

Research Paper

Assessment of job satisfaction among secondary school teachers in Mysuru district: influence of select demographic variables

Rajesh U.^{1*}, Dr. Sarvamangala^{2*}

ABSTRACT

The present study is an attempt to find out the extent of job satisfaction among secondary school teachers and find out the influence of secondary variables if any on their levels of job satisfaction. The sample consists of 270 secondary school teachers (males = 166, females = 104), randomly selected from government, aided and unaided schools who were teaching arts, science and commerce subjects. The sampling was random sampling technique and the sample was selected in Mysuru region. The teachers were administered TJSS (Teachers Job satisfaction Scale) by Saxena (1994). Data collected were analyzed using chi-square tests. Results revealed that a large majority of the teachers in higher secondary schools had poor levels of job satisfaction. Very few of the teachers in high secondary schools had either average or high levels of job satisfaction. Demographic variables- type of college, gender, age, experience and subjects taught did not have significant influence over job satisfaction. It was recommended that teachers job satisfaction to be improved for effective classroom functioning.

Keywords: *Job Satisfaction, Teachers, Higher Secondary Schools*

It is widely acknowledged that teaching is probably the biggest and most important profession in the planet. It is basic that teachers in their job must have just accomplished a specific degree of individual development and a decent standard of general and expert education in many domains such as the subject that they teach, communication skills, social skills, moral values, etc. It must be determined by the teacher that they have an emotionally balanced personality which is satisfactorily motivated towards teaching, their profession and have a higher standard of intellect capacity (Ruhela, 2015). As per the teacher workload at hand, teacher collaboration and teacher perceptions of their students discipline in school are the elements most firmly identified with teacher job satisfaction.

The role and job of teachers in the society and in the field of education can change and be a dynamic role, yet the significance of their position remains the same. To draw in and hold the quality teachers is a great challenge to the education institutions. In the area of educational environment, the basic nature of the teacher is to have a positive approach

¹Research Scholar, DOS in Education, Manasagangotri, University of Mysore, Mysore, Karnataka, India.

²Associate Professor (Retd.), DOS in Education, Manasagangotri, University of Mysore, Mysore, Karnataka, India.

*Responding Author

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towards their profession. Each teacher must have the potential and clear expectation to release their obligation with most extreme dedication to get fulfillment from their job. Job satisfaction is a combination of emotional and cognitive involvement with any work. Job satisfaction is the connection between what everybody expects in agreement to what everybody accomplishes. Any work cannot be successfully managed without satisfaction. Teachers are significant in building the country and the future citizens of the country. Thus, job satisfaction is a significant construct that is not just identified with an individual but it is also important and relevant for the society's prosperity. Job satisfaction is one factor that will guarantee better performance in class and the productivity of schools. The teachers would be more interested to show their students successfully when they are happy and satisfied with their positions. Like India, different nations on the planet are attempting to improve their nature of teaching, so it fulfills the need of globalization. Teachers would need to perform to greatest limit, just in the event that they are satisfied with their positions. Thus, job satisfaction is an important characteristic in each sector particularly in the profession of teaching.

Even though numerous factors and variables can have an impact in the teachers' choices and decisions about leaving or remaining in their profession, results from past studies reliably demonstrates that teacher working conditions and pay levels are critical deciders in such choices (Hanushek, Kain & Rivkin 2004; Loeb, Susanna, Hammond & Luczak, 2005). Various previous studies have investigated the connection between teacher individual attributes and professional capabilities. In the US, Krieg (2006) found that high quality female teachers who taught in fourth grade were less inclined to leave the profession, while for male teachers, attrition was not impacted by teacher quality. A study by Ingersoll, Merrill, and May (2014) investigated the association between showing experience and teacher capabilities on a broadly delegate test of the fledgling teachers in the US to infer that for starting teachers' maintenance, the degree and accreditation made a little difference, while preparing in teaching method and encouraging strategies was basic. Further, Klassen and Chiu (2011) recommended that self-efficacy may interact with showing involvement with its impacts on teacher turnover in Canada. They inferred that teacher self-efficacy levels are low for teachers who have low or no experience, and teachers at their peak of mid-profession teachers, and in decrease for teachers in pre-retirement stage. This relationship offers extra support to the curvilinear state of the relation among experience and teacher turnover.

METHODOLOGY

Participants

The study comprised of 270 respondents among which comprised of 166 males and 104 females, the respondents were randomly selected from government, aided and unaided schools from urban and rural areas of Mysuru region.

Tool employed

Demographic Datasheet: The demographic data comprised of information pertaining to name (optional), Age, Gender, Type of college, Experience in teaching field and the subject that they teach.

Job Satisfaction Test: The Job Satisfaction scale for teacher's (Form-B for School Teachers) developed by Dr. S.K. Saxena and published by Agra Psychological Research cell Agra, is used to measure the Job-Satisfaction of teachers.

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The questionnaire consists of 30 highly discriminating 'Yes-No' type items. There is no time limit for the questionnaire. However, it takes approximately 20 minutes to complete it.

Reliability: The split-half reliability of the test applying Spearman- Brawn formula is found .95. By Test- Retest method the reliability coefficient is .75. All those coefficients are sufficient high to make the test reliable.

Validity: The face validity of the measures is very high. The content validity is ensured as the items for which there has been 100% agreement amongst judges regarding their relevancy to the school teacher's Job Satisfaction are included in the questionnaire.

Procedure

The first author personally visited schools and met secondary school teachers from government, aided and unaided schools from urban and rural areas of Mysuru region to collect the data. After taking the permission from the respective authorities, TJSS (Teachers Job satisfaction Scale) by Saxena (1994) was administered along with socio-demographic data sheet to the school teachers. Before administering the questionnaire, they were assured of confidentiality. They were asked to answer all the questions. In case of difficulty in understanding the item/s, in order to get good response, they were made clear in their local language. Once the data were collected, they were scored and fed to the computer.

The data were analyzed using Chi-square tests and Table 1 provides the results of Chi-Square between demographic components and levels of Job satisfaction.

Table 1: Frequency and percent responses for various levels of job satisfaction by demographic factors and results of test statistics

Variables		Levels of job satisfaction			Total	Test statistics	
		Poor	Average	Good			
Overall	F	214	25	31	270	X ² =256.47; p=.001	
	%	79.3%	9.3%	11.5%	100.0%		
Type of college	Government	F	77	13	11	X ² =2.82; p=.589	
		%	76.2%	12.9%	10.9%		100.0%
	Unaided	F	67	7	10		84
		%	79.8%	8.3%	11.9%		100.0%
	Aided	F	70	5	10		85
		%	82.4%	5.9%	11.8%		100.0%
Gender	Male	F	132	13	21	X ² =1.47; p=.481	
		%	79.5%	7.8%	12.7%		100.0%
	Female	F	82	12	10		104
		%	78.8%	11.5%	9.6%		100.0%
Age groups (in years)	<30	F	30	6	5	X ² =6.61; p=.353	
		%	73.2%	14.6%	12.2%		100.0%
	31-40	F	96	6	14		116
		%	82.8%	5.2%	12.1%		100.0%
	41-50	F	46	9	8		63
		%	73.0%	14.3%	12.7%		100.0%
	50+	F	42	4	4		50
		%	84.0%	8.0%	8.0%		100.0%
Experience (in years)	<5	F	67	7	8	X ² =2.66; p=.850	
		%	81.7%	8.5%	9.8%		100.0%
	6-15	F	87	10	15		112
		%	77.7%	8.9%	13.4%		100.0%

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Variables		Levels of job satisfaction				Total	Test statistics
		Poor	Average	Good			
	16-25	F	38	5	7	50	X ² =0.57; p=.966
		%	76.0%	10.0%	14.0%	100.0%	
	25+	F	22	3	1	26	
		%	84.6%	11.5%	3.8%	100.0%	
Subject	Arts	F	109	11	16	136	
		%	80.1%	8.1%	11.8%	100.0%	
	Commerce	F	54	7	7	68	
		%	79.4%	10.3%	10.3%	100.0%	
	Science	F	51	7	8	66	
		%	77.3%	10.6%	12.1%	100.0%	

Total job satisfaction: On the whole we find that majority of the sample studied had poor job satisfaction to an extent of 79.3%, followed by 11.5% of them had good adjustment and remaining 9.3% of them had average levels of job satisfaction. Further, chi-square test revealed a significant difference between frequencies of ‘poor’, ‘average’ and ‘good’ levels of job satisfaction, confirming that majority of the teachers had poor job satisfaction.

College type and job satisfaction: A non-significant association was observed between college type and levels of job satisfaction. Chi-square value of 2.82 was found to be statistically non-significant (p=.589). In other words, pattern of job satisfaction was same across teachers working in varied types of colleges.

Gender and job satisfaction: When gender influence was verified across levels of job satisfaction, a non-significant association was observed between gender and levels of job satisfaction (X²=1.47; p=.481). This clearly reveals that whether it is male or female teacher, the pattern of job satisfaction was same, having poor levels high, followed by high and average levels of job satisfaction for both genders.

Age and job satisfaction: Age as such did not have significant influence over job satisfaction of the teachers. Chi-square value of 6.61 was found to be statistically non-significant (p=.353). Teachers belonging to different age groups had similar pattern in their levels of job satisfaction, having poor levels high, followed by high and average levels of job satisfaction

Experience and job satisfaction: In the case of work experience of teachers, a non-significant association was observed between extent of work experience and levels of job satisfaction. Chi-square value of 2.66 was found to be statistically non-significant (p=.850). In other words, pattern of job satisfaction was same across teachers having different years of work experience.

Subject and job satisfaction: When the influence of subjects taught was verified across levels of job satisfaction, a non-significant association was observed between subjects taught and levels of job satisfaction (X²=0.57; p=.966). This clearly reveals that whether it is arts, commerce or science subjects taught, the pattern of job satisfaction was same, having poor levels high, followed by high and average levels of job satisfaction.

DISCUSSION

Major findings of the study

1. A large majority of the teachers in higher secondary schools had poor levels of job satisfaction.
2. Very few of the teachers in high secondary schools had either average or high levels of job satisfaction.
3. Demographic variables- type of college, gender, age, experience and subjects taught did not have significant influence over job satisfaction.

Job satisfaction is the consequence of different perspectives possessed by a representative (teacher) towards their job profession. These perspectives are identified with various areas of employment as interesting, chance for growth, utilization of their teaching abilities, authority cooperation with their colleagues, opportunity to be innovative, independent, economic wellbeing, security, good relations with the head of the departments and the administration, dynamic, using various strategies in work, administration conditions, individual diversion, virtues, accomplish social distinction and identification. It is with the expectation that what powers are experienced by the teachers when all things considered with the profession of teaching is concerned.

In any education network the secondary level is an important stage as it is a connection between the elementary and higher education. Secondary school teachers need to endeavor to set up the young students towards training for the future. If they are not given due remuneration for their work, their satisfaction level decreases and they will be not able to perform to their expected level appropriately. As indicated by Bavendam (2000) job satisfaction of teachers is very significant in light of the fact that their attitude towards the profession influence the learning cycle of the students. Just satisfied teachers can perform well in the classrooms and their nature of teaching and communicating improves. They become more innovative and show more prominent responsibility to the teaching learning process. Their standard for dependability additionally gets higher. In Pakistan the job satisfaction at secondary school level was directed by Mahmood (2004) and results show that secondary school teachers were not happy with remuneration, growth, and various policies towards teaching. Satisfaction and dissatisfaction in the profession causes success or failure of any framework or system. Along these lines, it is appropriate to be aware of the job satisfaction among secondary school teachers.

The results of the present study are in agreement with the studies done in the present study most of the teachers studied had poor levels of job satisfaction it is necessary to boost and maintain their satisfaction level. Several strategies can be planned for increasing job satisfaction of the teachers. Bringing awareness regarding the abilities of the teacher, emotions and accurately understand themselves; need to be adept in understanding their pupils concerns, needs, abilities, and feelings to relate well with them. The teachers need to be self-reliant, decisive in making realistic in their goals. This facilitates them to work effectively even under pressure and maintain positive approach. Attempts should be made to increase empathy, stress tolerance, emotional intelligence, self-regard, and flexibility for effective teaching. Increase in infrastructural facilities, modernization, provide modern teaching aids and technology etc., can increase teacher confidence for effective function, which might increase their job satisfaction.

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Conflict of Interest

The author declared no conflict of interest.

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