



# AN INVESTIGATION INTO JOB SATISFACTION AND PROBLEMS FACED BY TEACHERS OF VARIOUS SECONDARY SCHOOLS IN GREATER MUMBAI

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**ABSTRACT-** Job satisfaction is a combination of two words, 'Job' and 'Satisfaction'. The word 'Job' refers to the collection of tasks, duties, and responsibilities which as a whole is regarded as the established assignments to an individual employee. Porter et. al. (1975) defines job satisfaction as a "Feeling about a job that is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does receive". Teaching has been considered one of the noblest professions you can take up. Teachers have always played the role of catalyst for social changes in our society. It is observed that the teaching profession can be demotivating for many reasons like demotivated parents complaints, bad marks of students, no support from administration, lack of financial incentive and prestige in our society. It is important to keep the country makers away from any type of problems. The study investigates the Job Satisfaction and problems faced by Teachers which provides knowledge regarding the status of SSC, CBSE, and ICSE Secondary Schools. The researcher intended to know whether there were any differences or similarities in the Job Satisfaction and Problems faced by Teachers between SSC, CBSE, and ICSE Schools of Greater Mumbai. Total 450 (150 SSC, 150 CBSE, and 150 ICSE) Secondary School Female Teachers were selected as samples for the research study. The study surveyed in nature under the heading of Descriptive Research. The questionnaire used is Teacher's Job Satisfaction by Dr. Nasrin, and Afshan Anees (2013) and Custom Made questionnaire used in Problems faced by Teachers. The data was analyzed by using One Way ANOVA (Analysis of variance) by IBM SPSS-22 Software. The F-value of the job satisfaction for comparison is 60.08 which is significant at 0.01 level with  $df=2/447$  and the F-value of the problem faced by the teachers for comparison is 18.56 which is significant at 0.01 level with  $df=2/447$ . It was found that the Job Satisfaction of Teachers belongs to the different level of Schools differs significantly and the mean score of Other Problems of Teachers belongs to the different level of Schools differs significantly. The SSC found to be a significantly high level of Job Satisfaction compare to CBSE and ICSE. Also, ICSE Board Schools found to be a significantly high level with respect to Teacher and Authority Relationship and Teaching-Learning as compare to CBSE and SSC Boards. Moreover, the teachers of CBSE Board Schools found to be at a significantly high level with respect to Other Problems as compare to ICSE and SSC Boards.

**KEYWORDS-** Job Satisfaction, SSC schools, CBSE schools ICSE schools, Teachers, Various problems

## I. INTRODUCTION

The **Secondary Education Commission (1952)** emphasized the importance of the teacher and his responsibilities. The commission was categorical about the need for improving his status, salary, service conditions, and about providing facilities for the pursuit of knowledge and performing his duties satisfactorily. **Saiyidain (1950)** made the role of teacher quite illustrative when he said that the teacher had to patiently cut, out of a crude and unshaped stone, a thing of beauty.

Job satisfaction is a combination of two words, 'Job' and 'Satisfaction'. The word 'Job' refers to the collection of tasks, duties and responsibilities which as a whole is regarded as the established assignments to an individual employee. **Porter et. al. (1975)** define job satisfaction is a "Feeling about a job that is determined by the difference between all those things a person feels he should receive from his job and all those things he actually does receive". **Locke (1969)** defines job satisfaction as a "Pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values".

Nowadays, there is, however, a general feeling that the teachers are not satisfied with their jobs. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Other difficulties faced by teachers are class size. Most teachers have to grip a class with somewhere between forty to eighty kids. Their chief role then gets compact to herding kids instead of teaching them. It results in lacking developmental options. There is no scope to develop individually or collectively. Under such circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job and understand the problems faced by teachers.

The Greater Mumbai region has various types of secondary schools and each has its own curriculum

design. Boards like CBSE, SSC, and ICSE have their specific pattern of working and that affects the job satisfaction level and various problems faced by the teachers. This investigation puts light on the Job Satisfaction and Problems faced by Teachers of Various Secondary Schools in Greater Mumbai.

## II. METHODOLOGY

Under this heading selection of subjects, collection of data, tools of the study, administration of the test, and statistical procedure have been described.

### SELECTION OF SUBJECT

Total 450 (150 SSC, 150 CBSE, and 150 ICSE) Secondary School Female Teachers were selected as samples for the research study.

### ADMINISTRATION OF TEST

Questionnaires were distributed to SSC, CBSE, and ICSE School Female Teachers. Instructions were given to them before filling up the questionnaire by the researcher.

### TOOLS OF THE STUDY

The questionnaire used is Teacher's Job Satisfaction by Dr. Nasrin, and Afshan Anees (2013) and Custom Made questionnaire used in Problems faced by Teachers. The Teacher's Job Satisfaction has been developed on the Likert scale technique; a technique is used to measure attitude and opinion. The questionnaire consists of 42 items Following 10 dimensions are included for the development of a teacher's job satisfaction scale.

Sr.No.	Dimension	Serial no. of Items	Total Items
1	Quality of teaching	16N,26,27,28,29,30,31,32,33,34,35	11
2	Innovative teaching	1,37,38,39,40,41,42	07
3	Responsibility for teaching	9,12,22,23	04
4	Cooperative teaching behaviour	5,18,19	03
5	Teaching attitude	10,13,14,20,21	05
6	Group Relationship	7,8,11	03
7	Job Acceptance	2N,24,25	03
8	Classroom Behaviour	3,4	02
9	Social Behaviour	6,15,36	03
10	Observational Skill	17N	01
<b>Total</b>			<b>42</b>

Problems faced by Teachers Questionnaire (Custom Made) have been developed on the Likert scale technique. All the relevant information related to problems faced by teachers was collected study of journals, articles, books, and review of related literature. The developed tool was given to experts and their suggestions were incorporated in the final draft. The questionnaire consists of 20 items. The following dimensions were selected for the development of Problems faced by the Teachers Questionnaire (Custom Made).

Sr.No.	Dimension	Serial no. of Items	Total Items
1	Teacher and Authority Relationship	1,3,14,16,17,18	6
2	Teaching-Learning	2,6,8,9,12,15	6
3	Other Problems	4,5,7,10,11,13,19,20	8
<b>Total</b>			<b>20</b>

### COLLECTION OF DATA

Data were collected through the administration of Teacher's Job Satisfaction Questionnaire and Problems faced by Teachers Questionnaire (Custom Made) for obtaining the scores of Job Satisfaction and Problems faced by Teachers among SSC, CBSE, and ICSE Schools. The analysis of the data collected by the researcher is done by using One Way ANOVA (Analysis of variance). The data are analyzed by IBM SPSS-22 Software which was available in the laboratory of the B.P.C.A'S College of Physical Education, Wadala, Mumbai.

## III. RESULTS AND DISCUSSIONS

Table-1 shows the summary of Schools wise Mean, SE, and difference between Means of Job Satisfaction

**TABLE-1**

Schools	Mean	SE	CBSE	ICSE
SSC	179.75	2.03	p<0.01	p<0.01
CBSE	148.32	2.03	--	p<0.01
ICSE	164.22	2.03		--

Table-1 reveals that there is a significance difference in Job Satisfaction level between SSC and CBSE at 0.01 where SSC is having higher Job Satisfaction compare to CBSE. In the case of SSC and ICSE, there is a significant difference at 0.01 level where SSC is having higher Job Satisfaction compare to ICSE. In the case of CBSE and ICSE, there is a significant difference in Job Satisfaction at 0.01 level between CBSE and ICSE where ICSE is having higher Job Satisfaction compare to CBSE. It may therefore be said that the SSC found to be significantly high level of Job Satisfaction compare to CBSE and ICSE. In order to know the trend between SSC, CBSE, and ICSE Schools the Graph has been plotted.



Table-2 shows the summary of Schools wise Mean, SE, and difference between Means of Teachers and Authority Relationship

**TABLE-2**

Schools	Mean	SE	CBSE	ICSE
SSC	17.19	.574	np	p<0.01
CBSE	18.68	.574	--	p<0.01
ICSE	21.52	.574		--

Table-2 reveals that there is no significance difference in Teacher and Authority Relationship level between SSC and CBSE at 0.05. In the case of SSC and ICSE, there is a significant difference at 0.01 level where ICSE is having a High Teacher and Authority Relationship compare to SSC. In the case of CBSE and

ICSE, there is significant difference in Teacher and Authority Relationship at 0.01 level where ICSE is having a High Teacher and Authority Relationship compare to CBSE. It may therefore be said that the ICSE found to be significantly high level of Teacher and Authority Relationship in compare to CBSE and SSC. In order to know the trend between SSC, CBSE, and ICSE Schools the Graph has been plotted.

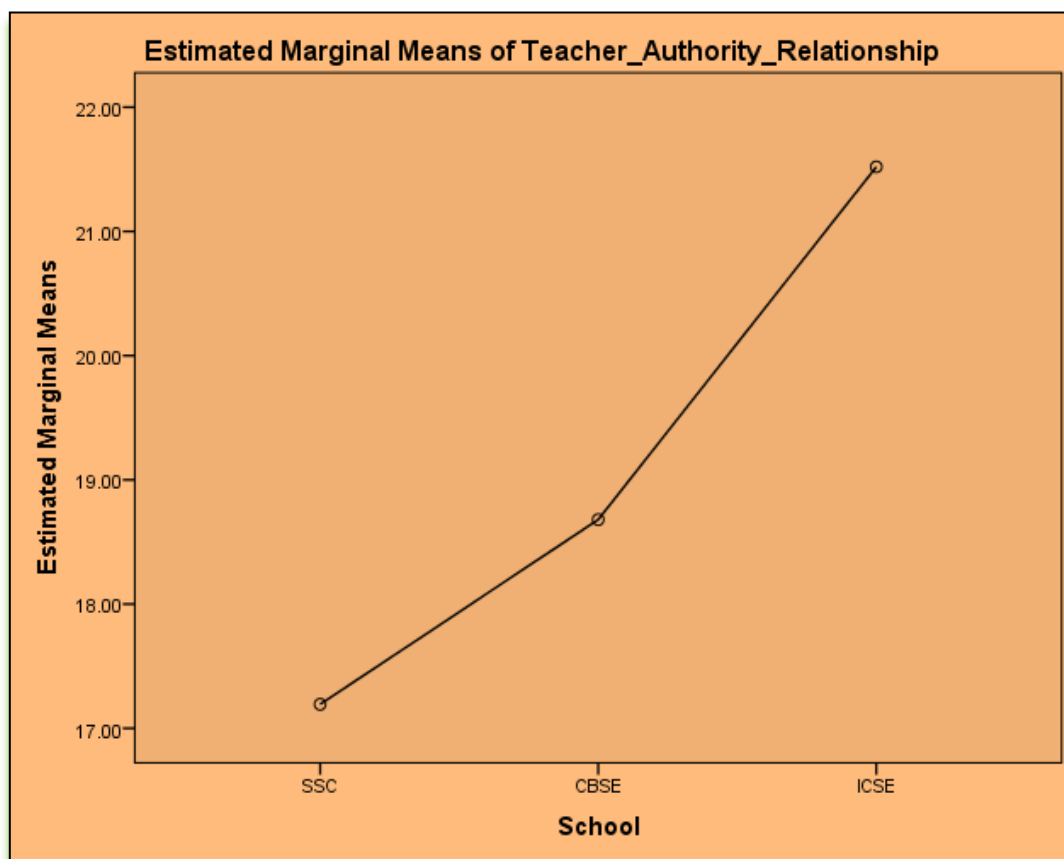


Table-3 shows the summary of Schools wise Mean, SE, and difference between Means of Teaching-Learning

**TABLE-3**

Schools	Mean	SE	CBSE	ICSE
SSC	15.54	.480	Np	p<0.01
CBSE	16.51	.480	--	p<0.05
ICSE	18.55	.480		--

Table-3 reveals that there is no significance difference in Teaching-Learning level between SSC and CBSE at 0.05. In the case of SSC and ICSE there is a significant difference at 0.01 level where ICSE is having a High Teaching-Learning compare to SSC. In the case of CBSE and ICSE, there is a significant difference in Teaching-Learning at 0.05 level where ICSE is having a High Teaching-Learning compare to CBSE. It may therefore be said that the ICSE found to be significantly high level of Teaching-Learning in compare to CBSE and SSC. In order to know the trend between SSC, CBSE, and ICSE Schools the Graph has been plotted.

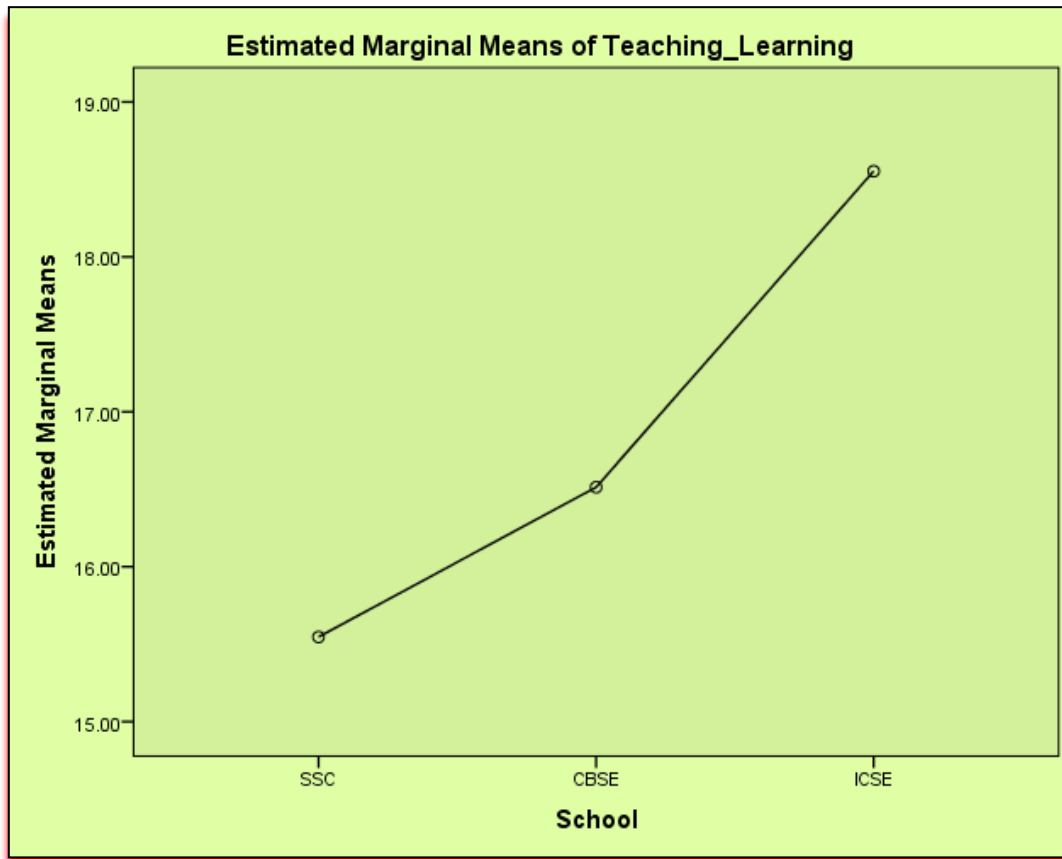
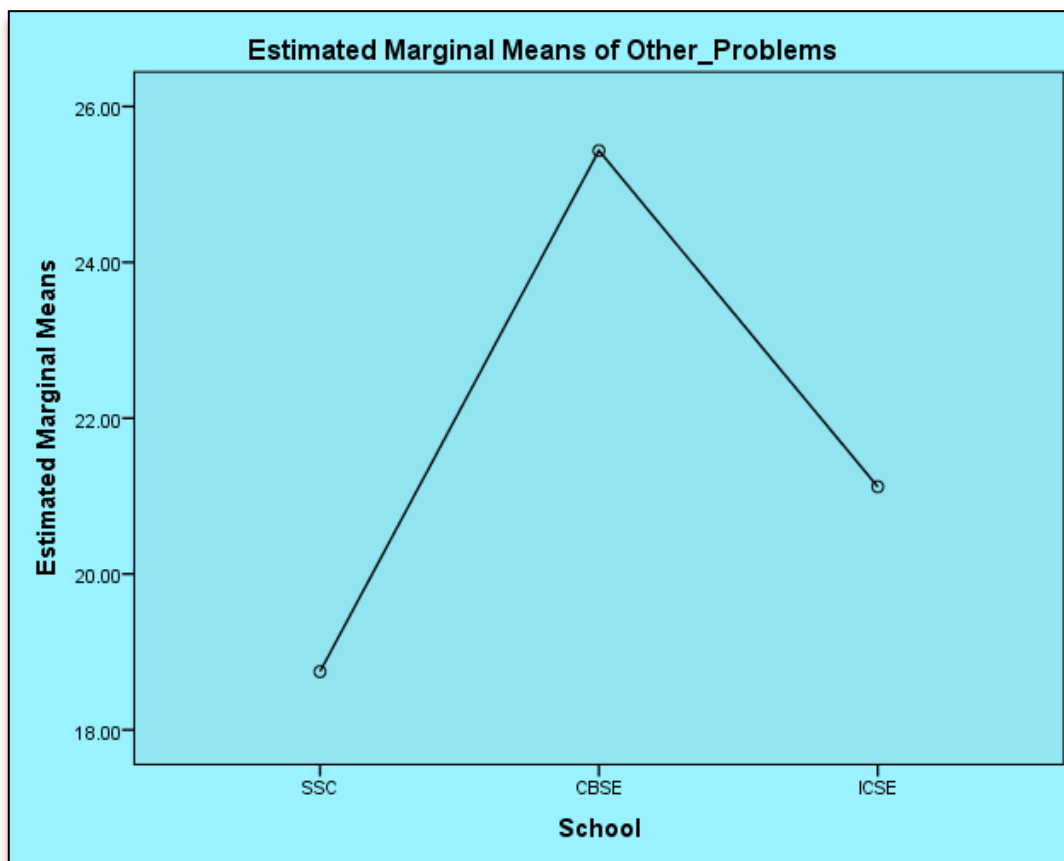


Table-4 shows the summary of Schools wise Mean, SE and difference between Means of Other Problems of Teachers

**TABLE-4**

Schools	Mean	SE	CBSE	ICSE
SSC	18.75	.787	p<0.01	p<0.05
CBSE	25.43	.787	--	p<0.01
ICSE	21.10	.787		--

Table-4 reveals that there is a significance difference in Other Problems level between SSC and CBSE at 0.01 where CBSE is having a High Other Problems compare to SSC. In the case of SSC and ICSE there is a significant difference at 0.05 level where ICSE is having a High Other Problems compares to SSC. In case of CBSE and ICSE, there is a significant difference in Other Problems at 0.01 level where CBSE is having a High Other Problems in compare to ICSE. It may therefore be said that the CBSE found to be significantly high level of Other Problems in compare to ICSE and SSC.



#### IV. CONCLUSION

The result and finding of the study can be concluded as follows:

In the case of Job satisfaction, it can be concluded that the teachers of SSC Board Schools found it to be a significantly high level as compared to CBSE and ICSE Boards. In the case of Problems Faced by Teachers, the ICSE Board Schools found to be the significantly high level with respect to Teacher and Authority Relationship as compare to CBSE and SSC Boards. The teachers of ICSE Board Schools found to be at a significantly high level with respect to Teaching-Learning as compare to CBSE and SSC Boards. The teachers of CBSE Board Schools found to be at a significantly high level with respect to Other Problems as compare to ICSE and SSC Boards.

It indicates that the SSC board school comes under government organization, due to which they get better pay scale than the private (CBSE & ICSE) schools. Moreover, private schools have allotted extracurricular activities running throughout the calendar which leads to the excessive workload on teachers.

#### V. RECOMMENDATIONS

Based on the results, findings, and conclusion, this study recommends that:-

- The Similar study may be conducted on large scale.
- Findings of the present study with respect to Job Satisfaction and Other problems faced by teachers may be referred by the policy decision makers of the field of education.

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