

A study of job satisfaction of school teachers in Vellore district

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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 eventually teachers become very vital in the fields of education. Thus the researcher felt the need to investigate the job satisfaction of teachers in different categories of teaching levels following different systems of education. From the total population, out of 300 samples the 112 from primary teachers, 124 secondary teachers and 64 from higher secondary teachers from the government, government and aided schools were drawn. The results of the study indicated that school teachers from all the samples such as gender, location of school, pattern of school, type of management, level of teaching, teaching experience and marital status do not differ significantly towards job satisfaction.

Keywords: study of job, school teachers, Vellore district

Introduction

Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs.

Performance of Teachers

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004) [10]. Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Leigh and Mead (2005) [8] clearly bring about the fact that the quality of teaching has come down gradually world over,

demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution.

Job Satisfaction

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992) [3]. Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993) [1, 4]. Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative affect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997) [13].

Need for the Present Study

The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil relation is in the fore front and other relevant contributors are in the background. This fact

emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in moulding a pupil towards education. Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders and Horn, 1998) [12]. Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education. Thus the researcher felt the need to investigate the job satisfaction and performance of teachers in different categories of schools following different systems of education.

Review of Related Literature

Job satisfaction of teachers seems to be a popular area for researchers in the recent years. Yezzi and Lester (2000) [14] examined job satisfaction among teachers and found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and others (2001) [7] presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) [11] compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment.

The objectives of the present study are as follows

To investigate if there is any significant difference in job satisfaction of school teachers in the following sub samples

- Gender : Male / Female
- Location of the School : Rural / Urban
- Pattern of School : Boys / Girls / Both
- Type of Management : Government / Private / Aided
- Level of Teaching : Primary/Secondary/Hr.Sec
- Teaching Experience (Years) : Below 10/ 11 -20/ Above 21
- Marital Status : Married / Unmarried

Hypotheses of the study

There is no significant difference in job satisfaction of school teachers in the following sub samples

- Gender : Male / Female
- Location of the School : Rural / Urban
- Pattern of School : Boys / Girls / Both
- Type of Management : Government / Private / Aided
- Level of Teaching : Primary / Secondary / Hr.Sec
- Teaching Experience (Years) : Below 10/ 11 -20/ Above 21
- Marital Status : Married / Unmarried

Method of Investigation

The present study deals with the analyses of job satisfaction of

school teachers in different systems, namely, primary, secondary and higher secondary level.

Variables

The variables chosen in the present study are job satisfaction of school teachers

Population and Sample Characteristics

The target population for the present study is the teachers in different categories of schools following different systems of education at the primary, secondary and higher secondary level. From the target population a sample of 300 school teachers was chosen for the present study. The chosen sample comprised of 112 from primary teachers, 124 secondary teachers and 64 from higher secondary teachers from the government, government and aided schools were selected to study.

Research Tools Used

The research tools used for the present study to analyze the job satisfaction of different levels of teachers in different systems of education at the primary, secondary and higher secondary level are Manual for the Dr. Brayfield and Rothe (1951).

Analyses and Interpretation of Data

The results of the analyses of data collected for investigating the job satisfaction

Table 1: mean, s.d. And “t” values of gender towards job satisfaction

Gender	N	Mean	SD	“t” Value	Significant at 0.05 level
Male	166	65.00	9.456	0.438	NS
Female	134	67.00	9.687		

In order to find out the significant mean difference between male and female school teachers in their job satisfaction score, the investigator calculated ‘t’ value. It is given in the Table No 1, it is found to be 0.438, which is not significant at 0.05 levels. Hence, the framed null hypothesis is accepted. It is inferred that male and female school teachers do not differ significantly in their job satisfaction.

Table 2: mean, s.d. and “t” values of location of school towards job satisfaction

Location of School	N	Mean	SD	“t” Value	Significant at 0.05 level
Rural	148	66.00	9.123	0.724	NS
Urban	152	65.50	9.957		

In order to find out the significant mean difference between rural and urban school teachers in their job satisfaction score, the investigator calculated ‘t’ value. It is given in the Table No 2, it is found to be 0.724, which is not significant at 0.05 levels. Hence, the framed null hypothesis is accepted. It is inferred that rural and urban school teachers do not differ significantly in their job satisfaction.

Table 3: “F” values of scores of pattern of school teachers towards job satisfaction

Group	Sum of Squares	df	Mean Square	‘F’ value	LS
Between Groups	93.248	2	46.624	0.510	NS
Within Groups	27161.672	297	91.453		
Total	27254.920	299			

In order to find out the significant mean difference among boys, girls and both pattern of school of school teachers in their job satisfaction score, the investigator calculated ‘F’ value. It is given in the Table No- 3, it is found to be 0.013,

which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that boys, girls and both pattern of school teachers do not differ significantly in their job satisfaction.

Table 4: “F” values of Scores of type of management towards job satisfaction

Group	Sum of Squares	df	Mean Square	‘F’ value	LS
Between Groups	93.248	2	46.624	0.510	NS
Within Groups	27161.672	297	91.453		
Total	27254.920	299			

In order to find out the significant mean difference among Govt, Private and Aided pattern of school of school teachers in their job satisfaction score, the investigator calculated ‘F’ value. It is given in the Table No- 4, it is found to be 0.510,

which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that Govt, Private and Aided pattern of school teachers do not differ significantly in their job satisfaction.

Table 5: “F” values of scores of level of teaching towards job satisfaction

Group	Sum of Squares	df	Mean Square	‘F’ value	LS
Between Groups	93.248	2	46.624	0.510	NS
Within Groups	27161.672	297	91.453		
Total	27254.920	299			

In order to find out the significant mean difference among Primary, Secondary and Higher secondary Level of School of school teachers in their job satisfaction score, the investigator calculated ‘F’ value. It is given in the Table No- 5, it is found

to be 0.510, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that Primary, Secondary and Higher secondary Level of School teachers do not differ significantly in their job satisfaction.

Table 6: “F” values of scores of teaching experience towards job satisfaction

Group	Sum of Squares	df	Mean Square	‘F’ value	LS
Between Groups	1422.903	2	711.451	8.180	NS
Within Groups	25832.017	297	86.976		
Total	27254.920	299			

In order to find out the significant mean difference among below 10, 11-20 and above 21 teaching experience of school teachers in their job satisfaction score, the investigator calculated ‘F’ value. It is given in the Table No- 6, it is found to be 8.180, which is not significant at 0.05 level. Hence, the framed null hypothesis is rejected. It is inferred that below 10, 11-20 and above 21 teaching experience school teachers do not differ significantly in their job satisfaction.

0.05 levels. Hence, the framed null hypothesis is rejected. It is inferred that married and unmarried school teachers do not differ significantly in their job satisfaction.

Table 7: mean, s.d. and “t” values of marital status towards job satisfaction

Marital Status	N	Mean	SD	“t” Value	Significant at 0.05 level
Married	187	69.00	10.13	3.605	NS
Unmarried	113	64.00	7.91		

In order to find out the significant mean difference between married and unmarried school teachers in their job satisfaction score, the investigator calculated ‘t’ value. It is given in the Table No 7, it is found to be 3.605, which is not significant at

Major findings of the study

1. It is inferred that male and female school teachers do not differ significantly in their job satisfaction.
2. It is inferred that rural and urban school teachers do not differ significantly in their job satisfaction.
3. It is inferred that boys, girls and both pattern of school teachers do not differ significantly in their job satisfaction.
4. It is inferred that Govt, Private and Aided pattern of school teachers do not differ significantly in their job satisfaction.
5. It is inferred that Primary, Secondary and Higher secondary Level of School teachers do not differ significantly in their job satisfaction.
6. It is inferred that below 10, 11-20 and above 21 teaching experience school teachers do not differ significantly in their job satisfaction.
7. It is inferred that married and unmarried school teachers

do not differ significantly in their job satisfaction.

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