

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

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JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS IN PUDUCHERRY: AN EMPIRICAL ANALYSIS

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ABSTRACT

The aim and objectives of our research was to analyse the relationship between demographic variables (Age, Educational qualification, Salary, Working Experience) and job satisfaction. The data and information were gathered using the quantitative research method, by means of a standard questionnaire, which was distributed among 50 teachers from higher secondary schools in Puducherry, had taken through convenience sampling techniques out of which 25 were male and 25 were female teachers. The participants completed the questionnaires including pay, promotion, supervision and colleague in order to measure the job satisfaction of government higher secondary school teachers. Chi-square was applied to find out the underlying variance among the variables. T test result shows that there is a significant difference between male and female respondents. Results of the correlation analysis indicate that the following characteristics are more significant for job satisfaction among the higher secondary school teachers expect the age factor and also the regression result indicates that there is a significant and positive relationship between demographic variables (age, educational qualification, work experience) and job satisfaction except salary.

KEYWORDS

Job satisfaction, pay, promotion, higher secondary teachers, work experience.

INTRODUCTION

The teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Job satisfaction, as defined in a range of literatures is a positive and constructive perception or feeling of a person towards their job. It has also been referred to as a state of mind of an individual and how individuals experience their work lives. Job satisfaction can also be determined as a relationship between the work and the individual. Teachers are those who are willing to constantly learn and change. In education, a teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be described as a personal tutor. Teachers have to generate interest in subjects that students often find tedious.

Job satisfaction refers to the feelings of the individual towards its work. It can be positive or negative thoughts towards the job the individual does. It can be measured through the contentment the worker under goes. If the worker is content with what he receives at the end of a job, it's a positive feeling which means that the worker is satisfied with it. But the negativity arises when an individual is not content with the work or the end result of the work. The satisfaction level reflects the input of the worker.

Locke (1969) defines job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values".

Popoola (1984) defined job satisfaction as the totality of employees' social and psychological well-being relative to job performance. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill important job values provided these values are compatible with one's needs. It is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. People spend a sizeable amount of their time in work environment.

According to Reddy and Rajasekharan (1991) job satisfaction expresses the degree of congruence between one's expectations and the reality that job provides. Job satisfaction can be seen as a concept where an individual is evaluated from her point of view, and this concept includes the workers' feelings and emotions about her job (Weiss, 2002).

REVIEW OF LITERATURE

Job satisfaction is an affective, cognitive or attitudinal response to work with significant organizational outcomes (Spector, 1997). According to Weiss and Cropanzani (1996) job satisfaction represents a person's evaluation of the job and the work context. It captures the most popular view that job satisfaction is an evaluation and represents both belief and feelings.

Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

Spector (1997) it is obvious that teachers differ from typical employees in various ways. Therefore, instruments that usually measure such job satisfaction dimensions as appreciation, communication, coworkers, fringe benefits, job conditions, and nature of work, organization itself, organizations' policies and procedures, pay, personal growth, promotion opportunities, recognition, security, supervision may not always match with teachers' job satisfaction aspects. Some researchers agree upon supervision, work itself, promotion and recognition being important dimensions of teachers' satisfaction with work (Sharma & Jyoti, 2009; Tillman & Tillman, 2008). However, there are also some other aspects that significantly contribute to teachers' satisfaction and should not be excluded in the terms of understanding teachers' job satisfaction phenomenon.

Olcum Cetin, (2006) showed that differences in job satisfaction according to gender was not significant and also showed that differences in job satisfaction according to marital status was not significant and showed the difference in job satisfaction according to age was not significant.

Orisatoki R. O. and Oguntibeju O. O. (2010) found that there was no significant satisfaction difference between genders or between age groups. There was positive correlation between job satisfaction with understanding the goals and objectives of the management and sense of belonging. There was no significant correlation of job satisfaction with other factors such as knowledge about workplace, work stress, relationship with colleagues, but negative correlation of job satisfaction with salary.

THE FACTORS RELATED TO THE JOB

Pay: Wages and salaries are important factors for job satisfaction. Money not only helps personnel attain their basic needs but also instrumental in providing upper-level needs satisfaction (Luthans, 1992). A study of 2000 managers demonstrated that the amount of wages received was very positively related to satisfaction, even with managerial level held constant.

Work Itself: Since Herzberg, Mausner and Syndermann monograph, "The Motivation to Work" was published in 1959, evidence has been accumulated that the work itself plays a significant role in attaining job satisfaction (Feldmann and Arnold, 1985).

Supervision: The behavior of the supervisor plays an important role with regard to employees' reactions to a problematic event. It was showed that the employees who perceived their supervisor as more approachable and responsive were more likely to voice their concerns.

Promotion Possibilities: Promotion possibilities involve the availability of advancement opportunities. If people think that they will not have much promotion possibilities, they may be affected adversely. The most well-known study on the subject was done by Sira to who found a negative relationship between measures of promotional frustration and measures of attitudes toward the company (Feldmann and Arnold, 1985).

Peers: Interaction with peers is an important factor in job satisfaction. A study in an automobile industry demonstrated that isolated workers disliked their jobs. Similarly, it was found that only 43% of the "isolates" in work groups were highly satisfied with their jobs (Feldmann and Arnold, 1985).

Working Conditions: Providing good physical working conditions (e.g. cleanliness of the working place, lightning, adequate tools and equipment) enables employees to carry out their jobs easily, comfortably and efficiently. Working conditions such as flexible time, job sharing and shorter workweeks are quite valued by employees because they can facilitate valued off the job activities such as pursuing hobbies (Feldmann and Arnold, 1985).

STATEMENT OF THE PROBLEM

Higher education is an indicator of the progress and prosperity of the nations and it is reflected by the quality of its citizens. In turn, the quality of the citizens depends upon the quality of education. The strength of education based on the job satisfaction of the teachers. Job satisfaction is the combination of psychological and environmental circumstances that cause a person to truthfully say "I am satisfied with my job". It is the feeling of a person's on performing the job. The aim of this study is to measure the job satisfaction level of the teacher working in government higher secondary school at Pondicherry.

SIGNIFICANCE OF THE STUDY

The purpose of the study is to know the job satisfaction of higher secondary school teachers in puducherry hence; the present study obtains socio-personal information of the respondents particularly in higher secondary schools. Therefore doing research on this topic will throw light on many problems which would help the teachers to checkout their satisfactory level.

SCOPE OF THE STUDY

The study constitutes an attempt to provide an empirical support to the hypothesized relationship between selected demographic variables and job satisfaction.

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To measure the job satisfaction of higher secondary school teachers in the government sector.
2. To study the demographic characteristics influencing the job satisfaction of the respondent.

HYPOTHESES

1. H_0^1 : There is no significant mean difference between male and female higher secondary school teachers in their job satisfaction.
2. H_0^2 : There is no significant relationship between age and job satisfaction of higher secondary school teachers.
3. H_0^3 : There is no significant relationship between education and job satisfaction of higher secondary school teachers.
4. H_0^4 : There is no significant relationship between salary and job satisfaction of higher secondary school teachers.
5. H_0^5 : There is no significant relationship between working experience and job satisfaction of higher secondary school teachers.

METHODOLOGY

In the research design of this study, level of job satisfaction has served as dependent variable whereas age, education qualification, salary and working experience as independent variables.

SAMPLING DESIGN

The sample of this study consists of teachers working in government higher secondary schools in Pondicherry. A sample of 50 teachers from government schools was taken into consideration. The convenience sampling technique was used for this purpose.

TOOLS USED FOR ANALYSIS

For the purpose of data collection, the standardized job satisfaction questionnaire was used. The present study uses Five Point Likert scale. Questionnaire was divided in to two sections. Part- A consisting questions relating to demographic variable of the respondents and Part-B consisting questions relating to job satisfaction.

SAMPLING TECHNIQUES

Chi-square was applied to find out the underlying variance among the variables. The data was analyse and compared through correlation and regression to find out the significance relationship between demographic variables and job satisfaction among higher secondary school teachers from Puducherry region. The level of significance which we have chosen was 0.05.

DISCUSSION AND RESULTS

RELIABILITY ANALYSIS

In an attempt to determine the internal reliability of the instruments, cronbach alpha co-efficient were calculated. Cronbach alpha co-efficient for job satisfaction is 0.95 Thus, we conclude that the instruments adapted in this study are reliable since the cronbach alpha for each variable is greater than 0.5.

TABLE 1: CRONBACH ALPHA CO-EFFICIENT FOR JOB SATISFACTION

Name of the instrument	No. of Items	Cronbach Alpha	Comment
Job satisfaction	44	0.95	Reliable

TABLE 2: THE DEMOGRAPHIC INFORMATION ABOUT THE PARTICIPANT (N = 50)

Variables	Categories	Frequency (N)	Percent
1 Gender	Male	25	50
	Female	25	50
2 Age	26 – 35	9	18
	36 – 45	19	38
3 Qualification	Professional	39	78
	Academic	6	12
	Others	5	10
4 Salary	30001 – 40000	32	64
	40001 – 50000	18	36
5 Working Experience	0– 5 yrs	10	20
	6 – 10 yrs	20	40
	11 – 15 yrs	7	14
	16 – 20 yrs	6	12
	21 – 25 yrs	5	10
	26 and above	2	4

“T-test” to Determine Satisfaction according to Gender

TABLE 3: GROUP STATISTICS

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Job satisfaction	Male	25	1.00	.000	.000
	Female	25	2.32	.476	.095

TABLE 4: INDEPENDENT SAMPLES TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job satisfaction	Equal variances assumed	161.185	.000	-13.863	48	.000	-1.320	.095	-1.511	-1.129
	Equal variances not assumed			-13.863	24.000	.000	-1.320	.095	-1.517	-1.123

Table-4 Levene's Test for Equality of Variances result shows that the computed p value is significant. The job satisfaction of male respondent with mean value (M=1) and female respondents with mean (M=2.32) is different. Hence, the null hypothesis, “There is no significant difference between the two means i.e. the job satisfaction by male and female higher secondary school teachers.” is rejected and alternate hypothesis accepted. It is revealed that female respondents are more satisfied than the male respondents.

TABLE 5: CORRELATIONS MATRIX

		Job satisfaction	Age	Qualification	Salary	Working Experience
Job satisfaction	Pearson Correlation	1	-0.204	0.773**	0.797**	0.890**
	Sig. (2-tailed)		0.156	.000	.000	.000
	N	50	50	50	50	50
Age	Pearson Correlation	-0.204	1	-0.257	0.074	-0.103
	Sig. (2-tailed)	.156		.072	.610	.479
	N	50	50	50	50	50
Qualification	Pearson Correlation	0.773**	-0.257	1	0.660**	0.837**
	Sig. (2-tailed)	.000	.072		.000	.000
	N	50	50	50	50	50
Salary	Pearson Correlation	0.797**	0.074	0.660**	1	0.850**
	Sig. (2-tailed)	.000	.610	.000		.000
	N	50	50	50	50	50
Working Experience	Pearson Correlation	0.890**	-0.103	0.837**	0.850**	1
	Sig. (2-tailed)	.000	0.479	.000	.000	
	N	50	50	50	50	50

Ho2: There is no significant relationship between age and job satisfaction of higher secondary school teachers.

The result in the (table 5) shows there is a negative correlation ($r = -0.204$, $p > 0.01$) between age and job satisfaction, therefore null hypothesis is accepted at 1% level. Hence, it is inferred that job satisfaction has a negative relationship with age. It means, age factor will not reflect job satisfaction among higher secondary school teachers.

Ho3: There is no significant relationship between education and job satisfaction of higher secondary school teachers.

The results in the (table 5) shows that there is significant positive correlation ($r = 0.77$, $p > 0.01$) between educational qualification and job satisfaction, therefore null hypothesis is rejected at 1% level. Hence, it is inferred that job satisfaction has a positive relationship with education qualification. It proves that educational qualification provides more job satisfaction to the school teachers.

Ho4: There is no significant relationship between salary and job satisfaction of higher secondary school teachers.

The results in the (table 5) shows that there is significant positive correlation ($r = 0.79$, $p > 0.01$) between salary and job satisfaction, therefore null hypothesis is rejected at 1% level. Hence, it is inferred that job satisfaction has a positive relationship with higher secondary teacher's salary. It indicates that high pay leads to high job satisfaction.

Ho5: There is no significant relationship between working experience and job satisfaction of higher secondary school teachers.

The results in the (table 5) shows that there is significant positive correlation ($r = 0.89$, $p > 0.01$) between working experience and job satisfaction, therefore null hypothesis is rejected at 1% level. Hence, it is inferred that job satisfaction has a positive relationship with school teachers. It informs that highly experienced persons will has high job satisfaction among higher secondary school teachers.

TABLE 6: REGRESSION ANALYSIS

Coefficients						
Model		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.011	.134		0.080	0.937
	Age	-.130	.032	-.131	-4.049	.000**
	Qualification	.332	.068	.291	4.887	.000**
	Salary	.014	.094	.009	0.151	0.881
	Working Experience	.082	.045	.156	1.819	0.076*
R ²						0.962
Adj R ²						0.958
F statistics						224.030 (.000)**
Dependent variable: Job Satisfaction.						

The regression results show that (table 5) There is a significant and negative relationship between age and job satisfaction (beta = -0.131, t = -4.049 and p = 0.000 < 0.05). R² value is 0.962 which means 96.2% of the variation can be significantly explained by the independent variable. There is a significant and positive relationship between educational qualification and job satisfaction (beta = 0.291, t = 4.887 and p = 0.000 < 0.05). R² value is 0.962 which means 96.2% of the variation can be significantly explained by the independent variable. The result show that job satisfaction (t = 1.819) has a significant positive co-efficient with work experience at 5% level. The F statistics is significant in case of job satisfaction at 5% level (224.030, p < 0.05).

TABLE 7: CHI – SQUARE ANALYSIS

S.No	Variables	Chi – Square Value	Analysis
1	Age and Job Satisfaction	$\chi^2 = 25.039$ (p<0.001)	Significant
2	Qualification and Job Satisfaction	$\chi^2 = 41.869$ (p<0.001)	Significant
3	Salary and Job Satisfaction	$\chi^2 = 32.128$ (p<0.001)	Significant
4	Working Experience and Job Satisfaction	$\chi^2 = 73.811$ (p<0.001)	Significant

A null hypothesis has been framed to investigate the association between age and level of job satisfaction. Since the calculated value is less than the table value at 1 per cent level of significance, it can be concluded that there is significant association between the age and level of satisfaction. Therefore it can be summed up that age causes significant impact on the level of job satisfaction experienced.

$\chi^2 = 41.869$ shows that there is a significant association between the qualification and the level of job satisfaction of the respondent at 0.001 level. It is interpreted that null hypothesis are rejected at 1% level of significance. In other words there is a significant association between educational qualification and level of job satisfaction.

The above analysis for salary $\chi^2 = 32.128$ (p<0.001) and work experience $\chi^2 = 73.811$ (p<0.001) resulted that the calculated value is less than the table value. Hence the null hypothesis is rejected. The result inferred that there is a significant association between salary and job satisfaction and work experience and level of job satisfaction.

LIMITATIONS

- The study restricted to only government higher secondary school teachers.
- The study consist of only 50 teachers 25(male) and 25 (female).
- The study is conducted only in Puducherry.

CONCLUSION

Higher secondary government school teachers are more satisfied in their relationship among demographic variables [educational qualification, working experience, salary] with job satisfaction. Expect age factor do not infer positive relationship between job satisfaction. The (table 4) results of the study shows that female respondent were more satisfied than the male respondents in the satisfactory level of working in higher secondary level.

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