

A Study of the Effectiveness of Socio-Economic Conditions on Job Satisfaction of Secondary School Teachers

By

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Abstract

The research study aims at identifying factors that affect the job satisfaction of teachers at secondary level. A 5-point Likert type scale was developed, comprising 12 statements in all, covering the socio-economic factor regarding job satisfaction on the part of the teachers. 167 female teachers were randomly selected from the two districts –76 from Multan and 91 from Bahawalnagar district-69 from private and 98 from Government institutions. The collected data was analyzed by using mean score and Z-test. It was found that Arithmetic Mean in respect of the teachers from Multan institutions was 47.66 and Bahawalnagar was 45.93. Similarly A.M in respect of the teachers of Private institutions was 43.13 and Government institutions was 45.54. All the four groups showed a high level of satisfaction. However, teachers from Multan district were comparatively more satisfied with their jobs. Similarly, teachers in Government institutions were more satisfied with their job than the teachers of the private institutions.

Introduction

The role of teacher is pivotal in education and training. It is on his teaching and guidance that the future of countless generations depends. If a teacher is satisfied with his job, much can be expected from him. A satisfied teacher might be successful in improving the quality of his/her teaching and improve the quality of students as well. Jarvis (2002, PP.11,21) states that teaching itself has a number of different meanings, as the concise Oxford English Dictionary shows:

1. To give systematic information to a person, or about a subject or skill
2. To practice this professionally
3. To enable a person to do something by instruction and training
4. To be an advocate for a moral principle (my parents taught me forgiveness)
5. To communicate, instruct in a moral principle
6. To induce a person by example or punishment to do or not to do a thing (that will teach you to sit still; that will teach you not to laugh)
7. To make a person disinclined to do a thing (I will teach you to interfere)

Job satisfaction is a pre-requisite for the effective role of teacher in the teaching learning process.

Our secondary schools preparing pupils for the colleges and universities are mediating link between the elementary schools and the colleges. Secondary schools are the light posts for higher education in which intelligence and adaptability to environment are required to solve the various complicated problems. Maintaining an atmosphere conducive to good mental health has a therapeutic effect on the child. The role of teacher in the guidance program is found in meeting the emotional needs of the children. The satisfaction of the basic needs of childhood is important to each child if the need for psychiatric and clinical help in later life is to be diminished. The role of the teacher in the guidance program should, then be encouraging the development of healthy ,successful patterns of behavior.

Causes of stress are of much importance in establishing a job satisfaction level. A teacher should be knowledgeable, humorous, flexible, upbeat, clear and concise, open, patient, a role model, able to relate theory to practice, self confident, diversified in students preparation, well groomed and having good personal traits in order to come close to perfection.

Job Analysis and Job Satisfaction

According to Kochhar(2002,PP.75-76)the core function of a program of guidance is to solve the ' man-job' equation. Whereas it is necessary that a counselor is informed about the available job, he should also know "what makes a worker decide that a job is "good" or "bad". This is possible only through job analysis and an understanding of the principles of job satisfaction. Guidance work cannot be initiated without a through knowledge of the duties and conditions of work of the job to be filled and of the human capacities to succeed in it. According to Tasnim (2006),Job satisfaction is a pre-requisite for the effective role of teacher in the teaching learning process.

Job satisfaction is the extent to which one feels good about the job. Job satisfaction is in regard to one's feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also.

Education is the backbone of a nation and teachers are the builder of that backbone. So teacher's job satisfaction plays a vital role behind this. A large number of teachers like this profession, which impacts on their job satisfaction. It differs because of male and female teacher's perspective. Female teachers are more satisfied with their professional role as a teacher than their male counterparts. The teachers identified some factors which affects on their job satisfaction, like, supervision (especially by head teacher) working environment, interpersonal relationship with college, organizational policy like promotion, salary etc. This factors are differs from country to country.

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Job Analysis

Job analysis is the process of determining ,by observation and study ,and reporting pertinent information relating to the nature of a specific job.It is the determination of the tasks which comprise the job and of the skills ,knowledge ,abilities and responsibilities required of the workers for successful performance which differentiates the job from all others. Job analysis involves a determination of the essential elements in the job and the qualifications a worker should have for its successful performance. The skills, knowledge, abilities and responsibilities which are required of any worker for successful performance, and which differentiate the job from all others are discovered in this process.

A job may be analyzed according to the mental requirements, physical requirements, responsibilities and working conditions. There are three parts to the analysis of any job:

1. The job must be completely and accurately identified
2. The tasks of the job must be completely and accurately described
3. The requirements, the job makes upon the worker for successful performance, must be identified .

Factors on Which Satisfaction Depends

For keeping the right man on the right job, counselors must be alert to factors responsible for job satisfaction in working out predictable job choices with their pupils. Because counseling is a process of interpersonal interaction and communication, the counselor and client must be able to send and receive appropriate and accurate verbal and non verbal messages. The counselor should be available to help the client after the job is offered or not offered. The decision to accept the job would include looking at how it will move the client toward his or her career goals. Goals setting should be a part of the interaction from the initial meeting with the client. The client should establish reasonable goals, sharpen these as the interaction with the counselor continues ,and try to implement them to the greatest degree responsible whenever he or she enters the job market. The counselor can also help the client

assess the degree to which the job is fulfilling the goals and meeting his or her needs.

Comparison studies show that a larger percentage of men than women are dissatisfied; that there is more dissatisfaction in large companies than in small companies; that skilled workers are more satisfied than semi-skilled workers; that a larger percentage of managerial than commercial workers are satisfied ;that workers who had received school guidance showed greater job satisfaction than those unguided ,and that those , whose jobs are related to a vocational interest pattern, are more satisfied than others whose jobs are in a field other than that of their interest.

Purpose of Job Analysis

1. Job analysis helps in evaluating the specifications for various jobs.If one knows exactly the job for which the worker is being trained efficient training courses can be developed to provide the knowledge and skill necessary for effective performance.
2. Job analysis helps in bringing together the right worker for the right job. Recruitment ,selection and placement on the basis of personal qualifications shown by job analysis is possible.
3. Job satisfaction and job efficiency can be increased by proper placement.By providing a realistic basis for selection ,placement and transfer,it helps in putting employees on jobs in which they will be efficient and happy,and optimum utilization of their abilities .
4. Job analysis along with job description ,assists in the accurate determination of job opportunities for various types of manpower in the industries.

Motivation – Hygiene Theory

According to Silver(1983,PP.297-299) Are feelings of satisfaction on the job and feelings of dissatisfaction opposite sides of the same coin-or they different phenomena altogether? Do the job features that cause feeling of satisfaction when present also cause feelings of dissatisfaction when absent or are the satisfying features of a job different in kind from the dissatisfying features?

Herzberg (1966) maintained that feelings of satisfaction are different in kind from feelings of dissatisfaction: that the opposite of dissatisfaction is no dissatisfaction. He drew this conclusion from a broad range of research findings indicating that the job characteristics that result in employees' feelings of satisfaction differ in type from those that result in employees' feelings of dissatisfaction.

The motivation-hygiene framework highlights the notion that the various features of job situation are classifiable in two separate and distinct categories: those resulting in feelings of dissatisfaction. The two dimensional nature of job characteristics emphasizes the idea that satisfaction and dissatisfaction are two separate dimensions of work experience.

There are items that cause teachers stress in the form of disruptive students, lack of time, students apathy, non teaching duties, their salaries, lack of support from parents and community, long working hours, conflicts with administrators and other teachers, teaching load, continuous interruptions ,living conditions, high teacher student ratios and lack of job security .These were the problems which create frustration and job dissatisfaction.

Taking into account the above situation, it was decided to encounter the socio-economic factor affecting job satisfaction of secondary school teachers.

Statement of the problem

This study was aimed at determining the factor affecting job satisfaction of secondary school teachers.

Objectives of the Study

The major objectives of the study were:

- a. To find out the needs of teachers working in the secondary schools.
- b. To find out the satisfaction level of job among teachers of secondary schools.
- c. To determine the socio-economic factor affecting job satisfaction and dissatisfaction of secondary school teachers.
- d. To compare the satisfaction level of Private/Government school teachers of both districts.
- e. To compare the job satisfaction of secondary school teachers of Multan and Bahawalnagar district.

Hypothesis of the study

Socio-economic conditions have no effect on job satisfaction.

Population

All the in-service secondary school teachers in the two districts –Multan – Bahawalnagar comprised the population for the research study.

Sample

167 teachers were randomly selected from the two districts-76 from Multan and 91 from Bahawalnagar district-69 from private and 98 from Government schools.

Methodology and statistical analysis

Keeping in view the objectives of the study, a questionnaire was developed and validated in the light of the opinion of experts in the field of educational evaluation. The questionnaire was administered and data was collected personally from the respondents. For

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scoring of positive statements the following weightage was given to each level.

$$SA_{(5)} \quad A_{(4)} \quad U_{(3)} \quad D_{(2)} \quad SD_{(1)}$$

For negative statements ,the weightage was reversed . The questionnaire used in the study had 12 items broadly based on the socio-economic conditions of teachers. Comparison was observed on two bases-Multan district vs. Bahawalnagar district and private versus Government institutions. Mean performance of Multan and Bahawalnagar district and the comparison of the nature of institutions was observed using Z-test.

Results

Area-Wise Comparison

The arithmetic mean of District Multan and Bahawalnagar teachers was 47.66 and 45.93 respectively. Mean performances of teachers of district Multan was better than that of Bahawalnagar district based on the difference of mean.

TableNo.1: Area-wise comparison

| Group | N | Mean | S.D | Calculated Value(Z) | Null Hypothesis |
|--------------|----|-------|------|---------------------|-----------------|
| Multan | 76 | 47.66 | 4.11 | 2.66 | Rejected |
| Bahawalnagar | 91 | 45.93 | 4.24 | | |

Comparison of the nature of institution

Arithmetic mean of Private and Government teachers of both district was 43.13 and 45.54 respectively. The difference of means indicated the better performance of Government teachers.

Table No.2: Nature of institution

| Group | N | Mean | S,D | Calculated Value(Z) | Null Hypothesis |
|------------|----|-------|------|---------------------|-----------------|
| Private | 69 | 43.13 | 4.23 | .90 | Accepted |
| Government | 98 | 45.54 | 3.93 | | |

These comparisons showed that statistically ,the teachers of Bahawalnagar had higher level of satisfaction than teachers of Multan district. However ,there was no significant difference between the job satisfaction levels of Private and Government school teachers.

Item-Wise Calibration:

There were 12 items(statements)in the Likert type scale. Frequency on each item was computed and recorded in descending order.

Table: Item-wise Calibration

| <i>Sr.#</i> | <i>Frequency</i> |
|-------------|------------------|
| <i>1</i> | <i>742</i> |
| <i>2</i> | <i>721</i> |
| <i>3</i> | <i>715</i> |
| <i>4</i> | <i>708</i> |
| <i>5</i> | <i>702</i> |
| <i>6</i> | <i>700</i> |
| <i>7</i> | <i>653</i> |
| <i>8</i> | <i>618</i> |
| <i>9</i> | <i>614</i> |
| <i>10</i> | <i>598</i> |
| <i>11</i> | <i>531</i> |
| <i>12</i> | <i>426</i> |

The table shows that the frequencies fluctuated between 426 to 742.To draw conclusions these frequencies were distributed among 3 categories.

Category 1= Above 700_ High degree of the level of satisfaction.

Category 2= Between 600 and 699_ Moderate level of satisfaction.

Category 3= Below 600_ Satisfactory level of satisfaction.

It was concluded that on 6 statements(50%),there was high level of job satisfaction, on 3 statements (25%),moderate level of job satisfaction was assessed while on 3 statements (25%),the level of satisfaction was found to be satisfactory.

Discussion and Conclusions:

Teachers are an essential part of educational opportunity. However ,little research has emerged about those factors that might be conducive to maintaining the teacher workforce in low resource communities in developing countries. Results also highlight the need for further attention to the professional aspects that influences teacher satisfaction. On the basis of the above mentioned findings, it is concluded that all most all teachers are satisfied with their jobs. Teachers think that teaching is valuable and noble profession and they are proud to be teachers. In their opinion, no profession is better than teaching and teaching is a source of joy for them. They also have the opinion that their salaries must be enhanced to get best results

from teachers in the field and it will have the positive effect on the end product.

Implications:

The key implication of the study is to know the impact of socio-economic status on the performance of teachers. If we come to know the actual condition of socio-economic status of teachers then we can drive that teachers having positive socio-economic factor have positive impact on their satisfaction and vice versa. If job satisfaction is associated with socio-economic conditions then teachers can perform their duties whole heartedly and end product will prove beneficial for the whole society.

Policy makers in the field of education may manage to improve the socio-economic conditions of teachers of secondary schools. Teaching profession may be made attractive through positive reinforcement like incentives, awards, symbol of respect etc.

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