Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational level and Residence
Bhim Chandra Mondal
Department of Education
Sponsored Teachers’ Training College
Deshbandhu Road, Purulia, West Bengal, Pin – 723101, INDIA

Abstract: This article describes the level of job satisfaction of secondary school teacher of west Bengal, India in relation to their gender, level of education and residence. Stratified random sampling technique has been used to draw 499 samples from population. Job Satisfaction Scale (JSS) as developed by Mondal (2014) is used for data collection. A schedule is added to collect demographic variables like gender, residence and level of education. Three way ANOVA and ‘t’ test has been determined using SPSS version - 16 to test the null hypotheses. Findings of the results shows that teachers level of job satisfaction is average. The effect of gender, level of education and residence is insignificant on the level of job Satisfaction.

Keywords: Job satisfaction, school teacher, gender, residence, level of education, SPSS

I. Introduction
Job satisfaction is defined as peoples’ affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering [1]. More specifically, teacher job satisfaction was a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness [2]. According to Locke (1976), it is a pleasurable or positive emotional state resulting from the appraisal of one’s job experience [3]. Newstrow and Davis defined Job Satisfaction as a set of favorable or unfavorable feelings with which employees view their work. It’s a feeling of relative pleasure or pain that differs from objective thought and behavioral intentions [4]. From the above definition it can be said that job satisfaction is the perception of an employee about his job. It is a psychological phenomenon of an employee which describes the feeling and thought towards his job. Teachers are arguably the most important group of professionals for our nation’s future. Daily interaction between teachers and students is at the center of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education. If education is viewed as the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher cannot be ignored as she/he has been assigned the responsibility of educating the future generation. If teachers feel satisfaction, they will be in position to cope with the educational objectives in successful manner. It is surprising to find that many of the teachers are dissatisfied with their jobs. Many teachers chose teaching as a profession because they valued the intrinsic rewards that they received [5] and because they enjoyed the emotional and personal benefits of the job itself, such as personal growth and a sense of accomplishment. In fact, many teachers selected this profession because they desired helping others and were afforded the opportunity for personal development and public service [6].

Teacher job satisfaction has been often associated in a two-dimensional view through extrinsic and intrinsic motivators by most researchers. Extrinsic satisfaction relates to those items provided by the organization through rewards such as salary and benefits, promotion, status, a safe environment, and security in their position. When teachers’ satisfaction is found through the individual and relate to performance such as the opportunity to contribute, involvement in challenging work, and the autonomy to pursue a variety of job tasks, it is said to be intrinsic [7]. In today’s educational economy, teachers are often stripped of the opportunity to rely on extrinsic motivators and therefore, must rely on the intrinsic motivators of their position to enjoy their jobs. Moreover, with the position becoming more difficult on a daily basis, the opportunity for intrinsic rewards may be fading as well. Subsequently, intrinsic factors including strong leadership and administrative support seem to play a paramount role in motivating individuals to remain in the teaching profession [8].

Job satisfaction was extremely important for teachers because their attitudes toward the job impacted the learning outcome of students. When teachers possessed high levels of job satisfaction, they had a greater chance in believing that their role in the school was satisfying over time, cared more about the quality of their work,
were more productive and committed to the school, and had higher retention rates [9]. It appeared that teachers were more satisfied when they had freedom and authority to do their jobs in a manner that was accommodating to them. It was extremely imperative that teachers were allowed to make decisions that pertained to their instruction and their classes and had input on decisions that ultimately affected them [10]. Ziggarelli found that teacher satisfaction is a highly significant predictor of effective schools [11]. Moreover, schools are only as good as the teachers dealing with students. Therefore, it has become a focal point of districts to ensure that they are hiring quality teachers and finding ways to ensure that they stay within that school or district. Subsequently, schools must give more attention to improving job satisfaction amongst their staff members [12].

In spite of this, some Teachers felt that their profession was not valued properly by the society. The demands and accountability, stresses are increasing day by day but other benefits are remain constant. It is, therefore, needed to study their aspect of job satisfaction particularly at secondary level which is a transitional stage for the development of the society.

II. Review of Literature

Over the last two decades, many studies have attempted to identify sources of teacher satisfaction and dissatisfaction by secondary school teachers [13-16]. This literature showed a reoccurring theme supporting the idea that gender, resident and academic qualification heavily influenced teacher job satisfaction. From previous study it is observed that generally women’s job satisfaction is higher than men’s [17] even though women’s working condition, compensation, working status, etc., are worse than men’s. Lortie, [18], Birmingham [19], Newby [15] and Ali and Akhtar [16] also found that female teacher are more satisfied towards teaching job than their male counter parts while some studies showed that male teachers were more satisfied than female with professional autonomy [20], still other studies reported no relationship between sex and teacher job satisfaction [21,22]. Newby [15] indicated that females were more satisfied than males. Lee et. al [23] found sex differences in job satisfaction, women were found more satisfied with compensation than men. Again Gruenberg [24] showed that highly educated teacher is less satisfied in compare to lower educated teacher whereas Gurbuz [25], Ali and Akhtar [16] found positive high correlation between education level and job satisfaction. Feinstein [26] found that the level of education significantly affected satisfaction with recognition and Demato [27] showed, elementary school counselors who have a master’s degree and intend to stay in their current position are more satisfied with their jobs. Newby [15] again found out that rural Principals are less satisfied with their job than urban Principal. Many researches on Teacher’s Job satisfaction have been conducted in developed countries, but little attempt had been made in developing countries like India. The evidence available from educational systems in developed countries identifies a complex picture in which job satisfaction is closely related to the other key factors of the complexities of work and life in general within a particular social context. It was believed that teacher satisfaction is produced, manifested and coped with differently in different societies. What little research had been done in developing countries was based on a set of theoretical assumptions that had been developed from findings in developed countries [28]. The role played by satisfaction in the normal working life of teachers in developing countries like India is a little-understood area thus the necessity for such research is evident.

III. Objectives of the study

The study has been conducted with the following objectives:

- To compare the level of job satisfaction between male and female teacher
- To compare the level of job satisfaction between Urban and Rural teacher
- To compare the level of job satisfaction between Undergraduate and Postgraduate teacher
- To assess the interaction effects between gender and residential background on the level of Job satisfaction.
- To assess the interaction effects between gender and level of education on the level of Job satisfaction.
- To assess the interaction effects between residential background and level of education on the level of Job satisfaction.
- To assess the secondary interaction effects of gender, residential background and level of education on the level of Job satisfaction.

IV. Hypotheses of the study

H1: There is no significant difference in Job satisfaction of male and those of female secondary school teacher

H2: There is no significant difference in Job satisfaction of rural and those of urban secondary school teacher

H3: There is no significant difference in Job satisfaction of post graduate and those of graduate secondary school teacher

H4: There is no interaction between gender and resident of secondary school teacher to their level of job satisfaction
H₃: There is no interaction between gender and level of education of secondary school teacher to their level of job satisfaction
H₄: There is no interaction between resident and level of education of secondary school teacher to their level of job satisfaction
H₅: There is no secondary interaction between gender, resident and level of education of secondary school teacher to their level of job satisfaction

V. Population and sample
The population for this research comprises secondary school Teachers of West Bengal, India. The language of the questionnaire was Bengali. Systematic sampling technique was used for the study. The data collected from six districts randomly assigned from 19 districts of West Bengal, India. A detail sample was given in Table 1.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kolkata</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>Burdwan</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Purulia</td>
<td>81</td>
</tr>
<tr>
<td>4</td>
<td>Murshidabad</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>Uttar Dinajpur</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>Jalpaiguri</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>499</td>
</tr>
</tbody>
</table>

VI. Design
For this study descriptive research design has been used. It is a type of research method that is used when one wants to get information on the current status of a person or an object. It is used to describe what is in existence in respect to conditions or variables that are found in a given situation. The reason for the design was due to the fact that there was no manipulation of independent variable rather the independent variable was manipulated by nature. Therefore, the researchers went to measure their influence on the dependent variable. The research had three independent variables, they are educational qualification (Post Graduate/ Undergraduate), gender (Male/Female) and resident (Urban/Rural) respectively. The research also had one dependent variable i.e. the job satisfaction.

VII. Tool
Job Satisfaction Scale (JSS) as developed by Mondal (2014) is used for the present study. The scale is based on seven dimensions viz. Administration, work environment, personal factors, social impact, nature of job, job security and creativity. This is a five point Likert type scale consists of 57 items out of which 28 items are intrinsic satisfiers and 29 items are extrinsic satisfiers. The scoring pattern of the scale is 5,4,3,2,1 for positive statement and reverse order was followed for negative statement having a score range 100 to 500. The reliability co-efficient of the scale is found to be 0.82 by split half method (Guttman) and internal consistency was 0.88 as measured by Cronbach method. A reliability coefficient greater than 0.70 confirms that the scale used in the study is reliable [29]. The questionnaire forms also include questions covering demographic characteristics of students such as age, residence and educational level. The norm of JSS is given below

<table>
<thead>
<tr>
<th>Score range</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>197 or less</td>
<td>Poor satisfaction</td>
</tr>
<tr>
<td>198 - 242</td>
<td>Average satisfaction</td>
</tr>
<tr>
<td>243 and above</td>
<td>High satisfaction</td>
</tr>
</tbody>
</table>

VIII. Analysis and interpretation
The data were analysed through certain descriptive as well as inferential statistics. The normality of data (job satisfaction scores) was assessed by calculating the values of mean, median, S. D., skewness and kurtosis. In order to study the significant differences in job satisfaction of secondary teacher with regard to gender, educational level and residential background, three ways ANOVA (Table 3) and t-test (Table 4) was employed.

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Gender)</td>
<td>359.59</td>
<td>1</td>
<td>359.59</td>
<td>0.66*</td>
</tr>
<tr>
<td>B (Residential background)</td>
<td>123.20</td>
<td>1</td>
<td>123.20</td>
<td>0.23*</td>
</tr>
<tr>
<td>C (Educational Level)</td>
<td>238.24</td>
<td>1</td>
<td>238.24</td>
<td>0.44*</td>
</tr>
<tr>
<td>A × B</td>
<td>3068.22</td>
<td>1</td>
<td>3068.22</td>
<td>5.61**</td>
</tr>
</tbody>
</table>
IX. Results and discussion

A. Testing of \( H_1 \)

The mean of job satisfaction scores for male and female teacher is found to be 219.54 (SD =24.42) and 218.80 (SD = 21.17) respectively. It indicates that both are averagely satisfied. However, level of job satisfaction for women teacher is slightly lower than that of male teacher. \( F \)-value (Table 3) for gender is found to be 0.66 which is not significant at 0.01 level. Moreover, ‘t’ value (Table 4) between male and female teacher is found to be 0.34 which is also not significant even at 0.05 level. In view of the above \( H_1 \) is accepted. This result supported by the work of Castillo [30], George et. al [31], Ghoniem et.al [32], Sandhu [33]. Previous research findings indicated that female and male teachers differed significantly in their job satisfaction levels [27,34-37]. These findings are inconsistent with the current findings. Perhaps there is a high rate of unemployment in the country and when someone finds teaching job in his younger age he feels himself very satisfied at that time. After sometimes when he finds his salary not enough to meet all the necessities of life then his satisfaction began to decrease. Again rate of increase of salary of teacher is not promising. It also leads to average satisfaction of teacher.

B. Testing of \( H_2 \)

The ANOVA analysis revealed that there is no statistically significant (p < 0.01) differences in job satisfaction of teacher according to the places they are born and brought up (Table 3). Furthermore, ‘t’ value also revealed that secondary teachers did not differ significantly in their job satisfaction in relation to location of school. Furthermore, mean of job satisfaction scores for urban and rural teacher are 218.18 (SD = 24.07) and 219.82 (SD = 23.06) respectively indicating average satisfaction. Thus, \( H_2 \) is also accepted. The result corroborates the findings of Mahmood et. al, [37], Hughey and Murphey [38] but do not concur with the findings of Bennell & Akyeampong [39] who found that teachers who worked in rural schools were less satisfied with their jobs than their colleagues in urban schools.

C. Testing of \( H_3 \)

From Table 3, it is found that \( F \)-value [0.44 at df(1,498)] is insignificant with regard to educational qualifications. ‘t’ value (t = 0.63) also support this results. Hence, \( H_3 \) is also accepted. The results are inconsistent with previous study on teacher job satisfaction that was conducted in Greece which revealed that secondary school teachers job satisfaction differed significantly in relation to their educational qualifications (40-41]. However, the results of George et. al [31], Ghazi [42] and Cano and Miller [43] agree with our findings.

D. Testing of \( H_4 \)

Two independent variables interact if the effect of one of the variables differs depending on the level of the other variable. In this we consider there independent variables namely gender, resident and educational level. So we have to examine whether there is any interaction is present or not. From Table 3 it is notice that gender and

** Significant at 0.05 level and * not Significant

<table>
<thead>
<tr>
<th>Pair of comparison</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>332</td>
<td>219.54</td>
<td>24.42</td>
<td>0.74</td>
<td>0.34*</td>
</tr>
<tr>
<td>Female</td>
<td>167</td>
<td>218.80</td>
<td>21.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>340</td>
<td>218.18</td>
<td>24.07</td>
<td>1.64</td>
<td>0.73*</td>
</tr>
<tr>
<td>Urban</td>
<td>159</td>
<td>219.82</td>
<td>23.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate</td>
<td>339</td>
<td>218.56</td>
<td>24.32</td>
<td>1.08</td>
<td>0.63*</td>
</tr>
<tr>
<td>Under Graduate</td>
<td>160</td>
<td>219.64</td>
<td>22.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Male</td>
<td>262</td>
<td>220.76</td>
<td>23.67</td>
<td>4.21</td>
<td>1.38*</td>
</tr>
<tr>
<td>Rural Female</td>
<td>78</td>
<td>216.55</td>
<td>20.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Male</td>
<td>70</td>
<td>215.00</td>
<td>26.74</td>
<td>5.69</td>
<td>1.48*</td>
</tr>
<tr>
<td>Urban Female</td>
<td>89</td>
<td>220.69</td>
<td>21.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural Male</td>
<td>262</td>
<td>220.76</td>
<td>23.67</td>
<td>5.76</td>
<td>1.76*</td>
</tr>
<tr>
<td>Rural Female</td>
<td>78</td>
<td>216.55</td>
<td>20.64</td>
<td>4.14</td>
<td>1.23*</td>
</tr>
<tr>
<td>Urban Female</td>
<td>89</td>
<td>220.69</td>
<td>21.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 Determination of t-values

* not Significant

A. Testing of \( H_1 \)

The mean of job satisfaction scores for male and female teacher is found to be 219.54 (SD = 24.42) and 218.80 (SD = 21.17) respectively. It indicates that both are averagely satisfied. However, level of job satisfaction for women teacher is slightly lower than that of male teacher. \( F \)-value (Table 3) for gender is found to be 0.66 which is not significant at 0.01 level. Moreover, ‘t’ value (Table 4) between male and female teacher is found to be 0.34 which is also not significant even at 0.05 level. In view of the above \( H_1 \) is accepted. This result supported by the work of Castillo [30], George et. al [31], Ghoniem et.al [32], Sandhu [33]. Previous research findings indicated that female and male teachers differed significantly in their job satisfaction levels [27,34-37]. These findings are inconsistent with the current findings. Perhaps there is a high rate of unemployment in the country and when someone finds teaching job in his younger age he feels himself very satisfied at that time. After sometimes when he finds his salary not enough to meet all the necessities of life then his satisfaction began to decrease. Again rate of increase of salary of teacher is not promising. It also leads to average satisfaction of teacher.

B. Testing of \( H_2 \)

The ANOVA analysis revealed that there is no statistically significant (p < 0.01) differences in job satisfaction of teacher according to the places they are born and brought up (Table 3). Furthermore, ‘t’ value also revealed that secondary teachers did not differ significantly in their job satisfaction in relation to location of school. Furthermore, mean of job satisfaction scores for urban and rural teacher are 218.18 (SD = 24.07) and 219.82 (SD = 23.06) respectively indicating average satisfaction. Thus, \( H_2 \) is also accepted. The result corroborates the findings of Mahmood et. al, [37], Hughey and Murphey [38] but do not concur with the findings of Bennell & Akyeampong [39] who found that teachers who worked in rural schools were less satisfied with their jobs than their colleagues in urban schools.

C. Testing of \( H_3 \)

From Table 3, it is found that \( F \)-value [0.44 at df(1,498)] is insignificant with regard to educational qualifications. ‘t’ value (t = 0.63) also support this results. Hence, \( H_3 \) is also accepted. The results are inconsistent with previous study on teacher job satisfaction that was conducted in Greece which revealed that secondary school teachers job satisfaction differed significantly in relation to their educational qualifications (40-41]. However, the results of George et. al [31], Ghazi [42] and Cano and Miller [43] agree with our findings.

D. Testing of \( H_4 \)

Two independent variables interact if the effect of one of the variables differs depending on the level of the other variable. In this we consider there independent variables namely gender, resident and educational level. So we have to examine whether there is any interaction is present or not. From Table 3 it is notice that gender and
residential background interact (F = 5.61) with each other at 0.05 level of significance. So, further analysis has been carried out with the help of t-test. According four pairs viz. rural male vs rural female, urban male vs urban female, rural male vs urban male rural female vs urban female has been constructed for comparison. From table 4 it is clear that none of the pairs are significant even at 0.05 level.

**E. Testing of H5**
The interaction between gender and level of education of secondary school teacher on job satisfaction is not significant as revealed by F-value which is 1.17 (Table 3). So H5 is accepted.

**F. Testing of H6**
The interaction between residential back ground and level of education of secondary school teacher on job satisfaction is found to be insignificant as indicated at table 3. So H6 is accepted.

**G. Testing of H7**
Table 3 indicate that there is no interaction between different independent variable viz. gender, level of education and resident of school teacher in relation to job satisfaction. So H7 is accepted.

**X. Conclusion**
Job satisfaction of teacher is the most important factor for the growth and development of educational system. It is highly depends on personal factors like salary, fringe benefit, promotion etc but the influence of environmental factors cannot be ruled out. When teachers’ needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance [44-45]. From this study it is observed that the secondary school teachers are averagely satisfied with their teaching Job. They are less satisfied with advancement, compensation and lack of administrative support. It becomes more important for head of the institute to be aware of the importance of their supervisory styles in relation to teachers’ job satisfaction and should adopt the democratic behavior such as criticism should be handled constructively, praise should be given genuinely, and should listen and accept teachers’ suggestions. An atmosphere of trust, confidence and cooperation should be fostered, where teachers can interact with each other than disengage behavior.

A large amount in annual budget should be reserved especially to improve the working conditions in the schools. So that lack of facilities and necessities like boundary wall, sanitation system, fresh water, building, furniture, electricity, gas, fans, heaters, science laboratories, libraries, play grounds etc should be given more attention. The government should make all possible efforts to satisfy the teachers as recommended by various Commissions on Education and the provisions of National Education Policies promulgated from time to time in the past. The government should also review the current salary scheme and mode of promotion for a teacher which commensurate with their responsibilities and teaching loads. If the element of dissatisfaction is mitigated, then the talented persons are likely to be attracted by this profession in comparatively large numbers.

**References**
Acknowledgement

The author wish to thank UGC, New Delhi, Govt. of India for financial assistance.