

A STUDY OF JOB SATISFACTION AND MOTIVATION OF HIGHER SECONDARY SCHOOL TEACHERS IN CHENNAI CITY

Research
Paper

ABSTRACT

The main objective of the study was to find out the significant difference between job satisfaction and motivation of higher secondary school teachers. The survey method was adopted in this study. The sample consists of 130 higher secondary teachers in Chennai. A checklist was prepared by the researcher for measuring job satisfaction and a standardized tool developed by A.K. Srivatsava was used for collecting data. 't' test, ANOVA, mean, standard deviation, Analysis of variance and Pearson product moment correlation were used for analyzing the data. The major findings are that there were significant differences among teachers of Aided, CBSE, Matriculation and Anglo Indian Schools in their levels of job satisfaction and motivation.

INTRODUCTION

Teachers are the most important group of professionals for our nation's future. A fall in the level of motivation and job satisfaction among teachers will amount to a national crisis. The National Policy of Education (NPE) 1986 devotes a section on 'The Teacher' which says "The status of the teacher reflects the socio cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and community endeavor to create conditions that will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate and to devise appropriate methods of communication and activities relevant to the needs, capability and concerns of the community".

According to Ronan "Satisfaction is the expressed opinion concerning the job, the organization and variables related to the job context"

"Motivation means a process of stimulating people to action to accomplish desired goals" – W.G. Scott

REVIEW OF RELATED LITERATURE

Review of literature helps in limiting and identifying the research problem and information of the hypothesis.

Ray (1990) investigated the attitude of teachers towards pupil and their job satisfaction. The study revealed that teaching experience, mental health, job satisfaction, teacher's attitude towards children were significant and positively correlated with their age.

Saxena (1990) examined the elements which affect job satisfaction of teachers working in higher secondary schools of Madhya Pradesh. It revealed that there was no significant difference between male and female, between science and arts teachers on job satisfaction of social, individual, vocational moral and economic elements.

Venkatami Reddy (1995) showed that teachers working in non-residential schools had a higher level of job satisfaction than those working in residential schools. Women teachers were more satisfied than their men counterparts.

Convey, John (2010) examined the relationship between Catholic schools teachers' motivation and their job satisfaction. The results of the study confirmed the importance of religious factors as important motivators for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers are expected to render a very high job performance. Teaching is called the noblest profession of all. In the profession of teaching, professional knowledge, skills and competencies can be seen when one is taking

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on and mastering challenging tasks directed at educational success and performance. Many teachers lose or fail to develop self efficiency within educational settings. In addition, need satisfaction and motivation to work being essential in the lives of teachers because they from the fundamental reason for working in life, he or she constantly agitates for need satisfaction. As said earlier teachers are expected to render high quality and sincere service and it is possible only if they are dedicated to their profession. We need to conduct this study from time to time. With the lapse of time, the social set-up changes and teachers being a part of this changing society also undergo change in their wants and aspiration.

Job satisfaction and motivation are very crucial to the long term growth of any educational system in the world. Teachers are the architects of every nations future. Children are the citizens of tomorrow and they will go ahead to constitute the future human resource of the nation. The progress of the nation, society and even mankind depends on how well trained and placed these human resources are. As this study addresses the problem of job satisfaction and motivation of the school teacher, the researcher wants to identify and highlight various issues that deal with the well being of a teacher in professional life.

OBJECTIVES

- i. To find out the significant differences among the teachers of Aided, Matriculation, CBSE and Anglo-Indian Schools in job satisfaction.
- ii. To find out the significant differences between teacher with less than 10 years of service and teachers with 10 years and more of service in job satisfaction.
- iii. To find out the significant differences among teachers of Aided, Matriculation, CBSE and Anglo Indian Schools in motivation for their profession.
- iv. To find out the significant differences between teachers with less than 10 years of service and teachers with 10 years and more of service in motivation for their profession.
- v. To find out the correlation between motivation and job satisfaction among the teachers.

HYPOTHESES

- i. There is no significant difference among the teachers of Aided, Matriculation, CBSE and Anglo-Indian Schools in their job satisfaction.
- ii. There is no significant difference between teachers with less than 10 years of service and teachers with 10 years and more of service in their job satisfaction.
- iii. There is no significant difference among teachers of Aided, Matriculation, CBSE and Anglo Indian schools in motivation for their profession.
- iv. There is no significant difference between teachers with less than 10 years of service and 10 years and more of service in motivation for their profession.
- v. There is no significant relationship between job satisfaction and motivation among the teachers.

METHOD

The survey method was adopted for this study. Difference between various variables and relationship between job satisfaction and motivation was found out.

POPULATION

The study has been confined to the teachers working in higher secondary schools.

SAMPLE

Teachers working in Aided, Matriculation, Anglo-Indian and CBSE schools were selected for this study. The sample size was 130.

TOOLS

Two tools were used to measure the two aspects of the study, namely job satisfaction and motivation. A checklist was prepared by the researcher for measuring job satisfaction. The second tool was a standardized questionnaire developed by A.K. Srivatsava at the Department of Psychology, Benaras Hindu University, Varanasi. It estimates the level of various needs of the employees to motivate them at their job.

STATISTICAL TECHNIQUES USED

The statistical techniques used for the analysis of data were mean, standard deviation, 't' test, analysis of

variance and Pearson's product moment correlation coefficient

ANALYSIS OF DATA

Hypothesis 1

There is no significant difference among the teachers of Aided, Matriculation, CBSE and Anglo-Indian Schools in their job satisfaction.

Table 1

SIGNIFICANT DIFFERENCE AMONG THE TEACHERS OF AIDED, MATRICULATION, CBSE AND ANGLO-INDIAN SCHOOLS IN THEIR JOB SATISFACTION

Job Satisfaction	Sum of Squares	df	Mean Square Variance	F	P - value
Between groups	174.48	3	58.16	6.597	0.000 < 0.05
Within groups	1110.751	126	8.815		

The calculated P-Value is 0.000 which is less than 0.05. There is significant difference among various types of schools. Hence post HOC test was conducted

Table 1.1

THE VALUES OF THE POST HOC TEST CONDUCTED ON THE TEACHERS OF VARIOUS BOARDS IN JOB SATISFACTION.

Games Howell

Type of board	Type of Management	Mean difference	Std error	P - value
Matric	Aided	0.92	0.69	0.660 < 0.05
	Anglo-Indian	1.95	0.736	0.046 > 0.05
CBSE	Matric	1.03	0.736	0.489 > 0.05
	Aided	3.17	0.752	0.000 < 0.05
	Anglo Indian	2.25	0.752	0.007 < 0.05
		1.22	0.794	0.166 > 0.05

Inference

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- The P-Value between Aided and Anglo-Indian school teachers is 0.046 which is less than 0.05 hence, there is difference in their levels of job satisfaction. The job satisfaction of the Anglo-Indian school teachers is better than that of the Aided school teachers.

- The P-Value between and Aided and CBSE school teachers is 0.000 which less than 0.05. Hence there is difference in their levels of job satisfaction. The job satisfaction of the CBSE school teachers is better than that of the Aided school teachers

- The P-Value between Matriculation and CBSE school teachers is 0.007 which is less than 0.05. Hence there is difference in their levels of job satisfaction. The job satisfaction of the CBSE school teachers is better than that of the Matriculation school teachers.

Hypothesis 2

There is no significant difference between teachers with less than 10 years of service and 10 years and more of service in their job satisfaction.

Table 2

SIGNIFICANT DIFFERENCE BETWEEN TEACHERS WITH LESS THAN 10 YEARS OF SERVICE AND 10 YEARS AND MORE OF SERVICE IN THEIR JOB SATISFACTION

Work Experience	N	Mean	SD	t	P-value
Below 10 years	63	28.63	3.24	1.04	0.301 < 0.05
10 years and above	67	29.21	3.1		

The calculated P-value 0.301 is greater than 0.05 Hence, there is no difference.

Hypothesis 3

There is no significant difference among teachers of Aided, Matriculation, CBSE and Anglo Indian schools in motivation for their profession.

Table 3

SIGNIFICANT DIFFERENCE AMONG TEACHERS OF AIDED, MATRICULATION, CBSE AND ANGLO INDIAN SCHOOLS IN MOTIVATION FOR THEIR PROFESSION

Motivation	Sum of Squares	df	Mean Squares	F	P-value
Between groups	4589.566	4	1529.855	6.6	0.099 > 0.05
Within groups	90388.43	126	717.369		
Total	94978	130			

Inference

Since the P-value from table 3 is 0.099 which is greater than 0.05 there is no difference in motivation among teachers from different types of schools.

Hypothesis 4

There is no significant difference between teachers with less than 10 years of service and teachers with 10 years and more of service in motivation for their profession.

Table - 4

SIGNIFICANT DIFFERENCE BETWEEN TEACHERS LESS THAN 10 YEARS OF SERVICE AND TEACHERS WITH 10 YEARS AND MORE OF SERVICE IN MOTIVATION FOR THEIR PROFESSION.

Work Experience	N	Mean	SD	t	P-value
Below 10 years	63	210.2	28.32	0	0.992 > 0.05
Above 10 years	67	210.2	26.28		

Inference

Since the P-value 0.992 is greater than 0.05 there is no significant difference between teachers with less than 10 years of service and teachers with 10 years and more of service in motivation for their profession.

Hypothesis 5: There is no significant relationship between job satisfaction and motivation among the teachers.

Table 5

SIGNIFICANT

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RELATIONSHIP BETWEEN MOTIVATION AND JOB SATISFACTION AMONG SCHOOL TEACHERS

S. No.	Variables	N	Correlation	P-Value
1	Job Satisfaction	130	0.275	0.002 < 0.01
2	Motivation			

Inference

Table 5 shows that the P-value 0.002 is less than 0.01. Hence there is significant relationship between job satisfaction and motivation.

FINDINGS

1. There was significant difference among teachers of Aided and CBSE, Matriculation and CBSE, Aided and Anglo Indian Schools in their levels of job satisfaction.
2. There was no significant difference between teachers with less than 10 years of service and teachers with 10 years and more of service in their job satisfaction.
3. There was no significant difference among teachers from Aided, Matriculation, Anglo-Indian and CBSE schools in motivation for their profession.
4. There was no significant difference between teachers with less than 10 years of service and teachers with 10 years and more of service in motivation for their profession.
5. There was significant and positive correlation between job satisfaction and motivation.

RECOMMENDATIONS

The role that a teacher assumes is of great importance as she deals with the upcoming student generations. She helps them imbibe the right values, skills and attitudes necessary to cope with the ever changing

environment and unpredictable future. If education is at the root of progress of any country the teacher is the one who holds that root. Thus any country must be able to attract the most talented to the teaching profession, provide them all facilities to do their work so that the desired ends of education are attained. Naturally such teachers will be motivated and dedicated to their work. This study has shown us that there is a strong relationship between job satisfaction and motivation. If teachers' work is interesting, the pay is fair, promotional opportunities are good, the supervisor is supportive, co-workers are friendly then the teachers will be satisfied with their jobs. Sometimes the lack of even one factor can lead to dissatisfaction. The reason why private school teachers who, despite having good environment and good school climate, are not satisfied is because they were over worked and under paid. In case of the Government schools the teachers have job security and a good pay but still they do not have job satisfaction because of the lack of motivation and interest to teach.

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I, S. Sebastian, hereby declare that the particulars given above are true to the best of my knowledge and belief.

S. Sebastian

Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives.

- Andy Rooney