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## Research Paper

## JOB SATISFACTION AT DIFFERENT LEVELS OF TEACHING

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### ABSTRACT

The quality of a nation is assessed by the quality of its citizens and the quality of the citizens is mostly determined by the educational system of a nation. The educational system in turn depends upon the quality and personal interest of the teachers in their job. The present study is conducted to investigate the job satisfaction of the four levels of teachers in their job. A survey is conducted with 120 number of teacher i.e.30 from primary level,30 from secondary level,30 from higher secondary level,30 from college level (questionnaire) is prepared to collect data from the colleges and schools. Here simple percentage analysis, Descriptive Statistics, Chi-square, Independent Z test has been used. The analysis of data revealed that most of the college teachers feel interested in teaching, consider that teaching is an ideal job, feel that teaching is a passion and also consider that teaching is more prestigious job than others when the personal interest of college teachers in their job is concerned.

**KEYWORDS:** Job Satisfaction, College Teachers, school teachers, Personal Interest, Teaching.

### INTRODUCTION

Job satisfaction is the contribution of two words-"job" and "satisfaction". Job is an occupation performed by an individual in return for a reward. Satisfaction refers to the inner happiness of someone engaged in a job. It shows the relationship between 'What one expect' and 'What one achieves'. No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a man. Job satisfaction may be defined as positive emotional state resulting from appraisal of one's job and job experience. Job satisfaction is a widely accepted psychological aspect

of effective functioning in any profession. When any job fulfilled ones expectation that is job satisfaction .

### STATEMENT OF THE PROBLEM

The teachers place in the society is of vital importance. They act as the pivot for transmission of intellectual traditions and technical skill from generations to enervation and help to keep the lamp of a civilization burning. Satisfaction from doing anything related to job will give extra energy and inspiration to a teacher to love their job more. It is very essential to know that how far they are professionally committed and satisfied from their job. Therefore this research has



been undertaken to study the job satisfaction of teachers at four different levels, which are Primary level, Secondary level, Higher secondary level and college level

### **SCOPE OF THE STUDY**

The scope of the study is confined to Coimbatore city; it gives an overall idea about the satisfaction of teachers at different levels. In the context, the present study is confined to analyze study the socio economic profile, job satisfaction and job-dissatisfaction of teachers. It also enables the researcher to understand the existing facilities, the work practices and procedures that are newly followed.

### **OBJECTIVE OF THE STUDY**

- ♦ To study the socio-economic profile of teachers at different levels.
- ♦ To study about the teachers job satisfaction in teaching profession.
- ♦ To identify the dissatisfaction of teachers working at different levels.

### **RESEARCH METHODOLOGY**

The researcher aims at analyzing the satisfaction level and the problems faced by teachers at four different levels of teaching in Coimbatore city. Convenient sampling technique is used to collect the data. The period considered for the study is from December 2015 to March 2016. The sample size of the study is 120 respondents those who are working in private schools which considers four different levels, that are Primary level, Secondary level, Higher secondary level, College level. Primary data have been collected through a structured questionnaire which consists of 13 questions.

### **Statistical tools used for the study**

The collected data have been categorized and processed manually as well as through computer. The important statistical tools used for analysis are as follows:

- ↪ Simple Percentage Analysis
- ↪ Descriptive Statistics
- ↪ Chi-square
- ↪ Independent Z-test
- ↪ One-way ANOVA

### **LIMITATIONS OF THE STUDY**

The teachers were a bit hesitant to reveal the negative aspects in spite of the confidence given to them that the study in meant for academic purpose and that personal details will be maintained in total confidential.

### **ANALYSIS AND INTERPRETATION**

#### **Simple Percentage Analysis**

The simple percentage analysis depicts that majority of the respondents were between the age group of 30-40 years (40.8%). The research is done with the 75% of female respondents and 82.5 % of the respondents are unmarried. Majority of the respondents qualification is D.Ed/B.Ed M.Ed (65.8%) . 46.7% of the respondents said that their experience is below 5 years and their earnings is also below 20,000 (67.7%). In a week 53.3% of the respondents are handling 21-30 hours. And 86.6% of the respondents are working in full time.

#### **DESCRIPTIVE STATISTICS**

The table below explains about the factors of job satisfaction of teachers. This test was examined among 120 respondents.

**(Mean Scores in Descending Order)**

(N = 120)

Job Satisfaction Factors	Mean	SD	Ranking
Co-workers are friendly and helpful	4.15	.741	1
Support and Freedom to choose subjects to teach	4.09	.810	2
Level of competence with the co-workers is in a healthy manner	4.05	.808	3
Interpersonal relationships with students (Interaction with students)	3.98	.948	4
Co-workers value my contribution	3.95	.743	5
Satisfied with physical and working environment	3.91	.820	6
Management provides research facilities	3.88	.842	7
Management's feedback encourages my performance	3.78	1.030	8
Satisfied with rules and regulations framed by the institution	3.74	.728	9
I am satisfied with the recent updates in teaching	3.68	.860	10
Empowerment and Recognition	3.66	.966	11
Emphasis a career path within the organization	3.66	.804	12
Proper work life balance	3.62	.842	13
Work load is scheduled with the time management	3.50	1.029	14
Job security	3.43	1.098	15
Satisfied with vacation time	3.28	1.209	16
Salary is relevant to the qualification and experience	3.25	.882	17
Satisfied with the time for relaxation	3.21	1.137	18
Salary adequately meet the needs	3.08	.922	19
Satisfied with benefits (Like Health Insurance/Sick Insurance etc)	2.89	.986	20

The above table indicates the job satisfaction of the teachers. The mean score was found for each factor separately. The ranking is given to the factors according to the mean value. Among the different factors the highest mean score determines that the **co-workers are friendly and helpful** and so it is ranked

as 1, similarly **Support and Freedom to choose subjects to teach** scored the second highest value and so it is ranked as 2, and “**Level of competence with the co-workers is in a healthy manner**” and the other factors are ranked according to the mean value.

**Descriptive Statistics of Job Dissatisfaction factors**

(N = 120)

S.No	Job Dissatisfaction Factors (JDF)	Mean	SD
1	Frequent test schedule and correction works (JDF 1)	4.21	1.229
2	Lack of appropriate physical conditions (JDF 2)	2.48	1.561
3	The stress on my job reduces my confidence as a teacher (JDF 3)	2.20	1.376
4	Loss of hours due to sports/curriculum activities (JDF 4)	2.67	1.380
5	Lack of sanitary facilities (JDF 5)	2.44	1.608
6	Handling students from different curriculum (JDF 6)	2.37	1.391
7	No proper work life balance (JDF 7)	2.27	1.214
8	Insecurity in job (JDF 8)	2.32	1.529

The above table indicates the descriptive statistics of job dis-satisfaction of the teachers, the mean value is calculated for each factors. Where the highest mean values indicates that the **Frequent test schedule and correction works, Lack of appropriate**

**physical conditions & Loss of hours due to sports/ curriculum activities** are said to be the job-dissatisfaction factor of teachers. And the rest of the factors and the calculated mean values are shown in the above table.

### CHI-SQUARE RESULTS OF RELATIONSHIP BETWEEN JOB SATISFACTION LEVEL AND GENDER

H<sub>0</sub>: There is no significant relationship between job satisfaction factors and the respondents classified based on gender.

Job Satisfaction Factors	Gender		Df	Null Hypothesis
	$\chi^2$	Asymp. Sig.		
Salary adequately meet the needs	4.631	.327	4	Accepted
Salary is relevant to the qualification and experience	4.294	.368	4	Accepted
I am satisfied with the recent updates in teaching	7.630	.106	4	Accepted
Satisfied with benefits (Like Health Insurance/Sick Insurance)	9.971	.041	4	Rejected
Work load is scheduled with the time management	17.855	.001	4	Rejected
Proper work life balance	8.241	.083	4	Accepted
Satisfied with the time for relaxation	19.819	.001	4	Rejected
Satisfied with vacation time	36.114	.000	4	Rejected
Management's feedback encourages my performance	6.087	.193	4	Accepted
Support and Freedom to choose subjects to teach	4.265	.371	4	Accepted
Empowerment and Recognition	20.873	.000	4	Rejected
Management provides research facilities	29.955	.000	4	Rejected
Emphasis a career path within the organization	25.260	.000	3	Rejected
Satisfied with physical and working environment	6.260	.100	3	Accepted
Co-workers are friendly and helpful	12.895	.005	3	Rejected
Level of competence with the co-workers is in a healthy manner	14.993	.005	4	Rejected
Co-workers value my contribution	8.141	.043	3	Rejected
Satisfied with rules and regulations framed by the Institution	8.015	.046	3	Rejected
Job security	6.259	.181	4	Accepted
Interpersonal relationships with students (Interaction with students)	28.813	.000	4	Rejected

The table indicates the relationship between job satisfaction and gender of the respondents. From the chi-square results the null hypothesis is accepted in the case of, Adequate salary, Salary is relevant to the qualification and experience, Satisfied with the recent updates in teaching, Proper work life balance, Management's feedback encourages the performance, Support and Freedom to choose subjects to teach, Satisfied with physical and working environment in these factors the hypothesis framed has been accepted.

Similarly, in case of benefits (Like Health insurance/Sick insurance), Work load, time for relaxation, vacation time, Empowerment and recognition, research facilities, Emphasis a career path within the organization, Co-workers are friendly and helpful, Level of competence with the co-workers is in a healthy manner, Co-workers value my contribution, rules and regulation framed by the institution, Interpersonal relationships with students (Interaction with students), the hypothesis framed has been rejected in these variable at 5% level of significance. Hence, the null hypothesis is rejected.

**INDEPENDENT Z TEST.**

$H_0$ : There is no significant difference between opinion on job dis-satisfaction and respondents classified based on gender.

	Levene's Test for Equality of Variances		t-test for Equality of Means			Null Hypothesis
	F	Sig.	T	df	Sig. (2-tailed)	
Frequent test schedule and correction works	.882	.350	1.246	118	.215	Accepted
Lack of appropriate physical conditions	1.684	.197	-1.597	118	.113	Accepted
The stress on my job reduces my confidence as a teacher	2.054	.154	-2.672	118	.009	Rejected
Loss of hours due to sports/curriculum activities	.115	.735	-1.852	118	.057	Rejected
Lack of sanitary facilities	.000	.990	.294	118	.769	Accepted
Handling students from different curriculum	.006	.939	-2.765	118	.007	Rejected
No proper work life balance	.107	.744	-2.113	118	.037	Rejected
Insecurity in job	.018	.893	-1.419	118	.159	Accepted

The table indicates the independent Z Test for job dis-satisfaction with respect to Frequent test schedule and correction works, Lack of appropriate physical condition, Lack of sanitary facilities, Insecurity in job, the significant value is  $>0.05$  and so there is no significant difference between job dis-satisfaction opinions and gender of the respondents. Therefore, the hypothesis is accepted. Similarly, in case of the stress

in the job reduces confidence as a teacher, Loss of hours due to sports/curriculum activities, Handling students from different curriculum, no proper work life balance, the significant value is  $<0.05$  and so there is a significant difference between job dis-satisfaction opinions and gender of the respondent. Hence, the Null hypothesis is rejected

**ONE-WAY ANOVA**

$H_0$ : There is no significant difference between the opinion on job satisfaction and different levels of teaching.

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
3.365	3	116	.121

The above Levene's test reveals that there is no violation of homogeneity of variance as the significance value (Sig.) is greater

**ANOVA**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.145	3	.715	2.677	.050
Within Groups	30.979	116	.267		
Total	33.124	119			

As the above Sig. value of ANOVA is less than or equal to .05, meaning that there is a significant difference somewhere among the mean scores of the dependent variable (Job Satisfaction) for the four group of teachers. Hence, the hypothesis is rejected.

## Multiple Comparisons

Tukey HSD

(I) Level of Teaching	(J) Level of Teaching	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary Level	Secondary Level	.223	.133	.342	-.12	.57
	Higher Secondary Level	.290	.133	.137	-.06	.64
	College Level	.355*	.133	.044	.01	.70
Secondary Level	Primary Level	-.223	.133	.342	-.57	.12
	Higher Secondary Level	.067	.133	.959	-.28	.41
	College Level	.132	.133	.757	-.22	.48
Higher Secondary Level	Primary Level	-.290	.133	.137	-.64	.06
	Secondary Level	-.067	.133	.959	-.41	.28
	College Level	.065	.133	.962	-.28	.41
College Level	Primary Level	-.355*	.133	.044	-.70	-.01
	Secondary Level	-.132	.133	.757	-.48	.22
	Higher Secondary Level	-.065	.133	.962	-.41	.28

\* . The mean difference is significant at the 0.05 level.

A one-way between groups analysis of variance has been conducted to explore the impact of age on job satisfaction of teachers. Participants have been divided into four groups according to their level of teaching. The above table infers that there is a significant difference of job satisfaction between primary level of teaching and college level of teaching. As the sig .value,  $p < .05$ , the difference in mean scores between groups was quite small. The effect size, calculated is low, Post-hoc comparisons using the Tukey HSD test it can be concluded that there is statistically significant difference between the mean scores of satisfaction held by the primary level teachers and that of college level teachers.

### SUGGESTIONS

- ✓ Salary of the teachers do not adequately meet their needs so it must be considered and improved.
- ✓ According to this study co-workers are found to be the prime determinative factors for one's job satisfaction. Therefore due importance should be given by the Administration and Management for the recruitment of quality and

competent teachers/faculty as it binds their relationship and ensuring 'Cohesiveness' and Co-operation among them.

- ✓ Frequent conducting of various tests may be reduced in a justifiable manner without compromising the sanctity of assessment process and burdening of both students and teachers/faculty.

### CONCLUSION

In the present research regarding the job satisfaction, dis-satisfaction and the problems faced by teachers in the different levels of education, namely the primary , Secondary, Higher secondary and College level, it is seen that there is a significant difference in job satisfaction, dissatisfaction and performance of teachers. The teachers in primary level is satisfied with the work whereas the college level teachers have responded that they are satisfied with the friendliness of the teachers and the higher secondary teachers are significantly better in their job satisfaction and performance comparatively. In central board schools, the infrastructure facilities, pay scale, working hours, recognition for the teachers work load, class size number

of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents, are all significantly better and favorable for the teachers working there, and thus the teachers in schools are significantly better in their job satisfaction and as a result their performance is also significantly better when compared to the teachers in college. Keeping in mind that the strength of any country lies on the youth of the country, it is for the school authorities, college authorities policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum in all educational institutions.

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