



ANALYSIS OF JOB SATISFACTION AMONG SECONDARY LEVEL TEACHERS WITH RESPECT TO GENDER AND TEACHING EXPERIENCE

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Abstract

Teachers' Job satisfaction indicates an overall contentment and positive emotional response of teachers to their job. It is a multifaceted construct encompassing a broad spectrum of emotions and behavioural tendencies. Present study investigates the levels of job satisfaction among secondary-level teachers and to find out difference in job satisfaction taking into consideration their gender and teaching experience. A survey was conducted on 122 secondary-level teachers from CBSE Schools from Hathras district in Uttar Pradesh. The data was collected by employing the "Teacher Job Satisfaction Questionnaire developed by Pramod Kumar and D.N. Mutha (2017)", by using a simple random sampling technique. This study used statistical mean, standard deviation and independent sample t-test to analyse the data. The results show a significant difference in job satisfaction based on gender, as female teachers reported higher levels of satisfaction. However, there was no significant difference in job satisfaction with respect to teaching experience. Additionally, it was discovered that most teachers expressed a moderate level of job satisfaction. The study highlighted the importance of job satisfaction in teacher retention, performance, and student achievement and enhances our understanding of job satisfaction among teachers.

Key Words: Job Satisfaction, Secondary-level Teachers, Teaching Experience, Gender

Introduction

Job satisfaction of teachers is crucial factor in refining teaching quality, fostering a positive school climate, and encouraging professional growth. Satisfied teachers tend to have better mental health and work-life balance, serve as inspiring role models, and strengthen ties with the

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community. Establishing a supportive and productive learning environment will eventually benefit both teachers and students by recognising and improving the elements that lead to job satisfaction. Job satisfaction is a crucial element for teachers, impacting their personal well-being and the quality of education they deliver. Recognizing the key factors contributing to job satisfaction is vital for enhancing teacher retention, performance, and student achievement. This study examines job satisfaction among secondary level teachers, with a particular emphasis on the influence of gender and teaching experience.

Hoppock (1935) was the first to popularise the term "job satisfaction," and defined it as a state of contentment with one's job brought about by a confluence of environmental, physiological, and psychological variables. Evaluating job experiences produces this happy and upbeat emotional state (Locke, 1976). Positive work experiences and favourable working circumstances often result in high marks and maximum job satisfaction (Feather & Rauter, 2004). Work includes individual work, everyday responsibilities, and creative endeavours (Lester, 1987). Job satisfaction is about feeling fulfilled by your work and finding meaning in it. It incorporates people's thoughts, feelings, and opinions regarding their jobs and how those jobs affect their personal lives. It covers various circumstances, factors, emotions, and behavioural inclinations. Job satisfaction involves positive and negative emotions people experience about their jobs. better job happiness among employees often translates into lower absenteeism, increased effectiveness, vigor, profitability, and a better likelihood of job satisfaction. Teachers' job satisfaction is inclined by their coworkers' attitudes and the environment in which they work (Khanale & Vaingankar, 2006). The productive connection a teacher has with their teaching position and the alignment of their expectations and perceptions of teaching are two aspects that contribute to job satisfaction.

Job satisfaction is crucial factor as far as professional growth and success are concerned. Productivity and excitement cannot be expected from the employees until and unless they are properly satisfied. Using job satisfaction to gauge how happy workers are in their line of work makes sense. Since schools are educational institutions and they need instructors to participate in the teaching process. Job satisfaction is crucial to students' academic growth. This may result in increased student accomplishment and the advancement of education. There is an attitudinal factor associated with job satisfaction, when the job-related factors meet employees' demands, it may thus be characterized as the degree to which an employee feels favourably or adversely towards his or her career.

Diverse viewpoints exist about job satisfaction and its components. Significant job satisfaction theories include the dispositional theory, job characteristic model theory, hygiene theory, fulfilment theory, equity theory and affect theory, (Smith, 2020; Johnson & Williams, 2018; Taylor, 2019). The fulfilment theory determines an employee's level of job satisfaction by how content they are with their job. The effect theory emphasizes how employees feel about their job satisfaction concerning the discrepancy between what they want and get from their employment. According to Staw, Bell, and Clausen (1986), the dispositional approach concentrates on the unique characteristics essential to job happiness and performance. Discrepancy theory emphasizes that when workers' expectations are not met by their level of job satisfaction, there may be a greater

degree of discontent, which may cause anxiety and depression (Higgins, 1996). According to Herzberg's (1959) two-component theory, motivation and workplace cleanliness are two significant aspects primarily responsible for employee happiness or discontent.

Review of Related Literature

The authors have thoroughly reviewed the available literature regarding job satisfaction for the present study, some of the important studies are as follows. Topchyan and Woehler (2021) found that job satisfaction was notably higher among regular teachers compared to guest educators and that female educators demonstrated greater engagement with students than their male and substitute counterparts. Interestingly, the duration of teaching experience had no significant influence on instructors' job satisfaction or engagement. Bhatt's (2018) research indicated that job satisfaction among high school teachers is not influenced by gender, and educational qualifications do not noticeably affect job satisfaction. Bashir (2017) discovered substantial variances in job satisfaction based on teachers' gender. Raju (2017) noted statistically substantial disparities in job satisfaction based on management style, teaching experience, and gender. Kumar, K. (2015) identified a substantial disparity in job satisfaction among female instructors when compared with different kinds of school administration. Pilarta (2015) discovered a substantial correlation between academic performance and job satisfaction among teachers, particularly in the context of job security, duration, and interpersonal relationships. Lastly, Kumar, S. (2015) discovered that senior secondary school teachers' work satisfaction varied according to their gender, but there was no discernible variation depending on age or location.

Rationale for the Study

The quality and effectiveness of education in an institution largely depends on the quality of its teaching staff, much like the success of any organization is primarily determined by the quality of its workforce. Having the most significant influence on students' habits, preferences, and personalities, the teacher plays a crucial role in moulding the child from a state of raw potential to a refined human being. Therefore, the quality of the teacher becomes of utmost importance. However, teachers cannot fully dedicate themselves to their students if they are unsatisfied with their job. Job satisfaction is crucial in every work, but it's especially important for teachers, as teaching is one of the most inspirational professions in the world. Consequently, a teacher's effectiveness is significantly influenced by their level of job satisfaction. The satisfaction of teachers is strongly connected to their performance, motivation, and ability to stay in their positions, all of which have a direct influence on the quality of education that students receive. Gender and teaching experience may influence the level of job satisfaction with factors like societal expectations, work-life balance, and access to professional development. The present study aims to identify the level of job satisfaction and to identify any difference in job satisfaction based on gender and teaching experience among secondary-level teachers working in Hathras District of Uttar Pradesh. Remarkably few studies have been undertaken to uncover the mean difference in job satisfaction based on gender and teaching experience in this particular geographical and educational context.

The findings from this research can provide valuable insights to help shape policies and practices that aim to enhance teachers' working conditions.

Objectives

To study the level of job Satisfaction among secondary-level teachers.

1. To investigate the differences in job satisfaction between male and female secondary-level teachers.
2. To examine the differences in job satisfaction among secondary-level teachers based on their teaching experience.

Null Hypotheses

1. There is no significant difference in job satisfaction between male and female secondary-level teachers.
2. There is no significant difference in job satisfaction among secondary-level teachers based on their teaching experience.

Methodology

For this study, a descriptive survey method and quantitative approach was utilised by the investigators.

Population

The investigators selected secondary-level teachers from CBSE Schools from Hathras District in Uttar Pradesh.

Sample

The study involved 122 secondary-level teachers from CBSE Schools from Hathras district. among 122 secondary-level teachers, 56 were males and 66 were females. 65 secondary-level teachers belongs to below 10 years of teaching experience and 57 secondary-level teachers belongs to above 10 years of teaching experience. A simple random sampling technique was utilized to select the participants, guaranteeing that the sample effectively represents the wider population of teachers in the area.

Research Tool Used

This study used the “Teacher Job Satisfaction Questionnaire developed by Pramod Kumar and D.N. Mutha (revised in 2017)” consisting of 29 items with four dimensions. The reliability coefficient of the scale was found to be .73.

Statistical Technique

To analyse the data, the investigators used Statistical mean, standard deviation and independent sample t-test with the help of SPSS.

Results and Discussion

Objective 1: To study the level of job Satisfaction among Secondary-level Teachers.

Table 1

Percentage level of job satisfaction scores for the total sample (N = 122)

High		Moderate		Low	
No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
24	19.70	76	62.30	22	18.00

Table 1 indicates the levels of job satisfaction of secondary-level teachers. Out of 122 secondary school teachers surveyed, most (76 teachers or 62.30%) feel moderately satisfied with their jobs, while 24 (19.70%) are highly satisfied with their job, and 22 (18.00%) teachers have low job satisfaction. This implies that although a significant majority of teachers find their professions moderately satisfactory, there is still potential reason for enhancing their work lives to increase satisfaction and decrease the proportion of teachers with low job satisfaction. By addressing the problems experienced by unsatisfied teachers and enhancing the good features, it is possible to cultivate a more content and motivated teaching staff. The results are in line with the findings of Dinham and Scott (2000), Sharma and Jyoti (2009), Klassen and Chiu (2010), and Gupta and Geeta (2012). These studies highlight the consistent observation that although many teachers express a moderate level of job satisfaction, notable aspects require attention to enhance overall satisfaction and decrease dissatisfaction.

Figure 1 provides a clear illustration of the percentage-wise analysis of secondary-level teachers with regard to their level of job satisfaction.

Figure 1

Percentage-wise Job Satisfaction Scores of Secondary-Level Teachers



Objective 1: To investigate the differences in job satisfaction between male and female secondary-level teachers.

H₀1: There is no significant difference in job satisfaction between male and female secondary-level teachers.

To test the above null hypothesis, an independent sample t-test was employed, the description of the results is presented in Table 2.

Table 2

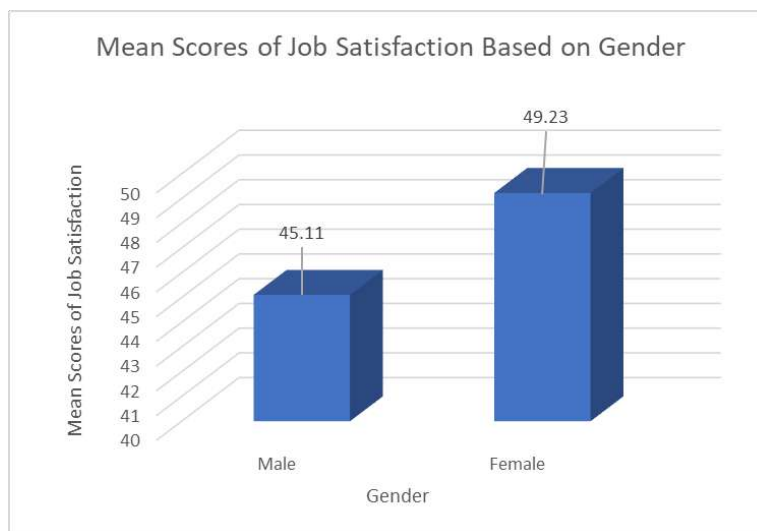
Difference in job satisfaction scores between male and female teachers

Variable	Group	N	Mean	S.D.	t-value	p-value
Job Satisfaction	Male	56	45.11	12.34	2.12	0.036*
	Female	66	49.23	9.08		

*Significant at 0.05 level

Figure 2

Diagrammatical presentation of mean scores of job satisfaction between Male and Female Secondary School Teachers.



This study investigates the variation in job satisfaction scores among secondary-level teachers of different genders. The sample included 56 male and 66 female teachers. Male teachers had an average job satisfaction score of 45.11, with a standard deviation (SD) of 12.34. On the other hand, female teachers had an average score of 49.23, with a standard deviation (SD) of 9.08. Based on the obtained t-value of 2.12 and a p-value of 0.036, it can be concluded that there is a significant difference in the mean scores of job satisfaction between male and female secondary school teachers at a significance level of 0.05. In addition, female teachers tend to experience higher levels of job satisfaction compared to their male counterparts. The findings are consistent with the

previous studies, which indicate that female secondary school teachers express higher job satisfaction than their male colleagues (Spear, Gould, & Lee, 2000; Rao, 2003; Sharma & Jyoti, 2009; Khurshid, Parveen, & Rashid, 2013;). Therefore, null hypothesis H_01 , “*there is no significant difference in job satisfaction between male and female secondary school teachers*”, is rejected.

Objective 2: To examine the differences in job satisfaction among secondary school teachers based on their teaching experience.

H_02 : There is no significant difference in job satisfaction among secondary school teachers based on their teaching experience.

To test the above null hypothesis, an independent sample t-test was employed, the description of the results is presented in Table 3.

Table 3

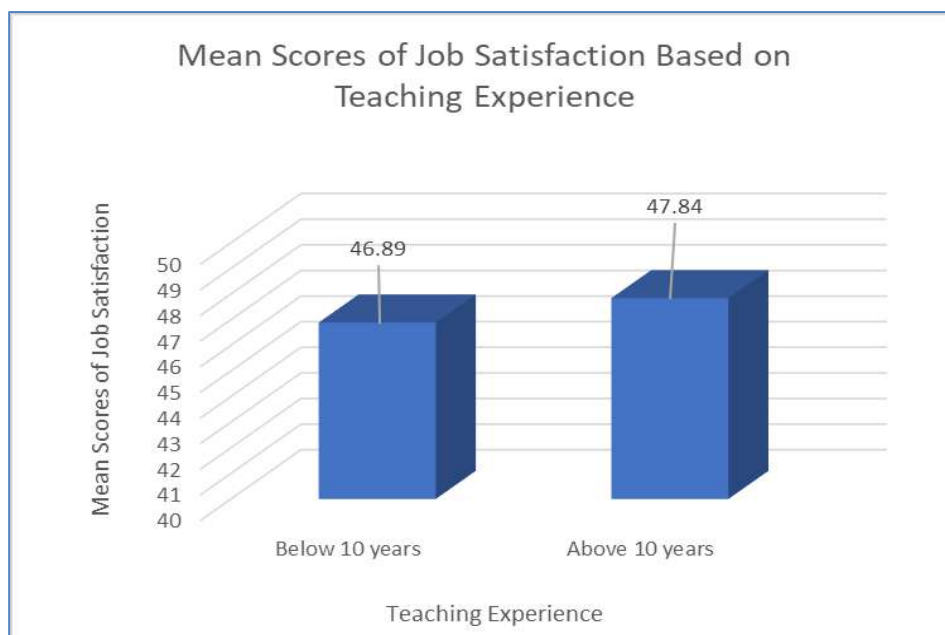
Difference in job satisfaction scores between below 10 years and above 10 years of teaching experience teachers

Variable	Group	N	Mean	S.D.	t-value	p-value
Job Satisfaction	Below 10 years	65	46.89	10.43	0.48	0.632
	Above 10 years	57	47.84	11.39		

Not significant

Figure 3

Mean Scores of job satisfaction among Secondary School Teachers based on their teaching experience.



This study investigates the variation in job satisfaction scores among teachers with less than ten years of experience and those with more than ten years of experience. The sample included 65 teachers with less than ten years of teaching experience and 57 teachers with more than ten years of teaching expertise. Teachers with less than ten years of teaching experience had a mean score of 46.89 for job satisfaction, with a standard deviation of 10.43. Teachers with over ten years of teaching experience, on the other hand, had a mean score of 47.84 with a standard deviation of 11.39. The resulting t-value was found to be 0.48 with a p-value of .632, indicating that there is no significant difference in the job satisfaction between teachers with less than ten years of teaching experience and those with more than ten years of experience. The results align with previous research, which suggested that there is no substantial variation in secondary-level teachers' job satisfaction based on their years of teaching experience, whether it is less than 10 years or more than 10 years (Harris & Adams, 2007; Johnson & McCarthy, 2008; Nguyen & Lockwood, 2015). Therefore, null hypothesis H_02 , "*there is no significant difference in job satisfaction among secondary-level teachers based on their teaching experience*", is not rejected.

Findings

1. Findings from the study discovered that Majority of the secondary school teachers were found to have a moderate level of Job Satisfaction (62.30%), (19.70%) teachers were found to have high level of job satisfaction and (18%) of secondary school teachers were found to have low level of job satisfaction. From the data, it is clear that majority of teachers expressed a moderate level of satisfaction with their jobs.
2. There is a substantial variation in job satisfaction levels between male and female secondary-level teachers, as indicated by the analysis. Female teachers have a greater job satisfaction (M = 49.23, SD = 9.08) in comparison to male teachers (M = 45.11, SD = 12.34).
3. There is no discernible difference in job satisfaction between teachers with less than 10 years of experience and those with more than 10. Teachers who have less experience have an average satisfaction score of 46.89, whereas those with more experience have a slightly higher score of 47.84. Based on the results, it appears that the length of experience does not have a significant effect on job satisfaction.

Educational Implications

Exploring job satisfaction among secondary-level teachers in Hathras district has yielded insightful revelations. The study's findings underscore the complexity of job satisfaction as a multifaceted construct influenced by various factors, including gender and teaching experience. The significant variation in job satisfaction between male and female teachers, with female teachers indicating higher satisfaction, highlights the need for a gender-sensitive approach to policy-making and institutional support. Moreover, the lack of a significant variation in job satisfaction between teachers with different lengths of teaching experience suggests that factors other than duration of service may play a more critical role in shaping job satisfaction.

The implications of this study are also important for educational administrators and policymakers. It emphasizes the importance of creating supportive work environments that cater to the needs of teachers, fostering their professional growth, and recognizing their contributions, irrespective of gender or experience. By addressing the determinants of job satisfaction, educational institutions can enhance teacher well-being, which is intrinsically linked to student success and the overall quality of education.

Conclusion

Ultimately, this study provides valuable insights into the levels of job satisfaction among teachers, revealing that female teachers tend to experience higher levels of satisfaction compared to their male colleagues. Additionally, the study reveals that the duration of a teacher's experience in the field does not have a substantial impact on their level of job satisfaction. On the contrary, the work environment and support from the school play a crucial role. These findings indicate that enhancing job satisfaction necessitates a targeted approach to addressing individual needs and establishing more effective support systems for teachers. Further investigation is needed to gain a deeper understanding of the components that contribute to teacher satisfaction in the workplace. This will enable schools to make well-informed adjustments that improve the teaching experience and improve the overall educational system.

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