

Job Satisfaction in Secondary School Teachers With Respect To Demographic Factors

Deepti Chahar, Dayal Pyari

Abstract— Considering the fact that Job Satisfaction of secondary school teachers could be largely driven by the demographic factors, following papers tries to validate that relationship for 10 secondary schools in NCR area. Researcher conducted a survey of 100 teachers from NCR area and performed a Statistical analysis on that. The results were pointing to the original assumption and it became apparent as a conclusion that Job Satisfaction of elder and the teaching staff which is experienced was significantly different than those who were carrying less experience and were younger in the age. It becomes a direct input to school administration that while hiring they should consider these findings and focus on hiring the right skill mix with relation to demographic factors.

Keywords: Job Satisfaction, Gender, Age, Teaching Experience, Staffing, Student Achievement

1. INTRODUCTION

History is full of examples where teachers changed the course of their contemporary and future generations by their teachings. To substantiate my first statement, I would like to quote what Aristotle's teachings did to Alexander and what Chanakya's teachings at the same time did to Chandragupta. Two great teachers produced two great emperors – one started on world victory and another stopped it. This is a topic we must dwell on to understand what the teachers' job satisfaction factors were here. Did they get money out of it, No? Did they become the emperors themselves, No? They were driven by the satisfaction they found in applying their teachings on pupils and see the positive outcomes of it for the benefits of masses.

On the other hand, in today's world, education is a prominent mean for living and earning money. Corporatization has entered education and teachers evaluate multiple factors to choose an organization where they can teach. This tendency has created a marketplace where schools represent the demand side and teachers represent the supply side of it. It is driven by the complete buyer seller sentiment and the real objective of teaching takes a back seat. While hiring schools scrutinize the teachers' profile on qualification and demographic factors as well – such as whether the candidate is local to the place, marital status of candidate, gender of the candidate, age of the candidate, also the experience in teaching etc. In this process, there seems to be a possibility that at hiring may not go right all the times and either the schools will be dissatisfied with their teaching staff or the teachers would not be satisfied with their jobs.

Many researchers carried out the researches on defining job satisfaction and it has been done in the entire globe at

different scale. Considering this as a reference point, researcher decided to analyze job satisfaction factor in the teachers of secondary schools against the demographic (age, gender, education level, experience) factors.

Researcher reviewed different literatures available and it was concluded that subject of job satisfaction has been explored by many experts and there are many definitions for job satisfaction quoted by different researchers. Anderson (2001) studied and defined job satisfaction as an emotional state which could be pleasing or optimistic state as a result from a particular event such as someone's job/appraisal experience. While performing this analysis, researcher also realized that most of the research work has been done outside of India and in different parts of world. This research work may not be able to reflect the correct situation in India and hence it is paramount to perform a research in Indian conditions for the same topic. Out of this conclusion, research chose Delhi-NCR schools to relate the Job Satisfaction with demographic factors.

2. OBJECTIVES

Following main objectives were set for the study:

1. Exploring the current standing of Job Satisfaction in teachers of Delhi-NCR secondary schools.
2. Exploring the current standing of Demographic (age, gender, education, experience) factors in teachers of Delhi-NCR secondary schools.
3. Exploring the association between Demographic (age, gender, education, experience) factors and Job Satisfaction factor

3. HYPOTHESES

1. At 0.5 level, there is no significant relationship between job satisfaction of male teachers and female teachers in Delhi-NCR secondary schools.
2. At 0.5 level, there is no significant relationship between Graduate teachers' job satisfaction and Post-graduate teachers' job satisfaction in Delhi-NCR secondary schools.
3. At 0.5 level, there is no significant relationship between 10 years experienced teachers' job satisfaction and job satisfaction of teachers who have beyond 10 years' experience in Delhi-NCR secondary schools.
4. At 0.5 level, there is no significant relationship between job satisfaction of teachers who are 40 years and job satisfaction of teachers whose age is more than 40 years in Delhi-NCR secondary schools.

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4. RESEARCH DESIGN

As the primary commitment of this research was establishing a potential relationship between demographic factors and Job satisfaction of secondary school teachers, it was essential to lay down a proper research design such that various aspects related to this could be analyzed and appropriate results could be obtained. Keeping this in mind following research design was put in place:

4.1 Research Method

Descriptive Survey cum t-Test method was chosen as study tool. This survey method ensured that time and money related constraints are addressed a bigger sample could still be obtained from schools of Ghaziabad and NCR areas. This survey tool also ensures that respondents can freely act in response to the questions and a degree of freedom is provided to address the diversity in investigation.

4.2 Variables used in the Study

- Following 2 variables have been used in the research study
- 1) Demographic factors – An independent variable that has following dimensions for measuring Job Satisfaction:
 - a. Academic Qualification – Graduate / Post-graduate
 - b. Gender – Male / Female
 - c. Age – < 40 or > 40 year
 - d. Experience – < 10 or > 10 year
 - 2) Job Satisfaction – Dependent variable.

4.3 Sample

Random-Convenience sampling method was used to gather samples by researcher. The sample selection was done randomly from the list of schools and then teachers were taken on the willingness basis from the research sample.

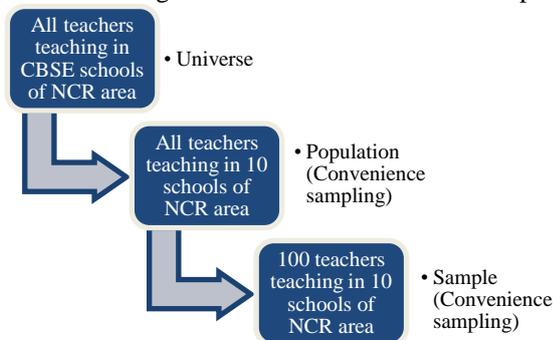


Fig 1 – Process of Sampling

4.4 Tools which were employed in the study

The research used following tools:

1. **Teacher’s Job Satisfaction Scale** was built by Nasrin and Afshan Anees and was improved keeping in mind the Indian conditions by researcher.

The Reliability - Spearman Brown method was used to determine the reliability of the scale that was 0.949. It suggested that scale can be considered as highly internally consistent i.e. reliable.

Validity – The method of Judgment by Experts was used for measuring the validity of tool
2. **Demographic factors:** This was built for collecting the data. Four different dimensions were decided on the basis of literature that was reviewed and the opinion collected from experts. Research utilizes – Academic Qualification, Teaching Experience, Gender of teacher, Age of teacher.

5. FINDINGS & RESULTS

In order to interpret results and draw conclusions following statistical treatments were used:

1. Descriptive Statistics
2. t-Test

5.1 Descriptive Statistics

Responses were collected from tools by researcher, then coding was applied on them and finally a descriptive analysis was done on collected responses to understand the nature of response so that it could be described further.

Following observations were collected for various dimensions of Demographic factors

Gender		Age	
Female	81	Less than 40	66
Male	19	More than or equal to 40	34
Academic Qualification		Experience	
Graduate	8	Less than 10	52
Post-Graduate	92	More than or equal to 10	48

Fig 2 – Collected data for Demographic (Gender, Age, Qualification, Experience) Factors

81 females and 19 males depict the Gender based categorization. 66 respondents were < 40-year and 34 respondents were >= 40-year-old. It was apparent from this, that mostly teachers in sample i.e. 92% were post-graduates and only 8% were graduates. At the same time, a look at teaching experience side reveals that 52 teachers were < 10 year experience and 48 teachers were >= 10 year experience in teaching.

Researcher submitted these findings for a descriptive analysis purpose and result obtained is as under- With a mean value of 175.6 and median value of 176 we can interpret that data is pretty much indicating towards a normal distribution. Also the standard deviation of 15.4 is okay with a standard error value of only 1.5. Probability density functional also does not show any leptokurtosis or mesokurtosis characteristics with a value of 0.1. On the skewness side, with a value of -0.6 that graph has a longer tail on the left side with a negative value i.e. negatively skewed. It means that most of the respondents cluttered around average value and there are very less respondents who agreed with the extreme choices on survey.

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Male	19	0	19	134	200	170.368	16.317
Female	81	0	81	132	202	176.877	14.964



Job Satisfaction	
Mean	175.6
Standard Error	1.5
Median	176.0
Mode	190.0
Standard Deviation	15.4
Sample Variance	235.9
Kurtosis	0.1
Skewness	-0.6
Range	70.0
Minimum	132.0
Maximum	202.0
Sum	17564.0
Count	100.0

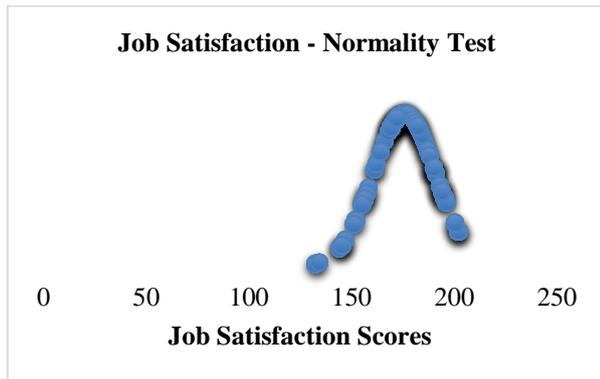


Fig 3 - Descriptive Statistics of Job Satisfaction and Probability Density Function of JS Scores

5.2 t-Test

After descriptive analysis, researcher carried out a t-test to determine whether there was any significant difference between the Job Satisfaction and Demographic (Age, Gender, Experience, Qualification) factors. The results are following -

t-Test for JS Scores with Demographic Factor – Gender (Male and Female)

t-Test results between Gender and JS show that Mean of JS for Male and Female has a difference and so does the standard deviation. With a 0 mean difference, t Stat represent -6.508 value, and the p value stays at 0.097 at a confidence interval of 95%. This value is greater than 0.05 Alpha value and it is concluded that null hypothesis can't be rejected. It is concluded that at 0.5 level, there is no significant relationship between job satisfaction of male teachers and female teachers in Delhi-NCR secondary schools.

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Male	19	0	19	134	200	170.368	16.317
Female	81	0	81	132	202	176.877	14.964

Gender	
Difference	-6.508
t (Observed value)	-1.677
t (Critical value)	1.984
DF	98.000
p-value (Two-tailed)	0.097
alpha	0.050

t-Test for JS Scores with Demographic Factor – Age (Less than 40 and more than 40)

t-Test results for Age and Job Satisfactions show that mean of Job Satisfaction for < 40-years-old teacher and >= 40-years-old teachers entertains a difference.

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Age < 40	66	0	66	134	202	178.0	13.9
Age >= 40	34	0	34	132	193	171.1	17.2

Age	
Difference	6.852
t (Observed value)	2.152
t (Critical value)	1.984
DF	98.000
p-value (Two-tailed)	0.034
alpha	0.050

With a 0 mean difference, while t Stat represent 6.852 value, and the value of p stays at 0.034 at a confidence interval of 95%. This value is lesser than Alpha value of 0.05 and it can be concluded that null hypothesis can be rejected. It is concluded that at 0.5 level, there is no significant relationship between job satisfaction of teachers who are 40 years and job satisfaction of teachers whose age is more than 40 years in Delhi-NCR secondary schools.

t-Test for JS Scores with Demographic Factor – Academic Qualification (Graduate/Post-graduate)

t-Test results for Education level and Job Satisfaction show that mean of Job Satisfaction for Graduate teacher and Post-graduate teachers has a difference.

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Graduate	8	0	8	164	202	177.375	12.035
Post-graduate	92	0	92	132	202	175.489	15.660

Academic Qualification	
Difference	1.886
t (Observed value)	0.332
t (Critical value)	1.984
DF	98.000
p-value (Two-tailed)	0.741
alpha	0.050

With a 0 mean difference, while t Stat represent - 1.886 value, the p-value stays at 0.741 for a confident interval of 95%. This is greater than 0.05 Alpha value and it can be decided that null hypothesis cannot be rejected. Hence it can be concluded that at 0.5 level, there is no significant relationship between Graduate teachers' job satisfaction and Post-graduate teachers' job satisfaction in Delhi-NCR secondary schools.

t-Test for TL Scores with Demographic Factor – Experience (Less than 10 and more than 10)

t-Test results for level of Teaching Experience and Job Satisfaction show that mean of Job Satisfaction for <= 10-years teaching experience and > 10-years teaching experience have a minimal difference.

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
Exp <= 10	52	0	52	145	202	177.269	13.680
Exp >= 10	48	0	48	132	196	173.875	16.964

Experience	
Difference	3.394
t (Observed value)	1.105
t (Critical value)	1.984
DF	98.000
p-value (Two-tailed)	0.272
alpha	0.050

With a 0 mean difference, while t Stat represent 3.394 value, the p-value is 0.272 at confidence interval of 95%. This is greater than 0.05 Alpha value and it is decided that null hypothesis can be rejected. Hence it is concluded that at 0.5 level, there is no significant relationship between 10 years experienced teachers’ job satisfaction and job satisfaction of teachers who have beyond 10 years’ experience in Delhi-NCR secondary schools.

6. CONCLUSION

The research findings point out that Teaching Experience as a demographic factor significantly affects Job Satisfaction. Teachers with less than 40 years in age, had higher Job Satisfaction as compared to teachers who were older to them. This was a surprising element and pointed us to the fact that teachers at young age tend to be further pleased with their occupations and as they mature in their lives with more responsibilities this element tends to diminish, and they expect more return from the system and start getting dissatisfied without contributing much to constantly changing environment. This indicates to the finding that as a teacher’s age increases so does the teacher’s experience then a job satisfaction should show a similar pattern. This became evident with the results of t-Test between Teaching Experience and Job Satisfaction where all those teachers who had > 10 years of experience presented a lower job satisfaction than who had more experience in teaching. The assumption that when teachers devote more time in organization they get used to it, contribute less and expect more returns was vindicated. However, Demographic factors - Gender and Academic qualification were not found to be impacting Job Satisfaction significantly, which in a way echoes right as Job Satisfaction is further about achieving school objective while individual satisfaction is achieved implicitly.

Researcher concludes this research accepting that school management which is working on Job Satisfaction improvement should consider hiring young teaching staff, while they can be indifferent to gender and post-graduate levels of aspirants.

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