The remaining other areas are not significant. Hence, hypothesis-2 is partially accepted by the results.

This might be the major reasons are oriented targets, all the inputs, methods, skills adopted by teachers are recognized only when excepted target results are achieved in private management sector. Where as in government management some liberty is bestowed on the teachers where they can express and put forth all the skills and methods for the betterment of the students and institution. Administrative favouritism, lack of recreation facilities monotony teaching field, good rapport with students and co-workers, no salary led to dissatisfaction. More favourable aspects which are available in government schools may be the reason for better job satisfaction rather than private school teachers.

This finding is corroborated with earlier researchers of Mehta (2012) who also found significant difference between government and private school teachers with regard to job satisfaction.

The obtained results of this study are in contradiction with the previous findings of Iqbar and Akhtar (2012), Raj and Lalitha (2013), Rao and Samiullah (2016) and Arshad Ali Bhat (2018) who stated that management has negative and no significant difference with regard to job satisfaction.

CONCLUSIONS

1. Male teachers have more job satisfaction in the areas of physical facilities, social status and family welfare and rapport with students than female teachers.
2. There is no significant difference between male and female teachers with regard to job satisfaction areas of intrinsic aspects salary, service conditions and promotion, institutional plans and policies, satisfaction with authorities and relationship with co-worker.

consisted of all the 903 secondary school teachers, and a sample of 306 was selected by stratified sample from all the categories of secondary schools (National, Extra County, County and Sub-County) followed by stratification according to gender. The study adopted an Ex Post Facto research design where a mixed method research approach was adopted. 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.

Arshad Ali Bhat (2018) conducted to investigate the difference between gender (male and female teachers) and types of school (Govt and Private) about job satisfaction. The findings of the study revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction. The study also stated that there is significant interaction effect of sex with type of institute/school on job satisfaction.

Nigama et al., (2018) investigated the job satisfaction among school teachers. Fifty respondents from the private school and fifty from the government school participated for the purpose of this study. On comparing the job satisfaction level between private and government school teachers, it was found that there is no significant difference in their level of satisfaction irrespective of gender.

Anuradha Sindhvani (2019) assessed the level of job satisfaction of secondary school teachers working in different types of schools of Haryana in relation to their gender and academic qualifications. Significant differences have been found in job satisfaction of teachers with respect to types of school, qualifications and gender.

Meena Kumari and Sanjay Chaudhary (2019) examined the job satisfaction of senior secondary school teachers. Results revealed significant differences in senior secondary school teachers. Government school teachers were scored significantly higher mean scores than Private school teachers and with regard to locale rural teachers were found more satisfied than that of urban teachers. Significant differences were also observed with regard to gender. Male teachers scored significantly higher mean scores than female teachers. Abdunnazar and Mohd Moshahid (2020) found that married secondary school teachers have higher level of job satisfaction than nonmarried 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.

Michael Troeger (2021) concluded that teacher job satisfaction, where relationships emerged as the strongest indicator, especially among females. Recruiting, developing, rewarding, and retaining effective administrators, and creating nurturing work environments for teachers, can positively impact teacher job satisfaction, wellness and retention.

Akomaye Undie (2022) examined the influence of work motivational factors on job satisfaction of secondary school teachers in Cross River State, Nigeria. The results of the analysis revealed that, financial reward of teachers, job security, promotion of teachers, recognition of teachers, personal satisfaction of teachers, teachers' involvement in decision making, teachers' interaction and flexibility significantly influenced teachers job satisfaction.

Rationale of the Study

The present study aimed to compare the job satisfaction among secondary school teachers. The role of the teachers in the education system is very important. Teachers are the architect of the students' future. A teacher has to play multiple tasks for the all-round development of students in school hours. A teacher who is satisfied with their job can perform their work effectively and efficiently. If the teachers work under stress, they cannot be satisfied with their job and it will create a negative impact towards the job. So, it is necessary to identify the factors that influence the teachers to derive satisfaction from their work. Teachers can do wonders for transforming the student raw materials into excellent finished goods, that is as complete human beings and responsible citizens. Additional energy can be developed when the teachers are satisfied with their job.

Objective

1. To study the differences between gender (male & female) and management (government & private) on job satisfaction among secondary school teachers.

Hypotheses

1. Male and female would differ significantly in their job satisfaction among secondary school teachers.
2. Government and Private school teachers would differ significantly in their job satisfaction among secondary school teachers.

METHODOLOGY

Sample

Sample for the present study consists of 400 high school teachers in Hyderabad and Ranga Reddy Districts of Telangana State. The subjects were in the age group of 25-58 years selected and using systematic random sampling method.

Variables Studied

Independent Variables

1. Gender
2. Type of Management

Dependent Variable

1. Job Satisfaction

Tool Description

Job satisfaction Scale: The Job satisfaction scale was developed by Meera Dixit (1993). It has 52 items with 8 sub-dimensions, namely: Intrinsic aspect of the job, Salary, promotional avenues and services conditions, Physical facilities, Institutional plans and policies, Satisfaction with authorities, Satisfaction with social status and family welfare, Rapport with students and Relationship with co-workers. The reliability for the scale was found to be 0.92 using the test-retest method.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and 't' test was used.

RESULTS AND DISCUSSION

Table-1: Means, SD's and 't' value for the job satisfaction scores of male and female teachers.

Areas of Job Satisfaction	Gender	N	Mean	SD	't'-value
Intrinsic aspects Salary	Male	166	22.74	5.10	1.05@
	Female	234	22.21	4.86	
Service Conditions and Promotion	Male	166	25.86	5.26	1.25@
	Female	234	25.21	5.04	
Physical Facilities	Male	166	30.03	7.16	2.06*
	Female	234	28.88	6.68	
Institutional Plans and Policies	Male	166	17.90	2.51	1.65@
	Female	234	17.62	2.50	

3. Government school teachers have more satisfied in their job intrinsic aspects salary, service conditions and promotion, rapport with students, relationship with co-worker.
4. There is no significant difference between government and private school teachers with regard to job satisfaction areas of physical facilities, institutional plans and policies, satisfaction with authorities and social status and family welfare.

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