

JOB SATISFACTION AMONG HIGHER SECONDARY TEACHERS

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Abstract

The present study was undertaken to construct and standardize of Occupational Stress scale to measure the level of occupational stress of Higher Secondary teachers of Cuddalore. Initially 70 items were framed by reviewing related literature, which was then given to experts for analyzing the content. Based on expert's opinion, 6 items were deleted. After preliminary try out and item analysis, only items with 't' value greater than 2.58 were selected. At the end of item analysis, 7 items were eliminated. The final form of the scale thus consists of 57 items. The reliability of the scale was ascertained by split half method and it was found to be relatively high. Content validity and face validity were also ascertained.

Keywords: Occupational Stress, Standardization, Construction, Teacher stress, Validation.

INTRODUCTION

Job satisfaction is the combination of two words "Job" and "Satisfaction". Job satisfaction is an occupational activity performed by an individual in turn for a reward, satisfaction refers to the way one feels about events, people, and things. The job satisfaction concept has come from industrial psychology and it is now one of the most explored and expected of human competence at work. It is also said to be the result of various attitudes the employee holds towards his job when a particular employee has satisfaction in his/her job, they are likely to do their job with great care and sincerity. Job satisfaction has a positive influence on the functioning of the organization as well as its personnel. Similarly, it is influenced by several variables. The people who are engaged in profession and business too must have expressed that they are not satisfied with the work they are doing. So they want to change. Such expressions are

very commonly observed that they are feeling of job satisfaction.

Vroom (1982) defined job satisfaction as workers' emotional orientation towards their current job roles.

Feldman and Arnold (1983) defined job satisfaction as the amount of overall positive effects or feelings that individuals have towards their job.

Job satisfaction of teachers is essential for the effective teaching-learning process in schools. Thus we can say that effective teaching is the result of job satisfaction and the teacher who is dissatisfied with his work is unable to motivate his pupils to attain the expected learning. Job satisfaction of the teachers has long been a focus of attention for educational researchers and arguably, this is because of the link between job satisfaction and organizational behavior issues such as commitment, absenteeism, turnover, efficiency and productivity. Job satisfaction of school employees may be related to personal characteristics, such as

age, gender, and years of experience. Because of teaching, job satisfaction amongst teachers is a multifaceted structure and is related to working conditions and level of professionalism and thus is a key factor in successfully recruiting and retaining teachers (Stansbury and Zimmerman, 2000). The concept of teacher job satisfaction is defined as a “teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Zembylas and Papanastasiou, 2006). Neuman, Reichel, and Saad (1988) opined that job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job.

REVIEW OF RELATED LITERATURE

Anna Toropova, Eva Myrberg & Stefan Johansson (2021) investigated the relations between teacher job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers. The study employs TIMSS 2015 (Trends in International Mathematics and Science Study) data from Sweden. Confirmatory factor analysis and structural equation modelling are used as main methods. Results demonstrate 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. As to teacher characteristics, female teachers, teachers with more exposure to professional development and more efficacious teachers tended to have higher levels of job satisfaction. In addition, it was found that the relationship between the extent of teacher cooperation and job satisfaction was more pronounced for male teachers, while student discipline was more

important for job satisfaction of teachers with lower self-efficacy beliefs.

Ortan F, Simut C, Simut R. (2021) explored self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. The study employs a survey delivered to 658 K-12 (pre-university) teachers, from the North-West region of Romania. We used factorial analysis and a structural equation model to test eight proposed hypotheses. The results showed that self-efficacy, promotion, positive student behavior, and working conditions have significant effects on job satisfaction. These factors influence job satisfaction and well-being in the teaching profession because they ensure a positive work environment in which teachers and students thrive, thus leading to higher levels of involvement from teachers, students, and parents alike. An efficient work environment decreases attrition, burnout, emotional exhaustion, and teacher turnover, while increasing job satisfaction, well-being, and teacher retention.

TITLE OF THE PROBLEM

The research problem is entitled as “**Job satisfaction among higher secondary teachers**”

OBJECTIVES OF THE STUDY

- To study the level of job satisfaction of higher secondary teachers.
- To study the significant difference between the job satisfaction of higher secondary teachers based on the select sub samples gender, marital status, age group, and types of school

HYPOTHESES OF THE STUDY

- The level of job satisfaction of higher secondary teachers is moderate in nature.
- There is no significant difference between the job satisfaction of higher secondary teachers based on the select sub samples gender, marital status, age group and types of school

RESEARCH METHOD OF THE STUDY

Normative survey method was adopted in the study. The present study is focused to study the job satisfaction of higher secondary teachers. After selecting the title of the study, the sample, tools, variables and statistical technique were finalized for this study. The population of the present study includes higher secondary teachers working in government, government aided and private schools. Stratified random sampling technique was used for the selection of 478 higher

secondary teachers working in government, government aided and private schools from Madurai district. Job satisfaction scale was constructed by the researcher. The collected data was statically analysed by using percentage analysis, 't'- test , 'F'- test and Post hoc test techniques.

TESTING THE HYPOTHESIS

HYPOTHESIS - 1

The level of job satisfaction of higher secondary teachers is moderate in nature

TABLE – 1
TABLE SHOWING LEVEL OF JOB SATISFACTION OF HIGHER SECONDARY TEACHERS

DIMENSIONS	N	%
Low	94	19.67
Moderate	219	45.82
High	165	34.52

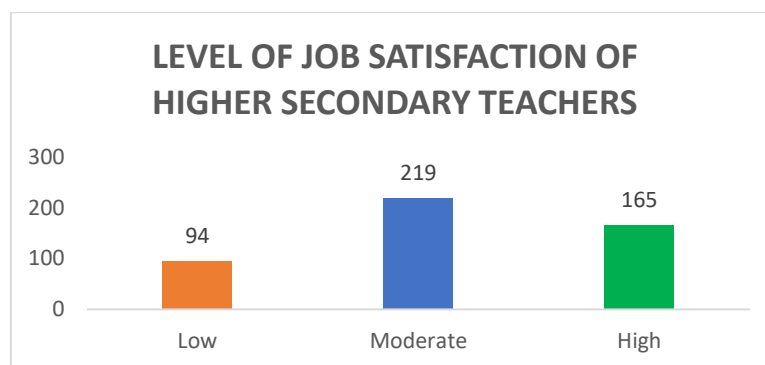
From the table it is noticed that among the sample, 219 (45.82%) higher secondary teachers are moderate level in job satisfaction, 165 (34.52 %) higher secondary teachers have high level in job satisfaction while 94 (19.67%) higher

secondary teachers have low level in job satisfaction.

Hence the null hypothesis “The level of job satisfaction of higher secondary teachers is moderate in nature” is accepted.

FIGURE - 1

BAR DIAGRAM SHOWING THE LEVEL OF JOB SATISFACTION OF HIGHER SECONDARY TEACHERS



HYPOTHESIS – 2

There is no significant difference between the job satisfaction of higher secondary teachers based on the select sub samples gender, marital status, age group and types of school

GENDER

There is no significant difference between the job satisfaction of higher secondary teachers based on their gender

TABLE – 2

TABLE SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR GENDER

VARIABLE	GENDER	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Job Satisfaction	Men	174	196.25	13.008	9.022	Significant
	Women	304	184.59	14.564		

INFERENCE

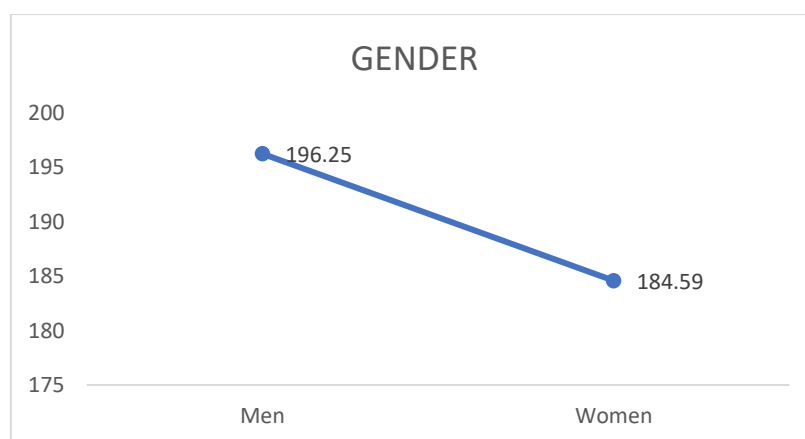
From the above table, it is understood that t- value (9.022) is greater than the table value (1.96) at 0.05 level. The men mean score is (196.25) is better than women mean score (184.59). Hence there is significant

difference between men and women higher secondary teachers on their job satisfaction mean scores.

Therefore, the above null hypothesis is rejected

FIGURE - 2

LINE DIAGRAM SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR GENDER



MARITAL STATUS

There is no significant difference between the job satisfaction of higher secondary teachers based on their marital status

TABLE – 4

TABLE SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR MARITAL STATUS

VARIABLE	MARITAL STATUS	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Job Satisfaction	Married	245	184.69	14.456	4.207	Significant
	Unmarried	233	190.12	13.763		

INFERENCE

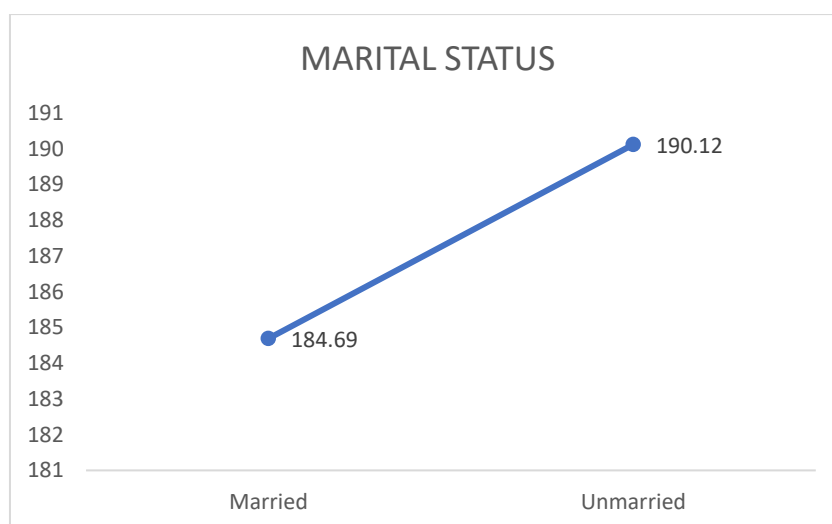
From the above table, it is inferred that t-value (4.207) is greater than the table value (1.96) at 0.05 level. Unmarried mean score is (13.763) is better than married mean score (14.456). Hence there is significant

difference between the married and unmarried higher secondary teachers on their job satisfaction mean scores.

Therefore the above null hypothesis is rejected.

Figure - 4

TABLE SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR MARITAL STATUS



AGE GROUP

There is no significant difference between the job satisfaction of higher secondary teachers based on their age group

TABLE – 5

TABLE SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR AGE GROUP

VARIABLE	AGE GROUP	N	MEAN	SD	t VALUE	LEVEL OF SIGNIFICANCE
Job Satisfaction	Below 30 Years	267	180.15	14.451	12.031	Significant
	31 Years and Above	211	195.36	13.124		

INFERENCE

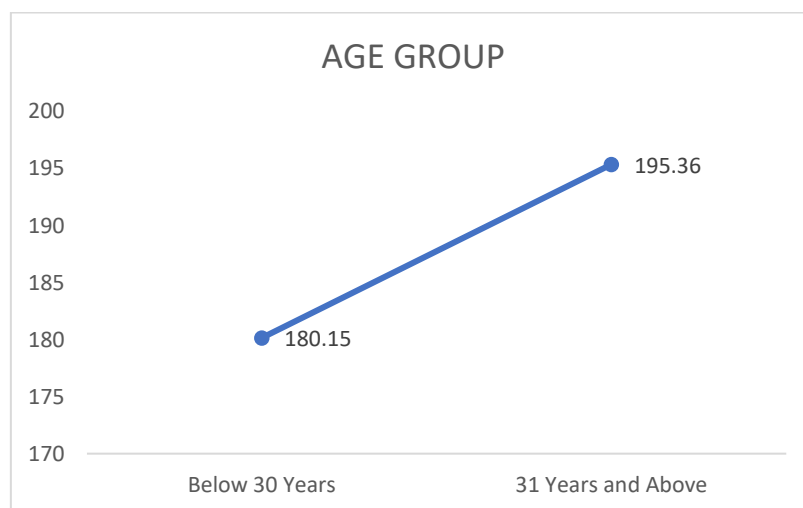
From the above table, it is inferred that t-value (12.031) is greater than the table value (1.96) at 0.05 level. The 31 years and above mean score is (195.36) is better than below 30 years mean score (180.15). Hence there is significant difference between the below 30 years and 31 years and above

higher secondary teachers on their job satisfaction mean scores.

Therefore the above null hypothesis is rejected.

Figure - 5

TABLE SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR AGE GROUP



TYPES OF SCHOOL

There is no significant difference between the job satisfaction of higher secondary teachers based on their types of school

TABLE – 6

TABLE SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE JOB SATISFACTION OF HIGHER SECONDARY TEACHERS BASED ON THEIR TYPES OF SCHOOL

VARIABLE		SUM OF SQUARES	DF	MEAN SQUARES	F VALUE	LEVE OF SIGNIFICANCE
Job satisfaction	Between groups	320.89	2	160.445	0.597	Not Significant
	Within groups	127650.01	475	268.7368632		
	Total	128970.9	477	0.59703383		

INFERENCE

From the above table, it is observed that the F- ratio (0.597) is lower than the table value (4.60) at 0.01 level and hence there is no significant difference between the job satisfaction of higher secondary teachers based on their types of school.

Therefore the above null hypothesis is accepted.

MAJOR FINDINGS OF THE STUDY

- 219 (45.82%) higher secondary teachers are moderate level in job satisfaction, 165 (34.52 %) higher secondary teachers have high level in job satisfaction while 94 (19.67%) higher secondary teachers have low level in job satisfaction.
- There is significant difference between men and women higher secondary teachers on their job satisfaction.
- There is significant difference between the married and unmarried higher secondary teachers on their job satisfaction.
- There is significant difference between the below 30 years and 31 years and above higher secondary teachers on their job satisfaction.
- There is no significant difference between the job satisfaction of

higher secondary teachers based on their types of school.

CONCLUSION

The data presented reveals valuable insights into the job satisfaction of higher secondary teachers. Among this group, a considerable portion (45.82%) falls into the moderate level of job satisfaction, while 34.52% report a high level, and 19.67% experience a low level of job satisfaction. Furthermore, the analysis indicates noteworthy differences in job satisfaction between various subgroups. Firstly, there is a significant difference between male and female higher secondary teachers regarding their job satisfaction, though the direction of this difference is unspecified. Additionally, marital status seems to play a vital role, as there is a significant difference between married and unmarried teachers in terms of job satisfaction.

Age also appears to influence job satisfaction among higher secondary teachers, with a significant difference observed between individuals below 30 years old and those aged 31 years and above. However, the data does not specify which age group reports higher job satisfaction. Also, the analysis indicates no significant difference in job satisfaction based on the types of schools in which higher secondary teachers are employed.

In conclusion, the data highlights the prevalence of moderate job satisfaction among higher secondary teachers, while both high and low levels are also evident in sizeable proportions. The differences in job satisfaction based on gender, marital status, and age underscore the importance of considering individual factors when addressing job satisfaction in educational settings. However, the lack of variance based on school types suggests that the school's organizational structure may not be a primary determinant of job satisfaction for these teachers.

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