

A Study On Job Satisfaction Of Post-Graduate Teachers

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Abstract

Teachers are powerful instruments for improving education quality through effective classroom practices. The major role of a teacher is to support learners in their search for new knowledge on a specified set of subjects. Job satisfaction is one factor that will ensure the class performance and productivity of schools. When educators are happy in their work, they will become more motivated to instruct kids successfully. Job satisfaction is closely related to the general level of aspiration in the society of particular social groups. Any work cannot be effectively done without satisfaction and job satisfaction is the combination of emotional and psychological experience at any work. The present investigation has been undertaken to study on job satisfaction of post-graduate teachers in Chennai, Thiruvallur, Kanchipuram, and Vellore districts. The Job satisfaction scale was constructed by the researcher and supervisor. The present study uses of normative survey method, and the sampling technique used for the study is stratified random sampling. The sample consists of 800 post-graduate teachers. It is found that post-graduate teachers significantly differ in job satisfaction with respect to gender, locality of School, marital status, and type of management. It is also inferred that there is no significant difference among post graduate teachers in job satisfaction with respect to their monthly income.

Keywords: Teachers, learners, Knowledge, Experience, Attitude, Job satisfaction.

1. Introduction :

Education is a systematic and lifelong process through which a child or an adult acquires knowledge, experience, skill, and sound attitude. It is the key element to solving the various problems of life. Education is a fundamental pillar of human development, enveloping a broad range of activities and processes aimed at acquiring knowledge, skills, values, and attitudes. Education is not restricted to formal institutions such as schools and universities; it enhances informal settings, personal experiences, and interactions with the world around us. Education allows individuals to think independently, question assumptions, and seek new knowledge. Education is not only about intellectual growth; it also plays an essential role in personal and social development. It helps individuals discover their talents and passions, facilitating self-awareness and self-confidence. It generates empathy, respect, and understanding for others, promoting social cohesion and harmony. Education inculcates values such as integrity, responsibility, and tolerance, shaping individuals into responsible citizens.

1.1. Job satisfaction:

The role of teachers in society and education can change, but their position remains the same. Attracting and retaining quality teachers is a great challenge to the educational institutions. In education, the fundamental quality of the teacher is to have a positive approach. Every teacher must have the potential and clear objective to discharge their work with utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experiences at any workplace. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone attains. Without satisfaction in the job, work is not effectively done. School teachers are important in constructing and structuring the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant to society's well-being. Job satisfaction is one factor that will ensure the class performance and productivity of schools. Job satisfaction increases the professional attitude of the teachers. Teachers would perform to an extreme level, only if they are satisfied with their jobs. So, job satisfaction is an important factor in every sector especially in the teaching profession.

2. Review of related literature:

Irshad Ahmad Najar and Wahid Ahmad Dar (2017) “A study on job satisfaction of rural and urban high school teachers”. The present study was conducted on 200 Govt high school teachers (100 male and 100 female). The sample was chosen purposively from two Districts of the Kashmir Division. The data was collected with the help of a job satisfaction scale constructed by Dr. Amar Singh & Dr. Sharma. The data was analysed with the help of mean, SD, and t-test with the help of SPSS. Rural high school teachers are more satisfied than their urban counterparts. The rural teachers consider work as an act of worship. Major findings of the study: 1. The study shows that urban male high school teachers are less satisfied than rural male high school teachers. 2. The rural female high school teachers are less satisfied than the urban female high school teachers. 3. The study further reveals that both the groups urban male and female have similar job satisfaction.

Arumugasamy. G., and Sam Renu. R., (2013) “A Study on Job Satisfaction of Higher Secondary School Teachers in Kanyakumari District”. The primary data were collected with the help of a questionnaire from the higher secondary school teachers working in Kanyakumari district. A random sampling method has been adopted for choosing the sample from Nagercoil, Kuzhithurai, Thuckalay educational districts in the Kanyakumari district. Data were collected from 5% population therefore the total sample size is 375. The collected data were analyzed by using relevant statistical techniques like mean, standard deviation, correlation coefficient, ANOVA factor analysis, and regression analysis. The major findings of the study: The study elicited many factors responsible for job satisfaction and the changes in the attitude of teachers. The study concluded that among all the categories of teachers, the aided school teachers in Kanyakumari district have better job satisfaction in many aspects. The study reveals that self-financing school teachers face a lot of problems when compared with government and aided higher secondary school teachers.

Muhammad Asghar Ali (2011) “A Study on Job Satisfaction of Secondary School Teachers”. The sample of 200 secondary school teachers working in the

secondary schools at district Sahiwal for this research study. The sampling technique used simple random sampling. The Minnesota Satisfaction questionnaire with a five-point Likert-type format along with the datasheet was used for the collection of data from the respondents. Data was analyzed through the software 'Statistical Package for Social Sciences (SPSS). Mean scores and standard deviation were calculated and a t-test was applied for the comparison of job satisfaction level of male and female urban-rural teachers. Major findings of the study: 1. There is no significant difference in job satisfaction between male and female teachers. 2. There is no significant difference in job satisfaction between rural and urban teachers.

3. Objectives:

To find out whether there is any significant difference between the following groups of post-graduate teachers on their Job satisfaction

- a. Gender (Male /Female)
- b. Locality (Rural/Urban)
- c. Marital status (Married/ Unmarried)
- d. Type of Management of Schools (Government School/Govt. Aided School/Private School)
- e. Monthly Income (Rs.10.000/ Rs.10,000-20,000/Rs. 20,000 above)

4. Hypothesis of the Study:

There is no significant difference between the following groups of post-graduate teachers on their job satisfaction.

- a. Gender (Male /Female)
- b. Locality (Rural/Urban)
- c. Marital status (Married/ Unmarried)
- d. Type of Management of Schools(Government School/Govt. Aided School/Private School)
- e. Monthly Income (Rs.10.000/ Rs.10,000-20,000/Rs. 20,000 above)

5. Methodology:

The present study uses of normative survey method, and the sampling technique used for the study is stratified random sampling.

5.1 Sample:The sample consists of 800 post-graduate teachers (255 male and 545 female) drawn from various government,

government-aided, and private schools in rural and urban areas of Thiruvallur, Chennai, Kanchipuram, and Vellore districts.

5.2 Tools used:

The researcher used a self-constructed and standardized 'Job Satisfaction Scale' to collect the data from selected teachers. The scale consists of 47 items with a five-point Likert-type format along with the datasheet was used for the collection of data from the respondents.

5.3 Analysis and interpretation of data:

The data collected in the present study were analyzed using mean and standard deviation, t-test, and Analysis of variance (ANOVA).

6. TESTING OF HYPOTHESIS

HYPOTHESIS-1

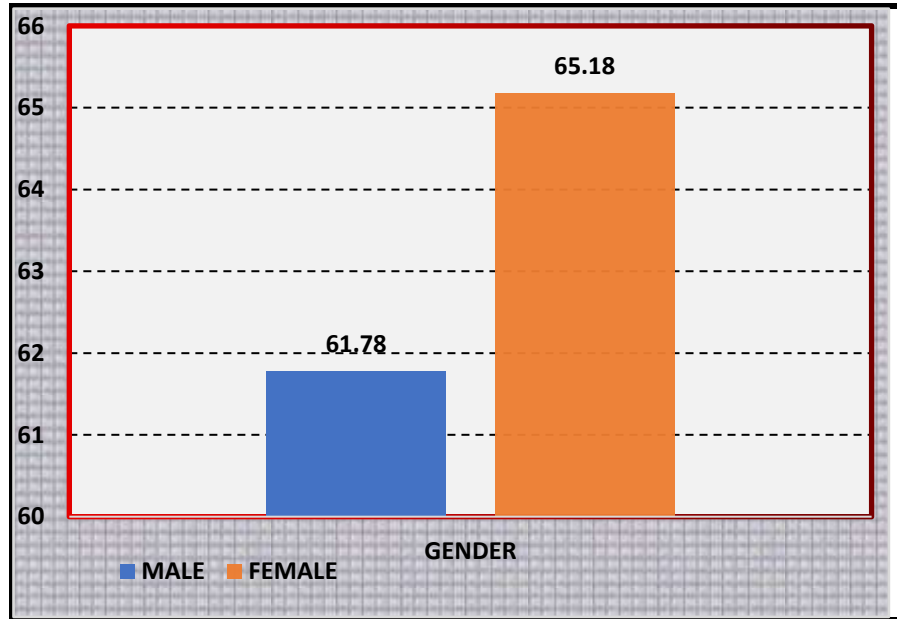
There is no significant difference in the Job Satisfaction of Post Graduate Teachers with respect to their gender.

Table-1 The difference in the Job Satisfaction of Post Graduate Teachers with respect to their gender

Title	Gender	N	Mean	SD	CR value	Level of significance
Job Satisfaction of Post-Graduate Teachers	Male	255	61.78	5.11	2.22	0.05 Significant
	Female	545	65.18	4.81		

From Table 1, the calculated 'CR' value(2.22) is greater than the table value(1.96) at a 0.05 level of significance. Hence, it is concluded that there is a significant difference between male and female post-graduate teachers in their Job Satisfaction. Moreover, from the mean value, it is inferred that Female post-graduate teachers have higher Job Satisfaction than Male post-graduate teachers. This might be due to the reason that Female post-graduate teachers have more curiosity in the teaching profession and hand students like the second mother to improve their academic activities than Male post-graduate teachers.

Figure 1 The significant difference between Job Satisfaction of Post Graduate Teachers with respect to their Gender



HYPOTHESIS-2

There is no significant difference in the Job Satisfaction of Post Graduate Teachers with respect to their locality.

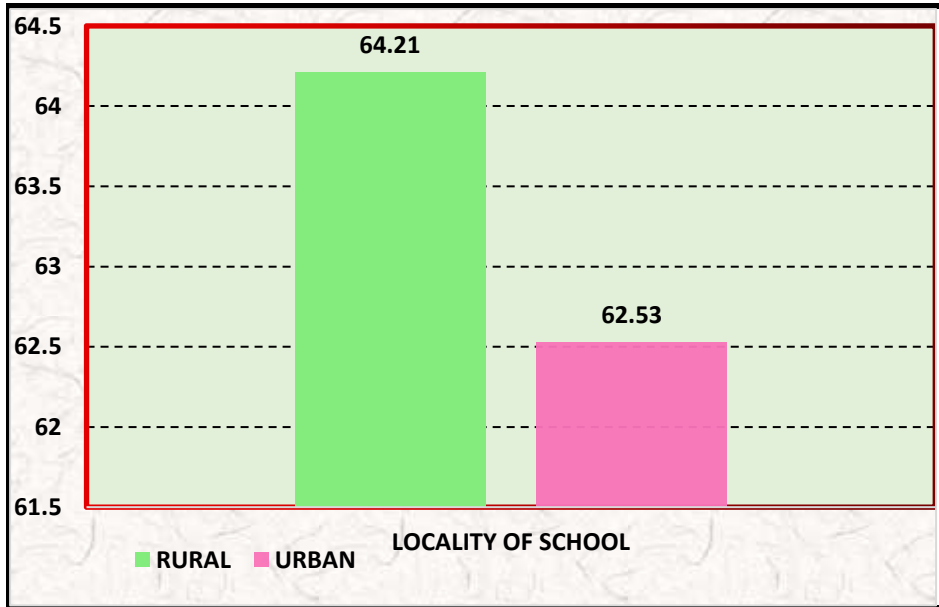
Table-2 The difference in the Job Satisfaction of Post Graduate Teachers with respect to their locality

Title	Locality	N	Mean	SD	CR value	Level of significance
Job Satisfaction of Post-Graduate Teachers	Rural	439	64.21	5.06	2.43	0.05 Significant
	Urban	361	62.53	4.37		

From Table 2, the calculated 'CR' value(2.43) is greater than the table value(1.96) at a 0.05 level of significance. Hence, it is concluded that there is a significant difference between urban and rural post-graduate teachers in their Job Satisfaction. Moreover, from the mean value, it is inferred that Rural post-graduate teachers have higher Job Satisfaction than Urban post-graduate teachers. This might be due to the reason that rural post-graduate teachers have a more enjoyable

environment to spend time with the students in their teaching profession than urban post-graduate teachers.

Figure 2 The significant difference between Job Satisfaction of Post Graduate Teachers with respect to their Locality



HYPOTHESIS-3

There is no significant difference in the Job Satisfaction of Post Graduate Teachers with respect to their marital status.

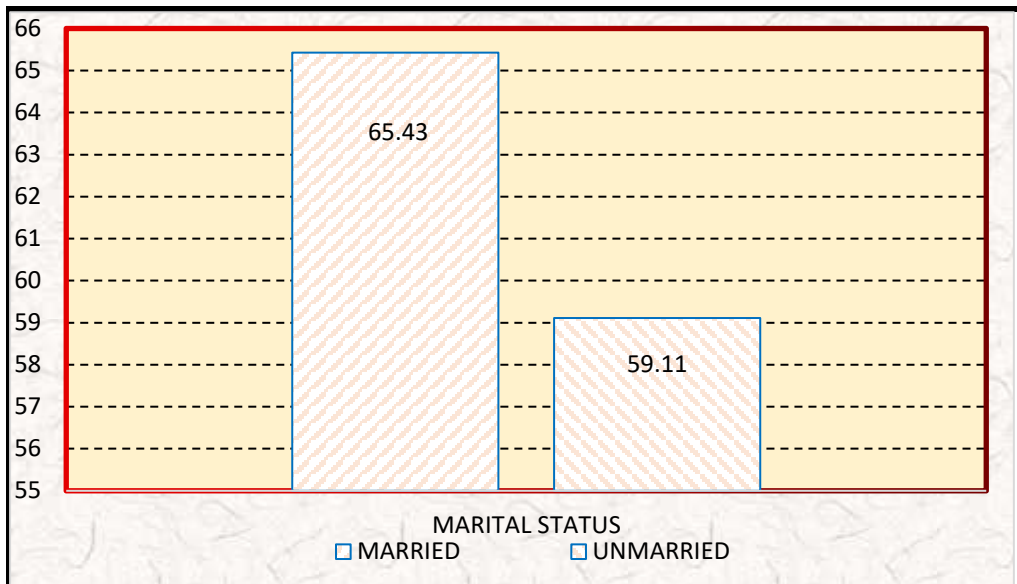
Table-3 The difference in the Job Satisfaction of Post Graduate Teachers with respect to their marital status

Title	Marital Status	N	Mean	SD	CR value	Level of significance
Job Satisfaction of Post-Graduate Teachers	Married	614	65.43	6.14	3.17	0.01 Significant
	Unmarried	186	59.11	6.98		

From Table 3, the calculated 'CR' value(3.17) is greater than the table value(2.58) at a 0.01 level of significance. Hence, it is concluded that there is a significant difference between married and unmarried post-graduate teachers in their Job Satisfaction. Moreover, from the mean value, it is inferred that Married post-graduate teachers have higher Job Satisfaction than Unmarried post-graduate teachers. This might be due to

the reason that Married post-graduate teachers have more responsibilities in and around their profession to support families economically than Unmarried post-graduate teachers.

Figure 3 The significant difference between Job Satisfaction of Post Graduate Teachers with respect to their Marital Status



HYPOTHESIS-4

There is no significant difference in the Job Satisfaction of Post Graduate Teachers with respect to their type of Management of Schools.

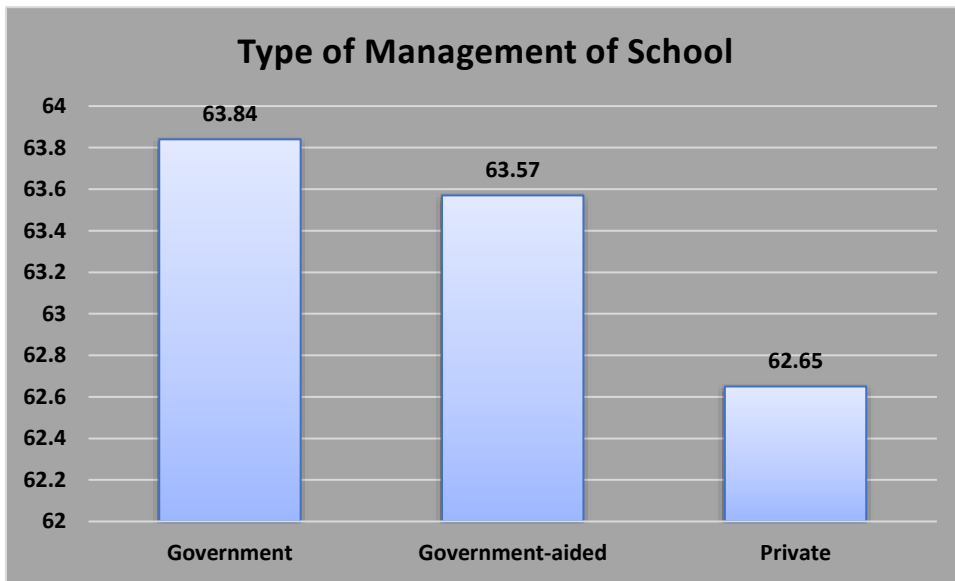
Table-4 The difference in the Job Satisfaction of Post Graduate Teachers with respect to their type of Management of Schools

Title	Type of Management of Schools	N	Mean	SD	F-value	Level of Significance
Job Satisfaction of Post-Graduate Teachers	Government	281	63.84	6.81	5.19	0.05 Significant
	Govt. Aided	242	63.57	4.29		
	Private	277	62.65	4.96		

From Table 4, it is observed that the F value (5.19) is greater than the table value(3.84) at a 0.05 level of significance and it inferred that there is a significant difference among post-graduate teachers in their Job Satisfaction with respect to their type of management of schools. Moreover, from the mean

value, it is inferred that Government school post-graduate teachers have higher Job Satisfaction than Government-aided and private post-graduate teachers. This might be due to the reason that Government post-graduate teachers get more income and work without any stress than Government-aided and private post-graduate teachers so they can work with full involvement and satisfaction.

Figure 4 The significant difference between Job Satisfaction of Post Graduate Teachers with respect to their Type of Management of School



HYPOTHESIS-5

There is no significant difference in the Job Satisfaction of Post Graduate Teachers with respect to their Monthly Income (Rs.10,000/ Rs.10,000-20,000/Rs. 20,000 above).

Table-5 The difference in the Job Satisfaction of Post Graduate Teachers with respect to their Monthly Income (Rs.10,000/ Rs.10,000-20,000/Rs. 20,000 above)

Title	Monthly Income	N	Mean	SD	F-value	Level of Significance
Job Satisfaction of Post-Graduate Teachers	₹10,000 and below	166	61.83	5.18	3.37	NS
	₹10,000 to ₹20,000	271	62.42	5.01		
	Above ₹20,000	363	67.62	4.28		

From Table 5, it is observed that the F value (3.37) is lesser than the table value (3.84) at a 0.05 level of significance and it is inferred that there is no significant difference among post-graduate teachers in their Job Satisfaction with respect to their Monthly Income (Rs.10.000/ Rs.10,000-20,000/Rs. 20,000 above). This might be due to the reason that post-graduate teachers are working more to improve their academic results and so they are not concentrating on their income.

7. Implication:

From the findings of the study, the investigator suggests some recommendations are:

- Need to provide some in-service training for the postgraduate teachers to handle the classes peacefully without family stress.
- The school management has to organize seminars or workshops for postgraduate teachers to improve their skills of teaching.
- Organize short-term academic courses for the postgraduate teachers in their summer vacations to improve their academic knowledge.

8. Conclusion:

Education is essential for all citizens in the country. Teachers are the pillars of our nation. Teachers play an important part in developing the knowledge, attitudes, and skills of youth. Job satisfaction is one factor that will ensure the class performance and productivity of schools. Teachers like to be interested in teaching their students effectively when they are satisfied with their jobs. Job satisfaction happens when employees feel like they have a stable job, and an opportunity to grow in their career, development of potential, and personal life. Most associate job satisfaction and happiness with qualities like a low-stress environment, good salary, supportive co-workers, good work-life balance, and the opportunity to perform meaningful work.

9. References

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