

IMPACT OF STUDENTS' PROFILE ON JOB SATISFACTION OF THE TEACHERS IN TIRUNELVELI DISTRICT

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Abstract

The study discusses the satisfaction of teachers of Private, Government Aided, and Government schools in Tirunelveli District on their profession. There are several factors that affect the satisfaction of teachers. This study explores the variables that affect the satisfaction on teaching profession and the impact of student profile on the satisfaction. Primary data was collected from the teachers of the schools in Tirunelveli district. Stratified random sampling is used for this study. The descriptive study used factor analysis, chi-square test, and weighted average to arrive at the result.

Keys: Teachers, Service Norms, Career Scope, Performance Appraisal, Student Profile, Satisfaction, School.

1. Introduction

India is one of the few countries to have given birth to ancient human and has also provided a rich soil for the origin and development of many religions of the world. The Indian civilization has evolved from the Stone Age in a step by step manner through knowledge acquisition and dissemination of the acquired knowledge by a small group of and selected people. This dissemination of knowledge and skills happened with the will and wish of the persons who possessed them.

Later dissemination of knowledge and skills were classified into several capsules / modules and they were taught or imparted to the next generation after verifying the ability and interest of the individual. Highly knowledgeable and skillful individuals were employed by the superior / king / power centre, for educating the young. These great individuals who understood this science of training and educating the other were known as Gurus.

In any civilization, Gurus, presently known as Teachers, played an incredible role in shaping the behavior of their 'Shisyas' and thereby laid the foundation for a rich culture. In contrast to the teachers of ancient days, the teachers of present day choose teaching as a profession with a hope of earning money and living a respectable life in the society. Teaching as a profession requires the individuals in the profession on to sacrifice their individual development and be a ladder for the development of the upcoming generations, that is why many a time they are referred to as pillars of the society. On becoming a profession, the individual who choose the teaching profession live with principles as they teach / the students.

2. Reviews of Earlier Researches

Locke (1969) recorded that the phenomena of job satisfaction were not grown as that of the number of studies on the field of research and the efforts of the researchers. The study approached the topic of job attitudes with more emphasis on conceptual approach to the problem from Rand's theory of emotions as a starting point to the concepts of satisfaction, dissatisfaction, value, emotion, and appraisal, and their interrelationships. It contrasted from the previous theories. This paper also discussed other issues like - value hierarchies; the dynamic character of values; overall job satisfaction; the Herzberg two-factor theory; the measurement of satisfaction and values; and rational vs. irrational values.

Kulsum (1985) studied the Influence of school teacher variables on the job satisfaction and job involvement of secondary school teachers and reported that teachers working in corporation schools had the highest level of job satisfaction than the teachers working in government and private schools. Teachers working in familiar climate type of school had higher mean level of job satisfaction. Female teachers and permanent teachers had higher mean level of job satisfaction. The interaction effect of sex marital status, nature of job, age, size of class room and age of the school were found to be significant in relationship to job satisfaction.

Borg and Riding (1991) investigated teachers' – stress, job satisfaction, absenteeism, career intention, career commitment and self-image. A sample of 545 teachers was selected from the secondary schools in Maltese. The analysis of the collected data using a questionnaire revealed that demographic characteristics of the teachers were related to self-reported teacher stress, job satisfaction and career commitment. Further it is evinced that teachers who believed having greater stress - were less satisfied with their profession; reported greater frequency of absence and were forced to shift their profession frequently.

Bishay (1996) measured the level of job satisfaction and motivation in the study titled "Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method". Two types of surveys were undertaken to do the research. For experience sampling method is employed with 12 teachers who volunteered for the participation. Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed survey on mood and activity for each beep. Totally 190 reports of teachers' daily experiences were recorded. The conventional surveys were done during the faculty meetings. 51 surveys were successful out of 120 attempts. It is found that responsibility level, gender, experience, age, and subject handled affect both job satisfaction and motivation. It is recorded that gratification of higher-order needs are more important for the teacher to get satisfied. It is suggested to further the research by including effects of media reporting, outside perceptions, family circumstances, and leisure activities into account.

Mueller, et al., (1999) in their paper titled "The Effects of group Racial Composition on Job Satisfaction, Organizational Commitment, and Career Commitment", explained the racial composition of teachers and students in 405 schools in a large urban system. The study extracted the variables to understand the relationship between racial composition and satisfaction and commitment from the demography theory, racial prejudice literature, and status characteristics theory. It is found that black teachers were less affected by being in the minority in their schools. However, in consistent with the non-symmetry argument, the study found racial composition effects for White but not Black teachers, that is, where their race is not dominant the white teacher experienced greater role conflict, less autonomy, inadequate resources, and reduced coworker support. Also it is reported that commitment of the teachers towards teaching career was not affected by school racial composition.

Sargent and Hannum (2005) in their study, "Keeping Teachers Happy: Job Satisfaction among Primary School Teachers", tested the three kinds of factors – Community factors, School environment factor, and Teacher characteristics - associated with teacher satisfaction. The main survey employed a multistage cluster sampling. 2000 children along with their parents and homeroom teachers, 100 village leaders, 128 principals, and 1003 teachers were surveyed for collecting the data. It was found that teachers were less satisfied in communities with greater economic and social resources. It revealed that there was a smaller association between teacher satisfaction and living in a community with more literates. It identified that teachers' compensation, comparing to the potential and relative wealthiest of the community, is directly related with satisfaction. It is found that dissatisfied teachers were significantly younger than satisfied teachers as

they had more opportunities. Married teachers were significantly more likely to feel that teaching is their ideal career compared with unmarried teachers. However, gender had no binding on the satisfaction. Multivariate analysis also confirmed the above findings.

Ololube (2006) assessed different relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. Statistical tools like mean point value, standard deviation, variance, t-test, and One way ANOVA were used to analyse the data that were collected through a questionnaire titled TEJOSAMOQ. It is found that there job satisfaction has a greater impact on the teaching performance. It is observed that job satisfaction and motivation of the teacher are very important factors for the long-term growth of the educational system. It is suggested that adequate educational policies and administration in terms of reasonable payment and fringe benefits would promote the teachers to have a reputed life.

Bolin (2007) in the paper titled, "A Study of Teacher Job Satisfaction and Factors That Influence It", recorded that researches on job satisfaction had been done by researchers for over sixty years. It is also recorded that there were few studies on job satisfaction in the educational field. The study used both questionnaires and interview schedules.

An exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary – school teachers in Namibia was undertaken by George, Louw and Badenhorst (2008). They sampled 337 secondary school teachers from 17 Government schools selected using random sampling procedure. Results showed that there existed significant level of dissatisfaction among the teachers on intrinsic factors of work. A significant correlation was found between levels of burnout and satisfaction. More emotional exhaustion and depersonalization led to low levels of satisfaction. It was suggested that burnout intervention and prevention may increase the levels of job satisfaction and thus the teacher may prefer to continue the profession.

The study of Abdullah et al., (2009) revealed that secondary teachers were generally satisfied. However it was recorded that Male teachers, Graduate teachers, higher ranking teachers, and older teachers are relatively more satisfied than Female teachers, Non-graduate teachers, Ordinary teachers, and younger teachers, respectively. It was found that places of origin of teachers had significant relationship with job satisfaction. The bi-variate correlation test found that the six work dimensions of teaching job – Pay, Working conditions, Coworkers, Promotion, the Work, and Supervision - had a significant relationship with job satisfaction of the teacher. It was identified that the six dimensions were significantly differ each other with respect to gender and service category of the teachers. It is suggested that schools need to be equipped with adequate facilities and other teaching materials and the Ministry of Education need to review the salary system of the teachers in order to improve the satisfaction of the teachers.

Bota, O. A. (2013) elucidated that a significant part of a person's life is dedicated to work and thus job satisfaction becomes a crucial concept to be studied. The level of job satisfaction of teachers was done and cross compared with variables, such as specialty, age, and gender. It was found that teachers in Romanian system of education had high levels of job satisfaction compared to the teachers in British secondary school system.

3. Statement of the Problem

Teaching as a profession demands a lot of sacrifice on the part of teachers only then they could become the pillars of the society. Teachers experience pressures from various fronts namely students, parents, Government, Authorities, competing schools, and administration of schools. Students put pressure on teachers by not obeying them, not doing the daily activities, and involving in

mischievous activities. The Government authorities, on their part, insist on the implementation of the government policies which sometimes resist the teacher from involving in the students' personal problems and helping them and to come out. It is challenging to identify and promote the satisfaction at an individual level. Thus, it becomes very important for the administration to understand the mindset of the teaching fraternity and to carefully prepare the teachers to keep up with the developments in different fields under arts, science, and technology.

4. Objectives of the Study

The study primarily intends to explore the level of job satisfaction of the school teachers in Tirunelveli District with respect to different aspects of their profession and to understand the behavioural response of teachers to the students' profile of the school. The study will be relevant to the researchers, students, and academicians in the field of administration of school education.

5. Methodology

This study is descriptive in nature and it attempts to describe the level of job satisfaction of the school teachers and the factors thereupon and the impact that the job satisfaction had over the performance of the school teachers. The research to be more pertinent, the researcher decided to stick on to the educational administrative system and to follow stratified random sampling with three strata for high and higher secondary schools based on the educational districts in Tirunelveli. The data were collected through questionnaire method and the 436 data collected were analysed through factor analysis, weighted average, and chi-square analysis for making interpretation.

6. Factors Affecting Satisfaction on Teaching Profession

Twenty two variables were identified by the researcher from the reviews relating to teaching profession.

Table – 1, Factors Affecting Teaching Profession

Factor	Variables	1	2	3	4	5
Performance appraisal	Teachers getting incentives perform well	.783				
	Teachers getting promotions perform well	.741				
	The promotion policy for teachers considers performance	.660				
	Teacher's performance is evaluated based on results of the exams	.611				
	Teachers having additional responsibilities in the school perform well	.610				
	Teachers are assigned additional duties in the schools	.481				
	Teachers require periodical training	.427				
	Teachers require more autonomy inside the classroom	.411				
Recognition	Society recognizes the services of the Teachers		.674			
	The present teaching methodology is the best for imparting knowledge		.646			
	Teachers are the right persons to engage in election duty & census		.638			
	Teachers union safeguard the teacher from problems		.507			
	Changing methodology of teaching every time may improve effectiveness		.501			
Career Scope	Service conditions to teacher are better comparing with anyone else			.740		
	Teaching profession provides satisfaction on seeing the students in higher positions			.692		
	Teaching profession has many career developmental options			.533		
	Permanency in employment makes teachers perform better			.451		
Teacher Intervention	Students having involvement learns subject irrespective of teacher				.617	
	Conducting private tuition yield good income for the teachers				.475	

	Students are given sufficient Teaching hours per day				.40	
Service Norms	Selection procedure of the Teachers is based on merit					.799
	Probation period for the teacher is too long					.501

Factor analysis reduced the given twenty two variables into five factors namely performance and appraisal, Recognition, Career Scope, Teacher Intervention, and Service Norms.

The level of agreement of teachers on individual variables and the factors as a whole are presented in table 2

Table – 2, Teachers’ Perception on Profession

Factor		W _i	W _o	R
Performance and appraisal	Teachers getting incentives perform well	3.52	3.67	A
	Teachers getting promotions perform well	3.57		
	The promotion policy for teachers considers performance	3.57		
	Teacher’s performance is evaluated based on results of the exams	3.48		
	Teachers having additional responsibilities in the school perform well	3.86		
	Teachers are assigned additional duties in the schools	3.63		
	Teachers require periodical training	3.97		
	Teachers require more autonomy inside the classroom	3.72		
Recognition	Society recognizes the services of the Teachers	3.62	3.57	A
	The present teaching methodology is the best for imparting knowledge	3.69		
	Teachers are the right persons to engage in election duty & census	3.10		
	Teachers union safeguard the teacher from problems	3.57		
	Changing methodology of teaching every time may improve effectiveness	3.86		
Career Scope	Service conditions to teacher are better comparing with anyone else	3.84	4.03	A
	Teaching profession provides satisfaction on seeing the students in higher positions	4.28		
	Teaching profession has many career developmental options	3.96		
	Permanency in employment makes teachers perform better	4.04		
Teacher Intervention	Students having involvement learns subject irrespective of teacher	3.39	3.39	N
	Conducting private tuition yield good income for the teachers	2.89		
	Students are given sufficient Teaching hours per day	3.90		
Service Norms	Selection procedure of the Teachers is based on merit	3.90	3.60	A
	Probation period for the teacher is too long	3.30		

Highly Agree-5; Agree-4; Neutral-3;Disagree-2;Highly Disagree–1,W-Weighted Average;R–Remarks. Only career scope and teacher intervention have all statements being evaluated in same fashion. Statements under the former are agreed and the later are evaluated as neutral. Except, ‘Teacher performance is evaluated based on result of the exams’, all the statements under ‘Performance Appraisal’ are agreed by the teacher. Except for the statement, ‘Teachers are the right persons to engage in election duty and censuses, all statement under ‘Recognition’.

7. Impact of Students Profile

χ^2 analyses are applied to find the relationship between students' profile and the level of satisfaction.

Table -3, Residential Area of the Student and Satisfaction of the Teacher

Residential area of the Student	Satisfaction				t ² Value
	Dissatisfied	Neutral	Satisfied	Total	
Village	11	74	138	223	6.983 (d.f 4) P=0.1368
Town	8	40	88	136	
Corporation	10	20	47	77	
Grand Total	29	134	273	436	

Chi-square value of 6.983 (d.f 4) (p=0.1368) revealed that the null hypothesis is accepted and there exists no significant relationship between residential area of the student of the school and the level of satisfaction of the teachers at 95% level of significance.

Table -4, Income Class of the Student and Satisfaction

Income Class of the Student	Satisfaction				t ² Value
	Dissatisfied	Neutral	Satisfied	Total	
Upper class	19	83	144	246	4.135 (d.f 2) P=0.1265
Lower class	10	51	129	190	
Grand Total	29	134	273	436	

Chi-square value of 4.135 (d.f 2) (p=0.1265) revealed that the null hypothesis is accepted and there exists no significant relationship between income class of the student of the school student and the level of satisfaction of the teachers at 95 % level of significance.

Table -5, Educational Background of the Family of the Student and Satisfaction

Education Background	Satisfaction				t ² Value
	Dissatisfied	Neutral	Satisfied	Total	
Well educated	9	19	55	83	13.818 (d.f 6) P=0.03174
Reasonably educated	8	61	88	157	
Uneducated	7	41	106	154	
Illiterate	5	13	24	42	
Grand Total	29	134	273	436	

Chi-square value of 13.818 (d.f 6) (p=0.03174) revealed that the null hypothesis is rejected and there exists a significant relationship between education background of the students' family and the level of satisfaction of the teachers at 95 % level of significance. Teachers dealing with the students having either well educated or uneducated family background feel comparatively more satisfied than those with reasonably educated family background and illiterate. The reasonably educated parents except more from the teachers and pressurize them. The illiterate parent does not understand the basic purpose of education itself and creating dissatisfaction.

Chi-square value of 6.557 (d.f 6) (p=0.3638) revealed that the null hypothesis is accepted and there exists no significant relationship between occupation of parents of the student of the school and the level of satisfaction of the satisfaction at 95% level of significance.

Table -6, Education background wise Satisfaction

Occupation of Parents of the Students	Satisfaction				χ^2 Value
	Dissatisfied	Neutral	Satisfied	Total	
Influential positions	0	4	14	18	6.557 (d.f 6) P=0.3638
Govt. Employee	7	30	59	96	
Private employee	11	36	60	107	
Daily wage earners	11	64	140	215	
Total	29	134	273	436	

8. Conclusion

The study revealed that the job satisfaction of the teachers in the schools of Private, Government Aided, Government. There were five factors that affect the satisfaction of the teachers on the profession. Moreover, it is fruitful to understand that the satisfaction of the teacher is not affected by the residential area, wealthiness of the family, and social reputation of the student. However, the teachers' satisfaction was affected by the educational background of the family of the student. The study recommends the social relevant organizations to create awareness on the basic purpose of the education and its setup to the parents.

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