

Research Article

**A Study On Job Satisfaction Of Higher Secondary School Teachers In Chengalpattu District**

**G.Bhuvaneshwari**

Ph.D. Research Scholar (Part-Time)

Department of Education (DDE)

Alagappa University

Karaikudi

**E-Mail:** Bhuvanashiva77@gmail.com

&

**Dr.D.Baskaran**

Assistant Professor of English

Directorate of Distance Education

Alagappa University

Karaikudi

**E-Mail:** drdbaskaran@gmail.com

**Abstract**

In this paper the researcher analyses the job satisfaction of the school teachers. Teachers are the heart and soul of education. Education plays an important role in the development of any nation. Hence, it is required to give top priority to the educational system which is possible mainly through teachers, in whose hands the destiny of our coming generation is placed. The study is intended to identify and examine the dimensions of job satisfaction, school climate, institutional commitment, and the impact of school climate on overall job satisfaction and institutional commitment of teachers. To examine the factors affecting job satisfaction of teachers in Chengalpattu District. The questionnaire for teachers consisted of 36 statements recorded on a three-point scale to examine job satisfaction and the factors affecting the overall job satisfaction. A classical Cronbach Alpha Model for reliability was attempted. Table 4 is inferred that the means score value of rural school teachers 59.83, and the means score value of urban school teachers 60.09. The table value is 1.96 is higher than the calculated value 't' value. There is no significant difference in the job satisfaction of the Higher secondary school teachers working in rural and urban schools, Hence the null hypothesis is accepted. Moreover, Overall Job Satisfaction significantly influences teachers' commitment towards work assignment, commitment towards image building activities and commitment towards their institution.

**Keywords:** *Job Satisfaction, Higher Secondary School Teachers and Chengalpattu District. Etc.*

**Introduction**

The performance of teachers is very crucial in the field of education. Teachers are the heart and soul of education. The accomplishment of any schooling framework relies much upon the essential characteristics of the instructor. It is the nature of educators, which makes greatness in varying social statuses. The educators assume a significant part in the social recreation of the country. They assume an unavoidable part not as a simple transmitter of information and culture yet as a change specialist. Instructors set up the future and it is the level of their responsibility, commitment, and devotion that decide the future society. For ages, the teacher's job is viewed as a significant one not just in embellishment the character of the kids yet in addition in molding the general public. They support and develop humanistic, moral, and good angles among understudies. The Vedas - the antiquated Indian

writing, notice Mathru devotional bhava, Pithru devotional bhava, Acharya devotional bhava, which keep the teachers' position at standard with guardians. The then, at that point schools, the „Gurukulas', gave the information to the understudies, yet additionally produced a sensation of self-acknowledgment, self-esteem, and regard for all others. They refined their person and restrained the existences of the understudies and instructed them to live in amicability.

Job satisfaction is a complex and comprehensive concept, which can mean different things to different people. It is a greater amount of a disposition in the inside state. It very well may be related to an individual sensation of accomplishment, either subjective or quantitative. Mullins (1999) inspects work fulfillment as far as the fit between what the association requires and what the worker is looking for and as far as the fit between the thing the representative is looking for and what she/he is getting.

### **Significance of the Study**

Education plays an important role in the development of any nation. Hence, it is required to give top priority to the educational system which is possible mainly through teachers, in whose hands the destiny of our coming generation is placed. Subsequently, educators who are molding our children's future ought to perpetually have work fulfillment and institutional responsibility alongside other great characteristics. This is because an instructor is more viable in his work just when she/he is fulfilled and submitted towards her/his foundation. Occupation fulfillment and institutional responsibility are, consequently, the most extreme significant elements in making the showing calling more valuable for the country. The Education Commission (1964-66) likewise expresses that "Disappointment of the individual, anything that might be the occupation where he is locked in, brings about proficient stagnation. A disappointed educator spells debacle to the country's future. Disappointment among the specialists is bothersome and perilous in any calling. It is simply self-destructive on the off chance that it happens in the educating calling". Thus, this investigation is attempted to know teachers' work fulfillment and institutional responsibility. The environment of the association indispensably affects people in the working environment. A school environment with open, solid, and collegial expert associations and solid scholarly accentuation engages educators, makes standards of aggregate viability, and impacts instructor conduct. At the point when instructors accept that they can put together and execute their educating in manners that are fruitful in aiding understudies to learn, and when the school environment upholds them, educators plan more, acknowledge moral duty regarding understudy execution, are not hindered by impermanent misfortunes and act with assurance to upgrade understudy learning. See how explicit school environment ascribes impact basic educator practices that further develop instructing and learning in the study hall.

### **Scope of the Study**

The study is intended to identify and examine the dimensions of job satisfaction, school climate, institutional commitment, and the impact of school climate on overall job satisfaction and institutional commitment of teachers. The hypothetical piece of the investigation utilizes a spellbinding technique to characterize the fundamental ideas of occupation fulfillment, authoritative environment, school environment, and hierarchical responsibility. The current examination evaluates teachers' work fulfillment in nine measurements, for example, Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Procedures, Co-specialists, Nature of Work and Communication. To gauge the school environment, four components of the environment, viz., Collegial Leadership (CL), Professional Teacher Behavior (PTB), Achievement Press (AP), and Institutional Vulnerability (IV) are utilized. The idea of responsibility covers Commitment towards Work Assignment, Commitment towards Image Building Activities, and Commitment towards Institution. The experimental part depends on insightful examination, where the exploration instrument is introduced through an organized poll.

### **Objectives of the Study**

1) To examine the factors affecting job satisfaction of teachers in Chengalpattu District.

- 2) To compare the job satisfaction of teachers working in government, aided, and unaided schools.
- 3) To analyze the commitment of school teachers towards their school and the works assigned.

### **Hypotheses of the Study**

- 1) There is no significant difference in the job satisfaction of the male and female Higher secondary school teachers.
- 2) There is no significant difference in the job satisfaction of the Higher secondary school teachers working in government and aided schools.
- 3) There is no difference in the job satisfaction of the Higher secondary school teachers working in boys' schools, girls' schools, and co-education schools.
- 4) There is no significant difference in the job satisfaction of the Higher secondary school teachers working in rural and urban schools.

### **Data Source**

The present study has made of higher secondary data. Primary data were collected from the selected teachers of both higher secondary and vocational higher secondary schools in Chengalpattu using a pretested questionnaire. Formal and informal interviews with the officials of the Higher Secondary teachers were made to clarify many points. The secondary data were collected from the published reports of the Reviews of various years and other published reports. Survey research using a well-structured questionnaire was adopted in this study.

### **Research Instrument**

A well-structured questionnaire was prepared with the objective of collecting all the relevant information relating to job satisfaction, school climate, and institutional commitment of selected school teachers in Chengalpattu.

### **The Population**

The statistical population of the study consists of all the teachers of higher secondary schools in three districts of Chengalpattu.

### **Pilot Study**

A Pilot study was conducted by using the preliminary questionnaire circulated among 50 teachers of various schools. The collected data from 30 respondents were studied in detail with variance reported, to incorporate changes in the preliminary questionnaire. Thus, a reliability analysis was done on the responses about job satisfaction, school climate, and institutional commitment of teachers based on 35 statements. The questionnaire for teachers consisted of 36 statements recorded on a three-point scale to examine job satisfaction and the factors affecting the overall job satisfaction. A classical Cronbach Alpha Model for reliability was attempted.

### **Sample Size**

The modified data after reliability analysis, collected from 250 respondents, were studied in detail to identify the extent of variations in the responses. It may be stated that the sample size was

proportional to the level of variation and assumed level of the error of the estimate of the population parameter of the study variable. As many as 35 statements relating to the variables affecting job satisfaction, school climate, and organizational commitment were used for determining the sample size.

**Data Analysis**

**Hypothesis:1**

There is no significant difference in the job satisfaction of the male and female Higher secondary school teachers

**TABLE 1  
DIFFERENCE IN THE JOB SATISFACTION OF THE MALE AND FEMALE HIGHER SECONDARY SCHOOL TEACHERS**

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	130	60.94	5.980	4.82	S
Female	120	56.74	7.372		

(The table value at 5% level of significance is 1.96)

The above table 1 is inferred that the means score value of male teachers 60.94 and the means score value female teachers 56.74. The table value is 1.96 is lesser than the calculated value 't' value. There is a significant difference in the job satisfaction of the male and female Higher secondary school teachers, Hence the null hypothesis is rejected.

**Hypothesis:2**

There is no significant difference in the job satisfaction of the Higher secondary school teachers working in government and aided schools

**Table:2  
DIFFERENCE IN THE JOB SATISFACTION OF THE HIGHER SECONDARY SCHOOL TEACHERS WORKING IN GOVERNMENT AND AIDED SCHOOLS**

Type of school	N	Mean	SD	Calculated 't' value	Remarks
Government	134	59.09	7.105	2.53	S
Aided	116	60.98	5.737		

(The table value at 5% level of significance is 1.96)

The above table 2 is inferred that the means score value of government school teachers 59.09 and the means score value aided school teachers 60.98. The table value is 1.96 is lesser than the calculated value 't' value. There is a significant difference in the job satisfaction of the Higher secondary school teachers working in government and aided schools, Hence the null hypothesis is rejected.

**Hypothesis:3**

There is no difference in the job satisfaction of the Higher secondary school teachers working in boys' school, a Girls school and co-education schools

**Table:3**

**DIFFERENCE IN THE JOB SATISFACTION OF THE HIGHER SECONDARY SCHOOL TEACHERS WORKING IN BOYS' SCHOOL, GIRLS SCHOOL AND CO-EDUCATION SCHOOLS**

Nature of school	Mean	Source of variation	Sum of squares	Mean square variance	Calculated 'F' value	Remarks
Boys	58.86	Between	610.396	305.198	7.417	S
Girls	63.31	Within	12221.55	41.150		
Co-education	59.58					

The above table 3 is inferred that the means score value of boys school teachers 58.86, the means score value girls school teachers 63.31 and the means score value co-education school teachers 59.58. The table value is 1.96 is lesser than the calculated value 't' value. There is a difference in the job satisfaction of the Higher secondary school teachers working in boys' schools, a Girls schools and co-education schools, Hence the null hypothesis is rejected.

**Hypothesis:4**

There is no significant difference in the job satisfaction of the Higher secondary school teachers working in rural and urban schools

**Table:4**

**DIFFERENCE IN THE JOB SATISFACTION OF THE HIGHER SECONDARY SCHOOL TEACHERS WORKING IN RURAL AND URBAN SCHOOLS**

Residence	Count	Mean	SD	Calculated 't' value	Remarks
Rural	175	59.83	6.366	0.348	NS
Urban	75	60.09	6.687		

The above table 4 is inferred that the means score value of rural school teachers 59.83, and the means score value urban school teachers 60.09. The table value is 1.96 is higher than the calculated value 't' value. There is no significant difference in the job satisfaction of the Higher secondary school teachers working in rural and urban schools, Hence the null hypothesis is accepted.

**Results and findings**

The above table 1 is inferred that the means score value of male teachers 60.94 and the means score value female teachers 56.74. The table value is 1.96 is lesser than the calculated value 't' value. There is a significant difference in the job satisfaction of the male and female Higher secondary school teachers, Hence the null hypothesis is rejected.

The above table 2 is inferred that the means score value of government school teachers 59.09 and the means score value aided school teachers 60.98. The table value is 1.96 is lesser than the calculated value 't' value. There is a significant difference in the job satisfaction of the Higher secondary school teachers working in government and aided schools, Hence the null hypothesis is rejected.

The above table 3 is inferred that the means score value of boy's school teachers 58.86, the means score value girls' school teachers 63.31 and the means score value co-education school teachers 59.58. The table value is 1.96 is lesser than the calculated value 't' value. There is a difference in the

job satisfaction of the Higher secondary school teachers working in boys' schools, a Girls schools and co-education schools, Hence the null hypothesis is rejected.

The above table 4 is inferred that the means score value of rural school teachers 59.83, and the means score value urban school teachers 60.09. The table value is 1.96 is higher than the calculated value 't' value. There is no significant difference in the job satisfaction of the Higher secondary school teachers working in rural and urban schools, Hence the null hypothesis is accepted.

### **Conclusion**

In this study, the researcher examined and analyzed the Job Satisfaction of higher secondary school teachers in Chengalpattu. It is Considering the demographic profile of the teachers selected for the study, the majority are female teachers and from rural schools. Moreover, Overall Job Satisfaction significantly influences teachers' commitment towards work assignments, commitment towards image building activities, and commitment towards their institution.

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