A Comparative Study of Job Satisfaction of Different Categories of Secondary School Teacher

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Abstract

Job satisfaction is very important because most of the people spend a major portion of their life at the working place. Employees are the biggest asset of any organization. Any organization's success depends mainly on its human resources, which is the strength as equal to monetary and infrastructural resources. A satisfied and happy employee works with full of their dedication and efficiency towards their organization. Job satisfaction is very important because most of the people spend a major portion of their life at the working place. Moreover, job satisfaction has its impact on the general life of the employee also, because a satisfied employee is a contented (Herzberg, 1968, Maslow, 1987; Alderfer, 1972) and process theories (Adams, 1965; Vroom, 1964; Locke, 1976; Hackman & Oldham, 1975) and happy human being. A highly satisfied worker has better physical and mental wellbeing. Job satisfaction concerns every worker in the entire world. Job satisfaction and employee motivation are topics of interest and research within the business or job world because the satisfied and motivated employee is loyal to the organization.

Keywords: Employee, Job satisfaction, Secondary teachers.

Introduction

Development of a nation depends upon the quality of education imparted to its citizen. Which in turn depends upon the quality of teachers. The quality of the teacher is judged through his work and behavior, which in turn depends upon how well a teacher is satisfied with him/her and her and his/her environment teacher, who is happy with his job, plays a pivotal role in the enlistment of society. There are varied reasons why people work. They may work because they love to and they find fulfillment in doing it, or they may work because they are compelled to do. Whatever their reason for working are these to some extent have to do with satisfying their needs. However, the reason people do a particular kind of work may not necessarily be the same reasons for continuing to stay in the same area and the same kind of work. Although, it is often and popularly believed that people who stay in an organization for a long time, doing the same kind of work are to some extent satisfied. Now a day, there is a general feeling that the teacher does not have satisfied in their jobs.

In education, teachers facilitate students learning, often in a school or academy or perhaps in another environment such as out does. A teacher who takes on an individual basis may be described as a tutor. Teaching is a highly noble profession must suit especially for women. Teachers are always a boon to the society, through their intelligence, patience, and wisdom; they attempt to not aptitude, but also, create a well-rounded personality. Teaching has an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the cloud of ignorance. Job satisfaction can also be seen as an indicator of emotional well being or psychologically healthy. There seems to be a growing discontentment towards their job. As a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of the total feeling about his job. If the sum total of influence of those factor gives rise to the feeling of satisfaction, the individual has job satisfaction.

Objective of the Study

To compare job satisfaction among government and private Secondary School Teachers.

Description of Tool

The job satisfaction is a self-administrated questionnaire. The purpose of the questionnaire is frankly explained to the subjects. It is assured that their replies would be kept confidential. The teacher job satisfaction Questionnaire (TJQ) consists of 29 highly discriminating Yes-No type items (Kumar and Mutha, 1978). There is a total of 29 items in the questionnaire.

Scoring

All the items except 6 and 29 are positively worded. All these items are given a score of 1, for the positive response except for the items 6 and 29, in which case reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total scores vary from 0 to 29, showing lowest job satisfaction to the highest job satisfaction for the subject. The questionnaire can also be scored area wise if required.

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Criteria for the Selection of the Tool

For the present study criteria was taken for the following advantage:

1. It is a standardized test.
2. The test has very high reliability. The split-half reliability (correlating the odd-even items) of the test applying Spearman-Brown is 0.95 (N = 100) with an index of the reliability of 0.97. Reliability of the test is 0.73 (N = 60; time interval = 3 months), with an index of reliability 0.85. The r-value 0.95 and 0.73, respectively, have been found to be significant at .01 levels, showing that the questionnaire is highly reliable both in terms of its internal consistency and stability of scores.

3. The face validity of the measure is very high. In this test, highly discriminating items are included in the questionnaire. The upper 27% and lower 27% of the subjects served as criterion groups. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance to the teacher job satisfaction area are included in the questionnaire.

Hypothesis

There is no significant difference in job satisfaction among government and private secondary school teachers.

Method

The quality of research depends upon the appropriateness of the method and suitability of tools and techniques. For the present study teacher Job Satisfaction Questionnaire has been used the questionnaire is constructed and standardized by Pramod Kumar & D.N. Mutha.

Sample

In this study, one Tehsil of Kangra was selected. The purpose of the study was to study job satisfaction among secondary school teachers. In the present study, purposive sampling was used to collect data.
Teacher JOB-Satisfaction Questionnaire

Constructed & Standardised by
PRAMOD KUMAR, D.PhiL. and D.N. MUTHA, Ph.D

1. क्या आप अनुभव करते हैं कि आप स्वभाव में अध्यापन के उपयुक्त हैं? हाँ नहीं

2. क्या आप अध्यापन में आनंद का अनुभव करते हैं? हाँ नहीं

3. क्या आप अपने व्यवसाय पर गंभीर अनुभव करते हैं? हाँ नहीं

4. क्या आप अनुभव करते हैं कि अध्यापन एक आदर्श व्यवसाय है? हाँ नहीं

5. क्या आप अध्यापन जैसा व्यवसाय पाकर अपने आपकी भाग्यशाली अनुभव करते हैं? हाँ नहीं

6. अगर आपको अवसर मिले तो आप इसी वेतन पर अन्य किसी व्यवसाय में जाना प्रारंभ करेंगे? हाँ नहीं

7. क्या आप अनुभव करते हैं कि आपको संघ से अच्छे कार्य प्रतिफल (reward) मिला है? हाँ नहीं

8. क्या आप अनुभव करते हैं कि आपकी कार्य में अनुकूल उपयोग वेतन मिलता है? हाँ नहीं

9. क्या आप अपने कृत्य (Job) मिलने वाले पदोन्नति के अवसर ने संतुष्ट हैं? हाँ नहीं

10. क्या आप अपने व्यवसाय में ‘आय’ बढ़ाने के लिए संतुष्ट हैं? हाँ नहीं

11. क्या आप निष्पक्षता है कि उपयुक्त समय पर आपकी पदोन्नति हो जाएगी? हाँ नहीं

12. क्या आप इसलिए सहिष्णु हैं कि आपकी संघ में पदोन्नति योग्यता के आधार पर ही मिलती है? हाँ नहीं

13. क्या आप अनुभव करते हैं कि आपका व्यवसाय पूर्ण रूप से सुसंगठित है? हाँ नहीं

14. क्या आप वर्तमान वेतन योग्यता नियमों से संतुष्ट हैं? हाँ नहीं
15. क्या आप अनुभव करते हैं कि आपको संस्था शिक्षकोनमूख (Teacher-oriented) है? हाँ  नहीं
16. क्या आप अनुभव करते हैं कि संस्था के कार्यों से आपको सहाय / सुझाव देने के लिए
उपयुक्त अवसर प्राप्त किया जाता है? हाँ  नहीं
17. क्या आप संस्था की योजनाओं तथा नीतियों के बारे में अनुभवकर प्रभाव करते हैं के लिए
मजबूत है? हाँ  नहीं
18. क्या आप अपनी संस्था की सामाजिक कार्य स्थापत संस्था है? हाँ  नहीं
19. क्या आप अपनी संस्था द्वारा आपकी शैक्षणिक / व्यवसायिक योग्यता बढ़ाने हेतु दिए
जाने वाले अवसरों में संस्था है? हाँ  नहीं
20. क्या आप अनुभव करते हैं कि संस्था के अध्यापन के लिए एक उत्तम स्थान है? हाँ  नहीं
21. क्या आप अपनी संस्था पर गव्ह करते हैं? हाँ  नहीं
22. क्या आप अनुभव करते है कि आपका संस्था पुराता एक निष्पक्ष प्रयोक्त है? हाँ  नहीं
23. क्या आप अनुभव करते हैं कि आपका संस्था पुराता आपके पद के योग्य है? हाँ  नहीं
24. क्या आप अनुभव करते हैं कि आपका संस्था पुराता आपको भलाई में जीवन लेता है? हाँ  नहीं
25. क्या आप अनुभव करते हैं कि जब भी आप कोई अनौठा कार्य करते हैं तो आपका
संस्था पुराता उसको प्रशंसा करता है?
26. क्या आप अपने संस्था पुराता में के संस्था संयुक्त के नीतिकं संस्था है? हाँ  नहीं
27. क्या आप अपने संस्था पुराता में अधिकारी के रूप में संस्था है? हाँ  नहीं
28. क्या आप अपनी संस्था के द्वारा अध्यापकों की शिक्षादायकों के नियामक के नीतिकं
संस्था है? हाँ  नहीं
29. क्या आप स्वयं को अपने संस्था द्वारा शोधित किया जाता अनुभव करते हैं? हाँ  नहीं
about the job satisfaction of teachers (Table 2). One hundred twenty teachers of Government Secondary School and Privately Managed Secondary School of Indore Tehsil were selected as sample.

Statistical Treatment
After administrating and scoring research tools, data collected and organized. The data is mainly analyzed in terms of the following techniques:
1. Mean
2. S.D.
3. SED
4. t-test

Interpretation of data
Hypothesis-Hı There is no significant difference between Government and Private Secondary School Teachers. With a view to verify the above-stated hypothesis, data were treated statistically to get the mean, standard deviation and t-value between government and private secondary school teachers.

Table 3 shows that calculated ratio comes out to be 12.20 which is greater than the table value of t which is 1.98 at 0.05 level with the df = 118. So the proposed hypothesis There is no significant difference in job satisfaction among secondary school teachers is rejected.

Educational Implications
- To overcome the job satisfaction among teacher it is suggested that we should provide good physical infrastructure in the school.
- To overcome the dissatisfaction among private school teacher interference of management should be reduced so that they can work independently.

Suggestions for Further Study
- The present study was undulated on a limited sample drawn from 12 sec schools of Kangra district. The same study may be undusted a large sample drawn from the other districts of Himachal Pradesh.
- Study may be taken up the job satisfaction of teachers working in primary school and sec school teacher.
- Studies may be taken up to job satisfaction to the different university of India.
- Study may be also be undusted to study the effect of working condition, job security, group structure, age and interest on job satisfaction of the teacher.

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