

# Job Satisfaction of School Teachers in Relation to their Gender and Mode of Appointment

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## **Abstract**

No one can deny the fact the teachers are the 'nation builders.' They have the potential to determine the destiny of any nation or society. It is, therefore desired that teachers must be equipped with all those knowledge, skills and values which will help them to deliver their best to the society.

In the past many recommendations have been made by various committees or commissions, from time to time, to improve the quality of teaching and thus, of education. Unfortunately, no major change has been noticed so far. It is a hard fact that with the passage of time the quality education has been decreasing day by day, particularly in public sector.

**Keywords:** Job Satisfaction, Gender, Mode of Appointment

In our country the school education, which is the foundation of higher education system faces numerous challenges related with the quality education which need to be addressed on priority basis keeping in mind the ground realities. For ensuring quality education the important issue which needs to be focused is the quality of teachers. Until and unless the teachers are capable of deliver their best the aim of quality education can not be reached. It is high time to develop some comprehensive strategies aiming at producing best teachers.

Since there are array of factors that have either direct or indirect effect on the teaching effectiveness of the teachers, therefore, all the stakeholders of the educational system must give a due consideration to such factors so as to ensure quality education in our educational institutions. There are some factors which are internal to the teacher himself having significant influence on his teaching effectiveness like content knowledge, communication skills, training, professional ethics, role conflict etc. Also there are some external factors influencing the effectiveness of teachers' performance. These factors may include organizational environment, nature of work, rewards, financial status, social relationships at

workplace, job security, and above all the job satisfaction. In the present time among various factors commercialization of education is the major factor which further gives birth to many factors leading to increase the dissatisfaction of teachers with their job. To ensure teacher's retention, commitment, dedication in the profession the satisfaction level of teacher with his job must be kept high. The ultimate aim of providing quality education can only be reached if we are able to minimize the level of dissatisfaction among the teachers. In the present study the researcher had made an attempt to examine the level of job satisfaction among school teachers.

### **Statement of the Problem**

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### **Objectives of the Study**

1. To study the level of job satisfaction of school teachers.
2. To study the difference in the level of job satisfaction of school teachers in relation to their gender.
3. To study the difference in the level of job satisfaction of school teachers in relation to their mode of appointment.

### **Hypotheses of the Study**

1. There exists no significant difference in the level of job satisfaction of male and female school teachers.
2. There exists no significant difference in the level of job satisfaction of government and private school teachers.
3. There exists no significant difference in the level of job satisfaction between regular and contractual school teachers.

### **Research Methodology**

The present study was aimed to study level of job satisfaction of school teachers. For this purpose Descriptive Survey Method was used. The target population in the present study comprised the teachers of both govt. and private schools of Block Nurpur of District Kangra, Himachal Pradesh. To draw a representative sample of 100 school teachers from the target population a list of schools of Block Nurpur was prepared. Ten senior secondary schools from Block Nurpur were selected by using stratified random sampling. Thereafter, a sample of 100 school teachers (5 males and 5 females) was drawn randomly from the ten selected schools. For the present study, the investigator used *Job Satisfaction Scale for Teachers* by Meera Dixit.

## Results and Discussion

The objective-wise results are presented as below.

1. To study the level of job satisfaction of school teachers.

To meet this objective the investigator computed the scores of individual teachers on the Job Satisfaction Scale.

**Table 1: Level of Job Satisfaction among School Teachers**

<b>Class Interval</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Regular</b>	<b>Contractual</b>
<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Above 203 [Extremely High Satisfaction]	32 (32%)	11 (11%)	21 (21%)	21 (21%)	11 (11%)
<b>191-202</b> [High Satisfaction]	23 (23%)	11 (11%)	12 (12%)	17 (17%)	6 (6%)
178-190 [Above Average Satisfaction]	25 (25%)	14 (14%)	11 (11%)	14 (14%)	11 (11%)
<b>161-177</b> [Average Satisfaction]	16 (16%)	12 (12%)	4 (4%)	2 (2%)	14 (14%)
148-160 [Below Average Satisfaction]	4 (4%)	2 (2%)	2 (2%)	-0-	4 (4%)
147-136 [Dissatisfaction]	--	--	--	--	--
Below 135 [Extremely Dissatisfaction]	--	--	--	--	--
<b>Total</b>	<b>100</b>	<b>50</b>	<b>50</b>	<b>54</b>	<b>46</b>

It is clear from the above table that the 32% of the school teachers have extremely high level of job satisfaction out of which 11% are male teachers while 21 % are the female teachers. On the other

hand 21% of the regular teachers are found to extremely highly satisfied with their jobs whereas 11% of the contractual teachers are satisfied with their jobs. 16 % of the school teachers are found to have only average satisfaction with their jobs. In terms of gender, 12% of the male school teachers have average level of job satisfaction and 4% of the female teachers fall under this category. 4% of the school teachers also reported below average job satisfaction. Both male and female teachers share equal proportion in this category i.e. 2% each. A significant gap has been observed in the level of job satisfaction between regular and contractual teachers under the category of average satisfaction. Only 2% of the regular teachers reported average satisfaction while that of contractual teachers stands for 14%. Another significant finding is that the 4 % of the contractual teachers showed below average job satisfaction level while no regular teacher found to be there under this category.

2. To study the difference in the level of job satisfaction of school teachers in relation to their gender.

**Table 2: Significance of Difference between Mean Job satisfaction Scores of Male and Female School Teachers**

Gender	N	Mean	S.D.	't' value	Interpretation
Male	50	203.8	14.42	3.28	Significant at 0.05 Level
Female	50	206.4	18.21		

The above table shows that the mean job satisfaction score of male teachers is 203.8 and the S.D. is 14.42 while the mean job satisfaction scores of female teachers is 206.4 and the S.D. is 18.21. The computed t-value is 3.38 which is greater than the critical value at 0.05 level of significance.

Thus the null hypothesis is rejected and it is concluded that there exist a significant difference between job satisfaction of male and female school teachers. The difference is in favour of female secondary school teachers.

3. There exists no significant difference in the level of job satisfaction between regular and contractual school teachers.

**Table 3: Significance of Difference between Mean Job satisfaction Scores of Regular and Contractual School Teachers**

Gender	N	Mean	S.D.	't' value	Interpretation
Regular	54	201.2	17.28	3.93	Significant at 0.05 Level
Contractual	46	195.8	21.42		

The computed t-value is higher than the critical value at 0.05 level of significance, therefore it is concluded that there exists a significant difference between job satisfaction of regular and contractual school teachers. The difference is found to be in favour of regular teachers indicating that regular school teachers have more job satisfaction than that of contractual school teachers.

## Educational Implications

The present study has the wide implications for the school management authorities, the private and the govt. as well. The study revealed that there is variation in the level of job satisfaction with respect to the gender and the mode of appointment of school teachers. The policy makers, school administration and other stakeholders must take into consideration the aspects related to the job satisfaction of the teachers so that optimum results could be obtained from the teachers in the form of quality education. The school managements must design the effective management policies and motivational strategies with a view to rise the level of job satisfaction among the teachers. Organizational support must be provided to the teachers in the varied form to develop in them the feeling of security and hence increase their commitment towards their profession.

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