

A Study of Job Satisfaction among Married And Unmarried Teachers at Secondary School Level in relation to Gender and Type of Institution in District Shopian of South Kashmir

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ARTICLE DETAILS

Article History

Published Online: 10 June 2019

Keywords

Job Satisfaction, Teacher, Institution, Gender.

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ABSTRACT

The present study was conducted to find out the Job Satisfaction among married and unmarried teachers at secondary school level, in relation to gender and type of institution in District Shopian of South Kashmir. The descriptive method of research was adopted to carry out the study. A sample of 182 secondary school teachers was selected from the different high schools and higher secondary schools in district Shopian of South Kashmir. The Job Satisfaction Scale (DJSS) standardised by Meera Dixit (1986) were administered. The results revealed that there exists no significant difference between married and unmarried secondary school teachers in job satisfaction. It has been found that there exists significant difference between the government and private secondary school teachers in job satisfaction. Besides this, there exists insignificant difference between male and female secondary school teachers in job satisfaction. The results were drawn by using the descriptive statistical measures, mean, standard deviation, inferential statistical techniques like 't' test.

1. Introduction

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority. As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

It is, now, being increasingly realized that teacher is a factor, which promotes quality in education, also observes by the Indian Education Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. National Policy of Education (1986) also recommended incentives for good teachers. As Singh (2006) stated that teachers are considered the most important asset for any institution. Effective teacher as described by Cotton (1995) is that who has clear standards for classroom behaviour, clear and focused instruction, and use effective questioning techniques, provided feedback, and used a variety of assessment strategies.

2. Rationale of the Study

The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers. It is in

a teacher's hand to make a student's future bright. Since a teacher will be a role model for the students, the job satisfaction and teaching effectiveness becomes very vital in the field of education. Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee's expectations of the job and rewards that the job provides. Anand (1972) opined that students liking for teachers and teachers for students are positively related with the job satisfaction of teachers whereas Lavingia (1974) viewed that job efficiency was positively correlated with job satisfaction. Buitendach et al. (2005) linked job satisfaction to increased productivity and organizational effectiveness. Dixit (1993) stated that job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that superior efficiency goes with a favourable attitude and vice versa. Usha et al. (2007) stated that job satisfaction of a teacher is also important as the ultimate desire of any person is the most favourable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more. Whereas Kumar et al. (2008) revealed that job satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages.

3. Objectives of the Study

The study was conducted with the following objectives:

1. To compare the job satisfaction among married and unmarried teachers at secondary school level in district shopian.

- To compare the job satisfaction among male and female teachers at secondary school level in district shopian.
- To compare the job satisfaction among government and private teachers at secondary school level in district shopian.

teachers, in relation to gender and type of institution in District Shopian of South Kashmir. The descriptive method of research was adopted to carry out the study. The details about the sample, the tools and their description and the statistical method used for data analysis for the present study are given as under.

4. Hypotheses

- There is no significant difference in job satisfaction among married and unmarried teachers at secondary school level.
- There is no significant difference in job satisfaction among male and female teachers at secondary school level
- There is no significant difference in job satisfaction among government and private school teachers at secondary school level.

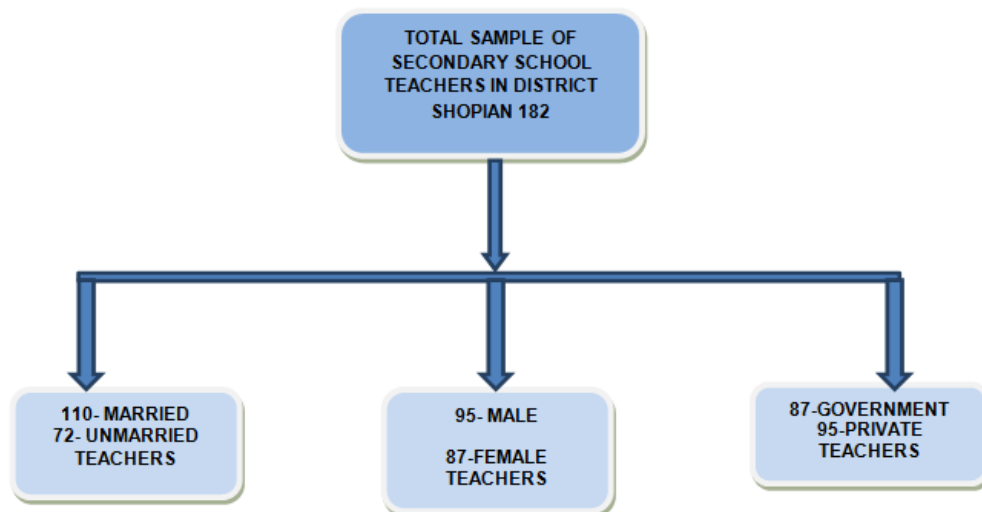
Sample

The sample for the present investigation consisted of 182 secondary school teachers selected from the different high schools and higher secondary schools in District Shopian of South Kashmir. The sample subjects comprised of Married and Unmarried Secondary School Teachers, Male and Female and Government as well as Private Secondary School Teachers, teaching 9th and 10th class students. Among the sample subjects, 110 were married and 72 were unmarried, 95 were male and 87 were female Secondary School teachers. However, it needs to be mentioned here that out of total sample, 87 were government and 95 were private secondary school teachers.

5. Research Design and Instrumentation

The present investigation was carried out to evaluate Job Satisfaction among Married and Unmarried secondary school

Fig. 1. Distribution of sample of secondary school teachers in district shopian.



Research Tool

Job Satisfaction Scale, standardised by (Meera Dixit-1986) was administered to collect the data from the sample subjects. The scale consists of 52 items divided into eight areas- I). Intrinsic aspect of job. II). Salary, promotional avenues & service conditions. III). Physical facilities. IV). Institutional plans and policies. V). Satisfaction with authorities. VI). Satisfaction with social status and family welfare. VII). Rapport with students. VIII). Relationship with co-workers.

rapport with them, so that they offer the needed cooperation for the conduct of the study. This was thought to be necessary, because without their active cooperation, neither the teachers of the questionnaires under proper conditions, nor the willingness of the teachers could have been procured. As such the data was collected by the investigator from the sample subjects with the help of the standardised questionnaires.

Procedure of data collection

The investigator, before the actual conduct of the study, contacted the sample subjects with a view to establish a

6. Results

Objective 1. To compare the job satisfaction among married and unmarried teachers at secondary school level in district shopian.

Table 1. Comparison of mean scores among married and unmarried secondary school teachers in job satisfaction.

Testing Variable	Teachers	N	Mean	SD	df	t
Job Satisfaction	Married Teachers	110	210.81	16.89	180	3.39
	Unmarried Teachers	72	208.40	14.38		

From table 1, it is clear that 't' value for married and unmarried teachers in job satisfaction is 3.39, which is not significant at 0.01 level of significance. However the mean value of unmarried teachers (208.40) is lower than the mean value of married teachers (210.81) in job satisfaction. Therefore, it can be concluded that there exists no significant difference between married and unmarried teachers in job satisfaction. Thus, the null hypothesis1 stated that, "There is

no significant difference in job satisfaction among married and unmarried teachers at secondary school level" is accepted.

Objective 2. To compare the job satisfaction among male and female teachers at secondary school level in district shopian.

Table 2. Comparison of mean scores among male and female secondary school teachers in job satisfaction.

Testing Variable	Gender	N	Mean	SD	df	t
Job Satisfaction	Male	95	204.16	19.36	180	1.58
	Female	87	201.01	22.37		

From table 2, it is clear that 't' value for male and female teachers in job satisfaction is 1.58, which is not significant at 0.05 level of significance. However the mean value of male teachers (204.16) is higher than the mean value of female teachers (201.01) in job satisfaction. Therefore, it can be concluded that there exists no significant difference between male and female teachers in job satisfaction. Thus, the null

hypothesis2 stated that, "There is no significant difference in job satisfaction among male and female teachers at secondary school level" is accepted.

Objective 3. To compare the job satisfaction among government and private teachers at secondary school level in district shopian.

Table 3. Comparison of mean scores among government and private secondary school teachers in job satisfaction.

Testing Variable	Type of Institution	N	Mean	SD	df	t
Job Satisfaction	Government	87	211.84	17.88	180	6.45
	Private	95	208.93	13.85		

From table 3, it is clear that 't' value for government and private teachers in job satisfaction is 6.45, which is significant at 0.05 level. However the mean value of government teachers (211.84) is higher than the mean value of private teachers (208.93) in job satisfaction. Therefore, it can be concluded there exists significant difference between govt. and private teachers in job satisfaction. Thus, the null hypothesis3 stated that "There is no significant difference in job satisfaction among government and private school teachers at secondary school level" is rejected.

7. Discussion of the Results

The results revealed that there exists no significant difference between married and unmarried secondary school teachers in job satisfaction. From this study we find that both married as well as unmarried teachers are satisfied in their job. It has been found that there exists significant difference between the government and private secondary school teachers in job satisfaction, the investigator find that the teachers of government schools are more satisfied than the teachers of private schools with respect to different aspects like salary, vacations, classes etc. Besides this there exists insignificant difference between male and female secondary school teachers in job satisfaction. Here the study reveals that both male as well as female teachers are satisfied in their job.

8. Educational Implications

In view of the possible adverse consequence of teachers' job dissatisfaction certain measures must be undertaken to

alleviate teachers' job dissatisfaction in order to enhance their teacher effectiveness. It has been seriously observed that most of the govt. schools lack basic facilities and infrastructure, which may be the cause of dissatisfaction among school teachers. So, it is suggested that the facilities and working conditions of the government schools should be augmented liberally. Highly qualified teachers at low grade posts feel job dissatisfaction, so promotion avenues should be opened for the teachers. There should be a regular exchange of teachers working in rural and urban schools. It will reduce boredom and ensure uniform standards of teaching. Time to time, guidance and counselling programmes, refresher courses, should be organized for teachers so that teachers may discuss their problems and causes of dissatisfaction. It is thus recommended that steps should be taken to ensure maximum job satisfaction among teachers in order to accelerate their effectiveness. It has been seriously observed so the government and institution should try to provide job satisfaction to the teachers. From the study it was found that unmarried teachers are more effective than married teachers. The reason may be that married teachers are more engaged in their homes for family purposes, so they get less time for class preparations besides they are preoccupied with family relations. It was also found that private teachers are not satisfied than government teachers. The reasons may be that private teacher get meagre salaries and have fear for losing the job if they do not perform well.

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