CONSTRUCTION AND STANDARDIZATION OF JOB SATISFACTION SCALE (JSS) FOR TEACHERS AT SECONDARY LEVEL

M. MALATHY* & Dr. P.N. NATARAJ**

*Ph.D., Research Scholar, Department of Education, Annamalai University. Tamil Nadu, India

**Associate Professor, Department of Eduction, Annamalai University. Tamil Nadu, India

ABSTRACT

An attempt has been made to construct and standardize the job satisfaction scale among the teachers at secondary level. A well structured scale was administered among them. The sample consists of 100 teachers at secondary level randomly selected from the schools situated in Pondicherry state. Initially the scale was constructed with 60 statements which are related to job satisfaction. In order to make selection of items the investigator used 't' test. Based on the value of 't' finally 44 statements were retained for the final study. This paper discussed about the development of the scale to measure the level of job satisfaction of teachers at secondary level.

Key words: Job satisfaction, Secondary level teachers, Standardization.

INTRODUCTION

The term Job Satisfaction is commonly used in the context of human behavior at work. In the words of Feldman and Arnold "Job satisfaction is the amount of overall positive effect or feelings that individuals have towards their jobs. Job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and interest in work, when work becomes interesting; the worker gets pleasure for work. More especially, the personal pleasure that the worker gets from a job of his choice gives him tremendous psychological satisfaction. It is probably the major aim of every worker to get maximum satisfaction from his job. Employers feel equally that pleasure in job enhances production and mental satisfaction.

According to Teffin and McCormick (1971), "The satisfaction which people experience in their jobs is in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value system."

Job satisfaction is regarded as a very important issue within the educational context, especially for school teachers. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role.

METHODOLOGY- PILOT STUDY

In order to finalize the items the investigator has followed the item analysis procedure. For the construction of job satisfaction scale, the Likert's method has been followed. A large number of statements pertaining to different dimensions of job satisfaction such as satisfaction with work, satisfaction with physical facilities, satisfaction with students and parents, satisfaction with authority and co-workers, satisfaction with institutional plans, satisfaction with salary and promotion. The scale consisting of 60 statements intended for pilot study was administered to a sample, 100 secondary level teachers working in Puducherry region. Then their responses have been scored carefully and the scores secured by all secondary level teachers have been arranged in the descending order from the highest score to lowest score. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step in the standardization of job satisfaction scale after pilot study is to find out the 't' value of each statement which forms the basis for item selection in order to build up the final scale. Each statement is followed by five alternatives namely strongly agree, agree, undecided, disagree, strongly disagree. Scores are given in the order of 5,4,3,2 and 1 for the positive statements and reveres for the negative statements. The maximum score for an item is 5 and the minimum score is 1. Therefore one can get a maximum score of 300 and minimum score of 60.
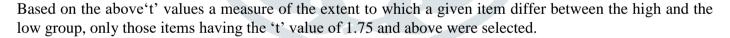
ITEM SELECTION

To select the items for the final draft of the job satisfaction scale the't' value of each item was analysed. According to Edward (1957), the value of't' is a measure of the extent to which a given item differentiated between the high and low groups. After scoring the scale for the pilot study, for all the 100 scores were arranged in descending order. The top 27% constitute the high achievers and the bottom 27% constitutes the low achievers in the group.

The't' value for all the 60 statements of the job satisfaction scale were obtained to select the items for the final draft. Out of 60 statements, 44 statements were found to be selected having't' value of more than 1.75. The't' values are computed for each item of the scale and given in table-1.

t- VALUES FOR THE STATEMENTS OF THE JOB SATISFACTION SCALE
TABLE-1

Item Number	't' value	Selected/ Not Selected
1	3.63	Selected
2	5.18	Selected
3	1.20	**Not Selected**
4	2.19	Selected
5	8.30	Selected
6	1.05	**Not Selected**
7	5.39	Selected
8	6.63	Selected
9	1.69	**Not Selected**
10	0.16	**Not Selected**
11	5.20	Selected
12	7.06	Selected
13	4.73	Selected
14	4.20	Selected
15	3.54	Selected
16	0.13	**Not Selected**
17	3.18	Selected
18	10.58	Selected
19	2.22	Selected
20	1.39	**Not Selected**
21	4.93	Selected
22	0.63	**Not Selected**
23	3.62	Selected
24	5.46	Selected
25	6.61	Selected
26	3.49	Selected
27	2.81	Selected
28	1.27	**Not Selected**
29	0.34	**Not Selected**

30	7.20	Selected
31	3.70	Selected
32	4.40	Selected
33	1.43	**Not Selected**
34	9.57	Selected
35	2.11	Selected
36	4.88	Selected
37	2.49	Selected
38	2.62	Selected
39	2.36	Selected
40	1.15	**Not Selected**
41	5.98	Selected
42	6.19	Selected
43	8.41	Selected
44	3.17	Selected
45	3.05	Selected
46	3.83	Selected
47	1.41	**Not Selected**
48	1.61	Selected
49	1.21	**Not Selected**
50	3.50	Selected
51	3.17	Selected
52	1.29	**Not Selected**
53	4.81	Selected
54	3.02	Selected
55	2.33	Selected
56	1.64	**Not Selected**
57	5.94	Selected
58	4.73	Selected
59	1.52	**Not Selected**
60	3.01	Selected

Based on the above 't' values a measure of the extent to which a given item differ between the high and the low group, only those items having the 't' value of 1.75 and above were selected.

RELIABILITY AND VALIDITY

The reliability of the job satisfaction scale was established through spilt-half technique followed by use of Spear-Brown prophecy formula. The coefficient of internal consistency has been found to be 0.97**.**

The validity value for this scale was found to be 0.98 by taking square root of reliability coefficient. The face validity of the job satisfaction scale was established through discussion and opinion of the teachers at secondary level. The content validity is taken care of by including the items covering six dimensions of job satisfaction.

NORMS OF THE JSS

To obtain the norms, percentiles have been computed for the raw scores of job satisfaction scale for teachers at secondary level. these norms could be regarded as the reference points for interpreting the level of job satisfaction.(Table-2)

TABLE-2

Percentiles	Score Range	Interpretation
Below P_{25}	179 & Below	Low
$P_{25} - P_{75}$	180 - 237	Average
Above P_{75}	238 & Above	High

CONCLUSION

Job satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. Satisfaction may be defined as the extent to which the reward really received, meets or exceeds the perceived equitable reward. To the scale of degree, the equitable reward is less than the actual reward. Therefore, the equitable reward provides dissatisfaction where as the actual reward provides satisfaction. So this scale will be very useful to measure the level of job satisfaction of teachers at secondary level.

REFERENCES

- Edwards L. Allen.(1957). Techniques of Attitude Scale Construction. New York: Irvington Publishers, Inc
- Garrett, H.E & Woodworth, R.S(2005) Statistics in Psychology and Education. Paragon international publishers, New Delhi.
- Guilford J.P and Benjamin Fruchter (1973) Fundamental Statistics in psychology and Education. New Newyork: McGraw Hill.
- Kothari, C. R. (2000). Research Methodology, Methods and Practice Teachniques, Wishwa Publication, New Delhi.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India Pvt. Ltd.