

Teachers' Job Satisfaction In Relation To Some Demographical Variables

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ABSTRACT

The study was investigated on teachers' job satisfaction and its demographic variables. The main purpose of this study was to investigate how the job satisfaction is being effected by its demographical variables. The study was conducted on 100 schools' teachers of Changlang district of Arunachal Pradesh and found that most of the teachers were having high job satisfaction level. The results showed that the female teachers were having high job satisfaction than male teachers, the teachers who are below thirty years of age are having high job satisfaction than the teachers of above thirty years of age, & private school teachers were having high job satisfaction than government school teachers, undergraduate teachers were having high job satisfaction than graduate teachers and unmarried or single teachers were having high job satisfaction than the married teachers.

KEY WORDS: Teachers, Job Satisfaction, demographical variables

INTRODUCTION

Job satisfaction is a kind of feeling of pleasure, and achievement that people have obtained in their job place. Job Satisfaction means a kind of feeling of enjoyment or fulfilment from their job. Job satisfaction is the persons' feeling it may be positive or negative about their works or jobs.

Job Satisfaction means how the persons are feeling with their job whether they are liking their job or desire to leave the jobs, means how much they are satisfactory with the job. Job satisfaction can be measured through various element such as cognitive, affective and behavioural. Indeed we often see that some of teachers leave their job after few years and some leave their job after somewhere around 5 or 6 years due to not satisfactory with their job. Job satisfaction of a teacher can harm by their work place, overloaded work, no bonus, no compensation and no autonomy. Therefore may be giving compensation, bonus, autonomy, reducing overloaded work that will increase the long term job satisfaction of a teacher.

The teacher's job satisfaction forecasts a teachers' motivation and wish to leave their profession. Numbers of variable that influence teacher's job satisfaction. Dinham and Scott (1998) stated that different sources of job satisfaction and low job satisfaction of teachers are classified into following areas: (a) teacher intrinsic rewards, (b) school extrinsic factor etc. The teacher intrinsic rewards concern working with a students, seeing the development of the students are the source of teacher's

satisfaction (Scott, Stone, & Dinham, 2001). Extrinsic factors are imposing the change in a school ex. Rule and regulation, negative portraying of teachers in the media, and the decreasing of teacher's status reduce job satisfaction, demotivate a teacher and desire to leave teaching profession.

Huberman (1993) stated that job dissatisfaction compel a teacher to leave the profession. Various aspects such as imposing and centralized system, lack of independence, restlessness, continuous media criticism, reducing of resources, and poor pay lead to low teacher's job satisfaction.

Van den Berg (2002) stated that due to lack of giving change to take part in decision-making, fail in providing of instructional resources, lack of support given from administrative etc. Increase the level of teacher's job dissatisfaction. And the overloaded work, low pay, putting strict rule and regulation, new method of teaching increase the degree of teacher's job satisfaction.

Scheopner (2010) expressed that good social climate and social supports are very motivation to teachers for their satisfaction. He also stated that Job satisfaction can be effected by various factors such as increasing a numbers of work assignment and a more hectic workday decrease the job satisfaction.

Spear et al., (2000) advocated that job satisfaction of teachers are depending on individual and the characteristic of schools. Herzberg et al., (1959) suggested that it is very clear that teachers are highly motivated by intrinsic factor, he says that teachers are motivated by a good relationship or interact with the student and seeing the achievement of the students.

At present situation mostly 1/3 to 1/2% of teachers leave their job within their first 5 years of working because of increasing responsibilities, overloaded work and demands placed upon them as well as a lack of financial supports and moral support.

The educational system is primarily considered as a fundamental principle of a developing country. It is essential to be an effective teachers in order to accomplish of an educational system. The teaching professions' are made extremely challenging by continually higher demanding of education system, and also expected high performance from teachers. The teachers those who have satisfied with their jobs they are generally having high degree of professional capabilities perform specific tasks and behaviour even in the case of failure. The teachers' professional activities play crucial role in assuring quality education. Job satisfaction is consider the factor that influencing the teachers' professional activities.

Many factors that play essential role in accomplishment of educational institutions like teachers, money, other resources etc. but out those factors teachers are the most important factors for the success of educational institutions. So, it is necessary for every organisation or institution to utilize the teachers effectively. In an educational institution some tasks are assigned to each and every teacher to perform where they are working and these tasks is called as their job in an educational institution. As teachers are very important in every educational institution it is vital to track on their performance, attitude and feelings. Every institutions or organisations

believed that the satisfied teachers can bring success to their institution or organisation so it is very essential for all the institution and the organisation to know whether their teacher or employees are satisfy or not? So the job satisfaction survey is a tool to check whether the teachers or employees are really happy with their job or not. It is essential and necessary to every institution and the organisation to know their employees job satisfaction levels because success of their institutions is dependent the satisfaction level of their employees. Satisfaction may defined such as like to job, satisfy with the salary which is being paid to him etc.

High quality teacher is the cornerstone of educational system. The successful teaching education are made by the high quality of teaching staff. We can consider the teachers as a largest cost as well as largest human resource for the education system, especially at the level of school. It is the primary necessity for educational institutions to have a high quality teachers. So to get high quality teacher the organisation should look after the teachers' job satisfaction. So job satisfaction is the crucial factors to get quality teachers. Hence, understanding the factors that contribute or gives teachers' job satisfaction or dissatisfaction are very helpful in improving and supporting to be a successful educational system.

There are some factors that associated with teacher's satisfaction. The teachers' satisfaction are effected by different factors such as intrinsic, extrinsic and demographic factors. Firstly, Intrinsic factors are those factor that satisfy the teachers inwardly, this satisfaction come from within of the teacher themselves. Here they are not expecting for any reward to do the task rather they do all the task from their hearth with no expectation. Secondly, the extrinsic factors, extrinsic factors are those factor that motivate or bring motivation and give satisfaction to a person from the external not from internal. Extrinsic factor play an important role in education system. Thirdly, Demographic factors, demographical also play an essential role in the education system. Demographic factors are such as age, qualification, experience marital status and gender of the teachers.

Sergiovanni (1967) studied the factors that affects job satisfaction and low satisfaction level of teachers. The findings indicated that attainment, acknowledgement and responsibility are those factors that contribute teachers' job satisfaction and the factors such as interpersonal relations, "supervision technical", unfairness etc. lead the teachers' dissatisfaction.

Judge et al., (2001) investigated on job satisfaction and job performance of the teachers. The study was conducted on 312 samples. The result found that the correlation between job satisfaction and job performance was came out to be 30.

Brewer, et al., (2003) conducted study on stress and job satisfaction of teacher's educators. The study was conducted on 133 sample. The result found that there was a significant differences between the stressors and the job satisfaction. It was also found that there was a great impact on job satisfaction by the stressors.

Perrachione, et al, (2008) studied the elementary teachers' job satisfaction & retention. The reason behind of the study was to determine the factors that impacting the teachers' job satisfaction and retention. They have selected the sample of 300

teachers randomly from Missouri public elementary. The finding result showed that there are three intrinsic motivators that impacted the satisfaction and retention, the factor such as personal teaching efficacy, working with students, and job satisfaction, whereas two extrinsic motivators such as low salary and role overload did not affect anything on satisfaction and retention.

Demirta (2010) conducted study on teachers' job satisfaction levels. Survey model was being used to design the research in order to measure the degree of school teachers' job satisfactions. The result found that the teacher those who were in between 36-40 age groups are having highest average level of job satisfaction & teachers who were 41 and above age group having lowest averages job satisfaction level.

Peršēvica (2011) investigated the importance of teachers' job satisfaction. In this research the researcher collected the data from 11 schools in which 5 schools of high achievements and the 6 schools of low achievement. It was found in results that the teachers were mostly satisfied with their chosen profession.

Skaalvik and Skaalvik (2011) explored the teacher job satisfaction. In this study they measure 6 characteristics of the school context such as value consonance, supervisory support, relations with colleagues, and relations with parents, time pressure, and discipline problems. They have selected 2569 school teachers as a sample from Norwegian. They found that all six schools context variables were desire to leave their teaching professions.

Aziri (2011) conducted study on job satisfaction: a literature review. In this research the researcher found that there was a huge impact on the employees' job satisfaction. Barrett L. & Yates P. (2002) Investigated on nurses. The researchers used a convenience sampling process and selected 243 nurses for the sample. The results showed that about 40% of nurses were dealing with workloads, 48% of nurses were dissatisfied with their pay and about 70% of nurses were having moderate to high job satisfaction level. And over 48% of the sample were not able commit to remain further 12 months.

Gkolia (2014) studied to develop or strengthen the factors which help to promote teachers' job satisfaction level and individual efficacy. The findings indicated that the various factors of teachers' job satisfaction was having positive impact on various factors of teachers' efficacy.

Dave and Raval (2015) reviewed on the teachers' job satisfaction. It was found that the faculty members of higher educational institution have low job satisfaction level and that effects on employees' performance and quality of education.

Gu (2016) investigated on the teachers' job satisfaction of teaching experience. In the research study the researcher had selected thirty-six teacher's population sample from western New York State. The findings indicated that there was an average negative relationship between teacher's job satisfaction and years of teaching experience.

Velmurugan (2016) studied on job satisfaction of the teachers. He stated that the growth and the development of a nation lay in the hands of great leaders. And these great leaders are shaped only through the well-functioning of educational institutions. Hence, in this research he identify the factors that increase job satisfaction of teachers. This study has been carried out at Coimbatore district among the private higher secondary school teachers. The result disclosed that teacher's job satisfaction are depends on their Salaries, Working times, Professional growth etc.

Msuya (2016) investigated on teacher's job satisfaction level in Tanzania. In this research study they concerned with many factor such as teachers' age, gender, qualification, marital status and work experience. The result showed that teachers' job satisfaction among schools was not homogeneous, socio-economic and demographic factors was having large contribution on changing of teacher's job satisfaction levels. The findings also showed that socio-economic and demographic are the two main factors that responsible for designing job satisfaction model.

Nigama et al., (2018) investigated on job satisfaction among school teachers. They have selected 55 teachers from private school and 50 teachers from the government school for their sample. They used the SPSS version 16 to examine the collected data. The result found that there was no significant difference in the job satisfaction level irrespective of gender.

SIGNIFICANCE OF THE STUDY

Teachers play an important role in bringing change in the society. Teachers are the persons those who are helping us to modify ourselves by playing role model. They have a great contribution towards bringing civilize in the society as well as all human kind. We can consider that teacher are the only person who is providing maximum knowledge to us and the main pillar of knowledge.

The teaching profession is a most stressful job, so the study of job satisfaction variable is very much essential since teachers are facing lots of job satisfaction issues from various sources such as smart class or digitalize classroom, work overloaded but low salary, putting of new curriculum in the school which reduces the teachers' job satisfaction since most of the teacher have not been studied and work in such environment.

The present study is conducted in the backdrop of Changlang district of Arunachal Pradesh state. The school teachers job satisfaction is studied is understood to be affected by different demographic variables. It brought to knowledge domain the status of teachers in terms of their job satisfaction w.r.t gender, age, types of school, qualification and marital status of the teachers. The study is significant since very few studies are conducted on the teachers working in this part of the country.

HYPOTHESIS

There is no significant difference in job satisfaction of the teachers in relation to their demographical variables.

METHOD AND PROCEDURE

The descriptive survey method was used to conduct the research study. The researcher had confined his research study to 100 schools' teachers of Changlang district of Arunachal Pradesh and employed the convenient sampling method to

collect the sample. The tool used by the researcher to study the job satisfaction of the school teachers was Job satisfaction scale (DJSS) by Meera Dixit (1993).

To collect the data requisite for analysis, the researcher made personal visits to the various school of Changlang district (A.P). Before he visited to any school he took the authority letter from the Department of Education, Lovely Professional University, Punjab. In this research he followed the convenient sampling method because Changlang is a vast district covering 4,662 square Km area so it was very difficult for him to cover whole district within short period. During collection he firstly obtained the permission from the principal of schools. After obtaining the permission from the principal he visited to teachers and explained the questionnaire and distributed to them. He also asked them to answer the questionnaire with truth and loyalty without any manipulation and he also gave the guarantee to keep their answers confidential and will be used only for research purpose.

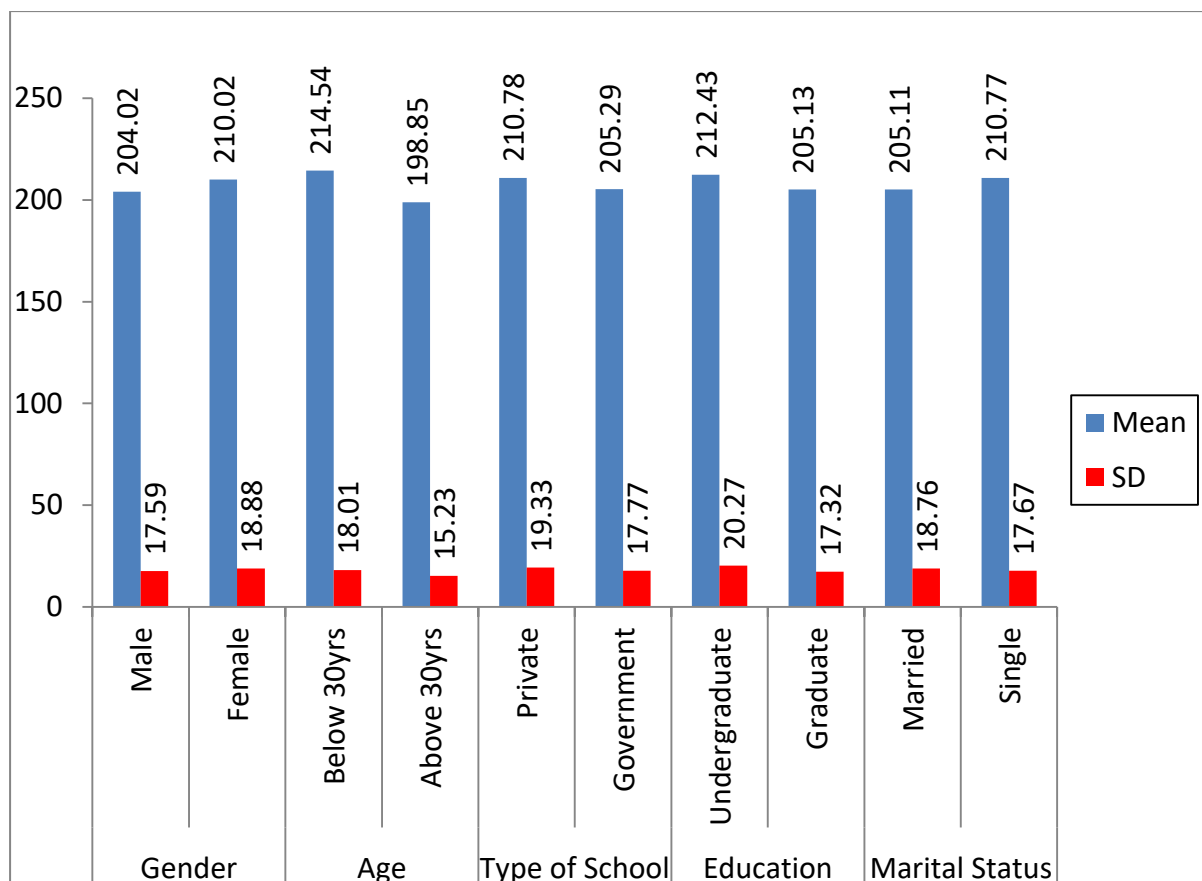
RESULTS

The analysis of the results is presented below in the tables.

Comparisons of Mean Scores of Job Satisfaction of School Teachers in Relation to Demographic Variables

Variables	Groups	N	Mean	SD	t-ratio
Gender	Male	45	204.02	17.59	1.63 ^{NS}
	Female	55	210.02	18.88	
Age	Below 30 years	54	214.54	18.01	4.66*
	Above 30 years	46	198.85	15.23	
Type of School	Private	37	210.78	19.33	1.45 ^{NS}
	Government	63	205.29	17.77	
Qualification	Undergraduate	30	212.43	20.27	1.84 ^{NS}
	Graduate	70	205.13	17.32	
Marital Status	Married	61	205.11	18.76	1.50 ^{NS}
	Single	39	210.77	17.67	

* $p < 0.05$; Not Significant



The table shows that the mean scores of male and female teachers is 204.02 and 210.02 respectively. The standard deviation for male and female is 17.59 and 18.88 and the value of t-ratio is 1.63^{NS}. So, there is no significant differences in job satisfaction between male and female school teachers at 0.05 level of significance.

The table indicates that the mean scores of below thirty years and above thirty years of age teachers is 214.54 and 198.85 respectively. The standard deviation for below thirty years and above thirty years of age teachers is 18.01 and 15.23 and the value of t-ratio is 4.66*. So, there is significant differences in job satisfaction between below thirty age and above thirty age of school teachers at 0.05 level of significance. Thus, In case of age, below 30 years of aged school teachers showing higher mean value than above 30 years of age school teachers indicating below 30 years of aged school teacher group exhibit higher job satisfaction as compared to their counterparts.

The table shows that the mean scores of private and government school teachers is 210.78 and 205.29 respectively. The standard deviation for private and government school teachers is 19.33 and 17.77 and the value of t-ratio is 1.45^{NS}. So there is no significant difference in job satisfaction between private and government school teachers at 0.05 level of significance.

The table indicates that the mean scores of undergraduate and graduate teachers is 212.43 and 205.13 respectively. The standard deviation for undergraduate and graduate teachers is 20.27 and 17.32 and the value of t-ratio is 1.84^{NS}, so there is no significant difference in job satisfaction between undergraduate and graduate school teachers at 0.05 level of significance.

The table shows that the mean scores of married and single teachers is 205.11 and 210.77 respectively. The standard deviation for married and single teachers is 18.76 and 17.67 and the value of t-ratio is 1.50^{NS}. So, there is significant differences in job satisfaction between married and single school teachers at 0.05 level of significance.

Therefore hypothesis stating that, “*There are no significant differences in job satisfaction of school teachers in relation to demographic variables*” is rejected only for age.

CONCLUSION

It is found that 75% of teachers are having highest level of job satisfaction, 24% of teachers having average level of job satisfaction and only 1% having below average level of job satisfaction. The findings clearly showing that most of the teachers are having high job satisfaction level. Below 30 years of aged school teacher group exhibit higher job satisfaction as compared to above 30 years of aged. So, it is very important to understand the job satisfaction in order to maintain good working environment. These variables are responsible for self-worth and also having impact on once life satisfaction.

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