

Job Satisfaction among High School Teachers

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ABSTRACT

Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The present study was conducted to investigate the difference between gender (male and female teachers) and types of school (Govt and Private) about job satisfaction. The Job satisfaction scale for teachers constructed by S.P.Anand (1975) was used to collect data. The data were collected from 120 teachers 60 males and 60 females each selected from Govt and private high schools in district baramulla. The findings of the study revealed that there is no significant difference between male and female high school teachers in job satisfaction. The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction. The study also states that there is significant interaction effect of sex with type of institute/school on job satisfaction.

Keywords: *Job satisfaction, Teachers, Gender, School/Institute.*

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization. The education system has also been changed into an organization. In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at secondary level is very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance only possible if the job fulfills the basic needs of teachers in term of salary and better status as explained by Khan (1999), “salary or emoluments caters the material needs of the employees in allowing a sense of status and importance” .performance from a teacher can only be expected if they are satisfied with their jobs. Job satisfaction is an individual attributes and it is outcome of the fulfillment of the

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Job Satisfaction among High School Teachers

individual needs which vary greatly from one person to another. It is necessary condition for a healthy growth of teacher's personality Job satisfaction is the way an employee feels about his or her job. It is a generalized attitude toward the job based on evaluation of different aspects of the job. A pair of researches in (1972), examined several definitions of job satisfaction. Locke (1969), defined job satisfaction as "pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating the achievement of one's job values. In contrast to this definition he defined job dissatisfaction as the un-pleasure emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values on entailing disvalues." Both satisfaction and dissatisfaction were seen as "a function of the perceived relationship between what one wants from one's job and what one perceives it a offering or entailing." base of higher education. Good and effective Secondary education can be given if the teachers working in schools are satisfied with their job. If they are not satisfied, they cannot give effective education. There are so many factors which influence the job satisfaction of the teacher i.e. intelligence, education qualification. Job satisfaction and life satisfaction are closely related and job satisfaction can be measured by finding out the gap between what a person experiences in actual condition and what he thinks should be there. It is the favourableness or unfavourableness with which people view their jobs.

The importance of job satisfaction lies in the fact that it is closely linked with performance and productivity of a person and is affected by a number of factors. Bamundo and Kuppelman (1980) examined the effects of seven variables on job satisfaction. It was found that education and income positively and strongly moderated job satisfaction and life satisfaction relationship. Self employment also had a significant impact whereas occupation had only a modest effect. Age and service length showed strong importance of 'adjustment' which means that people who are able to adjust themselves according to the circumstances and environment can live in perfect harmony and lead a happy life. According to L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs". In all senses, adjustment implies a satisfactory adaptation to the demands of day to day life and keeping a balance between need and capacity to realize needs. As long as the balance is maintained a person remains adjusted. The very moment, it is disturbed he drifts towards maladjustment. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may be susceptible to job stress which further results into 'dissatisfaction', and difficulty in adjustment. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one's self and others, an adequate level of aspiration etc. Such a person is, thus, an asset to himself and a boon to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one's self and discomfort to others. Teachers working in schools feel their workload heavier, strenuous and difficult too. Some of them feel that in proportion to the expectations of the society they are not given due place, recognition, autonomy, pay, working conditions, opportunities for growth and advancement and so on. All this leads to job dissatisfaction or low job satisfaction among teachers in general and physical education teachers in particular in many developing countries around the world (Dinham and Scott,

Job Satisfaction among High School Teachers

1998; Scott et al, 2001, Van Den Berg, 2002). The effects of this trend include reduced ability to meet students' needs, significant incidences of psychological disorders leading to absenteeism and stress-related illnesses (Farber, 1991; Troman and Woods, 2000). Most importantly, though teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries including India. Job satisfaction has been considered to be a function of the perceived relationship between that one wants from one's job and what he perceives it is offering (Locke, 1969). Certain factors, if present, contribute to job satisfaction and if absent, contribute to job dissatisfaction, and vice-versa. Herzberg et al (1959) developed two - factor theory of job satisfaction and concluded that there were certain conditions of employment that, if present, acted as job satisfiers (motivators) and other conditions that acted as job dissatisfiers (hygiene factors). Several research studies have attempted to replicate and/or apply Herzberg's (1959) study in educational settings (Johnson, 1967; Sergiovanni, 1966; Robert Simmons, 1970; Graham, 1985; Litt and Turk, 1985). Although a lot of research has been done on job satisfaction among teachers much has not been done on job satisfaction among teachers whose job has been intensified to a great extent as discussed earlier. The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. They further argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004).

Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (McNamara, [n.d]; War, 1998). Hackman and Oldham (1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in

Job Satisfaction among High School Teachers

a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

Job satisfaction has been studied and using a variety of theoretical constructs and measuring widely different dimensions of satisfaction. Randy, Bingham and Harvey (1984-85) found that teachers found their work more satisfying and fulfilling than other employees. Okoye (2011) viewed that job satisfaction as how contented an individual is with his or her job. Obineli (2010) opined that job satisfaction as an affective or emotional response towards various facets of one's job. From the second definition, an individual can be satisfied with one aspect of his/her job and be dissatisfied with other aspects. The Harvard Professional Group (1998) defined job satisfaction as the keying radiant that leads to recognition, income, promotion and the achievement of other goals that give rise to a general feeling of fulfillment. Job satisfaction can positively enhance an employee's work attitude because he is likely to be more motivated and committed to achieving organizational goals or realizing the goals of secondary school education as spelt out in the National Policy on Education. In organizations where people are experiencing a high level of job satisfaction, complaints, grievances, absenteeism, turnover and termination are likely to be reduced to the barest minimum and there will be improvement in punctuality, a boost in workers' morale, and increase in the quality of output. There are several factors that may affect the level of job satisfaction and these are salary, promotion, work environment and in-service-training. All over the world, people engage in work in order to receive pay with which to acquire necessities and luxuries needed to better their lives. In addition, workers (and in this case, teachers) also need money to enable them to care for members of the extended family. Arubayi (1991) asserted that money is an economic reward and a means of enchaining job satisfaction among the Nigerian worker. Adequate salary (paid as at when due) boosts workers' morale and make them happy and be more dedicated to their duties. Corroborating this fact, Demaki (2012) pointed out that money does not only meet material needs of workers but also gives them psychological satisfaction. Agu, (2011) undertook a study of the attitude of teachers towards certain conditions of work and discovered that they (teachers) were satisfied with salary but were dissatisfied with the attitude of the city council, the progressive party teachers and the policy regarding corporal punishment. However, Herzberg and his colleagues (1959) discovered out that wages was rated less important than security, opportunity for advancement, company and management, but more important than job content, supervision, social aspects of the job, communication, working conditions and benefits when respondents were asked to rank job factors. Demaki (2012) stressing on the benefits of promotion to workers reiterated that it is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level. Continuing, he stated that the more they are increased, the more they (that is pay and promoted), have the capacity to fulfill an increasing number of needs Eze (2004) stated that staff promotion helps to boost the morale of teachers and motivates them to work thereby increasing productivity and efficiency and also enhancing job

Job Satisfaction among High School Teachers

satisfaction. Obineli (2010) argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. The work environment embraces working conditions such as the temperature, humidity, ventilation, lighting, noise and cleanliness of the workplace and adequate tools and equipment (such as public address system, computer, and resource materials for teaching, good offices). Undoubtedly, good working conditions provide greater physical comfort for teachers and boost their morale. While very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction. Supporting this, Okonkwo & Obineli (2011) stressed that many teachers in public schools lack motivation and job satisfaction because of poor salary and the poor condition of the environment of their workplace. Still on deplorable workplace environment, the Chartered Management Institute (2003) carried a research on United Kingdom's manager's attitudes to and experiences of their physical environment. The study was undertaken among a random sample of 4000 managers across all levels and sectors and size of organization. Nearly 50% of the respondents said that they would relinquish one week's annual leave for a better office and sizeable numbers of the subject would forgo 1,000 in salary or private medical insurance for a significantly upgraded workspace. The findings of this research depict the extent to which workers can go to secure a good working environment. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers. If secondary school teachers are well paid, they can still go an extra mile (like the research subjects) to ensure that they have a stimulating working environment. Ewen (2008) pointed out that teacher's satisfaction is directly linked with the quality and quantity of training and career opportunities provided. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Hackman and Oldham (1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

SIGNIFICANCE OF STUDY

The study is significant and important because it will help to organize and analyse the facts about job satisfaction among high school teachers. The job satisfaction is most important aspect for any work or job mostly for teachers because teaching is the most inspirational profession in the world. The education sector (schools) in Kashmir are always neglected from time to time with this information any social organization can take step forward to influence higher authorities' for some remedial measures and to save this noble profession from virus that is called (dissatisfaction). The results would also help to understand the factors responsible for job stress and adjustment among teachers. The study might be useful in solving some of the problems of the teachers. This would help them to understand various dimensions of adjustment and find out ways and means to be well adjusted persons. The

Job Satisfaction among High School Teachers

study would help the administrators and government to create a congenial atmosphere in the institutions which would benefit both the sides. This information will be of important to the Government, policy makers, counselors, education providers and other stake holders who will work towards betterment strategies in order to reduce job stress levels and to grow job satisfaction in school teachers

Objectives of the study

The role of teacher in education system is pivotal. He is virtually the yardstick that decides the quality of education system. It is the teacher who decides if the education system is a success or a failure.

The objectives of this study were as follows:

- To measure the level of job satisfaction of high school teachers working in district baramulla according to their Gender and Institute/sector.

Hypotheses

- There is no significant difference between male and female high school teachers in job satisfaction.
- There is no significant difference between high school teachers in government and private sector in job satisfaction.
- There is no significant interaction effect of sex with type of institute on job satisfaction.

METHODOLOGY

The sample of the study consisted of the high school teachers working in District Baramulla in the State of Jammu and Kashmir. A sample of 120 teachers consisting 60 Private school teachers and 60 government school teachers from these 60 were males and 60 were females taken into consideration. The sample does not include all the government and private high school teachers from all over Baramulla and simple random sampling was used for the present study.

Tools

Research instruments are tools used for data collection from the field. For the purpose of this study, one data collecting instrument namely job satisfaction scale was used to collect raw data from the respondents. The data collection exercise for scale was done under careful observation. The respondents also submitted their demographic factors such as gender, school type and experience.

To measure job satisfaction the tool is used as are: Job satisfaction scale for teachers was constructed by S.P.Anand (1975). This scale has 30 items or statements with five alternatives or choices for response and These items measure salary, promotion, interest and status of a teacher.

Job Satisfaction among High School Teachers

The test re-test reliability=.952, and split-half = .81 and .83 for positive – negative and odd-even statements. Established with expressed satisfaction and scores obtained on the scales. Teachers scoring a score of 80 and above are considered to the satisfied and vice versa.

RESULTS

In order to find out the difference between the mean scores of government and private primary school teachers on various areas of job satisfaction like: salary, promotion, interest and status.

Table 1. Shows Means and standard deviations of scores indicating job satisfaction.

Areas	Source	N	Mean	S.D
Gender	Male	60	90.15	7.64
	Female	60	93.20	6.53
Sector/ Institute	Govt	60	91.90	7.14
	Private	60	91.47	7.38
Gender*institute	Govt Male Teachers	30	92.00	7.21
	Private Female Teachers	30	94.44	5.72
	Private Male Teachers	30	88.30	7.72
	Govt Female Teachers	30	91.79	7.19

Table 2: Shows Summary of ANOVA and Significance Performed on the scores for Job Satisfaction.

Source of variations	Sum of Squares	Df	Mean Square	F
Sex	98.790	1	98.790	2.115
Institute	.016	1	.016	.000
Sex*institute	325.109	1	325.109	6.961**

** Significant at .01 level

Hypothesis 1:- An inspection of table 1 showed that the Mean of female teachers was slightly higher (93.20) as against (90.15) for male teachers. But the difference in the mean perception is not significant as Therefore the null hypothesis which states that there is no significant difference between male and female high school teachers in job satisfaction is retained.

Hypothesis 2:- The result on table 1 has also indicated a difference in the mean of private school teachers (91.47) as compared to government school teachers (91.90). Therefore, the null hypothesis which states that there is no significant difference between teachers in public and private schools in job satisfaction is accepted.

Hypothesis 3:- A close look on Mean scores of table 1 also indicates that private school female teachers showed higher job satisfaction (94.44) as compared to government school male teachers (92.00) and government school female teachers showed higher job satisfaction (91.79) as compared to private school male teachers (88.30).Therefore the null hypothesis which states that There is no significant interaction effect of sex with type of institute on job satisfaction is rejected.

DISCUSSION

One of the findings of this investigation is that there is no significant difference between male and female teachers in job satisfaction in schools. The result supports the assertion of Demaki (2012) who opined that money does not only meet material needs of workers but also gives them psychological satisfaction. The finding also agrees with Undiyaundeye (2010) whose research revealed that teachers were satisfied with salary but were dissatisfied with the attitude of the city council, the progressive party teachers and the policy regarding corporal punishment. Another finding of this research revealed that there is no significant difference between experienced and less experienced teachers in their perception of promotion as a factor affecting job satisfaction in secondary schools. This result lends credence to Demaki (2012) who opined that promotion is positively related to job satisfaction because pay and promotion have social prestige which is tied up with occupational level. This finding also supports the view of Ewen (2008) stated that staff promotion helps to boost workers morale and motivates them to work thereby increasing productivity and efficiency and also enhancing job satisfaction. But the result is at variance with Morse (1995) whose research revealed that the respondents who were school principals did not show any strong desire to move up the ladder because they assessed their career success in terms of how, far they have moved from the starting point rather than how far they desire to move. The second finding of this study showed that there is no significant difference between teachers working in Govt and private schools as they perceive no difference in school type as a factor affecting job satisfaction. This result agrees with the finding of who reported that job satisfaction measured teacher's satisfaction with salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, and interaction among colleagues and students. It also corroborates Ewen (2008) who said categorically that teacher's satisfaction is directly linked with the quality and quantity of training and career opportunities provided. The last finding of this study revealed that there is significant interaction effect of sex with type of institute on job satisfaction.

CONCLUSION

Conclusively, adequate salaries, regular, promotion and provision of staff development programme for teachers by the government will greatly enhance their level of job satisfaction.

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Job Satisfaction among High School Teachers

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