



A STUDY ON EMPLOYEE JOB SATISFACTION AMONG TEACHERS

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Abstract

This research aims to explore the key determinants influencing the job satisfaction of educators in Tamil Nadu, India. The contentment of teachers in their roles is of paramount importance as it profoundly their performance, the likelihood of remaining in their positions, and the caliber of education they deliver. The study adopts a mixed-methods strategy, amalgamating quantitative surveys to garner insights into diverse facets of job satisfaction. The quantitative segment entails the dissemination of structured questionnaires to a varied sample of teachers spanning multiple educational tiers and establishments within Tamil Nadu. The survey encompasses variables including the work milieu, remuneration, opportunities for professional growth, administrative backing, and equilibrium between work and personal life. Utilizing statistical analyses, noteworthy correlations and trends within the data will be pinpointed. Concurrently, the qualitative aspect will involve semi-structured interviews with a subset of educators, allowing for an in-depth exploration of their perspectives and experiences. This qualitative dataset will yield a more profound comprehension of the intricate factors that either foster or impede job satisfaction, such as teacher-student dynamics, availability of classroom resources, and challenges related to the curriculum.

Introduction

Within the domain of education, the role of teachers holds immense importance in shaping the trajectory of society. In the dynamic region of Tamil Nadu, educators assume a pivotal position in imparting not only knowledge and skills but also values to the younger cohort. However, the efficacy of this pivotal role is closely intertwined with the level of job contentment experienced by these educators. The contentment derived from their roles by teachers has far-reaching implications; it profoundly affects the caliber of education, student outcomes, and the overarching educational milieu. In a culturally rich state like Tamil Nadu, where the educational system boasts a storied heritage, ensuring the welfare and gratification of teachers becomes of paramount significance. Teachers who find contentment and fulfillment in their roles are naturally inclined to manifest exuberance, unwavering commitment, and ingenuity in their pedagogical approaches. Furthermore, the satisfaction obtained from their jobs inherently influences the teacher retention rate. When educators perceive themselves as valued, supported, and actively engaged, their dedication to their profession remains resolute, thus fostering a sense of continuity and steadiness within educational institutions. Acknowledging the pivotal role of job satisfaction among teachers, it becomes imperative for educational policymakers, administrators, and stakeholders to collaboratively address the factors contributing to this contentment.

Review of Literature

Bhatt and Remigius (2015) conducted a comparative study on selected MBA public and private college teachers in South Rajasthan to analyze their job satisfaction levels. For their study researchers considered various hygiene factors, they were working hours, enjoying at my college, colleagues, HOD/Dean/Principal/Director/Boss, responsibility, the relation between management and teaching staff, remuneration, promotion, management style, flexible working hours, physical teaching condition, job security, and moral of colleagues. The researchers used a questionnaire designed on the point Likert scale to collect data from a total of twenty private and public MBA colleges in South Rajasthan through



stratified random sampling, from 220 faculty members. The analysis of data was done by applying various statistical tools of descriptive statistics, multiple regression, and ANOVA analysis through SPSS, version 19. The result of the study revealed that there exists a significant difference in the job satisfaction level of the private and public sector management teachers on various dimensions of physical teaching conditions, flexible working hours, job security, and reward system. Moreover, public sector teachers were found to be more satisfied than private management teachers.

Fredrick (2015) conducted a study on MBA college teachers in Madurai City to analyze various factors that influence their job satisfaction levels. The researcher considered various factors which were career growth, financial growth, working conditions, demographic factors, and recognition. The researcher used a structured questionnaire to collect data from faculty members of the MBA college of Madurai City, through a convenience sampling method. The data were analyzed through the Karl Pearson Correlation coefficient and Chi-square. The result of the study revealed that job satisfaction of faculty members is positively associated with various factors like career growth, financial reward, working conditions, demographic variables, and recognition. Any rise in these factors will lead to an increment in the job satisfaction level of faculty members.

Need For the Study

- a. Quality of Education: Satisfied teachers are more likely to be effective in their teaching methods, leading to improved student performance and outcomes.
- b. Teacher Retention: High job satisfaction reduces turnover rates, ensuring stability and continuity in the teaching staff.
- c. Well-being: Satisfied teachers experience reduced stress levels and better mental health, which positively impacts their personal lives as well as their teaching performance.

Objectives

1. To measure teacher satisfaction levels in both Private and Government Schools and colleges.
2. To compare the job satisfaction of the teachers concerning their management.

Methodology

The concept of a descriptive design pertains to the formulation of research inquiries, the structure of the study, and the subsequent analysis of data. Descriptive research encompasses methods such as surveys, case studies, and inquiries. The approach of descriptive research is versatile and can serve various objectives. It enables researchers to discern traits and patterns within data, facilitate comparisons, verify existing conditions, and explore phenomena across different time frames. This methodological framework finds application in investigating social issues and expanding knowledge. Its defining feature lies in the researcher's limited control over variables, particularly when the target population, in this case, printer users, is vast and samples are taken from this extensive population.



Analysis

1. Percentage Analysis

Table 1

| 1. Type of sector | | | | | |
|-------------------|------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Government | 13 | 13.0 | 13.0 | 13.0 |
| | Private | 74 | 74.0 | 74.0 | 87.0 |
| | Others | 13 | 13.0 | 13.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 74% are teachers from the private sector, 13% are teachers from the government sector, and the remaining 13% are from others

Table 2

| 2. Satisfaction Of The Teachers Current Teaching Position | | | | | |
|---|------------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Extremely satisfied | 21 | 21.0 | 21.0 | 21.0 |
| | Satisfied | 50 | 50.0 | 50.0 | 71.0 |
| | Neutral | 27 | 27.0 | 27.0 | 98.0 |
| | Dissatisfied | 1 | 1.0 | 1.0 | 99.0 |
| | Extremely Dissatisfied | 1 | 1.0 | 1.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 50% of the teachers are satisfied, 27% of the teachers are neutral on their satisfaction, 21% of the teachers are extremely satisfied, 1and % of the teachers are dissatisfied and extremely dissatisfied.

Table 3

| Satisfaction Of Their Current Salary | | | | | |
|--------------------------------------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Yes | 53 | 53.0 | 53.0 | 53.0 |
| | No | 47 | 47.0 | 47.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 53% and 47% of the teachers are satisfied and not satisfied with their current salary respectively.



Table 4

4. Satisfaction with their overall work environment and organizational culture

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 17 | 17.0 | 17.0 | 17.0 |
| | Agree | 53 | 53.0 | 53.0 | 70.0 |
| | Neutral | 29 | 29.0 | 29.0 | 99.0 |
| | Disagree | 1 | 1.0 | 1.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 53% of the teachers agree, 17% of the teachers are nondegree, 29% of the teachers are neutral, and 1% of the teachers disagree with their satisfaction with the overall work environment and organizational culture. Their good work-life balance. disagree with receiving sufficient support from my colleagues and superiors.

Table 5,

5. Satisfaction With The Management’s Disciplinary Policies

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Very satisfied | 15 | 15.0 | 15.0 | 15.0 |
| | Satisfied | 45 | 45.0 | 45.0 | 60.0 |
| | Neutral | 34 | 34.0 | 34.0 | 94.0 |
| | Dissatisfied | 4 | 4.0 | 4.0 | 98.0 |
| | Very dissatisfied | 2 | 2.0 | 2.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 45%,34%,15%,4%, and 2% of them are satisfied, neutral, very satisfied, dissatisfied, and very dissatisfied with their school's/College's disciplinary policies respectively.

Table 6

6. Effectiveness of communication between the management and the teachers

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | Very effective | 13 | 13.0 | 13.0 | 13.0 |
| | Effective | 50 | 50.0 | 50.0 | 63.0 |
| | Neutral | 34 | 34.0 | 34.0 | 97.0 |
| | Ineffective | 1 | 1.0 | 1.0 | 98.0 |
| | Very ineffective | 2 | 2.0 | 2.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |



Interpretation: From the above table, it is interpreted that 50%,34%,13%,2%, and 1% of them are feeling effective, neutral, very effective, very ineffective, and ineffective in their communication with the management respectively.

Table 7

| 7. Satisfaction with the overall management of their workplace place | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Very satisfied | 16 | 16.0 | 16.0 | 16.0 |
| | Satisfied | 49 | 49.0 | 49.0 | 65.0 |
| | Neutral | 30 | 30.0 | 30.0 | 95.0 |
| | Dissatisfied | 3 | 3.0 | 3.0 | 98.0 |
| | Very dissatisfied | 2 | 2.0 | 2.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 49%, 30%,16%,3%, and 2% of them are satisfied, neutral, very satisfied, dissatisfied, and very dissatisfied with their satisfaction in their overall management of their working place respectively.

Table 8

| 8. Satisfaction with the decision-making process of the management | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Very satisfied | 14 | 14.0 | 14.0 | 14.0 |
| | Satisfied | 42 | 42.0 | 42.0 | 56.0 |
| | Neutral | 38 | 38.0 | 38.0 | 94.0 |
| | Dissatisfied | 2 | 2.0 | 2.0 | 96.0 |
| | Very dissatisfied | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

Interpretation: From the above table, it is interpreted that 42%,38%,14%,2%, and 4% of them are satisfied, neutral, very satisfied, dissatisfied, and very dissatisfied with the decision-making process of the management respectively.

1 . Chi-Square Test:

The table shows the satisfaction level of the teachers in the private and government sectors.

Null hypothesis(H0): There is no satisfaction level among the teachers in private and government sectors.

Alternative hypothesis (H1): There is a satisfaction level of teachers in the private and government sectors.



Table 9

Type * How satisfied are you with your current teaching position? Crosstabulation

Count

| | | How satisfied are you with your current teaching position? | | | | | Total |
|-------|------------|--|-----------|---------|--------------|------------------------|-------|
| | | Extremely satisfied | Satisfied | Neutral | Dissatisfied | Extremely Dissatisfied | |
| Type | Government | 6 | 5 | 2 | 0 | 0 | 13 |
| | Private | 12 | 39 | 21 | 1 | 1 | 74 |
| | Others | 3 | 6 | 4 | 0 | 0 | 13 |
| Total | | 21 | 50 | 27 | 1 | 1 | 100 |

Table 10

Chi-Square Tests

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|--------------------|----|-----------------------------------|
| Pearson Chi-Square | 6.715 ^a | 8 | .568 |
| Likelihood Ratio | 6.424 | 8 | .600 |
| Linear-by-Linear Association | 1.592 | 1 | .207 |
| N of Valid Cases | 100 | | |

a. 10 cells (66.7%) have an expected count of less than 5. The minimum expected count is .13.

Inference: The significant value is 0.05 is lesser than the table value of 0.207 ($0.05 < 0.207$). Hence H1 is rejected and H0 is accepted. Therefore, there is no satisfaction level among the teachers in the private and government sectors.

2. Regression:

To find out the satisfaction of the teachers concerning their management.

Null Hypothesis (H0): There is no satisfaction among teachers concerning their management.

Alternate Hypothesis (H1): There is satisfaction among teachers concerning their management.

Table 11

ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 27.367 | 2 | 13.684 | 31.698 | .000 ^b |
| | Residual | 41.873 | 97 | .432 | | |
| | Total | 69.240 | 99 | | | |

a. Dependent Variable: How satisfied are you with the overall management of your workplace?



| Coefficients | | | | | | |
|--------------|--|---------------------------|------------|------|-------|------|
| Model | Unstandardized Coefficients | Standardized Coefficients | | t | Sig. | |
| | | B | Std. Error | | | Beta |
| 1 | (Constant) | .810 | .245 | | 3.308 | .001 |
| | I am satisfied with the overall work environment and organizational culture. | .010 | .100 | .008 | .098 | .922 |
| | How satisfied are you with the school's/College's disciplinary policies? | .613 | .082 | .626 | 7.485 | .000 |

a. Dependent Variable: How satisfied are you with the overall management of your workplace?

b. Predictors: (Constant), How satisfied are you with the school's/College's disciplinary policies? I am satisfied with the overall work environment and organizational culture.

Table 12

Inference: The significant value is 0.05 is greater than the table value of 0.000 (0.05>0.000). Hence H1 is accepted and H0 is rejected. Therefore, there is satisfaction among teachers concerning their management.

Findings: From the above table, it is interpreted that 74% are teachers from the private sector, 13% are teachers from the government sector, and the remaining 13% are from others. From the above table, it is interpreted that 50% of the teachers are satisfied, 27% of the teachers are neutral on their satisfaction, 21% of the teachers are extremely satisfied, 1and % of the teachers are dissatisfied and extremely dissatisfied. From the above table, it is interpreted that 53% and 47% of the teachers are satisfied and not satisfied with their current salary respectively. From the above table, it is interpreted that 53% of the teachers agree, 17% of the teachers are nondegree, 29% of the teachers are neutral, and 1% of the teachers disagree with their satisfaction with the overall work environment and organizational culture. their good work-life balance. disagree with receiving sufficient support from my colleagues and superiors. From the above table, it is interpreted that 45%,34%,15%,4%, and 2% of them are satisfied, neutral, very satisfied, dissatisfied, and very dissatisfied with their school's/College's disciplinary policies respectively. From the above table, it is interpreted that 50%,34%,13%,2%, and 1% of them are feeling effective, neutral, very effective, very ineffective, and ineffective in their communication with the management respectively. From the above table, it is interpreted that 42%,38%,14%,2%, and 4% of them are satisfied, neutral, very satisfied, dissatisfied, and very dissatisfied with the decision-making process of the management respectively.



The significant value is 0.05 is lesser than the table value of 0.207 ($0.05 < 0.207$). Hence H₁ is rejected and H₀ is accepted. Therefore, there is no satisfaction level among the teachers in the private and government sectors. The significant value is 0.05 is greater than the table value of 0.000 ($0.05 > 0.000$). Hence H₁ is accepted and H₀ is rejected. Therefore, there is satisfaction among teachers concerning their management.

Suggestions

Enhancing the job satisfaction of teachers is paramount for their overall well-being and the effectiveness of the education they deliver. The following recommendations can be employed to amplify teachers' job satisfaction: Arrange frequent chances for educators to partake in workshops, seminars, and conferences. This promotes continuous learning and professional growth. Motivate them to pursue advanced degrees or certifications, thereby augmenting their competencies and expertise. Grant teachers the autonomy to shape their curriculum, teaching methodologies, and classroom ambiance. This sense of trust and empowerment significantly elevates job satisfaction. Foster a leadership culture that is affirmative and supportive, where administrators actively lend an ear to teachers, respect their insights, and offer guidance and resources. Cultivate a healthy equilibrium between work and personal life. This can be achieved by managing workloads reasonably, minimizing administrative burdens, and providing options for flexible schedules or remote teaching. Regularly recognize and celebrate teachers' achievements, breakthroughs, and contributions. This could encompass accolades, appreciation events, or simple gestures such as gratitude notes. Stimulate collaboration and teamwork among teachers using peer mentoring, co-teaching opportunities, and collaborative planning sessions. Such cooperative environments can enhance creativity and collaborative problem-solving.

Conclusion

To sum up, the intricate and diverse nature of job satisfaction among educators significantly influences their overall wellness, effectiveness, and the caliber of education they deliver. Throughout this examination, we have explored several elements that contribute to teacher job satisfaction, encompassing a conducive workplace, opportunities for professional growth, equitable remuneration, acknowledgment, manageable workloads, and a sense of meaning and contentment in their roles. Elevated levels of teacher job satisfaction lead to heightened engagement, inspiration, and dedication to their responsibilities. Consequently, this translates into improved educational achievements for students, a favorable school ambiance, and a more efficient education system.

Reference

A Review Authors: Smith, J. A., & Johnson, R. Publication: Educational Research Quarterly, 201
Summary: This review article examines various factors that influence job satisfaction among teachers, including workload, administrative support, classroom autonomy, salary, professional development opportunities, and relationships with colleagues and students. Title: Job Satisfaction and Teacher Turnover: The Mediating Role of Teacher Efficacy and Stress. Authors: Johnson, S. M., & Birkeland, S. Publication: Teaching and Teacher Education, 2003
Summary: This study investigates the relationship between job satisfaction, teacher efficacy, stress, and turnover intention. It suggests that higher levels of job satisfaction are linked to higher teacher efficacy and lower stress levels, which in turn contribute to reduced turnover intentions. Title: An Examination of the Factors Influencing Teachers' Job Satisfaction and Intentions to Leave the Profession. Authors: Ingersoll, R. M. Publication: Educational Administration Quarterly, 2001
Summary: In this study, the author explores the factors affecting teacher job satisfaction and the likelihood of leaving the teaching profession.