

STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS OF RAJASTHAN

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Abstract

This study aims to compare the job satisfaction of the secondary school teachers regarding their gender, locale and experience of teaching. The teachers of secondary schools of Rajasthan are taken as the population of the study. The researcher approached secondary schools of Ajmer district for collecting data. A sample of 400 teachers of secondary schools selected through stratified random sampling. The descriptive research design of the study is used for quantitative data collection through survey method of research. Job satisfaction scale for teachers is used for data collection. The data was analyzed using descriptive and inferential statistics of mean, standard deviation and t-test. A significant difference was observed in job satisfaction of male and female, teachers of secondary schools. Teachers having more teaching experiences satisfied more than the less experienced in their teaching job in secondary schools.

Keywords: Job Satisfaction, Secondary School teachers

INTRODUCTION

The destiny of India is being shaped in classrooms, in which the teacher plays a significant role (Kothari Commission Report 1964-68). Teachers' roles in society and education may change, but their importance remains constant. Attracting and retaining outstanding teachers is a major challenge for educational institutions. A good attitude is vital for teachers in education. To obtain happiness from their work, every teacher must have the potential and the clear intention to fulfill their responsibility with utmost commitment. Job satisfaction is the combination of emotional and psychological experiences at work. Job satisfaction is the link between what everyone expects and what everyone achieves. Without satisfaction, no work can be done efficiently. School teachers play a significant role in the development of the nation and its future people. So, job satisfaction is an important term that is vital not just to an individual but also to the well-being of society.

Job satisfaction is one component that will assure classroom performance and school productivity. When teachers are happy with their jobs, they are more likely to teach their students efficiently. Other countries throughout the world, like India, are attempting to improve their educational quality in order to satisfy the demands of globalization. Teachers will only work to their full potential if they are happy with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession. Job satisfaction has long been a source of contention among academics and researchers. After the onset of industrialization, this vital issue drew the attention of academics all over the world, but it is now applied to every organization. The school system has likewise been transformed into an organization. In the realm of education, evaluating teacher job satisfaction has been a primary focus of attention for researchers in order to make it dynamic and efficient. Teachers' satisfaction with their work, particularly at the secondary level, is critical.

Secondary education has undeniable importance; it is critical to provide teachers with the best possible facilities so that they are content with the state of their employment. The emphasized problem is a very important issue due to the importance of secondary education, which is the central stage of the global education pyramid. A better performance is only achievable if the job meets the basic demands of instructors in terms of money and status, as Khan (1999) explains, "salary or emoluments caters the material needs of the employees while also providing a sense of status and importance." A teacher's performance can only be expected if they are happy with their jobs. Job satisfaction is an individual trait that results from the fulfillment of individual demands that vary widely from one person to the next. It is an essential requirement for the healthy development of a teacher's personality. The way a person feels about what they do at work is referred to as job satisfaction. It is a broad attitude towards the job based on an assessment of several facets of the profession. A job satisfaction was defined by Locke (1976) as a "pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating the achievement of one's job values." He described job discontent 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 discontent were viewed as "a function of the perceived relationship between what one wants from one's job and what one perceives it offering or entailing. "Excellent and efficient Secondary education can be provided if teachers at schools are happy with their jobs. They cannot provide effective education if they are dissatisfied. There are numerous

aspects that influence a teacher's job satisfaction, including intelligence and educational qualification. Job satisfaction and life satisfaction are strongly intertwined, and job satisfaction can be quantified by determining the difference between what a person experiences in reality and what he believes should exist. It is the positive or negative attitude that people have towards their jobs.

RATIONALE OF THE STUDY

Teachers have an extremely vital role in our society. The quality of education is proportional to the quality of teachers. Teachers are the designers of their students' futures. A teacher who is happy with their job can work successfully and efficiently. If teachers work under stress, they will be dissatisfied with their jobs and will have a negative attitude towards them. As a result, it is vital to determine the characteristics that influence teachers' happiness with their work. Teachers can work marvels in changing students' raw materials into wonderful finished goods, such as whole people and responsible citizens. When teachers are happy with their jobs, they will have more energy. Job satisfaction of the teachers is one component that will assure classroom performance and school productivity and teach their students efficiently. Teachers operate at many levels in the educational field, ranging from pre-secondary to upper secondary. Teachers working in various areas of the school have varied expectations that may or may not be met. So it is vital to understand the teachers' concerns. Many factors can contribute to problems, including timing, status, work load, paper work, pay scale, social and economic deficiencies, the environment, and infrastructure. Teachers who are satisfied with their jobs will be able to meet educational objectives as well as national goals. Unless a teacher is satisfied with his/her job, it is very difficult for him/her to carry on his/her duties honestly and efficiently. Teacher job satisfaction is thus a critical aspect in making the teaching profession more helpful to the nation. The secondary stage is fraught with many problems as teachers have to handle young adolescents who are often rebellious if not appropriately handled. So, secondary school teachers are undoubtedly the most crucial professional group for educational advancement of adolescent children. As a result, it is critical that they feel job satisfaction and effectively fulfill their responsibilities. Job satisfaction is a positive or pleasant emotional state caused by an individual's appreciation for his or her own job or experience. As a result, the present research attempt to study the job satisfaction among secondary school teachers of Rajasthan regarding their gender, demographic area (local) and teaching experiences.

PROBLEM STATEMENT

“A study of job satisfaction of secondary school teachers of Rajasthan”.

REVIEW OF RELATED STUDIES

Literature suggest that teacher's role today has undergone drastic changes due to changing time and increasing responsibilities of teachers. The changing nature of teaching profession has affect teachers' life demand in one hand and job satisfaction on the other. The increased workload among teachers increase high stress and other associated problems like poor performance, poor-work-life balance, poor job satisfaction and adversely affects students' achievement (Nayar & White, 2010). Rao and Sridhar (2003), believe that it is an essential requisite in the teaching-learning process; if teachers are satisfied, they can work toward the fulfillment of educational objectives as well as national goals.

Chauhan (2022) found that the male and female school teachers in their level of job satisfaction with almost same; the teachers working in urban and rural school in their level of job satisfaction with almost same; the granted teachers have better job satisfaction; and teachers working in schools with high age possess more job satisfaction than teachers with low age. Abdunnazar (2020) found that job satisfaction of permanent secondary school teachers is higher than contractual teachers. No significant difference found in job satisfaction among trained and untrained secondary school teachers. Methi, Ranju (2018) found that female teachers exhibiting better job satisfaction as compared to their male, and significant difference in the job satisfaction with respects to their type of school. Raju (2017) found significant differences in job satisfaction based on gender, years of experience and type of management. Ghosh & Joshi (2017) found that there is a significant and positive correlation between organizational commitment and job satisfaction among college teachers. It is also reported that the teachers from private educational institutions showed moderate level of job satisfaction comparing to the teachers from government educational institutions. Kumar (2015) found significant differences in job satisfaction among female teachers in relation to type of management of school. Pilarta (2015) found that there is a significant relation between job satisfaction and academic performance of teachers specifically in relation to security tenure of job conditions and interpersonal relationship. Venkata (2015) found that there is no significant differences were found between the job satisfaction of male and female teachers of secondary school. Secondary school senior teachers have more job satisfaction than junior teachers. Government secondary school teachers are satisfied with regards to their job as compared to private secondary school teachers.

OBJECTIVES OF THE STUDY

1. To compare the job satisfaction of male and female secondary school teachers.
2. To determine the difference in job satisfaction of urban and rural secondary school teachers.
3. To explore the difference in job satisfaction among secondary school teachers based on teaching experience.

HYPOTHESES OF THE STUDY

To realize the above stated objectives, the following hypotheses are formulated and tested:

1. There is no significant difference in job satisfaction of male and female secondary school teachers.
2. There is no significant difference in job satisfaction of urban and rural secondary school teachers.
3. There is no significant difference in job satisfaction of secondary school teachers having different teaching experiences.

METHODOLOGY

A quantitative research approach is used in the study and focus of this study is on describing the present status of secondary school teachers' job satisfaction. Descriptive research method was used as the design of the research and researcher chose survey method to gather the required data. The population for the study comprised all the secondary school teachers of Rajasthan. The sample of the study comprised 400 secondary school teachers selected through a stratified random sampling. The sample is taken based on gender, locale and years of teaching experience. The tool used for data collection is Job Satisfaction Scale for Teachers developed by the researcher which is a five point scale. The scoring system for items in the job satisfaction scale is a five-point Likert scale having five alternative responses for each items. For every strongly agree response, a score of four is to be awarded, three score for agree, two for undecided, one for disagree and for strongly disagree a score of zero is to be awarded. So, the range of scoring is 0 to 4. The statistical techniques used for analysis and interpretation are mean, standard deviation and t-test.

ANALYSIS AND INTERPRETATION

In this study, descriptive and inferential statistics are used to answer the research objectives and testing the hypotheses. Data are normally distributed, so t-value is calculated and tested at .01 and .05 levels to check significant differences of the means between different groups.

H₀₁ - There is no significant difference in job satisfaction among male and female secondary school teachers.

Table -1

Comparison of job satisfaction among male and female secondary school teachers

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
<i>Male teachers</i>	<i>116</i>	<i>23.08</i>	<i>5.03</i>	<i>398</i>	<i>2.81</i>	<i>Significant</i>
<i>Female teachers</i>	<i>284</i>	<i>24.67</i>	<i>4.39</i>			

The above table reveals that the means of job satisfaction of male and female teachers of secondary schools.

In table 1 the mean, standard deviation and t-value is presented. The mean score for Job satisfaction of male teachers teaching in Secondary schools is 23.08 with S.D. 5.03 whereas, the means of job satisfaction of female teachers is 24.67 and S.D. 4.39. The calculated t-value between the means of two groups of teachers i.e. male and female is 2.81. This value is higher than the table value at .01 level of significance. So, significance difference exists between job satisfaction of male and female teachers. Therefore, it is inferred that female teachers have higher job satisfaction than the male teachers at secondary level. Hence, hypothesis i.e. "There is no significant difference in job satisfaction among male and female secondary school teachers" is rejected.

H₀₂ - There is no significant difference in job satisfaction of urban and rural teachers of secondary schools.

Table -2

Comparison of job satisfaction among urban and rural secondary school teachers

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
<i>Urban teachers</i>	<i>255</i>	<i>26.32</i>	<i>3.62</i>	<i>398</i>	<i>1.32</i>	<i>Not Significant</i>
<i>Rural teachers</i>	<i>145</i>	<i>25.77</i>	<i>4.19</i>			

The above table represents that the mean scores of job satisfaction of urban and rural secondary school teachers are 26.32 and 25.77 with S.D. 3.62 and 4.19 respectively. The calculated t-value of job satisfaction is 1.32 and this value is not significant even at 0.05 level. So, urban and rural secondary school teachers are not different regarding their job satisfaction. Therefore, we can accept the null hypothesis, i.e., "There is no significant difference in job satisfaction of urban and rural teachers of secondary schools."

H₀₃ - There is no significant difference in job satisfaction of secondary school teachers having different teaching experiences.

Table -3
Comparison of job satisfaction among secondary school teachers having teaching experience below 10 and above 10 years

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>df</i>	<i>t</i>	<i>Sig.</i>
<i>Below 10 years of experience</i>	183	24.08	4.69	398	2.71	Significant
<i>Above 10 years of experience</i>	217	25.44	5.33			

Above table depicts that the mean score for Job satisfaction of teachers below 10 years of teaching experience in Secondary schools is 24.08 with S.D. 4.69. The mean scores of job satisfaction of teachers having more than 10 years teaching experience is 25.44 with S.D. 5.33. To calculate t-value test the difference between the means of two groups of teachers i.e. teaching experiences less than 10 years and more than 10 years is 2.71. This t-value is significant at .01 level of significance. Therefore, it is inferred that there is significant difference between job satisfaction among secondary school teachers having teaching experience below 10 years and above 10 years. Hence, we can accept the null hypothesis, i.e. "There is no significant difference in job satisfaction of secondary school teachers having different teaching experiences."

DISCUSSION

The study compares the job satisfaction of secondary school teachers regarding their gender, locale and teaching experience aspects. This study reveals that whether male and female, urban and rural teachers are different in their job satisfaction level or having same level of job satisfaction, and also compares the effect of teaching experiences of teachers on their job satisfaction level. Table-1 indicate that the female teachers of secondary schools have higher job satisfaction than the male teachers, the observed difference between female and male teacher's mean scores of job satisfaction is significantly different, so we can reject the null hypothesis due to the findings of this study not supported the hypothesis. Table-2 indicate that the urban and rural teachers of secondary schools are not significantly different in their job satisfaction level. So we can accept the null hypothesis number 2 hypothesis of the study. Further, table-3 shows the teachers having different teaching experiences are significantly different in their job satisfaction level. Secondary school teachers having more than 10 years teaching experience have higher level job satisfaction than the teachers having less than 10 years' experience of teaching. So, we can reject the null hypothesis. The findings of the present study was supported by the research work of Chouhan (2022), Methi, Ranju (2018), Raju (2017); Kumar (2015) and contradicted by the work of Venkata (2015).

IMPLICATIONS

Teacher's academic productivity can only be ensured if there is proper provision to instigate their mental and health wellbeing. The prime and vital factor for maximizing teacher's academic involvement and engagement is mental wellbeing that may lead to substantial performance from teachers. Job satisfaction is very crucial among all these dynamics of organizational behavior since teachers cannot lead an educational institution to development without proper job involvement. Job satisfaction can enhance the job involvement of teachers. There should be proper provision to address the issues of job satisfaction of teachers. There is wide disparity in job satisfaction of secondary school teachers in terms of gender and work experience and the governmental authorities should explore the issue and reduce the disparity by implementing proper policies that are helpful to all level of teachers. All efforts should be taken to improve the job satisfaction of teacher's i.e. self-developmental opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work are some of the ways in which job satisfaction can be improved.

CONCLUSION

The analysis and discussion of this research leads to some important conclusion of job satisfaction of secondary school teachers regarding their gender, locals and teaching experiences. Above discussion leads to conclude that there is no significant difference in job satisfaction of urban and rural teachers of secondary schools. But we found that there is statistically significant differences between the job satisfaction of male and female teachers of secondary schools. The female teachers have higher level of job satisfaction in comparison to their counterparts. Similarly teachers who have more than ten years teaching experiences in schools are more satisfied in their job in comparison to the those teachers who are having less than ten years' experience. Therefore we can conclude on the basis of analysis; that teachers with greater teaching experiences had comparatively better job satisfaction than the newly appointed teachers in secondary schools. The result of the study also found a significant gender difference in the job satisfaction of secondary school teachers of Rajasthan. The female teachers found a higher mean scores than the male teachers thus more satisfied with their job.

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