

**A STUDY OF JOB SATISFACTION OF SENIOR SECONDARY  
TEACHER EDUCATORS WORKING IN PRIVATE INSTITUTION OF  
KHARGONE CITY**

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**ABSTRACT**

The related studies mentioned above, it can be inferred that there exist a variance in the results with no consistency regarding the findings related to the different variable considered in all the studies from time to time. In this fast changing world, effectiveness and efficiency on work demands a considerable amount of job involvement and satisfaction. Hence, the investigator is interested to study the present level of job satisfaction of secondary teacher educators.

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**Key words :** Job satisfaction, A study of job satisfaction, Job satisfaction of senior secondary teacher.

**INTRODUCTION-**

‘Job satisfaction’ means something different to each one of us. Each one of us is unique and has different skill sets, employment histories. Our goal in finding a new position should be to try and combine each of these areas into the job that we are

seeking.

Job satisfaction is the whole matrix of job factors that makes a person 'like' his work situation and be 'willing' to head for it without distaste at the beginning of his work day.

'Job satisfaction' is the result of various attitudes possessed by an employee towards his job (Blum 1949). These attitudes may be related to job factors, such as wages, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction may, thus, be defined as an attitude, which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job (Bullock 1952), or an employee's judgment of how well his job, on the whole provides opportunities to satisfy his needs (Smith, 1961). It refers to one's job, his general adjustment and social relationship in and outside his job (Sinha and Sharma, 1962). This satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and the contribution of the job to it.

'Job satisfaction' is modestly related to absenteeism and voluntary withdrawal. It is weakly related to individual performance but may be more strongly linked to organizational performance. By strongly linked to organizational performance, it improves an individual's performance and effectiveness and it increases professional efficiency, so there is positive correlation between job satisfaction and professional efficiency.

## **JOB**

A group of similar positions is called a job. Ten persons working as clerks in an office or factory will occupy ten positions but one job. Similarly if in a factory or firm, there are ten clerks, four technicians and three mechanics. They will occupy seventeen positions but three jobs.

A job involves the physical and mental responses of the worker. Physically the worker may transport materials, cut, bend, grind, put together, make ready, setup, tear, down, insert, regulate clean finish or otherwise change the position, shape or condition of the work by the expenditure of physical effort. Mentally the worker may plan, computer judge, direct or other wise govern the expenditure or his or others physical effort by a corresponding exercise of mental effort. In a given job a worker may expend any combination of physical and mental effort required by the task.

The job may broadly be grouped as under :-

1. Manual
2. Non-Manual

## **SATISFACTION**

Satisfaction is a state of mind or an emotion that normally results from the successful attempt to reach a goal or satisfy a felt need. It is an essential element in a successful life and an invaluable asset in learning. It is imperative for every individual to have satisfaction may also come from the effort to attain the goal even when the goal is not reached or the need satisfied. The very difficulty of attaining the goal becomes a challenge, which may have value. As ‘James’ said: “Keep the quality of effort alive within you by doing gratuitous exercises every day”.

The hope of satisfaction may serve as a guide in choosing an occupation by permitting a comparison of the activities that give the individual satisfaction with those that are involved in various occupations.

## **BACKGROUND OF THE STUDY**

In ancient times, life was not so much complicated as it is today and hence the material needs of an individual were comparatively very few. The teachers of those times were paid more in terms of respect and reverence than economic gains, were very happy and contented as the material world did not matter much to them. Now the conditions have changed entirely. Standards of life changed so significantly that

new values sway the lives of the present generation. The present day teacher cannot be pleased with mere respect and reverence as their happiness is conditioned by several material factors. Even the respect and reverence which could have given some psychological satisfaction have become scare now a days because of the indifference of society towards the teacher.

Only a satisfied teacher can build a healthy society. A dissatisfied teacher cannot contribute in the progress of society. A dissatisfied teacher is not able to do the educational development of a student. So the teacher must be satisfied with the job. The teacher should also keep himself updated in the current knowledge.

Now-a-days teachers are also losing their faith in teaching profession because they are in teaching profession only because of their needs so they perform their duty only for livelihood. It is also a factor which affects our society if a teacher doesn't have faith in teaching profession then our society will be different. So for making a positive attitude towards teaching profession teacher must have a faith in teaching profession.

For the teachers, not only knowledge is important but positive and favorable attitude towards teaching profession is also required. For effective teaching, satisfaction with job of teaching is also important.

In teaching profession, job satisfaction is a factor which affects the performance of teacher, nature of work and levels of work affects his satisfaction.

Studies of saxena (1990), Ranganathan (1988), Naik (1990) and Reddy (1991) found that sex did not make an significant difference with job satisfaction. Studies of Ramakrishnaiah (1980) and Rawat (1992) revealed that women teachers were more satisfied than the male teachers but still it is not clear that the variable sex has any significant influence on the level of job satisfaction.

Gupta (1981) found that senior secondary school and college teachers were satisfied with their jobs.

Shaheen (1973) did not support the above studies.

Difference in the levels of job satisfaction of married and unmarried teacher is significant in many studies (Lavinga 1974. Gupta 1980). Still it is not clear whether marital status has any relation with job satisfaction of teachers both male and female separately though the study of Dixit (1984) found no relationship.

Factors associated with satisfaction and dissatisfaction of teachers have been studied extensively (Jayalaxmi 1974, Kolte 1978, Safer 1988, Singh and Tiwari 1988).

In above studies inconsistency is found. Keeping inconsistencies in view, the investigator thought of studying job satisfaction of senior secondary teacher educators.

## **THE 'WHY' OF THE REVIEW**

### **INDIAN STUDIES**

Anjaneyulu (1968) Conducted a research with objectives: to find out the reason for dissatisfaction in teachers working under different conditions. A sample comprising of 1000 teachers working in 102 senior secondary schools located at different parts of Andhra Pradesh were selected through stratified random sampling technique. The data were collected with the help of questionnaire and interview technique. The data was analyzed with the help of rating scales. The findings were: the teachers were dissatisfied and these factors varied in their effects so strikingly that caused some dissatisfaction. The factors of dissatisfaction were divided in to three categories :

- (1) Strong dissatisfaction
- (2) Weak satisfaction and
- (3) Conditional.

Some factors of dissatisfaction were inadequate salaries, lack of academic freedom and heavy load of work. Further, poor economic and social status were

general causes of dissatisfaction among teachers in the senior secondary schools.

## **FOREIGN STUDIES**

De Frain (1979) investigated the ability of work motivation, central life interests and voluntarism to predict teacher job satisfaction and job performance and concluded that teachers teach for a variety of reason, not only do they derive satisfaction from teaching itself but also from the external rewards they receive as a result of teaching. Expectancy theory as a measure of the work motivation of teachers is a significant predictor of teacher job satisfaction and job performance. Central life interests of educators are positively correlated with job satisfaction but not with job performance. Job satisfaction does increases as voluntarism increases but there is no relationship between voluntarism and job performance.

## **THE PROBLEM OF THE STUDY**

The problem was worded as given below :

“A study of job satisfaction of Senior Secondary Teacher Educators working in Private Institution of Khargone City.”

## **OBJECTIVES**

The following were the objectives of this study :

1. To study the influence of Academic Qualification, Gender and their interaction on job satisfaction of Senior Secondary Teacher’s Educators.
2. To study the influence of Academic Qualification, Marital status and their interaction on job satisfaction of Senior Secondary Teacher’s Educators.
3. To study the influence of Academic Qualification, personality and their interaction on job satisfaction of Senior Secondary Teacher’s Educators.
4. To study the influence of Academic Qualification, teacher attitude towards

teaching and their interaction on job satisfaction of Senior Secondary Teacher's Educators.

## **HYPOTHESES**

The following were the hypothesis of this study :

1. A. There is no significant influence of Academic Qualification on job satisfaction of Senior Secondary teacher educators.  
B. There is no significant influence of Gender on job satisfaction of Senior Secondary teacher educators.  
C. There is no significant influence of interaction of Academic Qualification and Gender on job satisfaction of Senior Secondary teacher educators.
2. A. There is no significant influence of Marital status on job satisfaction of Senior Secondary teacher educators.  
B. There is no significant influence and interaction of Academic Qualifications and Marital status on job satisfaction of Senior Secondary teacher educators.
3. A. There is no significant influence of Personality on job satisfaction of Senior Secondary teacher educators.  
B. There is no significant influence and interaction of Academic Qualifications and personality on job satisfaction of Senior Secondary teacher educators.
4. A. There is no significant influence of Teacher Attitude towards teaching on job satisfaction of Senior Secondary teacher educators.  
B. There is no significant influence and interaction of Academic Qualifications and teacher attitude towards teaching on job

satisfaction of Senior Secondary teacher educators.

## **DE LIMITATIONS OF THE STUDY -**

The present study was conducted under the following constraints.

1. The study was conducted only on the senior secondary teacher educators, working in private institution of Khargone city.
2. The sample size comprised of 106 teacher educators.
3. The job satisfaction was dependent variable and it was studied in the context of variables like Academic Qualifications, Gender, Marital Status, Personality and teacher Attitude towards teaching.

## **DATA ANALYSIS**

### **OVERVIEW**

The methodology followed in carrying out the present study has been given in the previous chapter. This chapter deals with the presentation of data and their analysis to draw the conclusion. It also deals with testing of hypothesis. The objective-wise results also form the part of this chapter under different headings.

### **INFLUENCE OF ACADEMIC QUALIFICATIONS, GENDER AND THEIR INTERACTION ON JOB SATISFACTION**

The first objective was to study the influence of academic qualification, gender and their interaction on job satisfaction of educators on the basis of qualification, the group was divided into two groups i.e., science background trained educators and non-science background trained educators. On the basis of gender the groups were divided into two groups. These were male and female group. Thus the data were analyzed with the help of 2x2 factorial design ANOVA and the results are given in table 4.1



**Table 4.1: summary of 2x2 factorial Design ANOVA for job satisfaction**

Source of Variance	Df	SS	MSS	F-value
Academic qualification (A)	1	11.29	11.29	1.983
Gender (B)	1	6.698	6.698	1.176
A X B	1	30.3	30.3	5.323
Error	102	580.65	5.692	
Total	105	612.77		

**\*\*significant at 0.05 level.**

### **INFLUENCE OF ACADEMIC QUALIFICATION ON JOB SATISFACTION**

From table 4.1 it is evident that the F-value for academic qualification is 1.983 with  $df = 1/105$ , which is not significant at 0.05 level. It shows that mean scores of job satisfaction of teacher-educators belonging to two levels of qualification i.e., science background trained educators and non-science background trained educators did not differ significantly. So it can be inferred that the Academic qualifications did not significantly influence the job satisfaction. Hence the null hypothesis, namely “There is no significant influence of academic qualification on job satisfaction of teacher-educators”, is not rejected. It may, therefore, be concluded that job satisfaction was independent of Academic qualification.

### **INFLUENCE OF GENDER ON JOB SATISFACTION**

The F-value for gender is 1.176, which is not significant. It indicates that the mean score of job satisfaction of male and female senior secondary teacher educators working in private institution did not differ significantly. So there was no significant influence of gender on job satisfaction. In this context, the null hypothesis namely “There is no significant influence of gender on job satisfaction of educators” is not rejected. It may, therefore, be inferred that both male and female educators were found to have job satisfaction to the same extent.

## INFLUENCE AND INTERACTION OF ACADEMIC QUALIFICATION AND GENDER ON JOB SATISFACTION

From table 4.1 it is evident that the F-value for the interaction between academic qualification and gender of educators is 5.323 which is significant at 0.05 level with  $df = 1/102$ . It shows that there is a significant effect of interaction between academic qualification and gender of senior secondary teacher educators on job satisfaction. In this context the null hypothesis namely “There is no significant influence of interaction between gender and academic qualification on job satisfaction of educators” is rejected.

## INFLUENCE OF ACADEMIC QUALIFICATION, MARITAL STATUS AND THEIR INTERACTION ON JOB SATISFACTION.

The second objective was to study the influence of academic qualification, marital status and their interaction on job satisfaction of senior secondary teacher educators on the basis of academic qualification. The group was divided into two groups i.e. science background trained educators and non-science background trained educators. On the basis of marital status, the group was divided into two groups i.e. unmarried and married. The data were analyzed with the help of 2x2 Factorial Design ANOVA and the results are given in table 4.2

**Table 4.2: summary of 2x2 factorial Design ANOVA for job satisfaction**

Source of Variance	Df	SS	MSS	F-value
Academic qualification (A)	1	18.36	18.36	2.261
Marital status (B)	1	12.792	12.792	1.575
A X B	1	9.87	9.87	1.215
Error	102	828.35	8.121	
Total	105	877.85		

## **INFLUENCE AND MARITAL STATUS ON JOB SATISFACTION**

The F-value for marital status is 1.575, which is not significant. It shows the mean scores of job satisfaction of senior secondary teacher educators

Belonging to the two levels of marital status i.e. unmarried and married, did not differ significantly. So, marital status did not influence significantly the job satisfaction of educators. In this context, the null hypothesis namely “There is no significant influence of marital status on the senior secondary teacher educators” is not rejected. It may, therefore, be inferred that job satisfaction was independent of marital status.

## **INFLUENCE AND INTERACTION OF ACADEMIC QUALIFICATION AND MARITAL STATUS ON JOB SATISFACTION**

From table 4.2 it is evident that the F-value for the interaction between academic qualification and marital status of educators is 1.215 which is not significant. It shows that there is no significant influence of interaction between academic qualification and marital status on job satisfaction of senior secondary teacher educators. In this context, the null hypothesis namely “There is no significant influence and interaction of academic qualification and marital status on job satisfaction of educators” is not rejected. It may therefore, be inferred that job satisfaction of senior secondary teacher educators was found to be independent of interaction between Academic qualification and marital status.

## **INFLUENCE OF ACADEMIC QUALIFICATION, PERSONALITY AND THEIR INTERACTION ON JOB SATISFACTION.**

The third objective was to study the influence of academic qualification, personality and their interaction on job satisfaction of senior secondary teacher educators. on the basis of academic qualification. The group was divided into two groups. There were science background trained educators and non-science background trained educators. There were two categories of personality. These were introvert and extrovert. The data were analyzed with the help of 2x2 Factorial Design

ANOVA and the results are given in table 4.3

**Table 4.3: summary of 2x2 factorial Design ANOVA for job satisfaction**

Source of Variance	Df	SS	MSS	F-value
Academic qualification (A)	1	0.607	0.607	0.162
Marital status (B)	1	12.91	12.91	3.449
A X B	1	3.68	3.68	0.983
Error	102	381.82	3.743	
Total	105	388.88		

### **INFLUENCE OF PERSONALITY ON JOB SATISFACTION**

It is evident from table 4.3 that F-value for personality is 3.449, which is not significant. It indicates that the mean scores of job satisfaction of introvert and extrovert educators working in private institutions did not differ significantly. So, there was no significant influence of personality on job satisfaction. In this context, the null hypothesis namely “There is no significant influence of personality on job satisfaction of senior secondary teacher educators were found to have job satisfaction to the same extent. It may, therefore, be inferred that job satisfaction was independent of personality.

### **INFLUENCE AND INTERACTION OF ACADEMIC QUALIFICATION AND PERSONALITY ON JOB SATISFACTION**

The F-value for the interaction between academic qualification and personality is 0.983, which is not significant. It shows that there is no significant influence and interaction of academic qualification and personality on job satisfaction of educators. In this context the null hypothesis namely “there is no significant influence and interaction of academic qualification and personality on job satisfaction of secondary teacher educators”, is not rejected. It may, there fore, be inferred that job satisfaction

was found to be independent of interaction between academic qualification and personality.

### **INFLUENCE OF ACADEMIC QUALIFICATION, ATTITUDE TOWARDS TEACHING AND THEIR INTERACTION ON JOB SATISFACTION.**

The fourth objective was to study the influence of academic qualification, attitude towards teaching and their interaction on job satisfaction of senior secondary teacher educators. on the basis of academic qualification. The group was divided into two groups. There were science background trained educators and non-science background trained educators. There were two categories of teacher attitude. These were favourable attitude towards teaching and unfavourable attitude towards teaching. The data were analyzed with the help of 2x2 Factorial Design ANOVA. The results are given in table 4.4

**Table 4.4: summary of 2x2 factorial Design ANOVA for job satisfaction**

Source of Variance	Df	SS	MSS	F-value
Academic qualification (A)	1	2.80	2.80	1.287
Teacher Attitude (B)	1	9.11	9.11	4.189
A X B	1	1.85	1.85	0.850
Error	102	221.87	2.175	
Total	105	222.88		

\*\*Significant at 0.05 level.

### **INFLUENCE OF ATTITUDE TOWARDS TEACHING ON JOB SATISFACTION**

It is evident from table 4.4. that F-value for teacher attitude is 4.189, which is significant at 0.05 level with  $df=1/102$ . It shows that there is a significant influence of teacher's attitude on job satisfaction. In this context the null hypothesis namely "There is no significant influence of teacher attitude on job satisfaction of educators",

is rejected. It is evident that the favourable attitude educators have more job satisfaction as compared to unfavourable attitude educators.

### **INFLUENCE AND INTERACTION OF ACADEMIC QUALIFICATION AND ATTITUDE TOWARDS TEACHING ON JOB SATISFACTION**

The F-value for the interaction between academic qualification and teacher attitude is 0.850, which is not significant. It shows that there is no significant influence and interaction of academic qualification and teacher attitude on job satisfaction of educators. In this context, the null hypothesis namely “There is no significant influence and interaction of academic qualification and attitude towards teaching of senior secondary teacher educators on job satisfaction”, is not rejected. It may therefore, be inferred that job satisfaction was found to be independent of interaction between Academic qualification and Attitude towards teaching of educators.

### **DISCUSSION**

The discussion on results has been presented below.

### **INFLUENCE OF ACADEMIC QUALIFICATION, GENDER AND THEIR INTERACTION ON JOB SATISFACTION**

The study revealed that job satisfaction was independent of Academic qualifications. The finding is supported by Ramakrishnaiah (1989), Reddy (1991) and Raphael (1991) who found that academic qualification was not related to job satisfaction. This finding was not supported by Singh (1978) and Lavinga (1974) who found that job satisfaction and academic qualification were significantly associated with each other. The findings of the present study shows that the science background trained educator do not differ significantly in their job satisfaction. This may be due to the reason that both educators perform their work and have expectation in relation to their own qualification. They do not compare themselves with others in the matter of

qualification. Thus both science backgrounds trained educators and non-science background trained educators do not differ significantly in their satisfaction with regards to their job.

The present study also revealed that job satisfaction was independent of gender. This finding is supported by Naik (1990), Saxena (1990), Nongram (1992) and Bein et al. (1990) who found that gender had no relationship with job satisfaction. The finding of the present study was not supported by porwal (1980), Gonsalves (1989), Ram Mohan Babu (1992), Agrawal (1991) and satpal (1991) who reported that gender had influence on job satisfaction. In this study, it was revealed that male and female educators did not differ in the level of job satisfaction. The reason of this finding may be that both male and female educators are equally aware and responsible for job responsibilities, duties and family. There has been too much change in the society in respect of role played by males and females. Both males and females are treated equally. The out look of boys and girls is changing. This change might have resulted into equal job satisfaction of males and females.

This study also reveals that job satisfaction of educators was dependent of the interaction between Academic qualification and Gender. Science background trained male educators were found to have more job satisfaction as compared to non-science background trained female educators.

### **INFLUENCE OF ACADEMIC QUALIFICATION, MARITAL STATUS AND THEIR INTERACTION ON JOB SATISFACTION**

This study revealed that job satisfaction was independent of marital status. This finding is supported by Gupta (1980), Dixit (1984), Naik (1990), Agarwal (1991), Reddy (1991) and Raphael (1999). This finding of the present study was not

supported by Lavinga (1974), Singh (1974), Kolte (1978) and Okolo (1994) who found that marital status attributed significantly to job satisfaction. From the findings of the present study we can say that whether the teachers are unmarried or married has got nothing significant to do with their job satisfaction. Unmarried educators are as much satisfied / dissatisfied with their job as the married ones. This may be due to the fact that in today's world there is a tough competition in every profession and people are more career oriented and progressive. They are more ambitious and career conscious as compared to the olden times. So whether it is an unmarried educator or a married educator, both are having equal expectations from their job. They both work equally hard and expect good returns as per the labour and efforts that they put in.

This study also shows that the job satisfaction of educators was independent of the interaction between academic qualification and marital status. The finding of the present study shows that the science background married educators and science background unmarried educators do not differ significantly in their job satisfaction. In the same way, non-science background married educators and non-science background unmarried educators do not differ significantly in their job satisfaction.

#### **INFLUENCE OF ACADEMIC QUALIFICATION, PERSONALITY AND THEIR INTERACTION ON JOB SATISFACTION**

This study revealed that job satisfaction was independent of marital status. This finding is supported by Dulia (1989) and Atreya (1989) who found that personality had no relationship with job satisfaction. The findings of the present study was not supported by Amarsingh (1985). The findings of this study reveals that both introvert and extrovert educators are not different in the level of job satisfaction. The



reason of this finding may be that the various constituent of job satisfaction did not differentiate between introverts and extroverts. These were not structured with the intention of doing this. Due to invariant nature of the constituents of job satisfaction, the introverts and extroverts did not differ among themselves with respect to job satisfaction.

The study also revealed that the job satisfaction of educators was independent of the interaction between Academic qualification and personality.

### **INFLUENCE OF ACADEMIC QUALIFICATION, ATTITUDE TOWARDS TEACHING AND THEIR INTERACTION ON JOB SATISFACTION**

This study revealed that job satisfaction of educators was dependent of teacher attitude. This finding is supported by Singh (1974), Goyal (1980). For educators the study of attitudes held by them is very important. How a teacher performs duty as a teacher is dependent to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative / unfavourable attitude makes the teaching task, harder, more tedious and unpleasant.

The study also revealed that the job satisfaction of educators was independent of the interaction between Academic qualification and teacher attitude.

## **FINDINGS**

The following are the finding of this study –

1. Job satisfaction was independent of academic qualification, Marital status, personality and attitude towards teaching of senior secondary teacher educators.
2. Job satisfaction of educators was dependent of the interaction between academic qualification and gender.
3. Job satisfaction of educators was found to be independent of interaction between academic qualification and marital status, academic qualification and personality, academic qualification and attitude towards teaching.
4. Both male and female educators have job satisfaction to the same degree.

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