Job satisfaction of higher secondary school teachers: a study of Sonitpur district, Assam, India.

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Abstract

The study on employees’ job satisfaction is a major research issue in the field of industrial organization and management. It is an important area of study in the field of psychology and education too. Teaching is regarded as a noble profession and teachers are called the builders of the nation. Kothary Commission (1964-66) remarked, “The future of our nation is being built in today’s classroom”. The teachers are the architect of the future attainment of the students. Successful attainment of national objectives may be expected with the help of teachers who are well satisfied with their job. The present study has been designed to know the job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam. Simple random sampling method was employed to select the sample of 120 teachers. Data collection was done with the use of Dixit’s “Job Satisfaction Scale” (DJSS). Both the descriptive and inferential statistics were used to analyze the data. The major findings revealed that there was significant difference in job satisfaction between male and female teachers. There was no significant difference in job satisfaction between urban and rural school teachers.

Keywords: Job satisfaction, higher secondary schools, government schools, private schools.

1. Introduction

The study on employees’ job satisfaction is a major research area in the field of industrial organization and management. It becomes an important area of study in the field of psychology and education too. Job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health and general life satisfaction. (Landy, 1978). It is also linked to financial benefits, social status and recognition, security and emotional health of employees. Therefore, job satisfaction is an important area of study through which employees’ work attitude can be judged and measures may be found for its development.

Job satisfaction is the satisfaction perceived by an individual about his job. It represents a combination of positive and negative feelings of an individual towards his own work. Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. Hoppock, (1935) stated job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

Job satisfaction is employees’ sense of achievement and his success in a particular job. It is directly linked with productivity and personal well being (Chambers, 1999). It implies enthusiasm and happiness with ones work. Job satisfaction is the key component that leads to recognition, income, promotion and the achievement of goals that lead a feeling of fulfillment. (Kaliski, 2007). Job satisfaction

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is an attitude which is the result of many specific attitudes in three areas, viz. specific job factors, individual characteristics and group relationships outside the job. Job satisfaction plays an important role in imparting excellent education to the students as it acts as a motivating factor. Job satisfaction is essential for the individuals engaged in teaching profession because effective teaching depends upon various factors associated with it.

The role of teacher is crucial in the transaction of knowledge to students. Sound environment, adequate training, security, good salary and other benefits, co-operative colleagues, good supervisors etc. enhance job satisfaction of the teachers. Again, teachers are known as the builders of professionals needed for the nation’s future. Successful attainment of national objectives may be expected with the help of teaching community who are well satisfied with their job.

Teaching is regarded as a noble profession and teachers are called the builders of the nation. Kothary Commission has stated, “The future of our nation is being built in today’s classroom”. It again stated “Nothing is more important than providing the teachers best professional preparation and creating satisfactory conditions of work in which they carefully be effective”.

Herzberg (1957) found that there is a significant relationship between the age and job satisfaction of teachers. Job satisfaction is high for youthful employee immediately after employment and drops sharply after a few years. Lavingia (1974) found that young teachers were more satisfied than older teachers. Singh (1974) during his study on 521 Higher Secondary school teachers found no difference in the level of job satisfaction due to age difference. He found female and unmarried teachers were more satisfied with all the factors than the male and married teachers. Dixit, M. (1986) revealed that primary school teachers were more satisfied than secondary school teachers. Moreover, senior teachers were most satisfied and middle age group teachers were less satisfied.

Saxena N (1990) found no difference in job satisfaction of Higher Secondary school teachers due to gender, stream (science and arts) and experience. Choudhury M. (2002) found that job satisfaction is independent of sex, marital status and location of the colleges. There is no significant relationship in the level of job satisfaction between rural and urban, more experienced and less experienced and married and unmarried college teachers. Female teachers enjoyed higher degree of job satisfaction than their male counterpart. Das, A. (2009-10) found significant difference in job satisfaction of secondary school women teachers between government and private teachers, married and unmarried teachers and English and vernacular medium teachers. Gupta, M., and Gehlawat, M. (2012) found that there were significant difference among teachers working in government and private schools; more and less experienced teachers with respect to job satisfaction and work motivation.

2. Significance of the study

A teacher has to play crucial role in any educational and institutional setup. He is engaged in teaching and training the students to make them socially well adjusted. He is also engaged in inspiration and development of students’ in born capabilities for the welfare of the mankind. The development of science and technology has made human life and the society so complex and dynamic that teachers have to face different challenges of life to adjust satisfactorily with their daily activities. Therefore, in the context of this rapidly changing situation and time, it is important to study how satisfied the teachers are in their job.

The major factors which affect on job satisfaction of teachers are pay and promotion, working condition, personal attitude, related challenges, social relationship etc. The study of job satisfaction of higher secondary school teachers will give an idea to the management about the level of job satisfaction of teachers in relation to gender, age, experience, marital status etc.

Earlier studies on job satisfaction reveal that job satisfaction is caused by many factors which are difficult to isolate. Sometimes one or sometimes many factors act to change the level of satisfaction in deferent situations. Job satisfaction varies according to geographical location, working environment, provided facilities, administration, management type etc.

It is found from some studies that the teachers working in government schools are more satisfied than the teachers of private schools and vise-versa. A comparative study of job satisfaction of teachers working under government and private management
institutions will explore the fact in our situation.

Some studies revealed that there is difference in job satisfaction between men and women teachers, urban and rural teachers, more experienced and less experienced teachers. But, very few empirical studies have been done in Assam in this regard. Therefore, the investigator attempted to study on the topic to know the real picture behind it.

3. Objectives
1. To determine the level of job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam.
2. To study the differences of job satisfaction between male and female teachers working in higher secondary schools.
3. To find out differences in job satisfaction of the teachers between urban and rural higher secondary schools.

4. Hypotheses
1. The level of job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam is very high.
2. There is no significant difference in the job satisfaction between male and female teachers working in higher secondary schools of Sonitpur district, Assam.
3. There is no significant difference in the job satisfaction of the teachers between urban and rural higher secondary schools.

5. Methodology
The Descriptive Survey Method was applied for the present study.

5.1. Population of the study
The population consists of all the teachers working in the higher secondary schools of Sonitpur District which are recognized by the Department of Education, Government of Assam and Assam Higher Secondary Education Council (AHSEC).

5.2. Sample of the study
Two stage sampling method was applied in this study to select the institutions as well as the respondents. In the first stage, 20 higher secondary schools (provincialised) were selected by using simple random sampling technique. In the second stage a sample of 120 teachers was selected from the selected institutions. There were 70 male and 50 female teachers in the sample of 120 teachers.

5.3. Tools
The following tools were used to collect relevant data for the present study.
1. Dixit’s ‘Job Satisfaction Scale’ (DJSS): A Standardized Psychological Scale developed by Dr. Meera Dixit (1993).
2. ‘Interview Schedule’ prepared by the investigator.

5.4. Statistical techniques used
Descriptive statistics like frequency, percentage, mean and standard deviation were used to describe the nature of the sample and the inferential statistics like t-test was used to test the significance of mean differences.

6. Delimitation of the study
The study was delimited to the teachers of provincialized higher secondary schools of Sonitpur District, Assam. Teachers of Higher Secondary Schools recognized by Assam Higher Secondary Education Council (AHSEC) were taken for the study.

7. Analysis and interpretation of data
The objective of the present study was to know the job satisfaction of teachers working in higher secondary schools of Sonitpur district, Assam. It aims to find out the differences in job satisfaction of the teachers according to gender and location of the institutions. To achieve the objectives, data were categorised and tabulated and suitable statistical methods were applied to analyse it.

Objective 1: To determine the levels of job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam.

Hypothesis: The levels of job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam is very high.

The data collected from the respondent have been classified in a frequency distribution table which includes all the job satisfaction scores of the Higher Secondary School teachers included in the sample of the study. The distribution teachers according to job satisfaction scores and their percentage are presented in Table-1.
It is observed from Table 1 that the individual job satisfaction scores of Higher Secondary School teachers starts at 140 and ends at 239. So, there is no teacher in job satisfaction score below 140 and above 239. Among the teachers, 66.68 per cent are between scores 170 and 209, 20.01 per cent between 210 and 239 and the rest between 140 and 169 in job satisfaction scale. The percentage of teachers according to job satisfaction scores are graphically represented in Figure 1.

Table 1: Distribution of teachers according to job satisfaction scores (as a whole)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>230-239</td>
<td>4</td>
<td>3.34</td>
</tr>
<tr>
<td>2</td>
<td>220-229</td>
<td>11</td>
<td>9.17</td>
</tr>
<tr>
<td>3</td>
<td>210-219</td>
<td>9</td>
<td>7.50</td>
</tr>
<tr>
<td>4</td>
<td>200-209</td>
<td>14</td>
<td>11.67</td>
</tr>
<tr>
<td>5</td>
<td>190-199</td>
<td>23</td>
<td>19.17</td>
</tr>
<tr>
<td>6</td>
<td>180-189</td>
<td>16</td>
<td>13.34</td>
</tr>
<tr>
<td>7</td>
<td>170-179</td>
<td>27</td>
<td>22.50</td>
</tr>
<tr>
<td>8</td>
<td>160-169</td>
<td>5</td>
<td>4.17</td>
</tr>
<tr>
<td>9</td>
<td>150-159</td>
<td>9</td>
<td>7.50</td>
</tr>
<tr>
<td>10</td>
<td>140-149</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Fig. 1: Percentage of teachers according to their job satisfaction scores.
As per the norm of the test, job satisfactions of the teachers are classified into five different levels. These are Very Low (below score 137), Low (between score 138-144), Average (between score 145-154), Good (between score 155-175) and the Highest (between score 176-240). The whole samples are shown in Table 2.

**Table 2:** Percentage of teachers in different levels of job satisfaction according to their scores

<table>
<thead>
<tr>
<th>Level of job satisfaction</th>
<th>Number of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
<td>5.00</td>
</tr>
<tr>
<td>Good</td>
<td>24</td>
<td>20.00</td>
</tr>
<tr>
<td>Highest</td>
<td>88</td>
<td>73.33</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

It is observed from Table 2 that only 6.67 per cent teachers are within average level of satisfaction, 20 per cent in good level of satisfaction and 73.33 per cent in the highest level of satisfaction. Thus, it is seen that 93.33 per cent of the teachers as a whole are above the average level of job satisfaction. Therefore, it can be concluded that the level of job satisfaction of the teachers working in higher secondary schools of Sonitpur district, Assam is very high. The pie diagram given in Figure 2 represents the percentage of teachers in different levels of job satisfaction.

**Fig. 2:** Percentage of teachers according to their job satisfaction level

**Table 3:** Mean and standard deviation of job satisfaction scores of the teachers working in higher secondary schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Sex</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Mean</td>
<td>185.26</td>
<td>196.64</td>
</tr>
<tr>
<td>SD</td>
<td>18.50</td>
<td>25.02</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>50</td>
</tr>
</tbody>
</table>
It is observed from Table 3 that the mean score of job satisfaction of male, female, urban and rural teachers are 185.26, 196.64, 192.67 and 188.38 respectively. Again, the standard deviation score of job satisfaction of male, female, urban and rural teachers are 18.50, 25.02, 24.67 and 21.12 respectively. Thus, it can be concluded that there is difference in mean scores as well as standard deviation scores of job satisfaction of the Teachers working higher secondary schools.

**Objective 2**: To study the differences of job satisfaction between male and female teachers working in higher secondary schools.

**Hypothesis**: There is no significant difference in the job satisfaction between male and female teachers working in higher secondary schools of Sonitpur district, Assam.

It is observed from Table 4 that the mean score of job satisfaction of male, female, urban and rural teachers are 185.26, 196.64, 192.67 and 188.38 respectively. Again, the standard deviation score of job satisfaction of male, female, urban and rural teachers are 18.50, 25.02, 24.67 and 21.12 respectively. Thus, it can be concluded that there is difference in mean scores as well as standard deviation scores of job satisfaction of the Teachers working in higher secondary schools.

**Table 4**: Mean, standard deviation and t-value of job satisfaction scores of male and female teachers working in higher secondary schools

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard deviation (SD)</th>
<th>Degree of freedom (df)</th>
<th>t-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>70</td>
<td>185.26</td>
<td>18.50</td>
<td>118</td>
<td>2.73</td>
<td>Significant at 1% level</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>196.64</td>
<td>25.02</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed from Table 4 that the table value of t at 1% level of significance is 2.63 and the calculated t-value is 2.73. As the calculated value is higher than the table value, we can reject the null hypothesis (Ho) and conclude that the difference between the Means of male and female teachers working in higher secondary schools is significant at 1% level. Therefore, we can say that there is difference in the job satisfaction level of the male and female teachers working in higher secondary schools of Sonitpur district, Assam.

**Objective 3**: To find out differences in the job satisfaction of the teachers between urban and rural Higher Secondary Schools.

**Hypothesis**: There is no significant difference in job satisfaction of teachers working in urban and rural Higher Secondary Schools.

It is observed from Table 5 that the calculated t value (t=0.86) is smaller than the Table value (t=1.98) at 5 per cent level of significance. Hence, we can accept the null hypothesis (Ho) and conclude that there is no significant difference in mean score of job satisfaction of teachers between urban and rural higher secondary schools. Therefore, it can be stated that teachers working in both urban and rural higher secondary schools have possessed the same level of job satisfaction.

**Table 5**: Mean, standard deviation and t-value of job satisfaction scores for teachers working in urban and rural higher secondary schools

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Number (N)</th>
<th>Mean (M)</th>
<th>Standard deviation (SD)</th>
<th>Degree of freedom (df)</th>
<th>t-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>30</td>
<td>192.67</td>
<td>24.67</td>
<td>118</td>
<td>0.86</td>
<td>Not Significant at 5% level</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>188.38</td>
<td>21.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed from Table 5 that the calculated t value (t=0.86) is smaller than the Table value (t=1.98) at 5 per cent level of significance. Hence, we can accept the null hypothesis (Ho) and conclude that there is no significant difference in mean score of job satisfaction of teachers between urban and rural higher secondary schools. Therefore, it can be stated that teachers working in both urban and rural higher secondary schools have possessed the same level of job satisfaction.

**8. Discussion**

The following findings were drawn on the basis of analysis and interpretation of the data.

i. The teachers working in Higher Secondary Schools of Sonitpur District possessed...
higher level of job satisfaction. The study reveals that 20 per cent teachers enjoyed good level and 73.33 per cent teachers enjoyed the highest level of satisfaction in their job. Only 6.67 per cent teachers enjoyed the average and below average level of satisfaction in their job.

ii. There was significant difference in job satisfaction between male and female teachers working in Higher Secondary schools.

iii. The female teachers were found more satisfied in their job as compared to their male counterpart.

iv. There was no significant difference in the job satisfaction of teachers working in urban and rural higher secondary schools.

9. Conclusion

Teachers are known as the role model for the students. Quality education in every field is essential for the progress of a nation which largely depends upon the quality teachers. Teachers should be well satisfied in their profession to give the best possible to students for the development of a nation. The study revealed that the higher secondary school teachers of Sonitpur district were satisfied with their job, but there were differences in their job satisfaction level. All the teachers had not enjoyed the higher level of satisfaction in their job. Therefore, necessary facilities should be made available for increasing well satisfied quality teachers and creating an effective teaching-learning environment in every institution of the state.

References


Lavingia, 1974: *A Study of Job Satisfaction among School Teachers*, Indian Dissertation Abstract; 5, 182, 44.

