



A Study of Job Satisfaction of Teachers in relation to their Gender and Qualification

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Abstract: *This paper discusses secondary school teachers' work satisfaction. The main aim was to (i) compare the mean job satisfaction levels of male and female instructors. (ii) to compare the mean job satisfaction scores of graduated teachers with teachers with advanced degrees. The null hypotheses were that (i) there is no difference between male and female instructors' mean work satisfaction scores. (ii) There is difference between graduate and highly qualified teachers' mean work satisfaction scores. 189 randomly chosen teachers from 18 government schools in the Jalandhar District made up the sample. Dixit job satisfaction was used for assessing secondary school teachers' job satisfaction. The data were analysed statistically using the t-test. When the work satisfaction scores of male and female instructors were compared, no significant difference was there. Also, when with highly educated and graduates were studied, there was no significant difference in the degree of their satisfaction.*

Keywords: *Job satisfaction, teachers*

Introduction

Education has been considered as a significant agent of growth and development and teacher is considered as the backbone of any educational system. In different educational situations, teacher plays different roles for students who are at different levels of development. Teachers have a variety of functions in transforming pupils into tomorrow's productive citizens, including that of a transformator, mediator, facilitator, interpreter, and many others. The calibre of the teachers has a direct impact on the quality of instruction. Because a teacher's personality is reflected in the thoughts of his students, several commissions and committees are periodically established or appointed to provide proposals and recommendations to increase the value of education. Improvements in the hiring process, teacher preparation, assessment programmes, working conditions for teachers, and social status and security of teachers are necessary, according to the UNESCO study of the International Commission of Education for the 21st Century. For the planned and organized expansion of teacher education systems for various educational levels, the National Council for Teacher Education (NCTE) has developed its norms and criteria. Indian Education Commission (1966) reported teacher as the main contributing factor to national development because the whole system of educational programmes like curriculum, text books, method of teaching, evaluation etc rotates around teacher. Its only the teacher who harness the child to the best of his abilities, withdraw the learner's potential fully, shapes and moulds the personality of learners. This is possible only if the teacher derives pleasure from his work and satisfied with his/ her job. Thus, teachers' satisfaction with his or her job is very significant for progressive and efficient teaching.

Job Satisfaction

According to Hoppock (1935), a person might state they are content with their employment when a combination of psychological, physiological, and environmental factors are present. In simple terms, it is any employment that satisfies one's expectations and makes one feel good about their work. It refers to one's emotions or mental condition with respect to the nature of their profession.

Job satisfaction comprised of two words job and satisfaction. Job refers to matrix of various assignments, duties and responsibilities assigned to the person in return for a monetary reward while satisfaction defined as a cluster of feelings and emotions that orient the employee in his/ her working conditions.

Tiffin and Mc Cormic (1969) defined, The degree to which a person's work is inherently interesting to him or her and his or her attitudes regarding the entirety of the work situation, including the firm or organisation, his or her supervisor, and their coworkers, all have an impact on job satisfaction. It depends on the level of need satisfaction attained through or felt during work.



The term "job satisfaction" was coined by psychologist Edwin Locke in 1976 to describe the good emotional state one feels after reflecting on their work. Berry (1997) defined job satisfaction as "an individual's reaction to the job experience."

The common observations and experiences of majority of researchers (Aswathappa, 2000; Lavingia, 1974; Friedlander, 1964; Smith, Kendall & Hulin, 1969) reported job satisfaction refers to one's feeling towards one's job. Gilmer (1966) explained related aspects of life satisfaction as religion, family, leisure, politics and job and all the aspects are interrelated. Hence, job satisfaction is one important part of life satisfaction. Cooper (1977) researched job satisfaction and teaching effectiveness is directly proportional to each other. Job satisfaction is a product of various factors like age (Herman, Dunhan & Hulin, 1980; Hoppock, 1985), marital status (Reddy & Balogan, 1981; Reddy, 1992), self concept (Chapman & Lowther, 1982), qualification (Kayizzi, 1990), job profile (Peretomede, 1991; Whawo, 1993), gender (Sundram, 1998). Siegel (1962) separated the factors that contribute to job satisfaction into two categories: intrinsic and extrinsic. Intrinsic factors include pay, participation, job security and personal recognition, occupational status, hour and working conditions. Extrinsic factors include social status and working conditions (sex, perceptions about supervision, job experience, level of intelligence, personal adjustment, and length of service). Article 45 of the constitution lays emphasis on offering free and required education to children up to the age of 14. The importance of secondary and higher secondary cannot be underscored. The stage of secondary education is an important phase that turns out to be the transition stage for the future of an individual. The whole system of education revolves around the teacher. Hence, job satisfaction of the teachers is significant to make the profession more functional. Ringness (1967) mentioned teacher's satisfaction with their profession was a pre requisite for their efficiency and effectiveness in work.

Various studies have been reported by different investigators involving job satisfaction, gender and qualification. Jayamma (1962) reported job satisfaction is not influenced by gender while Dale (1967) indicated gender as a crucial component of job satisfaction. Results of studies by Natarajan and Dhandapani (2002), Newby (1999), Harnek and Lal (1990), Sangha (1989), Birmingham (1985), Kaur (1983), Chapman and Lowther (1982), Lavingia (1974), Anand (1972) found that female employees are more satisfied with their jobs but the results of studies by Muhammad (1999), Galloway, Boswell, Panckhurst, Boswell & Green (1985) showed that males are more contented with their work than females. Olorunsola (2010), Kumari (2003), Anand (1971), Hoppock (1935) investigated that female and male teachers are equally satisfied with their jobs. Goyal (1980), Gruenberg (1979), Anjaneyulu (1974), Alkhaladi (1973) reported highly qualified teachers are less satisfied with their job. Ali and Akhtar (2009), Gurbuz (2007) showed a positive relationship between education level and job satisfaction. Due to inconsistency in the findings of various studies, the investigator felt the need for the present study.

Theoretical Framework

Many efforts were made to explain overall influence that job satisfaction has on the behaviour and performance of workers, and many different ideas have been proposed. Below you will find a variety of theories relating to the topic of job happiness:

• **Maslow's Theory (1943)**

Maslow gave a talk about his theory of motivation at work, which explains how people satisfy their many wants. He hypothesized as a humanistic psychologist that people typically follow the same order of need, recognition and fulfilment. He postulated that until a person's immediate need is addressed, they would not move on to focusing on satisfying the needs of those above them. Maslow proposed a pyramidal structure for his theory of human motivation, with basic requirements at the base and the pursuit of self-actualization at the peak. Human needs may be broken down into five categories, as described by Maslow's theory. These days, Maslow's hierarchy of needs is generally accepted in both theory and practice since it makes sense and is simple to grasp.

Table 1 Maslow's hierarchy of needs

Stage	Type of Needs	Examples
1	Physiological/ Bodily needs	Shelter, sex, hunger, sex, air, clothing, Thirst
2	Safety and Security needs	Security, stability insurance against risk, protection
3	Love (Affection) and belongingness	Social connections are a great way to meet new people, find love, and feel more included in a group.
4	Esteem	Self-respect, recognition, appreciation, status, to respect others
5	Self-actualization	Developing one's full potential, creative expression, achievement



According to Blum and Naylor, "jobs which are able to meet more of the Maslow's wants would be ones which would result in more pleasure on the side of the employees."

- **Stogdill's Theory (1959)**

Stogdill (1959), based on his research, argues that the outcome of the organization is the integration of team, production, and morale. Group cohesion and integration occur when individual expectations are met, but happiness is not necessarily related to production. This view was supported by the results of Mohanty (1981).

- **Herzberg's Theory (1959)**

A 2-D model of the variables influencing people's attitudes about work was provided by Herzberg, Mausner, and Snyderman in 1959. This approach, which is frequently referred to as the "two-factor theory," is primarily focused on the motivational factors (satisfiers) and cleanliness elements (dissatisfiers).

Motivator Factors: Motivational factors are related to job content - the nature of the job, job responsibilities, job recognition, promotion opportunities and work environment. These factors are necessary to improve performance. Motivation makes people satisfied with their work because they fulfill basic human needs for human psychological development, a need to become more competent.

Hygiene Factors: The synthesis of hygiene factors is the type of personnel policy and their management, the type of supervision in conducting the activity, the type of interpersonal relationships, the physical working conditions surrounding the activity or job, and the level of salary an individual is entitled to receive for their work activity, their status, their job security, and their personal life. Hygiene factor meets human needs to avoid inconvenience. Attitudes at work such as differential treatment and salary dissatisfaction are some of the factors that create inconveniences at work that make men feel frustrated and annoyed. Hygiene factors eliminate such causes and reduce employee strain. People want a hygienically clean life.

In essence, satisfiers or motivational variables define how a person feels about or behaves toward what they accomplish, many of which are connected to the activities carried out. The dissatisfiers or hygiene element, on the other hand, has to do with how the individual feels about their workplace or the circumstances around it. People's actions determine their level of satisfaction, while the circumstances around their actions determine their level of dissatisfaction.

Significance of the Study

The study is significant to know and understand about satisfaction of secondary school teachers towards their job corresponding to their gender differences and level of qualification. As the satisfied person is more flexible and adjustable and having the capacity to overcome the inferior environments and is like to lead to more effective teaching as compared to a dissatisfied teacher who can do more harm because he/she will do neither his/her work whole heartedly nor try to contribute to the field of education.

Objectives

1. to compare the mean scores of job satisfaction of female and male teachers.
2. to compare the mean scores of job satisfaction of graduate and highly qualified teachers.

Hypotheses

1. there is no statistically significant difference in the mean job satisfaction scores of female and male teachers.
2. there is no statistically significant difference in the mean job satisfaction scores of graduates and highly qualified teachers.

Methodology

Sample

The study conducted on 189 school teachers (114 females and 75 males) selected randomly from 18 Government secondary schools of Jalandhar district affiliated to Punjab School Education Board, Mohali. Out of which, 79 females and 46 males were highly qualified and 35 females and 29 males were of graduate level. The level of job satisfaction of teachers has been researched as a dependent variable, with gender and educational level (qualification) of teachers serving as independent variables.

Tool

Job satisfaction scale (primary and secondary teachers) by Dixit (1993) was used. The scale comprised 52 items divided into eight dimensions related to teaching profession. The reliability of the scale was 0.86 as determined by test retest method and 0.92



as calculated by split half method. The scale consisted of 52 statements and each one has five alternate answers as strongly agree, agree undecided, disagree and strongly disagree. The respondent has to put a tick of his/ her choice after carefully reading the statement on allotted space in any of the five alternate answers. Each item scored from 5 to 1 i.e. the scale from ‘Strongly agree’ to ‘Strongly disagree’.

Procedure of Data Collection

For the present study, 189 teachers (114 females and 75 males) teaching to secondary classes from 18 schools selected randomly from Jalandhar district. Then, job satisfaction scale has been administered on the selected sample. From the selected sample, graduate and highly qualified teachers have been identified.

Results & Interpretation

1. First objective was to compare mean job satisfaction scores of male and female teachers. Results as given below:

Table 2: Gender wise SD, M, N and t- values

Gender	M	SD	N	t- value	Remark
Male	205.85	11.24	75	0.97	p>0.05
Female	204.20	12.50	114		

It can be observed from Table 2 that the t-value is 0.97, which does not meet the criteria for significance at the 0.05 (df=187). Work satisfaction reported by female and male teachers are not substantially dissimilar from one another. As a result, the first hypothesis of no significant or difference in the mean scores of work satisfaction between male and female instructors is not rejected. This is because the data do not contradict the null hypothesis. It is therefore reasonable to say that both male and female instructors are, on the whole, contented (satisfied) with their work as educators.

2. The results of second objective as given below:

Table 3: Qualification - wise SD, N, M of job satisfaction of teachers

Qualification	M	SD	N	t- value	Remark
Higher Level	204.66	11.89	125	1.87	p>0.05
Graduate Level	205.40	12.29	64		

It is possible to deduce from Table 3 that the t-value is 1.87, statistically not significant at the 0.05 level when df = 187 is used. It appears that the mean levels of job satisfaction of highly qualified instructors and graduate level educators are not considerably different from one another. As a result, the assumption of no significant difference between the mean scores of work satisfaction reported by instructors with graduate degrees and those with highly qualified degrees is not rejected. The high rate of unemployment in the country may be one factor that contributes to the contentment felt by highly qualified and graduate level instructors in their work environments. This contentment may be a direct effect of the high level of unemployment in the country.

Discussion

In view of above hypothesis 1, it was found that mean scores of job satisfaction of male and female teachers do not differ significantly. This finding is in tuned with the results of Castillo, Caonkin & Cano (1999), Sandhu(2000) and Ghoniem, Ekhouly, Mohsen & Ibrahim (2011), but contradicted by the findings of Bishay (1996), Ma & MacMillan (2001) and Mahmood, Nudrat, Nawaz & Haider (2011).

In another hypothesis, it was found that mean job satisfaction scores of graduate and highly qualified educators do not differ significantly. The results are inconsistent with the studies of Ghazi (2004) and Cano & Miller (1992) but is supported by studies of Gupta (1980), Anand (1972).

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