

Full Length Research Paper

Job satisfaction of higher secondary school teachers in relation to their seniority and stream of education

M. Y. Ganai¹ and Shahnaaz Ali²

¹Associate Professor, Department of Education, University of Kashmir, India

²Ph.D. Scholar, Department of Education, Jamia Millia Islamia, New Delh, India

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The main objective of the present investigation was to study and compare the job satisfaction of Higher Secondary teachers in relation to their Seniority (age) and Stream of Education. 100 Higher Secondary teachers have been randomly selected from various Higher Secondary Schools of District Srinagar. The data has been analyzed by applying mean, SD and t-value. The Senior Higher Secondary school teachers are more satisfied with regard to their job than Junior Higher Secondary teachers. The Science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers.

Keywords: Job Satisfaction, Seniority and Stream of Education.

INTRODUCTION

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in related disciplines as industrial-organizational psychology, organizational behaviour, personnel and human resources management and organizational management.

It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job; it also creates from working environment, supervision style, interpersonal relationship and organizational culture also.

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the service where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs. The researcher interest is to analyze job satisfaction from organizational

perspective. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation or aptitude, although it is clearly linked. Job satisfaction is a very important attribute which is frequently measured by organization. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. Some questioners ask yes or no questions while others ask to rate satisfaction on 1-5 scale (where 1 represents "not at all satisfied" and 5 represents "extremely satisfied").

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our

jobs by taking into account our feelings, our beliefs and our behaviours.

A teacher (or, in the US, educator) is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education.

Teachers are introspective, co-operative, directive and expressive. They tend to look for the best and to expect it from those around them. Teachers communicate a belief that everyone has the potential to succeed and teachers often seek to help others express this inner potential. In doing so, they may motivate others to meet the teachers' positive expectations. However, teachers may unintentionally overpower others with their idealized vision.

A good teacher is like a candle-it consumes itself to light the way for others. (Mustafa Kamal Atatürk, translated from Turkish). A teacher affects eternity; he can never tell where his influence stops. (Henry Brook Adams). The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. (William Arthur Ward). A teacher's purpose is not to create students in his own image but to develop students who can create their own image.

True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us.

The definitions of education formulated by a group of experts for the dictionary of education stressed two important things in education. Firstly, education is a process which should develop the required ability, attitude and other forms of behaviours for the full development of the personality.

Undoubtedly, any philosopher can comment that the ultimate aim of any education is to make a man of good character and useful citizen of the universe. This type of education we can achieve through the quality of education, quality of teachers and quality of teaching learning process. Other things remaining, the quality of education, largely learning transaction cannot be undertaken in vacuum but it is positively directed action, for which teachers are to be endeavour with satisfaction towards a job and the need of possessing the quality change-prone. This is the right time to focus on the significance of Teachers Job Satisfaction in relation to Teacher Change-Proneness among the Primary School Teachers.

The keystone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in the manner and to the degree; it is possible, for him to do. It is strongly believed that to be a teacher is to be the member of a holy order.

The Secondary Education Commission (1953) defined

that 'we are however convinced that most important factor in the contemplated educational reconstruction is the teacher- his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it.'

Similar views were expressed by the Indian Education Commission (1964-66) regarding the role of the teacher. The commission opined that 'of all different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.'

'Schools are the nurseries of the Nation' and 'Teachers are the Architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is build up and history is made in educational institutions which are the seed beds of culture, where children in whose hands quiver the destiny of the future are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teachers are thus as important as his responsibility is onerous.

'The good teachers must enlighten by his example, show wisdom in his discourse and restraint by his silence; he must help the willing with a welcoming encouragement; overcome the recalcitrant with a patient determination and check the exhibitionist with a reasonable superciliousness. What he stands for, important for all times, is of paramount importance in the deepening blackout of spiritual and intellectual values by which our age is oppressed'-C.E.M.Joad.

The imperative that the entire process of teaching learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as-what teaching behaviours are related to pupil out comes in different areas of classroom learning? In what way they are related. What are the characteristics of effective and ineffective teachers? How can teaching behaviours be incorporated in teachers during their training?

Lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to Teachers Job Satisfaction. Rio, R.B. (1989) has said that 'the quality of effectiveness of teachers is considered

to be associated with his satisfaction towards his profession, his satisfaction with his values. Fontana, D. (1986) regarded that 'if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own.' Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he is satisfied in his profession but no significant efforts are found to study the competency in relation to Job satisfaction among teachers.

The term Job Satisfaction is generally used in organizational endeavour in business management. One of the senses signs of deteriorating conditions in an organization is Low Job Satisfaction (Keith Davis, 1993). Job Satisfaction is the favourableness or unfavourableness with which employees view their work (Bromberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards of the job provides. Job Satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

Generally job satisfaction is related with number of employees' variables such as turnover, absence, age, occupation and size of the organization in which he works. The degree of satisfaction of job is largely dependent on satisfaction of employee variables. According to Gorton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees (Strauss, 1974).

Mallow (1970), Herberg (1959), Hay and Muscle (1978) and others proposed the theories on Job Satisfaction. According to Marlow 'a person's satisfaction is determined by the fulfilment of his five levels of need.' Herberg's motivation hygiene theory assumes that two variables determine a person's satisfaction. (1) Internal factors like achievement, recognition etc.; and (2) external factors such as salary and interpersonal relation. Relationships Latria (1975) believed that teaching continues to be rather limited in its available extrinsic rewards and that if teacher job satisfaction is to be increased, efforts are to be made to improve the teaching situations. According to Edward and others (1976), a high performance leads to high job satisfaction, which in turn becomes feedback to influence future performance. Better performance leads to high rewards. The improvement in satisfaction is because of employee's feeling that they are receiving rewards in proportion to their performance on the other hand, it rewards one such as inadequate for one's level of performance,

dissatisfaction access.

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teacher's best professional preparation and creating satisfactory conditions of work in which they carefully be effective.' Sand wiz (1979) found a positive relationship between job satisfaction and effective teacher behaviours. In the light of the above the theoretical framework of teacher job satisfaction may be considered as one of the important factors, which can enhance teaching competency.

Need and importance

School education is imparted quantitatively and qualitatively by the teachers who have academic excellence and apt training. Besides these, job satisfaction plays a very major role in imparting excellent education to the students as it acts as a motivating factor. Job satisfaction is dependent on salary, management, curriculum, social status, etc. Understanding the very importance of the role of job satisfaction of teachers, this study has been taken up. The school teachers are having high job satisfaction but gender and job position have significant influence on the job satisfaction of teachers.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/ her pupils. A dis-satisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and behavior towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city, Umme (1999), concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction. This will definitely lead us to national progress and prosperity. The present considers importance of these coaching personas equally to those of other teachers. The study will be an eye opener for policy planers and other related agencies. In the other fields of education, a little research has been conducted on job satisfaction. Studies on job satisfaction of teachers reveal interesting contradictions. Therefore, it will prefer to explore more and more to confirm, verify and validate the facts. The present work also focuses on job

Table 1. Mean comparison of science and social science higher secondary teachers on job satisfaction

Group	No.	Mean	SD	t-value	Level of significance
Science	50	156.31	10.075	2.91	0.01
Social science	50	150.80	8.89		

Table 2. Mean comparison of senior and junior higher secondary teachers on job satisfaction

Group	No.	Mean	SD	t-value	Level of significance
Senior teachers	50	152.00	4.70	5.43	0.01
Junior teachers	50	147.00	4.54		

satisfaction of teachers- working in government and private schools.

Objectives

The following objectives have been formulated for the present investigation:

1. To study the job satisfaction of higher secondary school teachers.
2. To compare higher secondary school teachers on job satisfaction with respect to their seniority (age).
3. To compare the job satisfaction of higher secondary school teachers with respect to their stream of education.

Hypothesis

The following hypotheses have been formulated for the present investigation:

1. Higher secondary school teachers differ significantly on job satisfaction
2. Science and social science higher secondary school teachers differ significantly on their job satisfaction.

Definitions of variables

Job satisfaction

Job satisfaction for the study shall be assessed through Ramakrishna Job Satisfaction Inventory (1998).

Seniority

The senior teachers for the present investigation have been considered the teachers who have more than ten years of service and junior teachers have been considered who have less than five years of experience.

Stream of Education

Stream of education for the present study has been considered, the teachers who are teaching science and social science subjects at higher secondary level.

Design of the study

Sample

100 Higher Secondary School teachers (50 from science stream and 50 from social science stream) consist of the sample for the present investigation. The sample has been taken from various Higher Secondary Institutes of District Srinagar. In order to select the sample, random sampling technique has been involved.

Tools

The data for the present investigation has been assessed through Ramakrishna Job Satisfaction Inventory (1998).

Procedure

The investigator personally visited Higher Secondary Institutions of district Srinagar and identified the sample on the basis of seniority and stream of education. The senior teachers have been considered those who have more than ten years of experience in their discipline whereas the junior teachers have been considered those who have less than five years of experience in their discipline. The investigator administered Ramakrishna Job Satisfaction Inventory (1998) to the sample subjects in their respective institutions. The scores have been done strictly as per the manual of the tool.

ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESULTS

Table 1, shows the mean comparison of science and social science higher secondary teachers on job satisfaction. The mean of science higher secondary teachers have been found 156.31 and SD 10.075, whereas the mean of social science higher secondary have been found 150.80 and SD 8.89, the calculated t-value is 2.91 which is significant at 0.01 level. It indicates that science higher secondary teachers have higher job satisfaction than the social science higher secondary teachers.

The table 2, shows the mean comparison of senior and junior higher secondary teachers on Job Satisfaction. The mean of higher secondary teachers have been found 152.00 and SD 4.70 whereas the mean of junior higher secondary teachers have been found 147.00 and SD 4.54, the t-value have been found 5.43 which is significant is significant at 0.01 level. The table indicates that the senior and junior higher secondary teachers differ significantly at 0.01 levels on job satisfaction. The table further indicates that senior higher secondary teachers are more satisfied with regard to their job than junior higher secondary teachers.

CONCLUSION

On the basis of analysis and interpretation of the data the following conclusions have been drawn:

1. Senior higher secondary teachers have more job satisfaction than junior higher secondary teachers.
2. Science higher secondary teachers are satisfied with regard to their job as compared to social science higher secondary teachers.

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