A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

Dr. Abha Sharma
Assistant Professor, Babasaheb Bhimrao Ambedkar University,
Lucknow (UP), India
Email: sharma_abha81@rediffmail.com

ABSTRACT
The main objective of the study was to compare job satisfaction secondary school teachers on the basis of sex and location. A purposive sample of 200 male and female teachers was selected equally from 20 secondary schools of Pratapgarh district of UP state situated in urban and rural areas. Data were collected using Teacher Job Satisfaction Scale developed by Singh and Sharma (1986). The data collected were analyzed using percentage, Mean, SD and t test. The study revealed that (i) there was no significant difference in the job satisfaction of male and female teachers. (ii) There was significant difference in the job satisfaction of urban and rural teachers where rural teachers were higher in job satisfaction. (iii) Teachers of government schools were more satisfied than the teachers of private schools. (iv) Teachers of aided private schools were more satisfied than the teachers of unaided private schools.

Keywords: Teacher; Job Satisfaction; Secondary School; Rural; Urban

INTRODUCTION
No system of education can rise higher without teachers. The success of the educational process depends to a great extent on the ability and competence of the teachers. From the time immemorial the teacher has been termed as the torch bearer of civilization. It is the teacher who by the light of his knowledge removes the darkness of ignorance. There is no profession so rewarding and so rich in potentialities as the profession of teaching. Teaching may not yield power, it may not yield much wealth, it may not bring fame and glamour, yet it will surely give one the satisfaction of doing a noble job. The unity and integrity of the nation demands disciplined and well trained citizens which in turn depends upon the quality of education imported by our teachers. A teacher through an interactive process shapes the personality of the students and attempts to make citizens. Thus he shares the responsibility of shaping the destiny of our country. It is important that the teacher be an effective person to mould the minds of the children. The responsibility of maintaining and raising the quality of education lies on the shoulders of teachers. The performance of teachers to a great extent depends on his professional satisfaction in the school.

In order that a person may harness the best of his ability and derive pleasure from his work, it is necessary that the job must give him satisfaction. Satisfaction of teacher plays a vital role in his life from which the educational institution, the society and the nation at large are benefitted. If the efficiency, zeal for work and morale of the teacher are enhanced the teacher as well as his profession progress steadily.

Satisfaction is primarily derived from striving for and subsequently attaining an individually gratifying and socially beneficial end. It is an emotional response.
It is general observation that when there is an atmosphere of unhappiness in the school, when unrest, suspicion and insecurity have infiltrated the whole school system, when principal wreaks vengeance because of petty grievances, the educational development suffers and the satisfaction of teachers becomes low. Teachers, when their satisfaction is low, do not work to the maximum efficiency. Teachers, when their satisfaction is high, do their best to promote effective learning among the students.

Job satisfaction implies security and comfortable living, pleasant working conditions, a sense of belongingness, fair treatment, a sense of achievement and growth, recognition of contribution, participation in deciding school policy, and opportunity to maintain self-respect.

Teachers want security and comfortable living. They want to be able to provide food, clothing and shelter for their families and to be free from financial worry. When the principals do not take interest or an active part in the teachers’ fight for better salaries, teachers’ associations are formed and principals are excluded and a division is made between the staff and the heads of schools. Cooperation then cannot be enlisted from the staff when such situations arise. Teachers want pleasant working conditions, for example, attractive working environment, up-to-date equipment, comfortable rest room, and a feeling that the principal will back them, where these are wanting, there is low morale and lack of rapport between the principal and the staff. Teachers want to feel that they belong to a group with which they work. New staff members must be welcomed and for the old ones, the number of social occasions for a get-together may be increased. They may be required to plan together and assume joint responsibilities. Teachers want fair treatment from the principal. They resent discrimination and when they find the principal playing favoritism they decrease their output. Teachers want to have a sense of achievement. When the principal criticizes them for not making real contribution they lose effectiveness. They get frustrated when they do not see the result of their efforts. The principal can help them in having sense of progress in their work by a proper system of evaluation.

 Teachers want recognition from the principal, from the fellow teachers and from the community which they serve. The principal should recognize good work when he sees it and should keep other teachers informed of the work of the particular teacher. He should offer praise whole-heartedly to one who deserves it.

Teachers have job satisfaction when they are given opportunities to take part in the policies that govern the school activities. The principal can give teachers more satisfaction by encouraging them to participate in policy forming committees.

Teachers, who feel empowered, tend to have higher morale and job satisfaction. As Maehr, Midgley, and Urdan (1993) state, “People are more personally invested in their work with an organization when (i) they have a voice in what happens to them; and (ii) their work has meaning and significance in contributing to a higher purpose or goal.” In this context it is suggested that every possible effort should be made by the school authority and the educational administrators to empower the teachers.

When teachers’ sense of self-determination and purpose are supported, teachers relate to student in a qualitatively different manner (Maehr, Midgley, and Urdan 1993). If it is not done, teachers do not relate to the students in the way they are desired. So teachers’ sense of self-determination and purpose should be supported and respected in the interest of the students, school and the broader society. Boosting of morale and satisfaction is the responsibility of the school authority and the community.

It is essential that teachers should be highly satisfied and involved with their job so that they may contribute to the academic progress of the pupils, therefore, every possible effort should be made to raise the morale and job satisfaction of the teachers.

NEED AND SIGNIFICANCE OF THE STUDY

These days the teaching profession is facing many challenges. In our country teachers at all levels of education are working in different situations and in different systems. Some teachers are working on regular basis having all the benefits of the post, while, there are many teachers who are working in the institutions on ad hoc or contract basis getting consolidated salary or remuneration. Some are working
in the institutions situated in rural areas and some are working in the institutions situated in urban areas. The working conditions of these institutions are different. Those teachers have better working and workplace conditions along with prescribed salary are seen satisfied with their job. Contrary to it, those who are working in poor working and workplace conditions are seen dissatisfied with their job. What can be expected from a dissatisfied teacher is not unknown to anybody. So it is necessary to make investigation for knowing the factors influencing teacher job satisfaction in all types of educational institutions so that clear cut policy be prepared and implemented for enhancing the job satisfaction of teachers without any delay. The present investigation is a simple attempt in this direction where teachers working in government, aided and unaided private higher secondary schools situated in urban as well as rural areas were taken into consideration for examining their job satisfaction on comparative basis.

OBJECTIVES OF THE STUDY
The study was conducted to achieve the following objectives:
1. To compare job satisfaction of male and female secondary school teachers.
2. To compare job satisfaction of urban and rural secondary school teachers.
3. To compare job satisfaction of government and aided private secondary school teachers.
4. To compare job satisfaction of government and unaided private secondary school teachers.
5. To compare job satisfaction of aided and unaided private secondary school teachers.

HYPOTHESES OF THE STUDY
The study was forwarded on the basis of the following hypotheses:
1. There is no significant difference in the job satisfaction of male and female secondary school teachers.
2. There is no significant difference in the job satisfaction of urban and rural secondary school teachers.
3. There is no significant difference in the job satisfaction of government and aided private secondary school teachers.
4. There is no significant difference in the job satisfaction of government and unaided private secondary school teachers.
5. There is no significant difference in the job satisfaction of aided and unaided private secondary school teachers.

Population and sample
The present study was conducted on the population of teachers teaching in the secondary schools of Pratapgarh district of UP state located in urban as well as rural areas. For the study a purposive sample of 200 teachers (100 male and 100 female) was selected from 20 secondary schools on random basis.

Tools of Data Collection
Data were collected using Teacher Job Satisfaction Scale developed by Singh and Sharma (1986). This tool contains 30 items comprising 24 positive and 06 negative items to be responded on 5 point scale having 4 to 0 score for positive items and 0 to 4 score for negative items. The maximum score on the scale will be 120.

Statistical Analysis of Data
The data collected through Teacher Job Satisfaction Scale were analyzed using Mean, SD and t test which were found suitable for making comparison in the job satisfaction of two groups of teachers.
RESULTS AND DISCUSSION

Table 1. Comparison of Job Satisfaction of Male and Female Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>100</td>
<td>85.12</td>
<td>7.34</td>
<td>2.08*</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>100</td>
<td>83.08</td>
<td>6.47</td>
<td></td>
</tr>
</tbody>
</table>

Note: *Significant at .05 level

Table 1 reveals that there is no significant difference in the job satisfaction of male and female secondary school teachers, because the t value is not statistically significant. It means both groups of teachers were almost similar in their job satisfaction.

Table 2. Comparison of Job Satisfaction of Urban and Rural Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban School Teachers</td>
<td>100</td>
<td>84.43</td>
<td>6.52</td>
<td>5.73**</td>
</tr>
<tr>
<td>Rural School Teachers</td>
<td>100</td>
<td>79.67</td>
<td>5.09</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 2 shows that there is significant difference in the job satisfaction of urban and rural secondary school teachers, because the t value is significant at .01 level. Since the mean value of urban school teachers were higher, so it becomes clear that urban school teachers had more job satisfaction than the teachers of rural schools.

Table 3. Comparison of Job Satisfaction of Govt. and Aided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>60</td>
<td>90.12</td>
<td>6.75</td>
<td>0.71</td>
</tr>
<tr>
<td>Aided Private School Teachers</td>
<td>70</td>
<td>88.10</td>
<td>7.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that there is no significant difference in the job satisfaction of government and aided private secondary school teachers, because the t value is not statistically significant. It means both teachers of government and aided private schools were almost similar in their job satisfaction.

Table 4. Comparison of Job Satisfaction of Govt. and Unaided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School Teachers</td>
<td>60</td>
<td>90.12</td>
<td>6.75</td>
<td>4.38**</td>
</tr>
<tr>
<td>Unaided Private School Teachers</td>
<td>70</td>
<td>78.37</td>
<td>6.68</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 4 shows that there is significant difference in the job satisfaction of government and unaided private secondary school teachers, because the t value is significant at .01 level. Since the mean value of government school teachers were higher than the teachers of unaided private school teachers, so it becomes clear that government school teachers had more job satisfaction than the teachers of unaided private secondary schools.

Table 5. Comparison of Job Satisfaction of Aided Private and Unaided Private School Teachers

<table>
<thead>
<tr>
<th>Group of Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided Private School Teachers</td>
<td>70</td>
<td>88.10</td>
<td>7.00</td>
<td>4.04**</td>
</tr>
<tr>
<td>Unaided Private School Teachers</td>
<td>70</td>
<td>78.37</td>
<td>6.68</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Significant at .01 level

Table 5 shows that there is significant difference in the job satisfaction of aided and unaided private secondary school teachers, because the t value is significant at .01 level. Since the mean value of aided
private school teachers were higher than the teachers of unaided private school teachers, so it becomes clear that aided private school teachers had more job satisfaction than the teachers of unaided private secondary schools.

RESULTS OF THE STUDY

The results as revealed by the study were the following:

1. There was no significant difference in the job satisfaction of male and female teachers.
2. There was significant difference in the job satisfaction of urban and rural teachers where urban teachers had more job satisfaction.
3. There was no significant difference in the job satisfaction of government and aided private secondary school teachers.
4. There was significant difference in the job satisfaction of government and unaided private secondary school teachers where government school teachers had more job satisfaction than unaided private school teachers.
5. There was significant difference in the job satisfaction of aided and unaided private secondary school teachers where aided private school teachers had more job satisfaction than unaided private school teachers.

CONCLUSIONS OF THE STUDY

On the basis of the results of the study it can be concluded that teachers of government and aided private secondary schools had more job satisfaction as compared to unaided private secondary schools. Similarly, teachers of urban schools had more job satisfaction in comparison to the teachers of rural schools. But there was no significant difference in the job satisfaction of the teachers of government and aided private secondary schools as well as male and female teachers as a whole.

REFERENCES


