

## **A COMPARATIVE STUDY OF JOB SATISFACTION OF HIGHER SECONDARY TEACHER'S IN KASHMIR**

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### **Abstract**

The aim of the present investigation was to compare Job Satisfaction of Higher Secondary Teacher's in Kashmir. *Objectives:* (1) To study the job satisfaction of Higher secondary teachers. (2) To compare the job satisfaction of Higher Secondary teachers. *Hypothesis:* (1) There will be a significant difference between the mean scores of higher secondary teachers on Job Satisfaction. *Sample:* A sample of 240 teachers was selected randomly from various Higher Secondary institutions of District Pulwama. The selection of the teachers was made on the basis of information acquired from the Chief Officer Planning Pulwama. *Tool:* Job Satisfaction Questionnaire by Seema Sanghi (1999) on Job Satisfaction was used as tool to assess the Job Satisfaction of Higher Secondary Teachers. *Conclusions:* Higher secondary teachers working in Government and Private schools are more or less equally satisfied with their jobs when compared with government schools.

**Key Words:** Job Satisfaction, Higher secondary and teachers.

### **1. INTRODUCTION**

In the present period of swift changes in every spheres of society, teacher's responsibility towards young learners and society has become strikingly demanding and challenging. The role of teacher demands the best qualities of dedication and commitment in National Policy on Education (1986) it has rightly been pointed out 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.” But can teachers rise above the level of their own aspirations? What do teachers get out of their job. Teachers, however, have their own reservation, name, status and above all livelihood and that is all an individual can expect to get out of his job. Teachers, however, have their own reservation about their profession. It is believed that teaching is a noble profession, the only satisfaction is that he has been able to share his noble ideas with a large number of students.

Traditionally teachers have enjoyed a position of great respect in our country. The religious leaders and social reformers have been addressed as the teachers of the people. In ancient, the teacher was paid the reverence by all people including the rulers. He was given the top most position in the professional hierarchy. In olden days teacher was a perfect model for the student in every aspect of life he was totally responsible for the process of education. He was given full freedom in planning the curriculum, methods of instruction and evaluation. There used to be a close relationship between the teacher and the taught in the olden days and the relationship was founded more on love and affection rather than on authority. It was so intimate, that one was giving shelter to other whenever there was a need.

Mukherji (1951) states that the teacher had no need to worry he was head over the mundane necessities of life in the olden days and hence he was free to pursue his quest for knowledge.

The best system of Education can fail without good, efficient, devoted and effective teachers. Teacher’s performance is thus the most crucial input in the field of education. Directly or indirectly teacher’s personality effects the growth and personality of students. Herbert Kalumeier (1988) is right when he says, “of teachers who behave in such a way is strongly admired by pupil, the pupil will attempt to pattern his behaviors after the teacher. Similarly, if the teacher attempts to meet the minor aggressive reactions of a pupil’s behavior in turn is likely to become even more aggressive,”

Teachers are regarded as the back bone of the nation, because they are the architects, facilitators and mediators and interpreters for the children who are at

various levels of cognitive development. The university education commission (1948) emphasized the importance of the teachers and their responsibility. The commission was categorically about the need for improving his status, salaries and service condition about providing facilities for the pursuit of knowledge and performing his duties satisfactorily.

Secondary Education Commission (1952-53) remarks with respect to educational reconstruction. Most important factor in the contemplated educational reconstruction is teacher, his personal qualities, his educational qualification, his professional qualification, his professional training the place he occupies in the school as well as in the community. The reputation of the school and its influence on the life of community invariable depends on the kind of teacher working in it.

The education Commission (1966) has aptly observed that, the future of the nation is shaped in her classrooms it is the teacher who moulds the most precious material of the land, viz. the boys, the girls in their most crucial period of development in the required shapes. The Education Commission further remarks that of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing preparation and creating satisfactory conditions of work in which they can be fully effective. Educational facilities expected during the plan periods and specially in view of the urgent need to raise standards to the highest level and keep them continually improving these problems have now acquired unprecedented importance and urgency (1966).

The commission has added that a programme of high priority in the proposed educational reconstruction is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. It is therefore, necessary to make intensive and continuous efforts to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiasm and contended workers. Very limited number of persons with

adequate attitude and ability can be attracted to the teaching profession by altruistic motive, social service, love for children and so on. But the provision of adequate remuneration, opportunities for professional advancement, favorable conditions of service and work are the major programmes which will help to initiate and maintain this feedback process.

The teacher has a powerful and abiding influence in the formation of character of every future citizen. He acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is very great. Therefore, it is right to say that the nations well being depends on the teachers well being. A teacher requires much more than he needs to have the vision of kind of society for which he is preparing the students and making of which school is to render its contribution. Teacher must therefore, accorded an honored place in society, their emoluments and their service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities. The status of teacher has a direct bearing in quality of education (NPE 1986).

A teacher has to play a variety of roles during his career. He may act as instructor, motivator, examiner, guide and counselor. These functions are discharged by creating a conducive, inspiring, purposeful favorable and creative classroom environment which may be broadly classified under two categories physical and emotional. Physical environment is the framework of learning. It depends on the teachers resource, power and his personal; capacity. This involves arranging, organizing, utilizing teaching aids, audio-visual equipments, display tables, library and laboratory. The nature of the environment may contribute towards the attainment of success in the development of human relationship. A good teacher should possess the capacity to perceive the child's point of view, to personalize teaching, willingness to experiment, knowledge of the subject matter, sympathetic and congenial classroom environment for developing creative thinking ability in children. This is a very important skill which a teacher uses for the fulfillment of various purposes. High order questions are used to encourage children to think, to reason out, analyze problematic situations

and to discover inter-relationship. Such questions enable the students to produce new ideas; therefore a teacher should have a missionary zeal. Teaching profession demands deep understanding of the subject matter, logical reasoning power, resourcefulness and good memory. A teacher must not have short temper, anger and hatred. A good teacher will always try to remain abreast of the latest information about his respective school subjects. A teacher must have a good number of dedicated, qualified and efficient teachers.

The success of a teacher lies in his teaching. The teacher has to present the material in such a sequence that it may suit the ability and needs of the students. Success depends on the teacher's skill in the structuring of various stimulus events i.e. manners of learning, guidance and procedure, verbal statements, explanations, hints diagrams. Kothari Commission (1964-66) recommended that the programmes of teacher education should be brought in close touch with the main stream of academic life of the university on one hand and educational development and on the other. NPE (1986) states teachers association must play a significant role in holding the dignity of the teacher and in curbing professional misconduct. Then, it is quite clear that the destiny of nation is shaped in the classrooms and the environment in the classroom and the environment in the classroom is shaped by a teacher. That is why H. G. Wells has said, "The teacher is the real maker of history. He is kind to himself and servant of mankind." Further, a teacher can be more effective if he is satisfied with his job and also if he is mentally healthy.

Job Satisfaction is very complex and comprehensive phenomena. It can hardly be seen in isolation from life situation. Job Satisfaction is widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935). He reviewed little's of over 30 contemporary studies and concluded that though there was much opinion about job satisfaction, yet there was not much factual work done in the field. Ultimately job satisfaction may be defined as the favorableness which workers view about their job. It expresses the extent of match between workers expectations and the rewards the job provides and the value it creates and gets

cherished. Satisfaction is an important focus for study because it is the source of motivation to sustain effort, in performing over and over an extent period, the many routine but necessary tasks that are required for teaching. The work satisfaction of teachers refers to how contented or well pleased they feel about their work and the circumstances surrounding their work job satisfaction, in nutshell may be defined as how much an individual is adjusted in his work because adjustment is more overt and more easily manipulated, while satisfaction is covert and being less visible aspect of teacher make-up. The concept of satisfaction however gets closer to the powerful resource of intrinsic motivation in adults which will produce sustained work efforts. Satisfaction of today may produce motivation for tomorrow. This is a central implication of the relationship of the teacher adjustment and satisfaction.

Dis-satisfaction of an individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A dis-satisfied teacher is lost not only to himself but also to the entire society. A dis-satisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is desirable and dangerous in any profession; it is just suicidal if it occurs in the teaching profession (Education Commission 1966).

While commenting on job satisfaction, Ringness (1961) states that teachers satisfaction with the job is pre-requisite of his efficiency high academic qualification may raise the standard of education, but professionally dissatisfied teachers, inspired of having a good academic career and professional training, will do much harm as they will not work whole-heartedly and contribute towards the excellence of education.

Kornhensir (1970) has linked up mental health with job satisfaction. Anand (1971) has found the students liking for teacher and teachers liking for students is positively related to job satisfaction. Job satisfaction on the job results better dividends in education. Dis-satisfied on the other hand creates the problem of mental health. Agarwal (1979) has found close relationship between job satisfaction and mental health. Hurlock (1979) found that an individual satisfied with the vocation is well adjusted and finds reasonable satisfaction in the work.

The importance of work, work load and job satisfaction was demonstrated by indirect effect between teaching context and stress outcomes. Watson, Halton et.al. (1990) have found that the most important reason given for satisfaction were staff relations, pupil qualities, personal achievements, school tone, teachers preparation and staff support.

## **2. NEED AND IMPORTANCE**

As is the teacher, so will be the nation. In fact he is the most academic and professional person in educational pyramid. He is a pivot round whom the whole gamut of educational process rotates. He can bring constructive, productive and quality education in society because under his care the destiny of our children is being placed by parents (Panda and Tiwari, 1997). The (NPE 1986) and its revised version (1992) repeatedly envisaged that the status of the teachers reflects the socio-cultural ethos of the society and no people can rise above their level. Besides mechanized projects and lofty buildings can not succeed in building nation unless right kind of people in teaching profession are supplied. The problems, difficulties and barriers confront us in day to day tasks which ultimately lead us towards non-realization of national goals. The teachers cognitive, affective and other characteristics are very important postulates. He is to be kept in tune with his professional satisfaction. It is pertinent to mention here, that in every profession, job satisfaction is an important area which is to be considered on priority basis. A teacher, wherever he is placed demands recognition and professional growth and satisfaction of job, which in return gives the best we need in society and if our teachers are dissatisfied, no amount of subsequent development can overhaul it. Same applies to the teaching personal working various types of colleges. These personnel are equally responsible as in their custody the best cream is to polish. This will definitely lead us to national progress and prosperity. The present study considers importance of these teachers is also equally important to that of other teachers. This study will be an eye opener for policy planners and other related agencies. As the field of education, a little research has been conducted on job satisfaction. Studies and

the job satisfaction of teachers reveal interesting contradictions. Therefore, it will be proper to explore more and more to confirm, verify and validate the facts. The present research begins with the intention that lengths of service and type of institution of teachers have an impact on job satisfaction. Therefore, the investigator formulated a research problem which reads as under:

“A comparative study of Job Satisfaction of Higher Secondary Teacher’s in Kashmir.”

### **3. OBJECTIVES**

The following objectives have been formulated for the present study:

1. To study the job satisfaction of Higher Secondary teachers.
2. To compare the job satisfaction of Higher Secondary teachers.

### **4. HYPOTHESIS**

In the light of objectives the following hypotheses have been formulated.

1. There will be a significant difference between the mean scores of higher secondary teachers on Job Satisfaction.

### **5. DEFINITION OF TERM AND VARIABLE**

**Job Satisfaction:** According to International Dictionary of Education, “Job Satisfaction refers to the extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content. Edin Mecaskill *et,al*, in their study have defined job satisfaction as the feeling a person has about his job repeated through his effective responses to the facets of the job satisfaction. The feelings are associated with the perceived difference between what is expected as a fair, reasonable, return and what is experienced in a given situation to a job situation. In simple terms, as Jewell (1985) puts it, “A satisfied employee finds more to like about his or her situation than to dislike.”

## 6. SAMPLE

A sample of 240 teachers was selected randomly from various Higher Secondary institutions of District Pulwama. The selection of the teachers was made on the basis of information acquired from the Chief Officer Planning Pulwama.

## 7. TOOL

In the present investigation, the following tool was used for the collection of data:

1. Job Satisfaction Questionnaire by Seema Sanghi (1999) on Job Satisfaction.

## 8. ANALYSIS AND INTERPRETATION

Table 1.0: *Significance of differences between the mean scores of Government and Private school teachers on Job Satisfaction (N=50 in each group)*

Factors	Govt. School	Private School	Critical value	Level of Significance
	(N=120) Mean/S.D.	(N=120) Mean/S.D.		
<i>Financial Benefits</i>	15.45/2.80	15.01/2.75	0.81	Insignificant
<i>Non-Financial Benefits</i>	12.21/2.31	12.58/2.29	0.84	Insignificant
<i>Opportunities for development and promotion</i>	11.76/2.40	11.26/2.35	1.25	Insignificant
<i>Opportunities for Responsible and Independent work</i>	13.98/2.96	13.36/2.75	1.10	Insignificant
<i>Job and personal Security</i>	14.81/2.15	11.98/2.19	6.73	Significant at 0.01 level
<i>Type or Kind of Work</i>	17.31/3.40	14.15/3.16	4.93	Significant at 0.01 level
<i>Job according to interest and abilities</i>	16.83/3.14	13.15/3.06	6.13	Significant at 0.01 level
<i>Supervisor-</i>	18.14/3.15	15.76/3.02	3.96	Significant at

Factors	Govt. School (N=120) Mean/S.D.	Private School (N=120) Mean/S.D.	Critical value	Level of Significance
	Mean/S.D.	Mean/S.D.		
<i>Supervision and Management</i>				0.01 level
<i>Co-workers and Subordinates</i>	14.15/2.10	14.45/2.18	0.73	Insignificant
<i>Recognition and Appreciation for Accomplishment of Job</i>	11.19/2.23	11.53/2.23	0.79	Insignificant
<i>Working Conditions</i>	13.35/2.31	13.12/2.27	0.52	Insignificant

Table 1.0 reveals that Government and Private school teachers differ significantly on their Job Satisfaction. It has been observed that out of eleven factors Government and Private higher secondary teachers were found significantly different on the level of Job Satisfaction on four factors viz. job and personal security, Type of Kind of work, supervisor-supervision and management, job according to interest and abilities. The critical value for these factors came out to be 6.73, 4.93, 6.13 and 3.96 respectively which are significant at 0.01 level of confidence. Thus, it can be inferred that Government higher secondary school teachers are satisfied with respect to their jobs than teachers working in private higher secondary schools. In rest of the factors I, II, III, IV, V IX, X and XI the mean difference fail to arrive at any level of confidence. This signifies that Government and Private higher secondary teachers are satisfied with their job to equal extent with respect to the factors just mentioned above.

## 9. CONCLUSIONS

1. Higher secondary teachers working in Government and Private schools are more or less equally satisfied with their jobs when compared with government schools.

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