



JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHER IN RELATION TO THEIR JOB INVOLVEMENT

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ABSTRACT

This study examined the relationship between Job Satisfaction of Higher Secondary School teachers in relation to their job Involvement in Tiruvallur District. This study adopted normative survey method of research participants were 200 Higher Secondary School Teachers randomly selected from various schools Tiruvallur District. The Research Instruments used for data collection was the job satisfaction and job involvement was constructed by the investigator, tested at 0.05 and 0.01 level of significance. The findings indicated that there is a Positive significant relation between the Job satisfaction and Job involvement of higher secondary School Teachers. This study revealed that there were no significant differences in job satisfaction in relation to educational qualifications, it is concluded that there is significant association between the mean scores of overall Job Satisfaction respect to gender.

Keywords: Job Satisfaction, Job Involvement, Educational Qualifications, Gender, Sampling, Survey Random Technique.

INTRODUCTION

Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life building, man making, and character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library

Teacher's importance in modern era has acquired new dimension. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we wish to bring a productive change, to raise the standard of education, it is imperative to recruit teachers who not only have proficiency in their subject, but also have required a positive attitude towards education and children. The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that teachers are the best educational system. So, in an educational system, teacher is the basic factor for its success. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions (Deen, 2000) the effective learning depends upon quality of teaching which requires individuals who are academically able and who care about the well being of children and youth.

JOB SATISFACTION

According to **Locke (1969)** job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize

with other forms of everyday experiences. For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management.

JOB INVOLVEMENT

According to **KANUNGO, (1982)** Job involvement refers to the psychological and emotional extent to which you participate in your work, profession and company beyond simply punching in, performing your tasks and punching out. In some instances, people become overly involved with their jobs, leading to stress. In other instances, increasing your job involvement is the best way to enhance our career.

STATEMENT OF THE PROBLEMS

A Study on Job Satisfaction of Higher Secondary School Teacher in Relation to their job Involvement in Thiruvallur District.

OBJECTIVES OF STUDY

- To study the level of Job Satisfaction of the Higher secondary school teachers in relation to the job involvement.
- To study the Teachers awareness on job involvement.
- To study the aspects of job involvement.
- To study the psychological aspects of job satisfaction.
- To study the role of teacher towards the job involvement with job satisfaction
- To find out the significant difference if any, between different groups of demographic variables on Job

satisfaction.

- To give suggesting to improve the job satisfaction of the higher secondary school teachers in relation to the job involvement.

HYPHOTHESES OF THE STUDY

- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to gender
- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to types of school.
- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect Area of Living.
- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to their age
- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to their Spouse's educational qualification
- There is no significant difference between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to their Spouse's occupation
- There is no significant association between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to gender
- There is no significant association between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to types of school
- There is no significant association between the mean scores of The Job Satisfaction of Hr. Sec. Teachers in relation to Job Involvement with respect to their Spouse's educational qualification
- There is no significant association between the Job satisfaction and Job involvement of higher secondary Teachers
- There is no significant relation between the Job satisfaction and Job involvement of higher secondary Teachers.

RESEARCH DESIGN

METHODOLOGY

The study was through normative survey method of research and it is most suitable for the present study.

SAMPLE

A stratified random sampling technique was adopted for the selections of Sample 200 Higher Secondary School

Teachers were taken for the present study.

RESEARCH TOOL

- The job satisfaction and job involvement was constructed by the investigator.

STATISTICAL TECHNIQUES

The following statistical techniques were used for analyzing and interpretation of data. The overall description analysis of the entire data Mean and Standard Deviation for the variable of Job satisfaction of higher secondary teacher and their job involvement for the selected variables.

- The't' test was used to analyses the differ types of higher secondary school.
- Association was used to analyses the relationship between job satisfaction of higher secondary teachers and their job involvement.

DISCUSSIONS OF RESULTS

The results of this study show that teachers are satisfied with the following job dimensions. Firstly, teachers indicated that they are satisfied with the meaningfulness of the job (MJ). This job dimension included such aspects as collegial recognition of one's contribution in the school (esteem from others), school's physical working environment or working conditions (physiological need), teaching as an opportunity to use one's skills (Self-actualization or Nature of work-itself) and teaching as a challenging job (Self-actualization). The results would differ if a similar study was conducted in all the Community-Government Secondary Schools in all the wards in the district that are located in very remote areas where transport, electricity, water, hospitals, communication services are not available. In other words, the schools in which this study was conducted appear to be located in places where such problems are not serious and that influenced the current results on this aspect or job dimension. This suggests that future research should be conducted in such schools.

This study indicates that teachers are satisfied with the social benefits (SB) job dimension. This dimension includes recognition from community, co-workers, autonomy/freedom, responsibility, work itself and job security. In this study, respondents indicated that they are happy with the support and care from school administrators and immediate supervisors but the results probably differ if they were asked to indicate their satisfaction with other levels of administration other than school administration.

To determine whether teachers differ in their job satisfaction in relation to the various demographic factors such as gender, age, marital status, educational qualification, teaching experience, type of school, location of school and teacher's promotional position. The results of this study reveal that teachers differ significantly in satisfaction in relation to gender, age, school type, and school location. However, the present study findings

indicate that there are no significant differences in job satisfaction in relation to marital status, educational qualification, promotional or leadership position, teacher type (subject specialization) and teaching experience.

These results are not surprising because from my experience, the teachers in many Non-Government Secondary Schools in Thiruvallur District are paid more than their colleagues in the Government and Community-Government Schools. The Non-Government school owners are forced to pay their teachers more than the government does or else they quit. However, this study did not examine how much teachers in the different schools earn. Additionally, the Government school teachers were more satisfied with job characteristics job dimension than their colleagues in Community-Government Schools. This is surprising because teachers in these two types of schools are paid by the same body and the salary scales are the same. Probably, these results were influenced by other factors loaded in this particular dimension other than salary, fringe benefits and bonuses.

However, this study revealed that there were no significant differences in job satisfaction in relation to educational qualifications. This implies that good pay and promotion opportunities make employees stay in their jobs. The results are in line with this study in that pay and promotion as aspects among job characteristics predict teachers' intention to remain in the job. In other words, factors that can contribute to teachers' intention to quit the job are same factor that contribute to teachers' intention to remain in the job.

The findings indicate that the Meaningfulness of the Job and Job Characteristics contribute significantly to the teachers' to remain in the job. On the contrary, this study indicated that teachers were least satisfied with job characteristics yet the same factors determined they intention to stay in the job. These results suggest that employers have to pay special attention to the aspects that are included in the two job dimensions if they are to influence teachers' intentions to remain in the job.

However, this study does not suggest that teachers should be paid extra-ordinary salaries, but rather salaries that are good enough to cater for the most basic needs such as: food, water, health care, housing, education for teachers' families, transport and electricity among others because "very low pay forces a large proportion of teachers to earn secondary income from private tutoring and other activities" (Bennell, 2007).

However, experience shows that Thiruvallur District teachers do not necessarily leave the teaching profession in great numbers but what happens is that they move from government to Non-Government and vice versa in search of job satisfaction. Young teachers with good qualifications join institutions of higher learning and some of them return to the teaching while others seek new jobs. The teachers who do not get opportunities for further education remain in the job, but opt to do some petty

businesses and farming among other activities to earn extra income to meet their basic needs.

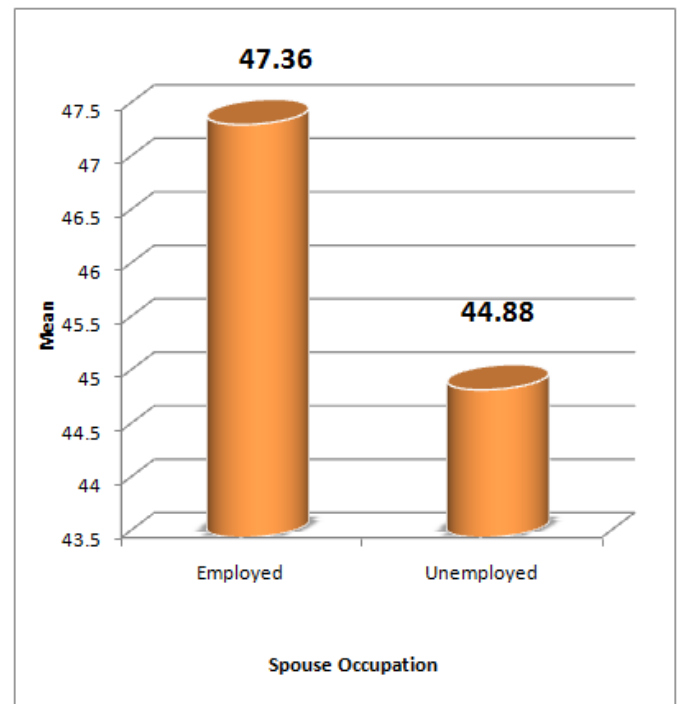
TABLE - 1

THE TABLE SHOWS THE SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES OF JOB SATISFACTION OF HIGHER SECONDARY TEACHERS WITH RESPECT TO THEIR SPOUSE'S OCCUPATION.

Variable	Spouse's occupation				t - value	LS
	Employed		Unemployed			
	Mean	SD	Mean	SD		
Mean scores of overall Job Satisfaction	47.36	8.62	44.88	8.61	1.16	NS

FIGURE - 1

JOB SATISFACTION OF HIGHER SECONDARY TEACHERS WITH RESPECT TO THEIR SPOUSE'S OCCUPATION.



CONCLUSION

The results suggest that the key players in Governments and Community-Government Schools need to make deliberate efforts to improve teachers satisfaction with the aspects that fall into these two job dimensions so that teachers can remain in the job/devote time and energy in the teaching and learning process for the good of the students. These aspects have continually been the sources of antagonism between the Government and Tanzania teachers" Union. The second research question

investigated whether teachers differed significantly in their job satisfaction in relation to demographic factors such as gender, age, marital status, type of school ownership, school location, teaching experience, educational qualification, teacher type and promotional or leadership position. The results indicated that there teachers' job satisfaction differed significantly in relation to gender, age, school location and school type. The results support previous empirical research findings.

There were no statistically significant differences in job satisfaction in relation to marital status, teaching experience, promotional or leadership position, teacher type and educational qualification. These results are both consistent and inconsistent with the previous findings. The third research question investigated the factors that contributed significantly to teacher's intentions to remain in the job. Using a stepwise regression, it was revealed that the meaningfulness of the job and job characteristics contribute significantly to teachers intentions to remain the job. Additionally, the results indicate that the meaningfulness of the job contributes to the teacher's intention to remain than the job characteristics. These results suggest that policy makers, administrators and school owners need to pay special attention to these two job dimensions if they are to retain teachers. Furthermore the results revealed that majority of the teachers do not intend to remain in the job. The results suggest that administrators and policy makers need to pay special attention to the two job dimensions that contribute significantly to teacher's intention to remain in the job and these are: the meaningfulness of job and job characteristics dimensions. This implies that the improvement in the two job dimensions would have a positive impact on the teacher's intention to stay in the job and the profession at large and the opposite of that would lead to their intention to leave or quit their job. However, from my experience, the number of secondary teachers who quit teaching and join other professions is not big because there are no alternative jobs.

The finally researcher investigated whether there was any significant relationship between job satisfaction and the five job dimension/variables. The results revealed that there is significant relationship between job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job. However, there was no correlation between social benefits and intention to remain in the job. The results suggest that job satisfaction is a multidimensional phenomenon and thus administrators need to pay attention to multiple factors if they are to make teachers happy with their job.

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