



## JOB SATISFACTION OF TEACHERS AND PROFESSIONALISM

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### Abstract

*In this study the researcher investigated the job satisfaction and professionalism among secondary school teachers of Hyderabad city of Telangana state. The sample consisted of 150 secondary school teachers selected randomly from 30 schools. Teachers job satisfaction questionnaire is developed by the researcher based on the factors that are considered to be responsible for ones job satisfaction namely intrinsic aspects, salary, service conditions and promotions, physical plans and policies, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. Based on the analysis it can be concluded that Government and Government-Aided School Teachers are highly satisfied where as Unaided or private school teachers are least satisfied. Full job security might be one of the most important reasons behind this. The findings indicate that job security has no direct relationship with the quality of teaching and learning as it is normally seen that Unaided or private schools provide quality education and give better results.*

### Key Words:

*Job satisfaction, Professionalism, Government schools, Government-aided schools, and private schools*

### \* Introduction

In the field of education, job satisfaction is a crucial factor in improving the quality of instruction, educational and research output and student teacher relationship. The quality of education depends on quality of competence of teachers. Whatever means are adopted for improving education; nothing can be achieved if the teachers do not possess the necessary intellectual and professional abilities.

It is true to say that the teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality of its teachers. Higher academic and professional qualification of the teachers no doubt can raise the standard of education as well as of nation, but dissatisfied teachers, in spite having a good and sound academic career and professional training, will do much harm than good because they will neither work whole heartedly nor will they try to contribute anything to education.

Teacher job satisfaction has been shown to be a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness. Job satisfaction holds great importance for teacher retention. Getting and keeping good teachers is a difficult challenge for many urban schools. Teacher's job satisfaction is a

multifaceted construct that is critical to teacher retention, teacher commitment, and organization effectiveness. Teachers in the lower achieving schools were more dissatisfied with teacher- teacher relationships and their school's curriculum than those in the higher achieving schools, and they reported a greater discrepancy in student achievement. Principals are advised to act on issues that erode teacher satisfaction by promoting teacher involvement in decision making and simultaneously focusing on education reforms.

A satisfied and happy teacher is very likely to exert himself/herself, and work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, and better salary will help the teachers to have job satisfaction while working in the school.

\*Concept of job satisfaction.

The degree to which employees are contented with their jobs is known as job satisfaction. There are many factors, internal and external to the school environment, that cause job satisfaction. Different people join different jobs for different reasons, which make job satisfaction a complex and multifaceted concept, which can mean various things to different people. Job satisfaction is the favorableness or unfavorableness with which employees view their work. Job satisfaction refers to the feelings of person on his job. It is very essential for employees and it acts as a motivation. If an employee is not satisfied with his job, then both the quality and the quantity of his output suffer. So, if job satisfaction is created in the employees, the quality and quantity of production increased.

\*Job satisfaction of Teachers:

Nowadays, there is general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied inspite of different plans and programs, which have been implemented to improve their job. Job satisfaction consists of the total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction.

Mentally challenging work is motivating. Employees tend to prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom, and feedback on how well they are doing, these characteristics make the work mentally challenging. A job that has too little challenge creates boredom, but too much of challenge creates frustration and feelings of failure. Under conditions of moderate challenge, most employees will experience pleasure and satisfaction.

An important objective for Educators has been the maintenance of high job satisfaction and morale. It is assumed that an employee with high job satisfaction is likely to yield better performance and results in satisfaction with it. These usually include attitudes towards pay, working conditions, relations with colleagues and boss, career prospects and the intrinsic aspects of the job itself.

\*Job satisfaction and Professionalism:

The importance of job satisfaction is obvious. Administrators should be concerned with the level of job satisfaction in their organization for at least three

reasons.

1. There is clear evidence that dissatisfied employees skip work more often and are more likely to waste time and resign from their work.
2. It has been demonstrated that satisfied employees will have good interpersonal relations and creates better working environment and have better health and live longer.
3. Satisfaction on the job raises the quality and quantity of the work and this will also carries over to the employee's life outside the job.

**\*Objectives:**

- To study the level of job satisfaction of teachers working in different managements i.e. government, private or un-aided and aided managements
- To assess the difference in the level of job satisfaction of teachers of government and government-aided schools.
- To assess the difference in the level of job satisfaction of teachers of government-aided and private schools
- To assess the difference in the level of job satisfaction of teachers of government and private schools.

**\*Hypothesis**

The following hypothesis were formulated and tested:

- There exists no significant difference between the mean level of job satisfaction of teachers working in different managements i.e. government, private, aided and un-aided managements.
- Government and Government-aided school teachers do not differ significantly on the level of job satisfaction.
- Government aided and unaided or private school teachers do not differ significantly on the level of job satisfaction.
- Government and private school teachers do not differ significantly on the level of job satisfaction.

**\*Methodology**

**Sample:** The study was carried out on representative sample of 150 secondary school teachers selected randomly from 30 schools (30 schools & 5 teachers from each school), schools were also selected randomly. Out of these 30 schools, 10 were government schools, 10 government-aided and 10 were un-aided or private schools. The sample intended to study is from Hyderabad as there is a considerable rise in the educational opportunities in this area.

**Tool used:** Teachers job satisfaction questionnaire is developed by the researcher is used. The questionnaire is developed based on the factors considered to be responsible for ones job satisfaction namely intrinsic aspects, salary, service conditions and promotions, physical plans and policies, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. All the statements are positive and are placed in a Likert-type, Five-point scale. Each statement contains five alternatives i.e. strongly agree, agree, undecided, dis-agree and strongly dis-agree.

**Analysis and discussion:** The mean and standard deviations for job satisfaction of the sample were calculated separately for government, Aided and private secondary school teachers, and the significance is tested using test of significance of difference between Means. Result of the test of significance of difference between

Means is presented in table 1.

**Table 1: Mean & Standard deviation of scores of job satisfaction of government, Aided and private secondary school teachers.**

Job Satisfaction	Government			Aided			Private		
	N1	M1	SD	N2	M2	SD	N3	M3	SD
	50	23.60	4.02	50	23.40	5.01	50	15.40	6.29

Mean was found to be 23.60, 23.40 and 15.40 respectively. SD was found to be 4.02, 5.01 and 6.29 respectively. By comparing these results we can conclude that there exists a significant difference between the Mean level of job satisfaction of Government, private and aided secondary school teachers. In this way hypothesis 1 will be rejected.

**Table 2:- Job Satisfaction of teachers working in Government, Government-aided & Private secondary schools.**

Type of Management	N	M	SD	t-value	Remark
Government School Teachers	50	23.60	4.02	11.4	Significant At 0.01 level
Private school Teachers	50	15.40	6.29		
Government School Teachers	50	23.60	4.02	0.38	N.S
Aided School Teachers	50	23.40	5.01		
Aided School Teachers	50	23.40	5.01	10.03	Significant at 0.01 level
Private School Teachers	50	15.40	6.29		

Table 2:- Depicts the Mean level of job satisfaction of teachers working in Government, private and aided schools, which were found to be 23.60, 23.40 and 15.01 respectively. S.D for government school teacher was 4.02, S.D for government aided school teachers was 5.01 and S.D for private school teachers was found to be 6.29.

T-ratio was calculated and found to be 11.04 between government school teachers and Un-aided or private school teachers. T-value for government teachers and government aided school teachers was found to be 0.38 and between government aided school teachers and un-aided school teachers t-value was found to be 10.03. By comparing the obtained t-value with the t-table, it was found that (1) there exists significant difference between the Mean level of job satisfaction of teachers of government schools and private schools. It was found to be significant at 0.01 level.

The difference between the job satisfaction of teachers of Government schools and Govt-aided schools was found to be non significant.

Mean level of job satisfaction of teachers of Government-aided schools and private schools differ significantly at 0.01 levels. In this way hypothesis 2 & 4 were rejected and hypothesis 2 was accepted.

**\*Conclusion:**

A satisfied and happy teacher is very likely to exert himself/herself, and work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, and better salary will help the teachers to have job satisfaction while working in the school.

Based on the observation it can be concluded that government and government—Aided School Teachers are highly satisfied where as Unaided or private school teachers are least satisfied. Full job security might be one of the most important reasons behind this. The findings indicate that job security has no direct relationship with the quality of teaching and learning as it is normally seen that Unaided or private schools provide quality education and give better results.

In this way it may be said that challenging and competitive environment, hire and fire system and pressure from higher authorities or supervision are the factors which seem to be the important variables affecting the quality of education and hence may be studied comprehensively. One of the reasons for job satisfaction of teachers in government and Aided school is their professionalism.

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