

Investigation of Job Satisfaction among Female Teachers of Secondary School of Uttar Pradesh

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Abstract – This investigation uncovers that optional teachers in Uttar Pradesh, Sabah were for the most part happy with their employment; there is a huge connection between work fulfillment and sexual orientation, whereby the male instructors were for the most part more fulfilled than female educators. The graduate instructors were more fulfilled than non-graduate educators. The higher positioning educators were more fulfilled than the customary instructors while the more seasoned educators were more fulfilled than their more youthful partners. Be that as it may, there is no noteworthy connection between spots of starting point of educators with work fulfillment. In light of the bivariate connection tests, six work measurements of showing work are fundamentally identified with educators' employment fulfillment. Moreover, there were noteworthy distinctive between the six measurements by sex and administration classification of instructors. Just associates measurement is not essentially extraordinary among instructors' vocation arrange and their residency of administration. There was no noteworthy contrast between all the work measurements and educators' place of root. In light of the discoveries of the investigation a few proposals are sent.

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INTRODUCTION

Teachers play a very crucial role in achieving the objectives of Malaysia's vision 2020. Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Teaching profession is facing problems related to teachers' job satisfaction. The general perception is that teachers in the government school are dissatisfied with their profession.

For this the wellbeing of teachers should be ensured, so that they can be promising enough to impart good education to their students which in turn promise the country a promising workforce depends a nation's future depends upon this future generation which is going to become its future manpower. It may be true for any field like agriculture, science, economics etc.. Students are the future of any country, and the quality of students affects with source of their education and it is also true that teachers are the best resource to make students ready for future.

Teachers are the creator of nation as they have a very vital role in molding and refining the intellectual capacity of children during the phase of student hood. The value and the knowledge that teachers impart and in still to the students determining the future of the child and future of the nation as they are the citizens of tomorrow. Attracting and retaining high quality teachers is a primary necessity as well as a challenge

for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction.

At present job satisfaction has been an important issue. People are interested to work in the organization as well as the services where they get more satisfaction. It is human behavior. But in reality how far such job satisfaction is ensured in different jobs.

Women are an inseparable part of the development of a country. Nearly half of the populations of a country are women. Fact has now been realized with predominant importance that without ensuring women's development the national development cannot be achieved. Education is media through which women's development can be achieved where the female teachers have significant role to play. The female teachers are the active participants of improving quality of primary education.

This paper gives experimental proof on the distinctions in the occupation fulfillment among auxiliary teachers in Sabah regarding sex, benefit classification, work title, residency and place of beginning. It additionally endeavors to recognize the work measurement factors that influence the

employment fulfillment of the educators and to discover how these components identify with the previously mentioned instructors' attributes. An overview was led with the cooperation of 200 instructors. The educators' occupation fulfillment were controlled by two separate measures to be specific in general and feature particular general employment fulfillment. The work measurement factors were bunched into six including pay, working conditions, colleagues, advancement, work itself and supervision.

REVIEW OF LITERATURE

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

Noll (2004) examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.

Agarwal (2004) in a study of job satisfaction of primary and secondary school teachers conducted that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school teachers were more satisfied than other; age and marital status however had no relationship with job satisfaction.

Gupta and Sahu (2009) studied the relationship of job satisfaction with organizational role stress and locus of control among vocational teachers. A total sample of 200 vocational teachers out of which 100 were males and 100 were females from private vocational institutes of Moradabad district was taken. Tools were Organizational Role Stress Scale and Locus of Control Scale. The results indicated that there was significant difference between male and female vocational teachers regarding job satisfaction as well as its components intrinsic and extrinsic satisfaction. But there was no significant gender difference regarding organizational role stress and locus of control. Both males and females had same level of stress. Males were found to be more satisfied than females. Role erosion dimension was found to be significantly differed for male and female teachers.

Suryanarayana and Goteti (2010) designed a study to know teaching competency and teacher job

satisfaction among secondary school teachers and concluded that the teaching competency variable was related with the teacher's job satisfaction. Teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution was differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories was also differ significantly.

Muchhal and Satish (2010) noted accountability of primary school teachers in relation to their job satisfaction. Sample of the study comprised 150 primary school teachers from private and government school of Baghpat district from Uttar Pradesh State. Out of 150 primary school teachers only 30 teachers i.e. 20% more satisfied 70 teachers i.e. 46.67% average satisfied and the rest 50 teachers i.e. 33.33% were less satisfied toward their job. The coefficient of correlation between teacher's accountability and job satisfaction was positive. It indicated that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. There existed a significant difference in job satisfaction of male and female teachers. Female teachers were more satisfied towards their job as compared to male teachers.

A synoptic review of the above researches revealed that job satisfaction of the teachers. Only satisfied and welladjusted teacher can think of the wellbeing of the pupils. In the light of this background, the aim of this study is to analyse the job satisfaction among secondary school teachers in relation to their Gender, Seniority (age) and school management. Therefore the problem was stated as "Job satisfaction among secondary school teachers".

MATERIAL AND METHOD

Selection of Subjects Total 120 female teachers of different faculties of private secondary schools were selected as the subject for the study.

Statistical Analysis of Data

The Collected data was analyzed and interpreted on the objectives of the study with the help of statistical techniques like mean, S.D., Percentile and F ratio and Schaffer Post-Hoc test in order to compare the scores of job satisfaction of female teachers.

RESULTS

Percentile value	Scores for teachers	Interpretation	Scores of teachers of different faculties	
0	93	Very low degree of satisfaction	Physical Education	120.45*
1	103		Science	122.23*
10	137		Commerce	123.50*
			Arts	129.75*
20	141	Low degree of satisfaction		
25	142			
30	144			
40	148	Average degree of satisfaction		
50	151			
60	154			
70	164	Good degree of satisfaction		
75	170			
80	175			
90	192	Highest degree of satisfaction		
99	229			
100	240			

Further Analysis of variance of job satisfaction among female teachers of different Private schools of Meerut district of Uttar Pradesh is given in table no.2.

Analysis of variance of job satisfaction among female teachers of different faculties of Uttar Pradesh

Variable	Source of Variable	SS _L	df	MS F Value
	Between Groups	1449.35	3	443.11
A to H	Within Groups	5427.39	116	10 32* 46.78 iU'J2
	Total	6876.74	119	

The above table no. 2 clearly reveals that there is significant difference in Job Satisfaction (Factor A to H) among female teachers of different faculties of Meerut district of Uttar Pradesh as the calculated value of „F“ i.e. 10.35 is significantly greater than the tabulated value of „F“ i.e. 3.95 at .01 level of confidence with 116 degrees of freedom. In order to know more about pattern of differences existing within the set of population means, LSD test was applied by Scheffe Post-Hoc Test and the data is presented in table 3.

Paired mean difference of Job satisfaction of factors A to H among female teachers different faculties of private schools In Uttar Pradesh

Physical Education	Science	Commerce	Arts	Mean Difference	Critical Difference
120.45	122.23			1.78	3.91
120.45		123.50		3.05	3.91
120.45			129.75	9.30*	3.91
	122.23	123.50		1.27	3.91
	122.23		129.75	7.52*	3.91
		123.50	129.75	6.25*	3.91

*significant at 0.01 level

Again On the basis of comparing the pair wise difference of mean in the critical difference in table 3, it is evident that there is significant difference in job satisfaction between Physical Education teachers and Arts faculty teachers, Science female teachers and Arts Faculty teachers, and Commerce teachers and Arts faculty teachers of Uttar Pradesh. However no significant differences between means of Physical Education teachers and Science faculty teachers, Physical Education teachers and Commerce faculty teachers, and science teachers and commerce faculty teachers as the paired mean difference was significantly lesser than the required critical difference i.e. 3.91 at .05 level of confidence.

It is further concluded that means of arts faculty teachers have been found to have best job satisfaction then means of teachers of Meerut district of Uttar Pradesh than the teachers of other faculties.

CONCLUSION

It is apparent from the elucidating investigation of information that the female instructors of Meerut area of Uttar Pradesh have low level of fulfillment as there mean of the considerable number of elements from A-H were found between 120.45 - 129.75 and this esteem fall in the scope of low level of fulfillment in standard standards table. The mean estimation of Factor A-H were 120.45 for Physical Education instructors, 122.23 for Science Faculty educators, 123.50 for Commerce instructors, and 129.75 for Arts Faculty instructors which demonstrates that lone 10 level of fulfillment in standards table.

The secondary school teachers included in this study are generally satisfied with their teaching Job. This finding does not confirm our general perception of this study that the teachers in our country are dissatisfied with their profession. This study also found that the secondary school teachers are not satisfied with their pay and working conditions. This finding confirms our general perception of this study whereby the Malaysian school teachers are not satisfied over poor pay system and also over poor working conditions especially in the rural schools.

Findings from this study imply that secondary schools, Sabah is in urgent need to improve the working conditions in most schools. Special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better. Special considerations and allocations from the Ministry of Education are needed so as to enhance the working conditions and the school physical conditions. In addition, the findings of this study imply that the six work dimensions selected have positives effects on teachers' overall job satisfaction. In other words,

these work dimensions of teaching job should be taken into account when planning for teachers overall job satisfaction. This means that teachers' work dimensions data are important source of consideration for maintaining their job satisfaction.

It was discovered that instructors of Arts workforce were more fulfilled than the educators of various resources. What's more, educators of Physical Education were slightest fulfilled than the instructors of different resources of Meerut region of Uttar Pradesh.

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