



Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District

KEYWORDS

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ABSTRACT The abstract entitled "A Study on Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District" was undertaken to find out the school teachers job satisfaction in kanyakumari district. This study helps to suggest suitable recommendation to improve the job satisfaction in Kanyakumari district school teachers. The primary data were collected with the help of a questionnaire from the higher secondary school teachers working in Kanyakumari district. Random sampling method has been adopted for choosing the sample from Nagercoil, Kuzhithurai, Thuckalay educational districts in Kanyakumari district. Data were collected from 5% population (7500*5/100) therefore the total number of sample size is 375. The collected data were analyzed by using relevant statistical techniques like mean, standard deviation, correlation co-efficient, ANOVA factor analysis and regression analysis. The study was made higher secondary school teachers in Kanyakumari district for a period of one year from June 2009 to may 2010. The present study was confined to the job satisfaction of higher secondary school teachers working in Kanyakumari district. The study elicited many factors responsible for job satisfaction and for the changes in the attitude of teachers. The study concludes that among all the categories of teachers the aided school teachers in Kanyakumari district have better job satisfaction in many aspects. The study reveals that self-financing school teachers face a lot of problems when compared with the Government and aided higher secondary school teachers. The researcher has also made many suggestions for the redressal of the problems faced by the higher secondary school teachers. If the Government authorities and the managements of the higher secondary schools come forward to implement the suggestions made in this study with a strong will, certainly there will be great positive change in job satisfaction among the higher secondary school teachers.

INTRODUCTION

Job satisfaction is an integral component of the work climate. It is the result of establishing a healthy organizational environment in an organization. It includes a feeling of satisfaction or dissatisfaction with the various segments of one's job. Job satisfaction is believed to be a good indicator of an employee's feelings on his work. Job satisfaction may be defined as a general attitude of an individual to his job. Positive attitudes to the job are equivalent to job satisfaction whereas negative attitudes to the job are equivalent to job dissatisfaction. Job satisfaction is one of the key factors in organization dynamics and is generally considered to be a primary dependent variable, in terms of which the effectiveness of human resources of an organization is evaluated. Despite the fact that job satisfaction is an attitudinal variable, it has emerged as an important variable for several reasons.

It has been argued that a progressive society should have quantitative concern for the quality aspects of its members. Variables such as mentally challenging work, equitable rewards, conducive working conditions, supportive colleagues and personality make positive contribution to job satisfaction. An organization consisting of more satisfied employees tends to be more effective and stable than the organizations with less satisfied employees. Satisfaction related to the job might come out through sources external to work or alternatively from the internal sources related to work to the feelings associated with a particular job. The latter concept is referred to as internal job satisfaction.

Job satisfaction is generally affected by the discrepancy between reward expected and actually realized. Lesser the discrepancy, the greater will be the reward and satisfaction.

Education is imparted through various programmes and the teacher is the principal agency for implementing all such programmes in educational institutions. It is incumbent upon the teachers to take the advantages of the programmes to guide, inspire and motivate the students for a disciplined life and to include values among them which are consonance with India's cultural heritage and social objectives.

There is a general feeling that the teachers do not have satisfaction from their job. There seems to be a growing discontent among the teachers towards their job as a result of which the standard of education is falling. They are dissatisfied in spite of the different plans and programmes which have been implemented to improve their job satisfaction. It is possible to isolate the factors of dissatisfaction and attempts can be made either to change the dissatisfaction conditions or to reduce their intensity so as to increase the holding power of the profession. There is no gainsaying that unless the teacher is satisfied with his occupation, he cannot deliver effective teaching.

In Tamil Nadu the schools are controlled by two types of management namely Government and private. The private schools may be aided or self financing. Aided schools are controlled by the private managements but funded by the Government, self-financing schools are fully controlled and funded by private managements. It is felt that teachers working in aided schools are more satisfied with their job than teachers working in self-financing schools. Hence in this study an attempt is made to study the job satisfaction of higher secondary school teachers.

STATEMENT OF THE PROBLEM

Education plays a major role in human development. Higher education in particular, is an indicator of the progress and prosperity of any nation. The progress of any nation is reflected by the quality of its citizens. In turn, the quality of the citizens depends upon the quality of education in the country. The strength and success of any educational system largely depends on teachers, irrespective of the institutions where they teach. Hence, from the time immemorial, teachers occupy an important position and enjoy great respect in the society. People need job satisfaction in their chosen vocations. In the absence of job satisfaction, the job ceases to be a source of their pleasure and dissatisfaction gradually creeps in. The teachers, who are not satisfied with their job, do not adjust well with their students and become inefficient. Hence, it is extremely essential that teachers should be satisfied with their profession.

In ancient India the Gurus, enjoyed great respect and regard from their wards. The Gurus of the 'Guru kula' were completely satisfied with their job and had pride in their occupation. But today, in India, for several reasons there has been a decline in job satisfaction among teachers.

Job satisfaction among teachers centers around many factors. The present study aims to identify these factors and the extent of influence of these factors on job satisfaction. In addition, social and economic factors also contribute to job satisfaction or otherwise. The influence of these factors is also examined. Schools in Tamil Nadu are categorized as Government and private schools. The private schools are categorized as aided and unaided schools. Though the qualification of teachers employed in Government schools, Private aided schools, and Private unaided schools remains the same, there is a vast difference in their pay structure.

Moreover, the self-financing status imposes severe constraints on the process of teaching in the absence of Government financial support. Hence it is necessary to explore the level of teaching and the consequent job satisfaction of teachers employed in self-financing schools in comparison with their counterparts in aided institutions.

In India the various committees constituted by the Government have emphasized the fact that persons with high attitude levels for teaching should be appointed. So the level of attitude of the existing teachers towards teaching is to be analyzed.

Hence, the present study is undertaken to make an in depth analysis of job satisfaction of higher secondary school teachers working in Kanyakumari district.

OBJECTIVES OF THE STUDY

The following are the main objectives of the present study

1. To measure the level of job satisfaction among teachers working in higher secondary schools in Kanyakumari district.
2. To identify the factors influencing the job satisfaction of higher secondary school teachers in Kanyakumari district.
3. To examine the relationship between the attitude of higher secondary school teachers towards teaching and job satisfaction.
4. To analyze the impact of socio-economic variables on job satisfaction of higher secondary school teachers.
5. To examine the extent of influence of management policies and welfare measures on teaching and Job satisfaction of the higher secondary school teachers.
6. To provide suitable suggestions for the improvement of Job satisfaction of school teachers.

METHODOLOGY

This study is an empirical study. Both primary and secondary data are used for the study. The primary data are collected with the help of a questionnaire from the higher secondary school teachers working in Kanyakumari district.

The secondary data are also used to evaluate the job satisfaction and its impact of working environments. The secondary data are collected from Journals, Reports, Magazines, District Educational Hand Book, Newspapers and Manuscripts, which are related to relevant data and information for the study on job satisfaction of higher secondary school teachers in Kanyakumari district.

SAMPLING DESIGN

A random sampling method has been adopted for choosing the teachers from Nagercoil, Kuzhithurai, Thuckalay educational districts in Kanyakumari District. Data are collected from 5% of the population ($7497 \times 5/100$), therefore the total number of the sample size is 375.

COLLECTION OF DATA

The required information was collected through a question-

naire. The questionnaire was administered to the higher secondary school teachers individually after establishing proper rapport with them. They were explained the purpose and importance of the study and the way in which they have to answer to different items. Sufficient time was given to the teachers to respond to the items.

TOOLS FOR ANALYSIS

A master table was prepared for entering the information of each respondent and small cross tables were also made from the master table for analysis.

Besides, the collected data were analyzed by using relevant statistical techniques like Mean, Standard Deviation, and ANOVA. Factor Analysis, Co-efficient of Correlation and Regression Analysis.

PERIOD OF STUDY

The study is made from the primary data which were collected from the higher secondary school teachers in Kanyakumari district, for a period of one year from June 2009 to May 2010.

LIMITATIONS OF THE STUDY

This study is made mainly on the basis of primary data. So the results of the analysis will be based only on the basis of the different opinions of the respondents in Kanyakumari district.

The study is applicable only to the job satisfaction of higher secondary school teachers in Kanyakumari district and not applicable to pre-primary, primary, high schools, Anglo-Indian, Matriculation, International schools and also not applicable to the other districts in Tamil Nadu.

FINDINGS OF THE STUDY

The important findings of the study are given below

Level of attitude of teachers on job satisfaction:

It is ascertained by using the statistical tools such as mean, standard deviation, and factor analysis. The level of attitude of teachers in each educational district revealed that in Nagercoil educational district, the attitude level of job satisfaction of 10.33 percent teachers is high, 75.54 percent teachers have moderate attitude towards their job and the remaining 14.13 percent teachers have low level of attitude towards their job.

In case of Thuckalay educational district, the attitude level of job satisfaction of 93.7 percent teachers have moderate attitude towards their job and the remaining 7.63 percent teachers have low attitude towards their job.

In Kuzhithurai educational district, the attitude level of job satisfaction of 91.25 percent teachers have moderate attitude towards their job and the remaining 8.75 percent teachers have low attitude towards their job.

In Kanyakumari educational district, the attitude level of job satisfaction of 5.1 percent teachers is high, 84.3 percent teachers have moderate satisfaction towards their job and the remaining 10.7 percent teachers have low level of attitude.

Influence of socio – economic variables on job satisfaction:

The influence of the different socio - economic variables on job satisfaction of the teachers working in Thuckalay, Kuzhithurai, and Nagercoil educational districts and also in Kanyakumari district as a whole shows that the variables like gender, age, experience, monthly salary of the respondents, secondary occupation, secondary occupation experience, secondary occupation income, teachers being members of any organization, type of family, number of dependents, employment of spouse, ownership of housing are significant in determining the job satisfaction among higher secondary school teachers in Kanyakumari district. The remaining variables like educational qualification, marital status, locality of

the school, designation, nature of school, nature of employment, family size, social status and distance from working place are not significant variables in determining the job satisfaction among higher secondary school teachers in Kanyakumari district.

Correlation between job satisfaction and attitude of teachers towards their performance:

The teachers have been classified on the basis of the area in which they are working, viz., Kuzhithurai, Thuckalay, and Nagercoil educational districts and Kanyakumari district as a whole.

The job satisfaction and attitude in Kuzhithurai education district (0.372) is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers.

The job satisfaction and attitude in Thuckalay education district (0.874) is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers. It is the higher when comparing to all other regions.

The job satisfaction and attitude in Nagercoil education district (0.487) is positive and significant at one percent level between job satisfaction and attitude of the higher secondary school teachers.

The job satisfaction and attitude in Kanyakumari district as a whole (0.808) is significant and positive at one percent level between job satisfaction and attitude of the higher secondary school teachers.

Influence of the Management policies on job satisfaction

The teachers have been classified as Government, Aided and Self- finance teachers. Ten variables were identified under management policies. The impact of each variable such as welfare measure, pension policies, freedom to organizing project, role in deciding academic policies, consulting teachers for administrative reforms, faculty improvement programme, consideration to teachers suggestions, interest in improving the professional skill of the teachers, recreation facilities on job satisfaction is high in aided school teachers and low in Government and self finance school teachers.

CONCLUSION

The present study is confined to the job satisfaction of higher secondary school teachers working in Kanyakumari district. The study elicited many factors responsible for job satisfaction and for the changes in the attitude of teachers. The study concludes that among all the categories of teachers the aided school teachers in Kanyakumari district have better job satisfaction in many aspects.

The study reveals self -finance school teachers are facing a lot of problems when comparing to the Government and aided higher secondary school teachers. The researcher has also made many suggestions for the redressal of the problems faced by the higher secondary school teachers. If the Government authorities and the managements of the higher secondary schools have come forward to implement the suggestions made in this study with a strong will, certainly there will be great betterment in the job satisfaction among the higher secondary school teachers.

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