

A STUDY ON JOB SATISFACTION OF SECONDARY SCHOOLS AS PERCEIVED BY TEACHERS

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Abstract

This research paper is an attempt to study the job satisfaction of secondary schools as perceived by teachers. The survey method of descriptive research has been adopted to carry out the study. The study was carried out in Kashmir division of Jammu and Kashmir. Simple random technique was adopted to select a sample of 600 teachers working in govt as well as private secondary schools in Kashmir. The findings of the study showed different satisfaction levels with respect to the job satisfaction of their respective schools with majority of the teachers moderately satisfied with their jobs.

Key Words: *Job satisfaction, Secondary School, Teachers, Kashmir.*

Introduction:

The topic of job happiness has long been a topic of discussion among academics and researchers. After the start of industrialization, scholars from all over the world enthusiastically focused on this crucial subject, but it is now applied to every organization. Additionally, the educational system has been transformed into an organization. Measuring teachers job happiness has emerged as a key area of interest for researchers looking to improve education and make it more dynamic and effective. Especially for secondary school teachers, job happiness is crucial. There is no denying the importance of secondary education, and it is crucial to give teachers the best resources possible to ensure that they are happy with their position. Given the significance of secondary education, which is at the base of the global educational pyramid, the topic under discussion is extremely important. According to

Khan (1999), "salary or emoluments caters the material needs of the employees in allowing a sense of status and importance." This means that a better performance is only achievable if the job meets the basic needs of teachers in terms of salary and better standing. It is only reasonable to expect teachers to perform well if they are happy in their positions. Work satisfaction is a personal characteristic that results from meeting needs that are very different from person to person. It is a prerequisite for the teacher's personality to develop in a healthy way. The way a person feels about their work is known as job satisfaction. It is an overall perspective on the work that is derived from an assessment of the various facets of the task. Two studies in (1972) looked at various concepts of job satisfaction. "Pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating the achievement of one's job values" is how Locke (1969) described job satisfaction. He described job dissatisfaction, in contrast, as the unpleasant emotional state that arises from the perception that one's work frustrates or obstructs the achievement of one's job values, hence entailing disvalues." According to the foundation of higher education, happiness and discontent were both viewed as "a function of the perceived relationship between what one wants from one's job and what one perceives it an offering or entailing." If secondary school teachers are happy in their positions, students might receive a good and efficient education. They are unable to provide effective instruction if they are not satisfied. There are numerous aspects, such as IQ and educational background that affect a teacher's job happiness.

There is a strong correlation between life contentment and job satisfaction. One way to quantify job satisfaction is to compare an individual's perception of their circumstances to their actual experiences. It is the attitude that people have toward their jobs, whether positive or negative. The significance of job satisfaction comes from the fact that it is influenced by several elements and is intimately related to an individual's performance and productivity. In 1980, Bamundo and Kuppleman looked at how seven different factors affected job satisfaction. It was discovered that the association between job satisfaction and life satisfaction was positively and significantly influenced by income and education. While occupation had a moderate effect, self-employment also had a considerable impact. Age and length of service indicated that "adjustment" was highly important. This suggests that happy, harmonious lives can be had by those who can adapt to their surroundings and situations. As stated by L.S. Shaffer, "A living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs through the process of adjustment." Teachers in schools perceive their workload to be more demanding, taxing, and challenging. Some of them believe that they are not afforded the proper space, respect,

autonomy, compensation, or possibilities for professional development in relation to societal expectations. Due to all of this, teachers in general and physical education instructors in particular experience poor levels of job satisfaction or discontent in many developing nations across the globe (Dinham and Scott, 1998; Scott et al, 2001, Van Den Berg, 2002). Reduced capacity to satisfy the needs of students, notable rates of psychological disorders resulting in absenteeism, and illnesses linked to stress are some of the consequences of this trend (Farber, 1991; Troman and Woods, 2000). Most crucially, though, in many nations, including India, teacher discontent seems to be a major contributing reason to teachers quitting their jobs. It has been suggested that one's perception of the fit between what they believe their job offers and what they desire from it determines how satisfied they are with their job (Locke, 1969). When some elements are present, they lead to job satisfaction; when they are absent, they lead to job discontent, and vice versa. The two-factor theory of job satisfaction was created by Herzberg et al. (1959), who came to the conclusion that certain employment situations, when present, functioned as job satisfiers (motivators), while other variables functioned as job dissatisfiers (hygiene factors). Herzberg's (1959) work has been the subject of numerous replication and/or application studies in educational contexts (Johnson, 1967; Sergiovanni, 1966; Robert Simmons, 1970; Graham, 1985; Litt and Turk, 1985). While a considerable deal of study has been done on teachers' job satisfaction, less has been done on instructors whose jobs have increased significantly, as was previously discussed. The aforementioned elements are quite comparable to efficacy, and it is common knowledge that many educators experience a loss or failure to grow in their sense of self-efficacy in the classroom (Dweck, 1999). Additionally, the Ministry of Education has very high standards for its instructors' devotion, hard effort, patriotism, loyalty, and commitment (Ubom & Joshua, 2004). Numerous variables, such as the nature of the relationship an employee has with their boss, the standard of the physical workspace, the level of fulfillment derived from one's work, etc., can have an impact on job satisfaction. Researchers, consultants, etc., do not, however, firmly believe that higher job satisfaction translates into better job performance. In actuality, increased job happiness might occasionally result in decreased productivity (McNamara, [n.d]; War, 1998). According to Hackman and Oldham (1975), there are five basic elements of a job that vary depending on how they are involved: autonomy, task feedback, task importance, task identity, and skill variety. They went on to say that three crucial psychological states could arise in workers if jobs are created in a way that enhances the presence of these fundamental qualities: (1) experiencing the meaningfulness of work, (2) experiencing responsibility for work outcomes, and (3) knowing the outcomes of work

activities. Workplace motivation and job satisfaction will be high when these crucial psychological states are experienced, claim Hackman and Oldham. Numerous theoretical frameworks and a wide range of satisfaction metrics have been used to study job satisfaction. According to Randy, Bingham, and Harvey (1984–1985), teachers felt that their jobs were more meaningful and rewarding than those of other workers. According to Okoye (2011), a person's level of job satisfaction is determined by how happy they are with their work. According to Obineli (2010), job satisfaction is an affective or emotional reaction to several aspects of one's job. According to the second concept, a person may find satisfaction in some areas of their work while experiencing dissatisfaction in others. People work for pay to acquire the basics and luxuries needed to improve their life, and this is the case everywhere in the world. Additionally, in order to be able to care for members of the extended family, workers—in this example, teachers—also require money. According to Arubayi (1991), money is an economic incentive and a way to keep Nigerian workers from feeling dissatisfied with their jobs. A sufficient income, when paid on time, improves employees' morale, makes them happy, and increases their commitment to their jobs. Demaki (2012) corroborated this by pointing out that money provides workers with psychological gratification in addition to meeting their practical necessities. Agu (2011) studied how teachers felt about certain work conditions and found that while they were happy with their pay, they weren't happy with the way the city council, progressive party instructors, or the policy on corporal punishment treated them. However, when respondents were asked to rank job factors, Herzberg and his colleagues (1959) found that wages were rated more important than job content, supervision, social aspects of the job, communication, working conditions, and benefits, but less important than security, opportunity for advancement, company, and management. Demaki (2012) emphasized the advantages of promotions for employees and restated the link between them and job happiness. This is because promotions and remuneration have social prestige that is connected to occupational level.

Need and Importance of the Study

The quality of a country is directly related to the quality of its schools, and the effectiveness of schools is directly related to the effectiveness of its instructors as well as the interaction of various internal and external influences that affect how successfully the schools accomplish their objectives. The organisational climate and teacher satisfaction in schools have a major role in determining their efficacy and stability.

Objectives of the Study:

- To study the levels of Job Satisfaction of Secondary School teachers.

- To compare Government and Private Secondary School teachers on different levels of job satisfaction.

● **Hypotheses of the Study:**

There is no significant difference between Government and Private Secondary School teachers on different levels of job satisfaction.

Operational definition of the variable:

Job satisfaction: The teacher's attitude or view about their employment might be summed up as job satisfaction. There are some other dimensions that are significant for the current study on teacher job satisfaction. These factors include: (a) the intrinsic nature of the job; (b) pay; (c) physical facilities; (d) institutional goals and policies; (e) satisfaction with authorities; (f) social standing and family welfare; (g) rapport with pupils; and (h) relationship with coworkers.

Research Methodology: The survey method of descriptive research has been deemed the best way for carrying out the study.

Population: The population for the present investigation includes all the Government and Private school teachers in Kashmir.

Sample: Teachers from Government and private schools make up the study's sample. There are 600 teachers in the entire sample for the current study, 300 of whom work in government schools and 300 of whom work in private schools in Kashmir. The sample was selected by using simple random technique of sampling.

Sample distribution

Sample	Variable	Category	Sample Size	Total	Total
Govt. school Teachers	Gender	Male	150	300	600
		Female	150		
Private school Teachers		Male	150	300	
		Female	150		

S. No	Dimensions	Sample	Sample Size	Mean	S.Ds	't'-Value
1	Whole sample	GST	300	206.03	13.654	3.365**
		PST	300	203.45	18.458	
2	A	GST	300	28.36	2.889	3.235**
		PST	300	27.61	3.328	
3	B	GST	300	30.25	4.587	-2.206*
		PST	300	31.04	3.881	
4	C	GST	300	36.38	3.570	2.700*
		PST	300	35.50	4.311	

5	D	GST	300	23.72	3.002	3.718**
		PST	300	22.95	3.502	
6	E	GST	300	23.62	3.331	.754@
		PST	300	23.42	3.547	
7	F	GST	300	20.43	2.357	3.481**
		PST	300	19.69	2.942	
8	G	GST	300	24.88	2.754	22.811**
		PST	300	19.52	2.845	
9	H	GST	300	20.39	2.460	-12.521**
		PST	300	23.72	3.205	

Job Satisfaction Scale by Dr. (Mrs.) Meera Dixit:

Job satisfaction scale by Dr. (Mrs.) Meera Dixit was selected and adapted for measuring the job satisfaction of teachers from Government school and private school. The scale consists of following dimensions: a). Intrinsic Aspect of the job, b). Salary, Promotional avenues and Service conditions, c).Physical facilities, d).Institutional plans and Policies, e).Satisfaction with Authorities, f). Satisfaction with social status and family welfare, g).Rapport with Students and h).Relationship with co-workers

Statistical Methods Employed: Mean, sd and t-test was used to analyze the data.

Analysis and interpretation: Job Satisfaction and its Dimensions of Government and Private Secondary School Teachers with reference to whole sample

To study the Job satisfaction and its dimensions of the whole sample the researcher gathered data, analyzed and tabulated as follows:

GST – Government School Teachers, PST – Private School Teachers A). Intrinsic Aspect of the job, B).Salary, Promotional avenues and Service conditions, C).Physical Facilities, D).Institutional Plans and Policies, E).Satisfaction with Authorities, F).Satisfaction with social status and family welfare, G).Rapport with Students.

Table-4.1: Job Satisfaction and its Dimensions of Government and Private Secondary School Teachers

a). Job Satisfaction and its Dimensions of Government School and Private School Teachers with reference to Whole sample.

Table No. 4.1 exhibits the summary of ‘t’ test (3.565), which indicates that there is significant difference between the Government School and Private School teachers in the job satisfaction of the whole sample ($t = 3.36$). Hence, the formulated null hypothesis was rejected at 0.01 level of significance. The mean scores of the whole sample of Government School teachers in the job satisfaction were higher than those of Private School teachers.

So, it is concluded that the whole sample of Government School teachers have high job satisfaction than the Private School teachers.

b). Job Satisfaction and its Dimensions of Government School and Private School Teachers on Intrinsic Aspect of the job satisfaction with reference to Whole sample.

Table No. 4.1 shows the summary of the "t" test (2.20), which suggests that there is a substantial difference between the full sample of instructors from government and private schools in terms of the intrinsic component of job satisfaction. Hence, the formulated null hypothesis was rejected at 0.01 level of significance. The mean scores of the intrinsic aspect of job satisfaction among the whole sample of Government School teachers were higher than those of Private School teachers. So, it is concluded that Government Schoolteachers have high job satisfaction than the Private School teachers with reference to intrinsic aspect of the job dimension of job satisfaction.

c). Job Satisfaction and its Dimensions of Government School and Private School Teachers on Salary, Promotional avenues and Service conditions with reference to Whole sample. Table No.4.1 shows the summary of 't' test (2.70), which indicates that there is significant difference between whole sample of Government School and Private School teacher in the Salary, Promotional avenues and Service conditions of the job satisfaction. Thus, at a significance level of 0.1, the formulated null hypothesis was shown to be false. Overall, government school instructors scored more favorably at work than their counterparts in private schools in terms of pay, career options, and service. It may be concluded that teachers at government schools have higher job satisfaction than educators at private schools based on the aspects of salary, advancement chances, and working conditions.

d). Job Satisfaction and its Dimensions of Government School and Private School Teachers Physical facilities with reference to Whole sample. Table No. 4.1 shows the summary of 't' test(3.71), which indicates that there is significant difference between the whole sample of Government School and Private School teachers in the Physical facilities of the job satisfaction. Hence, the formulated null hypothesis was rejected at 0.01level of significance. The mean scores of the Physical facilities of job satisfaction among the whole sample of Government Schoolteachers were higher than those of Private School teachers. It can be claimed that teachers in government schools report better levels of job satisfaction than do teachers in private schools given the physical facilities factor of job happiness.

e). Job Satisfaction and its Dimensions of Government School and Private School Teachers Institutional Plans and Policies with reference to Whole sample. TableNo.4.1 shows the summary of t'test (.754), which indicates that there are significant differences. The null hypothesis was refuted as a result at the significance level of 0.01. On institutional goals and policies for job satisfaction, government school instructors as a whole scored higher on average than private school teachers. Therefore, it is found that teachers in government schools have higher job satisfaction than educators in private schools in terms of the Institutional Plans and Policies dimension of job happiness.

f). Satisfaction with authorities' dimension of Job Satisfaction of Government School and Private School Teachers with reference to Whole sample.

Table No. 4.1 shows the summary of 't' test (3.48), which indicates that there is no significant difference between the whole sample of Government School and Private School teachers in the Satisfaction with authorities dimension of the job satisfaction. Thus, formulated null hypothesis was accepted. The mean scores of the Satisfaction with authorities dimension of job satisfaction among the whole sample of Government School teachers were higher than those of Private School teachers. So, it is concluded that Government School teachers have high job satisfaction than the Private School teachers with reference to Satisfaction with Authorities dimension of job satisfaction.

g). Satisfaction with social status and family welfare dimension of Job Satisfaction of Government School and Private School Teachers with reference to Whole sample.

Table No. 4.1 shows the summary of 't' test (22.81), which indicates that there is significant difference between the whole sample of Government School and Private School teachers in the Satisfaction with social status and family welfare dimension of job satisfaction. Hence, the formulated null hypothesis was rejected at 0.01 level of significance. The mean scores of the Satisfaction with social status and family welfare dimension of job satisfaction among the whole sample of Government School teachers were higher than those of Private School teachers. So, it is concluded that Government School teachers have high job satisfaction than the Private School teachers with reference to Satisfaction with social status and family welfare dimension of job satisfaction.

Conclusions

On the basis of the above findings the following conclusions have been drawn through.

The results demonstrate that more instructors from Government and private schools reported a moderately satisfied work environment. Additionally, it demonstrates that instructor

satisfaction with various response percentages ranged from extreme discontent to extreme satisfaction. The principal's tendency to act irritably toward the instructors while managing the construction of the school from the ground up, the uncertainty of the position, the uncertainty of the service rules, or the satisfaction of landing a job could all be contributing factors. While curriculum and extracurricular activities are equally important in government schools, student happiness is higher there. In contrast, students at private schools tend to act out more because of the intense academic pressure. Despite what was promised, the infrastructure facilities are great.

The findings on job satisfaction of teachers reveal among teachers from both the schools highest satisfaction on physical facilities dimension of job satisfaction. The least satisfaction is different for Government school and private school i.e, the satisfaction with social status and family welfare dimension of job satisfaction for Government school and rapport with students dimension of job satisfaction for private school. It is a natural finding that the uncertain service rules and uncertainty of salary deposits for Government school teachers is leading to least job satisfaction whereas among private school teachers their busy schedule in completion of academic targets and their uncertainty of job and meager salary is leading to such opinion

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