



Job Satisfaction Among Higher Secondary Students

Dr. M. Rajeshkumar Assistant Professor Centre for Educational Research Madurai
Kamaraj University Madurai.

Ms. A. V. Vasanthakumari Research Scholar Centre for Educational Research Madurai
Kamaraj University Madurai.

Abstract

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. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. 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. The purpose of the study is to know the factors impacting job satisfaction among the Higher secondary schools teachers and their Attitude towards teaching, it may have a direct effect on student learning of the Higher secondary schools. The findings of the study reveals that male teachers, teachers with higher qualification, experienced teachers, teaching science subjects, teachers with permanent position and teachers working in govt./aided schools are having higher job satisfaction than other counter parts.

Introduction

Job satisfaction is a combination of two words job and satisfaction. The word job refers to the collection of tasks, duties and responsibilities while satisfaction means the fulfillment of a need or desire. Job satisfaction occupies a central position in today work oriented society, as large part of individuals time is spent on job. It expresses the amount of agreement between one's expectations of the job and the rewards that the job provides. Job satisfaction is a part of life satisfaction. The nature of one environment off the job does affect one's feelings on the job. Similarly, since a job is an important part of life, job satisfaction influences one general life satisfaction. Job satisfaction is an emotional state resulting from appraisal of one's job experience. 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. Teachers are the ultimate arbiters of educational

process. Job satisfaction as a pleasurable positive emotion state, resulting from the appraisal of one's job or job experiences. It results from the perception that one's job fulfils or allows the fulfillment of one's important job values, providing and to the degree that these values are congruent with one's needs (Locke, 1976). Job satisfaction is an emotional state resulting from appraisal of one's job experience. Teachers are the ultimate arbiters of educational process. Therefore, job satisfaction is such phenomenon which comes not only from the job, but also from one's personal, social, academic, administrative and economical condition.

Teachers Job Satisfaction

The term Job Satisfaction is generally used in organizational endeavor in business management. One of the senses signs of deteriorating conditions in an organization is low job satisfaction (Devis Keith 1997). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides.

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teachers' best professional preparation and creating satisfactory conditions of work in which they carefully be effective.' Sand Frankiewiz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. In the light of the above the theoretical framework of teacher job satisfaction may be considered as one of the important factors, which can enhance teaching competency.

Anna Toporova (2020) demonstrated a substantial association between school working conditions and teacher job satisfaction. More specifically, teacher workload, teacher cooperation and teacher perceptions of student discipline in school were the factors most closely related to teacher job satisfaction.

Fareed Mohamed Nawastheen (2020) identified the job satisfaction of teachers working in the most difficult schools in the Puttalam Education Zone. The objectives were to examine whether there is any relationship between teachers' job satisfaction and intrinsic and extrinsic factors. The study observed that there is a significant relationship between job satisfaction and intrinsic and extrinsic factors. Tilak raj Lalita (2019) job satisfaction among teachers of private and government school: a comparative analysis. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers. Kingshuk Adhikari (2017) Job Satisfaction of Teachers in Government Degree Schools: A Study in Agartala City of Tripura. The study concludes that the college teachers' are significantly dissatisfied with all the factors except 'co-operation and support from colleagues'.

Need for the Study

Attracting and retaining high quality teachers is a primary necessity for education. One step in developing a high quality teaching understands the factors associated with teaching quality and retention. One of these factors is job satisfaction. School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and aptitude training. Besides these, job satisfaction plays a very major role in imparting, excellent education to students as it acts as a motivating factor. If teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals. The role of a teacher in the educational process is always challenging and dynamic. The teacher`s job is not only transmission of knowledge, but it is something more. Teachers` great task is inspiring and guiding the students towards cherished goals. Most of the research of job satisfaction is related to management of industrial, banking and business organization. The study of schools teachers` job satisfaction is not many. Hence, more research is needed in job satisfaction, if we are interested to provide quality education to our students at the school level. This study is hoped to contribute to that extent. Hence the researcher took up the problem and entitled it, "Job Satisfaction among Higher Secondary Students".

Objectives of the Study

1. To measure the level of Job satisfaction among the Higher secondary teachers
2. To find out whether there is any significant difference in Job satisfaction among the higher secondary teachers in terms of Background variables.

Hypotheses of the Study

The hypotheses formulated for the present study:

1. Higher secondary teachers have average level of Job satisfaction.
2. There is significant difference in job satisfaction among the higher secondary teachers in terms of background variables.

Variables of the Study

- Job Satisfaction

Background Variables

- Gender
- Qualification
- Experience
- Teaching subject
- Nature of job
- Nature of Higher secondary schools
- schools type
- schools locality

Methodology

Research methods are specific procedures for collecting and analyzing data. Developing your research methods is an integral part of research design. In the present study survey method was employed.

Sample

A sample consists of 310 higher secondary teachers from various higher secondary schools in Krishnagiri District were selected for the study.

Tools Used

- Job satisfaction Scale constructed and standardized by the investigator.
- Attitude towards teaching profession inventory constructed and standardized by Sathiyagirirajan (2005).

Table - 1 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Gender

| Variables | N | MEAN | SD | 't' - Value | Level of Significance |
|-----------|-----|-------|------|-------------|-----------------------|
| Male | 168 | 65.42 | 5.38 | 1.98 | Significant |
| Female | 142 | 64.52 | 2.30 | | |

The obtained 't' value 1.98 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between male and female teachers in the possession of Job satisfaction. It is further noted that the Job satisfaction is found higher among male teachers than the female higher secondary teachers.

Table 2 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Qualification

| Variables | N | Mean | SD | 't' - value | significance at 0.05 |
|----------------|-----|-------|------|-------------|----------------------|
| U.G with B.Ed. | 167 | 64.01 | 7.22 | 3.33 | Significant |
| P.G with B.Ed. | 143 | 66.18 | 8.95 | | |

The obtained 't' value 3.33 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the Higher secondary teachers who possess U.G. and who possess P.G. in the possession of Job satisfaction. It is further noted that the Job satisfaction is found higher among the teachers who possess P.G. than the higher secondary teachers who possess U.G.

Table 3 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Experience

| Variables | N | Mean | SD | 't' - value | significance at 0.05 |
|--------------------|-----|-------|------|-------------|----------------------|
| Up to 15 years | 119 | 64.00 | 9.02 | 2.85 | Significant |
| 16 and above years | 191 | 65.64 | 7.59 | | |

The obtained 't' value 2.85 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the Higher secondary teachers who have up to 15 years of experience and 16 and above years of experience in the possession of Job satisfaction. It is further noted that the Job satisfaction is found higher among teachers who have 16 and above years of experience than 15 years of experience.

Table 4 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Teaching Subject

| variables | N | Mean | SD | 't' - value | significance at 0.05 |
|-----------|-----|-------|------|-------------|----------------------|
| Science | 120 | 66.80 | 7.14 | 4.56 | Significant |
| Arts | 190 | 63.88 | 6.11 | | |

The obtained 't' value 4.56 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the higher secondary teachers who taught arts and science subject in the possession of job satisfaction. It is further noted that the job satisfaction is found higher the higher secondary teachers who taught science subject than the higher secondary teachers who taught arts subject.

Table 5 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Nature of Job

| Variables | N | Mean | SD | 't' - value | significance at 0.05 |
|-----------|-----|-------|------|-------------|----------------------|
| Permanent | 238 | 66.21 | 4.73 | 2.11 | Significant |
| Temporary | 72 | 64.33 | 2.06 | | |

The obtained 't' value 2.11 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between permanent and temporary teachers in the possession of job satisfaction. It is further noted that the job satisfaction is found higher among permanent higher secondary teachers than the temporary higher secondary teachers.

Table 6 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Higher secondary school Type

| Sub-variables | N | Mean | SD | 't' - value | significance at 0.05 |
|---------------|-----|-------|------|-------------|----------------------|
| Govt./ aided | 260 | 65.03 | 4.27 | 0.66 | Not Significant |
| Private | 50 | 64.88 | 4.34 | | |

The obtained 't' value 0.66 is lower than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the Higher secondary teachers who are working in Govt./Aided Higher secondary schools and Private in the possession of Job satisfaction.

Table 7 Statistical Measures and Results of Test of Significance for Difference between the Means of Job Satisfaction: Higher secondary school Locality

| Variable | Sub-variables | N | Mean | SD | 't' - value | significance at 0.05 |
|-----------------|---------------|-----|-------|------|-------------|----------------------|
| School locality | Rural | 95 | 66.54 | 7.20 | 3.77 | Significant |
| | Urban | 215 | 64.33 | 5.51 | | |

The obtained 't' value 3.77 is higher than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the Higher secondary teachers who are working in rural Higher secondary schools and urban Higher secondary schools in the possession of Job satisfaction. It is further noted that the Job satisfaction is found higher among the Higher secondary teachers who are working in rural Higher secondary schools than the Higher secondary teachers who are working in urban Higher secondary schools.

Findings

There is a significant difference between male and female higher secondary teachers in the possession of job satisfaction. It is further noted that the job satisfaction is found higher among male than the female higher secondary teachers

There is a significant difference between the higher secondary teachers who possess U.G. and who possess P.G. in the possession of job satisfaction. It is further noted that the Job satisfaction is found higher among the teachers who possess P.G. than the higher secondary teachers who possess U.G.

There is a significant difference between the higher secondary teachers who have up to 15 years of experience and 16 and above years of experience in the possession of Job

satisfaction. It is further noted that the Job satisfaction is found higher among the teachers who have 16 and above years of experience than the teachers who have upto 15 years of experience.

There is a significant difference between the higher secondary teachers who taught arts and science subject in the possession of job satisfaction. It is further noted that the job satisfaction is found higher the teachers who taught science subject than the higher secondary teachers who taught arts subject.

There is a significant difference between permanent and temporary higher secondary teachers in the possession of job satisfaction. It is further noted that the job satisfaction is found higher among permanent higher secondary teachers than the temporary higher secondary teachers

There is no significant difference between the higher secondary teachers who are working in Govt./Aided Schools and Private Schools in the possession of Job satisfaction.

There is a significant difference between the higher secondary teachers who are working in rural schools and urban schools in the possession of job satisfaction. It is further noted that the job satisfaction is found higher among the teachers who are working in rural schools than the teachers who are working in urban schools.

Suggestions

It is noted that the job satisfaction is found higher among male than the female higher secondary teachers. Hence efforts must be required to improve the job satisfaction of female teachers. It is observed un the study that the Job satisfaction is found higher among the teachers who have 16 and above years of experience than the teachers who have upto 15 years of experience. Obviously teachers with less experience need to be channelized to improve their job satisfaction. The study reveals that the job satisfaction is found higher among the teachers who are working in rural schools than the teachers who are working in urban schools. The causes for the low job satisfaction among the urban teachers are to be identified. The study further observed that the job satisfaction is found higher among permanent higher secondary teachers than the temporary higher secondary teachers. Nevertheless to say this will be true. The government should take efforts to regularize the services of the temporary teachers at the government and the private schools. Naturally that will promote their job satisfaction and they will work to their fullest satisfaction.

References

Adhikari, K., Paul, S. (2015). Job Satisfaction of Teachers in Government Degree Colleges: A Study in Agartala City of Tripura. *Pacific Business Review International*, 8 (6), 31-37.
Anna Toporova. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review* 73(8):1-27.

- Davis Keith. (1977). *Human Behaviour at Work, Organizational behaviour*. Tata McGraw Hill Publishing Co.
- Emily Richmond (2013). Teacher Job Satisfaction Hits 25-Year Low. *The Atlantic, Magazine*.
- Fareed Mohamed Nawastheen. (2020). Job satisfaction of teachers working in most difficult schools, with special reference to Puttalam education zone. *Sri Lanka journal of social sciences*, 43(1).
- Indian Education Commission. (1966). *Report of the Education Commission, 1964-66: Education & national development*. New Delhi: Ministry of Education, Govt. of India.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago: Rand McNally.
- Nahid Naderi Anari. (2012). "Teacher Educators: emotional intelligence, job satisfaction, and organizational commitment", *Journal of Workplace Learning*, 24 (4), 256 – 269.
- Seema Sharma. (2004). *Advanced Educational Psychology*, New Delhi: Anmol Publications pvt. Ltd.
- Sharma, R.A, (2005), *Essentials of measurement in Education and psychology*, Surya Publication, Meerat.
- Singh, B.P. and Chabra, T.N. (2002). *Organizational theory and behaviour*. Dhanpatrai and Co. (P) Ltd., Delhi.
- Tilak Raj Lalita. (2013). "Job Satisfaction Among Teachers of Private and Government School: A Comparative Analysis". *International Journal of social science and Interdisciplinary Research*, 2(9), 151-158.