



# FACTORS AFFECTING JOB SATISFACTION OF WOMEN TEACHERS IN SECONDARY SCHOOLS

Dr. D. Nagaraja Kumari<sup>1</sup> and Koonalalitha<sup>2</sup>

<sup>1</sup>Assistant Professor, IASE & Chairperson, BOS in Education (PG)  
Department of Education, Andhra University, Visakhapatnam-530003, A.P., India  
+91 8125831235, [dnagarajakumari255@gmail.com](mailto:dnagarajakumari255@gmail.com)

<sup>2</sup>Research scholar, Department of Education  
Andhra University, Visakhapatnam-530003, A.P., India  
+91 9347222351 [lalithavyas19@gmail.com](mailto:lalithavyas19@gmail.com)

## ABSTRACT

It is the need of the hour to secure a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory working conditions in which they can be fully affective. Satisfaction with work or job is generally defined as the employee's general attitude towards her/his job, management and the organization. It is often believed that teaching is a noble profession and teachers enter the profession for intrinsic factors which encompass the opportunities for their professional advancement in satisfactory working environment. The present study is an attempt to know the factors contributing for the job satisfaction of women teachers working in secondary schools. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 1000 women teachers selected randomly from the three north coastal districts, viz., Srikakulam, Vizianagaram and Visakhapatnam in Andhra Pradesh using Stratified Random Sampling technique. For analysis and interpretation, the techniques used are mean, standard deviation and independent t-test. The findings of the study revealed that women teachers working in government schools are more satisfied in their profession than those working in private schools. The teachers with the qualifications commensurate with the post held by them are more satisfied in their jobs as compared to those with higher qualifications. Further, the results revealed that teachers with an experience of 10 years and above are better satisfied in their jobs as compared to their counterparts with an experience of less than 10 years. No significant difference is noticed in the job satisfaction of women teachers working as Headmasters and School Assistants.

**Key words:** *Job Satisfaction, profession, quality education, secondary schools.*

## INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, beliefs, habits and values. It is an effective means of social reconstruction. It has relevance to the needs and aspirations of the people living in a fast changing society. It is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. It helps to increase the productivity, achieve national and emotional integration and accelerate the process of modernization. It cultivates social, moral and spiritual values among people. Of all the factors that influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are undoubtedly the most significant (**Report of the Indian Education Commission, 1964-66**). Hence, the teacher plays a very significant role in the entire system of education.

## CONCEPT OF JOB SATISFACTION

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (**Locke, E.A., 1976**). The term 'job satisfaction' refers to the perceived feelings of an employee towards her/his job. It is a psychological feeling of the employee towards the work she/he is engaged in. The extent of job satisfaction is measured through different aspects such as work, work place, infrastructure provided, supervision, salary, job security, promotional opportunity, incentives and working environment. According to **Lavingia, K.V. (1974)**, a teacher who is happy with his work, finds satisfaction in his life and plays a pivotal role in the upliftment of society. Hence, only a friendly, enthusiastic, satisfied, secure and well-adjusted teacher can contribute to the well-being of his pupils. The term 'job satisfaction' refers to the attitude and feelings people have about their work-life. Positive and favorable attitudes towards the job indicate job satisfaction.

## NEED FOR THE PRESENT INVESTIGATION

The teacher is an important person for social change. He/she is an innovator and communicator in the teaching-learning process. He/she is basically a reformer of education and society. The teacher is said to be a friend, philosopher and guide to his/her students. A satisfied teacher contributes something positive in her/his profession. Job satisfaction of teachers is influenced by various factors in their work life. Teachers who are

highly satisfied in their work life alone can contribute for the improvement of quality in education and thereby maintain standards in education. An investigation of this type would certainly help the Government, Local Body organizations and private establishments to provide in the schools pleasant working environment and proper working conditions in order to attract talented and dedicated teachers into the profession.

The investigator, after going through the literature available in the area of job satisfaction, proposes to analyse different factors that contribute for the job satisfaction of women teachers working in secondary schools. These factors include Type of school management, Educational Qualifications, Professional Experience and Designation of teachers. Such an analysis would provide the basis for a more detailed understanding of the nature of job satisfaction of teachers working in Secondary schools. The present study is an attempt in this direction.

### **OBJECTIVES OF THE STUDY**

The main objective of the present study is to determine the factors affecting job satisfaction of women teachers working in secondary schools.

The following are the other specific objectives of the study:

1. To study the influence of Type of School management on job satisfaction of women teachers working in secondary schools.
2. To study the influence of Educational qualifications on job satisfaction of women teachers working in secondary schools.
3. To study the influence of Professional Experience on job satisfaction of women teachers working in secondary schools.
4. To study the influence of Designation on job satisfaction of women teachers working in secondary schools.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in the job satisfaction of women teachers working in Government and Private secondary schools.

2. There is no significant difference in the job satisfaction of women teachers working in secondary schools with B.Ed. and M.Ed. qualifications
3. There is no significant difference in the job satisfaction of women teachers working in secondary schools with an experience of less than 10 years and those with an experience of 10 years and above.
4. There is no significant difference in the job satisfaction of women teachers working as Headmasters and School Assistants in secondary schools.

## LIMITATIONS OF THE STUDY

The study is limited to find out the influence of Type of school management, Educational qualifications, Professional experience and Designation on the job satisfaction. of women teachers working in the secondary schools of the three north coastal districts in Andhra Pradesh, viz., Srikakulam, Vizianagaram and Visakhapatnam.

## METHODOLOGY

- (a) Sample:** The sample of the study consisted of 1000 women teachers selected from the three north coastal districts of Andhra Pradesh, viz., Srikakulam, Vizianagaram and Visakhapatnam using Stratified Random sampling technique.
- (b) Research Tool:** The researchers used a well prepared questionnaire consisting of 60 items as the tool of research for the present investigation. After selecting the items for the tool, the researchers verified whether the tool prepared for the present investigation is in conformity with the conditions required by a standard measuring instrument. The tool was administered to 50 women teachers (10 Headmasters and 40 School Assistants) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 60 items selected for the tool, the discriminating power of 52 items has been found positive and the remaining 8 items is negative. The items whose discriminating power is negative have been removed; and the final tool consists of 52 items which are pool proof in all respects.

### (c) Administration of the Tool

The final form of the questionnaire consisting of 52 items under six job dimensions, viz., Professional Growth, Involvement of teachers in academic activities, Physical facilities, Working environment, Financial benefits and Service conditions has been administered to 1000 women teachers (120 Headmasters and 880 School Assistants working in 120 secondary schools being managed by the Government, the Local Body and the Private organizations in the three north coastal districts of Andhra Pradesh. The sample selected for the final administration of the tool is exclusive; and the sample taken for pilot study has not been included here.

### STATISTICAL INTERPRETATION OF DATA

To understand the nature of job satisfaction among different categories of women teachers working in secondary schools and to know the influence of each variable on their satisfaction, the data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

**Table showing t-values of different variables relating to the job satisfaction of women teachers working in secondary schools**

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	School Management	Government	60	169.50	31.92	2.32*	*Significant at 0.05 level
		Private	180	158.17	35.55		
1	School Management	Government	60	169.50	31.92	1.20*	*Not Significant at 0.05 and 0.01 levels
		Local Body	760	164.34	33.89		
2	Educational Qualifications	B.Ed.	720	160.47	34.09	3.15*	*Significant at 0.05 and 0.01 levels
		M.Ed.	280	152.86	34.54		
3	Professional Experience	Less than 10 yrs	680	154.53	32.44	7.23*	*Significant at 0.05 and 0.01 levels
		10 yrs. & above	320	171.31	35.04		
4	Designation	Headmaster	120	168.50	36.55	0.11*	*Not Significant at 0.05 and 0.01 levels
		School Assistant	880	168.11	36.71		

### FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is significant difference in the job satisfaction of women teachers working in Government and Private secondary schools.  
Women teachers working in Government schools are better satisfied in their jobs as compared to their counterparts working in Private schools.
2. There is no significant difference in the job satisfaction of women teachers working in Government and Local Body secondary schools.
3. There is significant difference in the job satisfaction of women teachers working in secondary schools with B.Ed. and M.Ed. qualifications.  
Women teachers working in secondary schools with B.Ed. qualification, which is commensurate with the post held by them, are better satisfied in their jobs as compared to their counterparts with M.Ed. qualification.
4. There is significant difference in the job satisfaction of women teachers working in secondary schools with a Professional Experience of less than 10 years and those with an experience of 10 years and above.  
Women teachers working in secondary schools with an experience of 10 years and above are better satisfied in their jobs as compared to their counterparts with an experience of less than 10 years.
5. There is no significant difference in the job satisfaction of women teachers working as Headmasters and School Assistants in secondary schools.

## **EDUCATIONAL IMPLICATIONS**

- (i) The opinions expressed by teachers on the factors influencing job satisfaction would certainly help them work in the profession with commitment and dedication; and thereby contribute something positive for the noble cause of teaching.
- (ii) The present study helps in the retention of teachers in the profession with a feeling of satisfaction rather than going for some other job.

- (iii) The study would certainly help the administration to provide favorable working conditions in schools to attract talented teachers into the profession.
- (iv) The study would help the administration take right decisions in making policies while recruiting teachers to the schools.
- (v) This study would help to develop strategies for creating satisfactory working conditions in schools in order to make teaching an attractive profession.

## REFERENCES

- Best, John W. and James V. Kahn (2003): *Research in Education*. New Delhi: Prentice Hall of India Private Limited. (2003).
- Bhatia, K. K. (1974): *Measurement and Evaluation in Education*. Ludhiana: Prakash Brothers (Educational Publishers), 1974.
- Bullock, R.P. (1952): *Social Factors related to Job Satisfaction*. Research Monograph. Ohio State University Bureau of Business Research, Columbus, 1952.
- Chamundeswari, S. and Vasanthi, S. (2009): *Job Satisfaction and Occupational Commitment among Teachers*. Edutracks, Vol.8, No.6, February, 2009.
- Garrett, H.E. (1965): *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Limited, 3<sup>rd</sup> Indian Edition.
- Hoppock, R. (1935): *Job Satisfaction*. New York: Harper and Brothers, 1935.
- Kalpesh K. Patel (2017): *A study of Job Satisfaction of Primary School teachers*. International Journal of Research in all Subjects in Multi Languages, Vol.5, Issue 5, May, 2017.
- Lavingia, K.V. (1974): *A Study of Job Satisfaction among School Teachers*. Teacher Education Abstracts. In M.B.Buch (ed.), *Second Survey of Research in Education* (1972-1978). Baroda: Society for Educational Research and Development, pp.623-638.
- Leelavathy, K (2012): *Job Satisfaction of Women Teachers*. 'Abhinav', National Monthly Refereed Journal of Research in Arts & Education, Vol. No. 1, Issue No. 12.

Locke, E.A. (1976): *The nature and causes of Job Satisfaction*. In Dunnette, M.D. (ed.): *Handbook of Industrial and Organizational Psychology*. Chicago: McNally.

NCERT (2014): *Basics in Education*. Publications Division, National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi, June, 2014. ISBN 978-93-5007-283-7.

Ravindrakumar A. Bhandari and N.H.Patil (2009): *Job Satisfaction of Women Teachers*. Edutracks, Vol.8, No.11, July, 2009.

Report of the Indian Education Commission (1964-66): *Education and National Development*. New Delhi: Ministry of Education, Government of India, 1966.

Report of the Secondary Education Commission (1952-53). New Delhi: Ministry of Education, Government of India, 1954.

