

Job Satisfaction of Secondary School Teachers

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ABSTRACT

The study is a descriptive survey conducted on 100 secondary school teachers of Hoshiarpur district. The data was collected from 100 secondary school teachers from 10 secondary schools (5 Urban and 5 Rural) of Hoshiarpur District. Stratified Random sampling technique was employed for the selection of sample. The total sample was selected on the basis of gender, locality and teaching experience (<10 and >10 years). The Job satisfaction scale constructed and standardized by Dixit (1993) was employed to collect data for the study. The results reveal that job satisfaction of teachers cannot be differentiated on the basis of Gender. There is no significant difference in job satisfaction of secondary school teachers teaching in Urban and Rural schools. No significant difference was found between job satisfaction of secondary school teachers having teaching experience <10 years and >10 years i.e. Job satisfaction is an independent of their teaching experience. The paper further gives educational implications on the basis of result findings.

Keywords: *Job Satisfaction, Secondary School Teachers*

Teachers are the most ingenious person to bring quality in school education, and high level of satisfaction in job is very important for teachers to bring such quality in school education. Only well-adjusted and satisfied teachers can contribute a lot to the growth of their pupils. Therefore, the success of educational system depends upon the job satisfaction of the teachers.

Hoppock (1935) first introduced the term job satisfaction. According to him, job satisfaction is the combination of psychological, physiological and environmental circumstances causing a person to truthfully say, “*I am satisfied with my job*”. Mitchell and Larson (1987) analysed 3000 studies on job satisfaction over the past 60 years and concluded that there is no universal definition of job satisfaction. The present work focuses on how job satisfaction can lead to improve quality of work life of the secondary school teachers.

Singh (2006) conducted a study on job satisfaction and revealed that (1) There is a significant difference between male and female teachers teaching at senior secondary school level. (2)

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There exists a significant difference in job satisfaction w.r.t. teaching experience. (3) There exists no significant difference in job satisfaction of teacher's w.r.t. age. Gill (2007) in his study found no significant difference in job satisfaction of teachers w.r.t. gender but significant difference in job satisfaction of teachers w.r.t. locality.

Objectives Of The Study

1. To compare the job satisfaction of male and female secondary school teachers.
2. To compare the job satisfaction of secondary school teachers working in urban and rural areas.
3. To compare the job satisfaction of secondary school teachers having <10 years of teaching experience and >10 years of teaching experience.

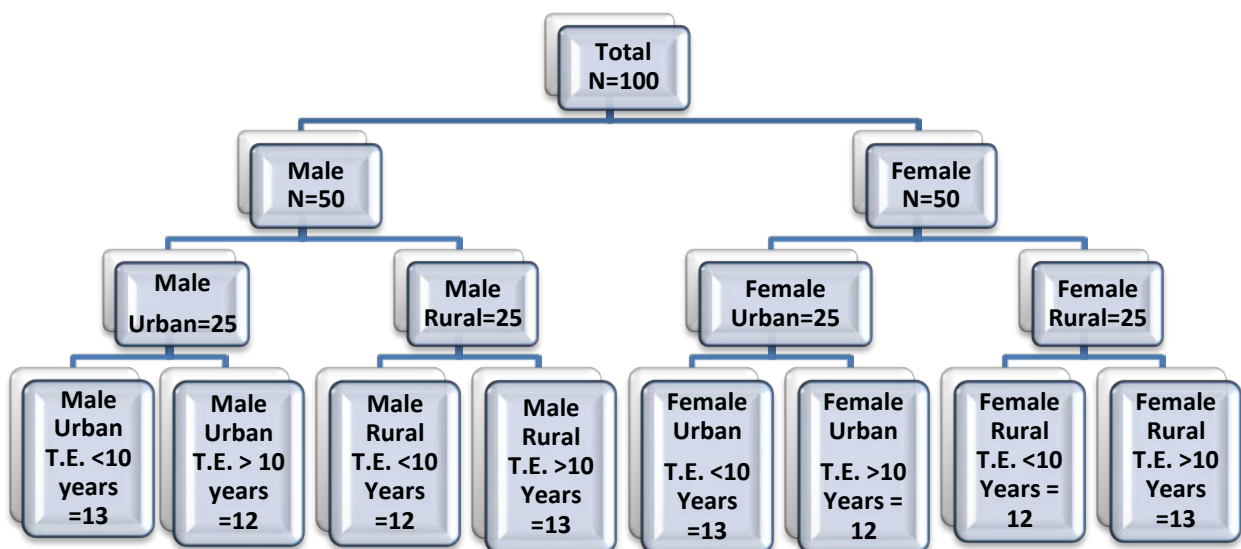
Hypotheses Of The Study

1. There exists no significant difference between job satisfaction of male and female secondary school teachers.
2. There exists no significant difference between job satisfaction of secondary school teachers working in urban and rural areas.
3. There exists no significant difference in job satisfaction of secondary school teachers having <10 years of teaching experience and >10 years of teaching experience.

METHODOLOGY

Sample

The present study is a descriptive survey conducted on a sample of 100 secondary school teachers from 10 secondary schools (5 urban and 5 rural) of Hoshiarpur district of Punjab state in India. Stratified random sampling technique was employed for selection of sample. This was done to make the sample as fairly representative as possible. The sample was selected on the basis of gender, locality and teaching experience (<10 and >10 years of teaching experience).



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Tool Used

The Job satisfaction scale constructed and standardized by Dixit (1993) was used. The scale is a Likert's type scale consists of 52 items belonging to 8 dimensions of job satisfaction of teachers namely: (1) Intrinsic aspects of job (2) Salary, service conditions and promotional avenues (3) Physical facilities (4) Institutional plans and policies (5) Satisfaction with authorities (6) Satisfaction with social status and family welfare (7) Rapport with students (8) Relationship with co-workers.

Statistical Techniques Used

Descriptive statistics such as mean, median, mode, standard error of mean and standard deviation were work out to study the general nature of the sample. Skewness and Kurtosis were found out to check the distribution of the score on normal probability curve. t- test was employed for finding significant difference between means of Job Satisfaction scores of secondary school teachers w.r.t. gender, locality and teaching experience.

RESULTS AND DISCUSSION

Table 1: Showing difference between mean scores of male and female secondary school teachers on the variable of Job Satisfaction (N=100)

Group	Variable	N	Mean	S.D.	SE _D	t-value	Level of Significance
Male	Job Satisfaction	50	204.2	23.48	4.99	0.321	Non-significant at 0.05 and 0.01 level
Female		50	202.6	26.34			

Table 1 shows that t- value is 0.321, which is non-significant. This indicates that no significant difference exists between job satisfaction of male and female secondary school teachers. Therefore, the hypothesis 1 stating that “There exists no significant difference between job satisfaction of male and female teachers”, stands accepted. Thus, it can be inferred that job satisfaction of secondary school teachers cannot be predicted on the basis of Gender.

The above results of the present study are parallel to the results of the studies conducted by Menon and Athanasoula-Reppa (2011), Sridevi (2011), Bhayana (2012), Gupta and Gehlawat (2013), Saini and Kooner (2014), who revealed no significant difference between job satisfaction of male and female teachers.

Table 2: Showing difference between mean scores of secondary school teachers working in urban and rural areas on the variable of Job Satisfaction (N=100)

	Variable	N	Mean	S.D.	SE _D	t-value	Level of Significance
Urban	Job Satisfaction	50	203.5	23.39	5.11	0.371	Non-significant at 0.05 and 0.01 level
Rural		50	201.6	27.57			

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As per Table 2, calculated t- value is 0.371, which reports that no significant difference exists between main scores of secondary school teachers working in Urban and Rural schools on the variable of Job satisfaction. Therefore, the hypothesis 2 stating that “There exists no significant difference between job satisfaction of secondary school teachers working in urban and rural areas”, stands accepted.

Thus, level of job satisfaction of secondary school teachers cannot be differentiated on the basis of whether the teacher is working in Urban or Rural school. Saini and Kooner (2014) found no significant difference between job satisfaction of secondary school teachers working in urban and rural areas.

Table 3: Showing difference between mean scores of secondary school teachers having <10 years of teaching experience and >10 years of teaching experience on variable of Job Satisfaction (N=100)

Group	Variable	N	Mean	S.D.	SE _D	t-value	Level of Significance
T. E. <10 years	Job Satisfaction	50	202.3	26.33	5.36	0.187	Non-Significant at 0.05 and 0.01 level
T. E. >10 years		50	201.3	27.29			

Table 3 reveals that the mean scores of Secondary school teachers on the variable of Job satisfaction w.r.t. teaching experience as 202.3 and 201.3 respectively. Calculated t- value is 0.187, which is non- significant and indicates that no significant difference exists between job satisfaction of secondary school teachers having <10 years of teaching and >10 years of teaching experience. Thus, teaching experience is a redundant factor as teaching experience did not account for the difference in Job satisfaction for secondary school teachers. Therefore, the hypothesis 3 stating that “There exists no significant difference in job satisfaction of secondary school teachers having less than 10 years of teaching experience and more than 10 years of teaching experience”, stands accepted.

The results are in accordance with the findings of Saini and Kooner (2014) who reported no significant difference in job satisfaction of secondary school teachers having less teaching experience and more teaching experience. On the other hand the findings of the studies done by Khatoon and Hasan (2000), Gupta and Gehlawat (2013), who showed significant difference in job satisfaction of secondary school teachers with respect to their teaching experience.

EDUCATIONAL IMPLICATIONS

Educational leader should make persistent efforts to find factors having poor effects on job satisfaction of teachers. They must make efforts to raise job satisfaction of teachers so that their efficiency also increases. The study will help the heads of the institutions to create better environment in their institutions. The study will help the authorities to make work more

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challenging and interesting for teachers by assigning them special duties for specific functions to the competent teachers.

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