



AN EVALUATION OF JOB SATISFACTION AMONG THE TEACHERS IN GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOLS IN KERALA

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Abstract

Job satisfaction is a positive feeling of a person towards their job. It is used to motivate employees to do their best. It is very important in the case of teachers because secondary level is the final stage of general education so only satisfied teachers have the capability to improve the quality and characters of students. The present study attempts to examine the overall job satisfaction of government and private higher secondary school teachers. It also compares the satisfaction level of teachers in terms of gender and age.

Keywords: Job Satisfaction, Intrinsic and Extrinsic Factors.

INTRODUCTION

Job satisfaction is the positive feelings or attitudes that individuals have towards their jobs. It is an important technique used to motivate the employees to work hard. Job satisfaction is very important because most people spend their major portion of their life at their working place it has its impact on their personal life also. According to Feldman & Arnold job satisfaction is defined as the amount of overall positive effects or feelings that individuals have towards their jobs. The positive attitude towards job leads to job satisfaction and negative attitude indicate job dissatisfaction

Teachers are the main stake holders in imparting quality education so their satisfaction in the job may influence the quality and stability of teaching students in unique way. The teachers who less satisfied in their work may be less motivated to do their best work in the classroom (Ostroff, 1992; and Ashton and Webb, 1986). The highly satisfied teachers are less chance to leave the profession than those who are dissatisfied with their job (Choy et al., 1993). The secondary level is the final stage of general education focused on fostering intellectual, moral and physical personal development for living a meaningful life in society. So teachers require intensive effort and the fulfilment of responsibilities towards students and the community at large.

REVIEW OF LITERATURE

The studies related to job satisfaction of teachers are reviewed as follows

Shamima Tasnim(2006) in his study “Job Satisfaction among Female Teachers: “A study on primary schools in Bangladesh” is to find out the teachers’ perception of ‘job satisfaction’ and to identify the factors which affect job satisfaction of female teachers. The empirical study has found some factors like salary, academic qualification, career prospects, supervision, management, working environment, culture etc affect job satisfaction of both male and female teachers, It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Robert M. Klassen & Ming Ming Chiu (2010) in their article “Effects on Teachers’ Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress” results that teacher self-efficacy is linked with job satisfaction. The study found that teachers with high levels of self-efficacy for classroom management and instructional strategies reported higher levels of job satisfaction, whereas teachers with high levels of overall stress reported lowered job satisfaction.

Tanveer-uz-Zaman, Fouzia Tabassum & Zafar Iqbal (2011) in their paper “A Study of Job Satisfaction of Secondary School Teachers” was to explore job satisfaction of secondary school teachers working in the secondary schools at district Sahiwal, the Punjab, and Pakistan. The findings show that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. There was a significant difference of job satisfaction between male and female secondary school teachers. However no significant difference was found between the job satisfaction of urban and rural teachers.

Madhu Gupta and Manju Gehlawat (2013) in their research paper “Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study” the researchers intended to compare



the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. The findings of the study revealed that there is no significant difference was found in the job satisfaction and work motivation of male and female teachers. There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation.

OBJECTIVES OF THE STUDY

The main objectives of the study are as follows:

1. To assess the overall job satisfaction of government and private secondary school teachers and
2. To compare job satisfaction of government and private secondary school teachers in terms of gender and age.

HYPOTHESES

The following hypotheses are developed and tested

1. There is no significant difference between male and female teachers as regards job satisfaction.
2. There is no significant difference between age of the teachers and their job satisfaction.
3. There is no significant difference between government and private secondary school teachers as regards Job Satisfaction.

RESEARCH METHODOLOGY

The present study was descriptive in nature. The study used both primary and secondary data. The sample comprises of teachers from one government and one private secondary school. The sample size consists of 40 teachers of which 20 from government school and 20 from the private school. Secondary data have been collected from books, articles etc. The analysis of the data has been done by employing mathematical and statistical tools like percentage, mean scores, standard deviation, ANOVA and t test.

RESEARCH INSTRUMENT

The instrument used to collect data for this study was Minnesota Satisfaction Questionnaire designed by Weiss, Dawis, England, and Lofquist (1967). It is the short form of the MSQ consists of twenty items used to measure general job satisfaction. The items can be divided into a 12-item subscale for intrinsic satisfaction, 6-item subscale measuring extrinsic satisfaction and 2 item measuring general satisfaction (Houser and Chace (1993). Each scale has a possible value 1 to 5 that range from dissatisfied to satisfy.

Intrinsic satisfaction can come from ability utilisation, authority, achievement, creativity, responsibility, moral values, independence, social service, job security etc. Extrinsic factors include salary, perceived support from administrators, supervision, recognition, advancement on job etc. General satisfaction is about working conditions of schools and relation with co-workers.

RESULTS AND DISCUSSION

A. Profile of the Sample Respondents

1. Gender

The gender wise classification of the selected teachers is shown in Table1.

Table.1 - Gender wise classification of Sample Teachers

Gender	Frequency	Per cent	Cumulative Percent
Male	17	42.5	42.5
Female	23	57.5	100.0
Total	40	100.0	

Source: primary data.

It is clear from the above Table that majority of the respondents are female teachers with 23 (57.5%). The percentage share of male teachers is found only 42.5%.

2. Age Group of the Sample Teachers

Table 2 presents the Age wise classification of the selected teachers.



Table - 2 , Age wise classification of the sample teachers

	Age	Frequency	Per cent	Cumulative Percent
1.	25 - 35	9	22.5	22.5
2.	35- 45	23	57.5	80.0
3.	45 and above	8	20.0	100.0
	Total	40	100.0	

Source: primary data.

Table - 2 indicates that majority of the teachers falls the age group 35- 45 (57.5%), followed by the age group 25-35 (22.5%). The remaining teachers are in the age group of 45 and above with a percent share of 20%.

B. Analysis of job satisfaction

The job satisfaction variables are classified into three groups' namely intrinsic, extrinsic and general factors. Low level of satisfaction means the score less than lower limit (\bar{X}_-), medium level means scores between lower and upper limit. The scores greater than upper limit (\bar{X}_+) is of high level satisfaction.

Table - 3 Analysis of level of job satisfaction

Job satisfaction	Mean	Std dev	Upper limit	Lower limit	Level of satisfaction
Intrinsic	43.75	7.26	51.01	36.49	medium
Extrinsic	22.58	3.26	25.84	19.32	medium
General	7.58	1.62	9.2	5.96	medium
Overall	73.90	11.09	85.00	62.81	medium

Source: primary data

The above table depicts overall job satisfaction of both government and private secondary school teachers. The factors like intrinsic, extrinsic and general have medium level of satisfaction with mean scores of 43.75, 22.58 and 7.58 respectively. The overall satisfaction also shows medium level with mean scores 73.90.

- H0: There is no significant difference between male and female teachers as regards job satisfaction.

Table - 6 t test

	N	Mean	Std dev	df	Mean difference	t value	sig
Male	17	73.35	13.79	38	-.951	-.265	.793
Female	23	74.30	8.93				

Source: Primary Data

Significant at 0.05 levels.

Table - 6 reveals that the study hypothesis is supported that there is no significant difference between gender and job satisfaction. The sig value .793 is greater than level of significance .05 so it results that male and female teachers have same level of satisfaction to their teaching.

- H0: There is no significant difference between age of the teachers and their job satisfaction.

Table - 4 ANOVA table: The Relationship between Age and Job Satisfaction

		Sum of squares	df	Mean squares	F	Sig
Job satisfaction	Between group	162.025	2	81.012	.646	.530
	Within group	4641.575	37	125.448		
	Total	4803.60	39			

Source: Primary Data

Significant at 0.05 levels.



Table - 4 shows that there is no significant difference between age and job satisfaction because sig value .530 is greater than 5% (.05) level of significance. Thus it accepts null hypothesis implies that age has no influence on job satisfaction.

4. H0: There is no significant difference between government and private secondary school teachers as regards Job Satisfaction.

Table - 5 t test

	N	Mean	Std dev	df	Mean difference	t value	sig
Private	20	69.05	10.18	38	-9.70	-3.042	.004
Government	20	78.75	9.98				

Source: Primary Data

Significant at 0.05 levels.

From the above table it was found that sig value .004 is less than 5 % (.05) level of significance. So, it rejects null hypothesis shows that there is significant relationship between job satisfaction of private and government secondary school teachers. The mean value shows that government teachers (78.75) are more satisfied than private teachers (69.05).

CONCLUSION

The present study is to assess the job satisfaction of secondary school teachers. The main findings of the study depicts that overall job satisfaction is medium in the case of secondary school teachers. It supports two hypotheses that gender and age have no influence on job satisfaction. The study also shows that government teachers are more satisfied than private teachers. The results reveal that intrinsic, extrinsic and general factors have medium level of satisfaction. It is very important that teachers must be satisfied because only satisfied teachers have the capability to improve the quality and characters of students. Hence, the concerned authorities of private schools may take adequate measures to improve the job satisfaction of teachers by keeping parity in terms of salary, working conditions, achievement, perquisites, promotion prospects etc.

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