

Job Satisfaction among Primary School Teachers With Respect To Age, Gender and Experience

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ABSTRACT

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. The study was conducted on 334 primary school teachers from Medak district of Telangana State. The result reveals that there is a significant difference in Job satisfaction with respect to age, gender and experience among primary school teachers.

Keywords: *Job satisfaction, Employee, Experience.*

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005).

Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs (Aziri, 2008). Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction the logic that a satisfied employee is a happy employee and a happy employee is a successful employee.

The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc. Spector (1997) lists three important features of job satisfaction. First,

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organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High levels of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behaviour of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour of employees. Third, job satisfaction may serve as indicators of organizational activities.

There is evidence indicating that most teachers in most school systems are not satisfied with their jobs, moreover, there is high turnover or drop-in-drop-out syndrome among the teachers. It is also evident that people join the teaching profession as the last resort when all efforts to get into other profession have failed. However, because of the central position teachers occupy in the educational system, the National Policy on Education throughout the world admits that no education system can rise above the quality of its teachers. The Policy, therefore, recommends some steps towards the enhancement of an efficient teaching profession. These include training and recruitment of more efficient teachers at primary, secondary and high school levels (Adepoju, 2001; Adeyoju, 1999; Ajayi, 1999). What makes a teacher successful has been a central research question of organizational scientists for decades. Although various approaches and research methods have been used for studying this elusive question, it still remains unanswered. Studying teacher skills, however, seems to be one promising stream of research that has potential for providing answers or at least shedding some light on the organizations problem. As Whetten and Cameron (1994, as cited in Derman, 1999) noted teacher skills form the vehicle by which teacher strategy, teacher practice, tools and techniques, and personality attributes and style work to produce effective outcomes in organizations. In the last decade or so, a growing body of research regarding the importance of emotional intelligence for successful teachers has been witnessed. Underlying this research interest is the view that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace. Particularly, scholars have noted that social skills are essential for teachers; as individuals ascend the organizational hierarchy, social intelligence becomes an increasingly relevant determinant of who will and who will not be successful

Importance of Job Satisfaction

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski,2007). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). The term job satisfactions refer to the attitude and

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feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction.

Objectives

1. To find the job satisfaction among primary school teachers with respect to age.
2. To find the job satisfaction among primary school teachers with respect to gender.
3. To find the job satisfaction among primary school teachers with respect to experience.

Hypothesis

1. There exists a significant difference in job satisfaction among primary school teachers with respect to age.
2. There exists a significant difference in job satisfaction among primary school teachers with respect to gender
3. There exists no significant difference in job satisfaction among primary school teachers with respect to experience.

Sample of the Study

The sample consisted of 334 teachers of primary schools of Medak district of Telangana State, India

Tool of the Study

Job Satisfaction Scale developed by Spector, (1995) was used in the study. This scale has been widely used in Indian context to assess the job satisfaction. The job satisfaction scale is consisted of 36 statements with six alternative responses e.g., 6 for agree very much, 5 for agree moderately, 4 for agree slightly, 3 for disagree slightly, 2 for disagree moderately, 1 for disagree very much. This scale measures job satisfaction on nine different facets, however for the purpose of the present study, the total score on all the 36 items was taken as the measure of job satisfaction.

ANALYSIS AND INTERPRETATION

Hypothesis 1: There exists a significant difference in job satisfaction among primary school teachers with respect to age.

To verify the above Hypothesis one way Anova was performed. The results of F test are given in the following table:

Job Satisfaction	Age	N	Mean	SD	F	Sig.
	Below 30 years	112	143.5	24.61	9.32	.000
	31-40 years	124	134.6	21.19		
	Above 41 years	98	130.5	21.57		

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From the above table, the mean score obtained for primary teachers below 30 years of age was 143.5, for teachers of age 31 – 40 years was 134.6 and teachers with an age of above 41 years was 130.5. The obtained F value 9.32 was found to be statistically highly significant at 0.00 level. Therefore, it may be concluded that, the job satisfaction among primary school teachers with an age below 30 years appear to be better than teachers with an age between 31 - 40 years which in turn was better than teachers with an age of above 40 years, and it was statistically significant.

It is clear from the above table that F-Ratio for job satisfaction with respect to age came out to be 9.32 which were highly significant at 0.00 level of significance.

Hence the hypothesis, which states that ‘There exists a significant difference in job satisfaction among primary school teachers with respect to age’, is accepted.

Hypothesis 2: There exists a significant difference in job satisfaction among primary school teachers with respect to gender.

To verify the above Hypothesis, t test was performed. The results of t test are given in the following table:

	Gender	N	Mean	SD	t	Sig.
Job Satisfaction	Male	175	131.9	22.69	3.787	0.000
	Female	159	141.3	22.51		

From the above table, the mean score obtained for male primary teachers was 131.9 and that of female primary teachers was 141.3. The obtained t value 3.787 was found to be statistically highly significant, which indicates that the job satisfaction was higher in female primary teachers than that of male primary teachers.

Hence the hypothesis 7, which states that ‘There exists a significant difference in job satisfaction among primary school teachers with respect to gender’, is accepted.

Antony Stella and Purushothamam (1996) have found in their study that male and female teachers differ in their job satisfaction.

Hypothesis 3: There exists no significant difference in job satisfaction among primary school teachers with respect to experience.

To verify the above Hypothesis, F test was performed. The results of F test are given in the following table:

Variable	Experience	N	Mean	SD	F	Sig.
Job Satisfaction	Below Ten Years	243	136.5	22.53	.193	.698
	11 to 20 Years	91	137.6	23.64		

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From the above table, the mean score obtained for primary teachers with an experience of below 10 years was 136.5 and that of primary teachers with an experience of 11 to 20 years was 137.6. The obtained F value .193 was found to be statistically not significant. However, it may be said that though the difference in experience of Primary teachers was statistically not significant, comparatively primary teachers with an experience of 11 to 20 years appear to be slightly better than teachers with an experience below 10 years.

Hence the hypothesis, which states that ‘There exists no significant difference in job satisfaction among primary school teachers with respect to experience’, is accepted.

FINDINGS

- The job satisfaction among primary school teachers with an age below 30 years was found to be better than teachers with an age between 31 - 40 years which in turn was better than teachers with an age of above 40 years, and it was statistically significant.
- The job satisfaction was found to be higher in female primary teachers than that of male primary teachers.
- It is statistically inferred there exists a significant difference in job satisfaction among primary school teachers with respect to age’, is accepted.
- It is statistically inferred that there exists a significant difference in job satisfaction among primary school teachers with respect to gender.
- It is statistically inferred that there exists no significant difference in job satisfaction among primary school teachers with respect to experience.
- Primary teachers with an experience of below 10 years was found to be slightly better than teachers with 11 to 20 years of experience.
- Primary teachers with an experience of 11 to 20 years was found to be slightly better than teachers with an experience below 10 years.
- Primary teachers with an experience of 11 to 20 years was found to be slightly better than teachers with an experience below 10 years.

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