



JOB SATISFACTION LEVELS OF SECONDARY SCHOOL TEACHERS

B.Srinivasulu

Ph.D., Scholar, Faculty of Education, Kakatiya University, Warangal (TS).

Dr.D.
Rajendraprasad*

Professor (Retd), Faculty of Education, Kakatiya University, Warangal (TS).

*Corresponding Author

ABSTRACT

An attempt was made in the present investigation is **Aim:** Job satisfaction levels of secondary school teachers. **Objective:** To study the differences between gender, locality and type of management on job satisfaction of secondary school teachers. **Sample:** Sample for the present study consists of 600 high school teachers working in government and private schools of rural and urban areas in Warangal district of Telangana State. **Tool:** Job satisfaction scale was developed by B.Srinivasulu and Prof. D. Rajendraprasad (2017) was administered. **Conclusions:** There are no significant differences between male and female with regard to job satisfaction. Urban area teachers are more satisfied than the rural area teachers and There are no significant differences between government and private teachers with regard to job satisfaction.

KEYWORDS :**INTRODUCTION**

Education is the keystone of all progress and development. It kindles the light of knowledge in the lives of millions, raises the level of consciousness and unleashes tremendous energy for socio-economic development of a nation and advancement of civilization. It provides the foundation for growth in productivity, incomes and employment opportunities and for the development, application and adaptation of science and technology to enhance the quality of life. Education brings opportunities for access to the benefits of the information revolution that is opening up multidimensional vistas on the whole world.

Today, the teachers' role has become exceedingly crucial in the national attempt to bring about several positive changes in the society, including national progress and national integration. As because they have a crucial role in the socio-cultural transformation of the society they are loaded with the responsibility of moulding the young minds for the upliftment of the society in general and that of individuals in particular. The teacher has a powerful and abiding influence in the character building of future citizens of the country.

Job satisfaction refers to the positive and negative feelings and attitudes. It depends on many work-related factors, ranging from our assigned parking space to the sense of fulfillment we get from our daily tasks. Personal factors can also influence job satisfaction. These factors include age, health, length of job experience, emotional stability, social status, leisure activities, and family and other social relationships. Our motivations and aspirations, and how well these are satisfied by our work, also affect our attitudes towards our jobs.

Review Of Literature

Kumari and Jafrri (2011) revealed that the overall percentage of female teacher's organizational commitment was much higher than male teachers.

Mishra (2011) indicated that the results revealed that the teacher effectiveness, job satisfaction and institutional commitment were positively and significantly correlated with each other. It was also found that male teachers had more commitment than their female counterparts. And female teachers were more satisfied than their male counterparts.

Vandana and Kaur (2011) concluded that government school teachers were satisfied with salary, other benefits like salary and medical allowances etc. They were also satisfied with security of job and timely promotional opportunities.

Mehta (2012) showed that there was a significant difference in the level of job satisfaction of government and private school teachers.

Raj and Lalita (2013) found that the level of job satisfaction of male teachers was high than the female teachers regarding the dimensions viz. they enjoy their work, interesting work, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. But there was no significant

difference in job satisfaction of male and female teachers. Apart from this, the other major finding was that there was no significant difference in the job satisfaction of Govt. and private secondary school teachers.

Achanta Sri Lakrmi and Dhayarkar Reddy (2014) found that locality has significant influence on the job satisfaction among the primary school teachers.

Ghosh (2015) showed that there was no significant difference between government and private school teachers. Furthermore, it was again revealed that there was no significant difference in the level of job satisfaction of male and female school teachers.

Tomar (2015) revealed that there is no significant difference between teacher effectiveness of male and female teachers. Also, the result indicates that there is no significant difference between job satisfaction of male and female secondary school teachers.

Boruah and Tok (2017) revealed that the secondary school teachers of Assam are not extremely satisfied with their job. It is also observed that the teachers of secondary schools of Assam found average in effectiveness.

Sandhya Gihar and Devendra Kumar Mishra (2018) found no significant gender and locality and experiences differences in job satisfaction among secondary school teachers.

Arshad Ali Bhat (2018) 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 Government 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.

Suganya and Sankarshwari (2020) found that there is a significant difference between the level of job satisfaction and online teaching.

OBJECTIVE

1. To study the differences between gender, locality and type of management on job satisfaction of secondary school teachers.

In the light of the hypotheses formulated, the following variables are studied.

Hypotheses

1. Male and female would not differ significantly in their job satisfaction.
2. Rural and urban area teachers would not differ significantly in their job satisfaction.
3. Government and private school teachers would not differ significantly in their job satisfaction.

METHODOLOGY

Sample

Sample for the present study consists of 600 high school teachers working in government and private schools of rural and urban areas in Warangal district of Telangana State and using the systematic random sampling method.

Dependent Variable

1. Job Satisfaction

Independent Variables

1. Gender
2. Locality
3. Type of Management

Tool Used

Assessment of Job Satisfaction: Job satisfaction scale was developed by B.Srinivasulu and Prof. D. Rajendraprasad (2017). It consists of 112 statements divided into eight Dimensions. Class Room Teaching i.e. teaching competencies, working condition, relations with students, teachers and community, professional pressure, professional development, teacher occupational stress and teachers' adjustment. The extent to which the teachers react to job satisfaction is indicated on a five-point scale varying from the response of "Strongly Agree" to "Strongly Disagree". High score indicates better Job satisfaction and low score indicates Poor Job satisfaction. The reliability of the instrument was established test – retest method and it is 0.92.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and 't' tests.

RESULTS AND DISCUSSION

Table-I: Influence of gender (male n=328, female n=272) on the job satisfaction.

Gender	N	Mean	SD	t-value
Male	328	379.70	41.17	1.61@
Female	272	373.64	50.49	

@ - Not Significant

Hypothesis-1: Male and female would not differ significantly in their job satisfaction.

Table No-I shows the mean scores of the two groups of students 't' test was applied to see whether the difference between the two groups was significant. The mean Job Satisfaction score (M=379.70) of male is somewhat less than the mean score (M=373.64) of female. This means the female have high job satisfaction than male. The obtained 't' value of 1.61 is less than the table value. So, the hypothesis, which predicted male and female teachers would not differ significantly on their job satisfaction, is accepted as warranted by the results.

Table-II: Means, SD's and 't' value for the Job Satisfaction scores teachers of rural and urban areas.

Locality	N	Mean	SD	t-value
Rural	230	376.03	41.45	3.19 **
Urban	370	397.53	48.18	

** - Significant at 0.01 level

Hypothesis-2: Rural and Urban area teachers would not differ significantly in their job satisfaction.

Table No-II shows the mean scores of the two groups of students 't' test was applied to see whether the difference between the two groups was significant. The mean Job Satisfaction score (M=377.53) of urban area teachers is somewhat more than the mean score (M=376.03) of rural area teachers. This means the urban area teachers have high job satisfaction than rural area teachers. The obtained 't' value (3.19) is greater than the table value. So, the hypothesis, which predicted rural and urban area teachers would not differ significantly on their job satisfaction, is not accepted as unwarranted by the results.

Table-III: Means, SD's and 't' value for the Job Satisfaction scores teachers of Government and Private schools.

Type of Management	N	Mean	SD	t-value
Government	358	374.82	49.64	1.39@
Private	242	380.11	39.01	

@ - Not Significant

Hypothesis-3: Government and private school teachers would not differ significantly in their job satisfaction.

Table No-III shows the mean scores of the two groups of students 't' test was applied to see whether the difference between the two groups was not significant. The mean job satisfaction score (M=374.82) of government school teachers is somewhat more than the mean score (M=380.11) of private school teachers. This means the private school teachers have high job satisfaction than government school teachers. The obtained 't' value (1.39) is less than the table value. So, the hypothesis, which predicted government and private school teachers would not differ significantly in their teacher job satisfaction, is accepted as warranted by the results.

CONCLUSIONS

1. There are no significant differences between male and female teachers with regard to job satisfaction.
2. Urban area teachers are more satisfied than the rural area teachers.
3. There are no significant differences between government and private school teachers with regard to job satisfaction.

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