

Job Satisfaction of Rural and Urban Male and Female Higher Secondary School Teachers: A Comparative Study of District Srinagar and Anantnag

Mohammad Ibrahim Wani, Javid Ahmad Bhat and Asooda Ali

Ph. D. Research Scholar of CCAS, University of Kashmir, Srinagar190006

M. Ed. Student Department of Education, University of Kashmir, Employees in J&K Bank, India

showkat80ahmad@gmail.com

ABSTRACT: Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The present study was conducted to investigate the rural/urban male and female Higher Secondary school teachers about job satisfaction. Study is descriptive in nature and Job Satisfaction Scale (JSS, English version) by Amar Singh and T.R. Sharma that has been published by National Psychological Corporation; Agra is used, in order to assess the job satisfaction of higher secondary school teachers. The data were collected from 200 teachers selected from all Govt. Higher Secondary schools in each district. The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and 't' test, was run to test the hypotheses. Generally, there is significant difference between urban and rural male/female teachers' job satisfaction.

[Mohammad Ibrahim Wani, Javid Ahmad Bhat and Asooda Ali. **Job Satisfaction of Rural and Urban Male and Female Higher Secondary School Teachers: A Comparative Study of District Srinagar and Anantnag.** *Researcher* 2013;5(5):50-53]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 7

Keywords: Job satisfaction, Attitude, Govt. Higher Secondary Schools, Urban and rural teachers, Working conditions.

INTRODUCTION

It is strongly believed that to be a teacher is to be the member of a holy order as the job of a teacher is not confined to develop knowledge in the subject matter he teaches, rather it is becoming increasingly evident that such information and skill as has leveled subject or content can be better disseminated through programmed materials prepared by a team of experts in the subject field, psychologists and engineers. Teaching machines are also becoming more capable in transmitting certain facts to the students better than the teachers. But such dead facts from a dead machine can not reveal living meaning; teaching requires human recognition, human nourishment, encouragement and support. Human resource, interpersonal communication exchange, and human affirmation which came under the scope of teaching education. The success of teacher lies in his teaching. The teacher has to present the material in such a sequence that it may suit the ability and needs of the students. Success depends on the teacher's skills in the structuring of various stimulus events, i.e. manners of learning, guidance and procedures, verbal statements, explanation, hints, diagrams, pictures and reviews. Therefore, it is essential that extranets in his profession must have already achieved a certain level of personal maturity and a good standard of general and professional education. It must be ascertained by the prospective teacher that he has a balanced personality adequately motivated towards teaching, job and possess a high standard of intellectual

capacity. Therefore, it is quite essential that the countries developed or developing should have well articulated plans for teacher education, particularly attention should be paid to the relationship between the teacher education institution, the school and the community as a whole. The exiting isolation of a teacher educational institution from main streams of the academic life of the University departments on one hand and the school on the other should immediately be eliminated. As per some studies, a teacher is a one who patiently cut, out of a crude and unshaped stone, a thing of beauty. It is universally accepted that teacher is the major facilitator of all educational activities which take place either within the institution or outside the institution. Teacher is the person around whom all the activities and curriculum revolve. Teaching profession has great importance in every society. The reason is that teacher is not only the facilitator of educational curricular and co-curricular, activities but he also helps to educate people who become history makers of a nation. It is globally accepted that teaching is one of the largest professions in the world in terms of its members. Like other profession it also has some special features. The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. It also requires two types of quantities personal and professional. If a teacher combines both types of qualities, in content and functional areas, he can achieve his objectives and may be called as a good

teacher or an effective teacher in educational delivery process.

Job satisfaction is the function of utility of the job of a worker as job satisfaction involves liking and acceptance of pressures, aspirations and various attitudes possessed by an employee. Satisfaction is an important focus for study as it is the source of motivation to sustain effort, in performing over and extent period, the many routine, but necessary tasks that are required for teaching. The work satisfaction of teacher refers to how contented or well pleased they feel about their work and the circumstances surrounding their work.

Job satisfaction, in nutshell, may be defined as how much individual is adjusted in his work as adjustment is more covert and more easily manipulated, while job satisfaction is covert and being less visible aspect of teacher's make – up. The resource of intrinsic motivation in adults which will produce sustained work efforts satisfaction of today may produce motivation for tomorrow. This is a central implication of the relationship of teacher adjustment and teacher satisfaction. Every profession has got certain aspects conducive for job satisfaction. At the same time it has other aspects that lead to dissatisfaction. Teaching profession is no exception. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. There is no gain saying the fact that unless the teacher is satisfied with his occupation, he cannot deliver the goods. Dissatisfaction of an individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A dissatisfied teacher is lost not only to himself; but also to the entire society and spells disaster to the country's future, rather is just a suicidal if it occurs in the teaching profession (The Education commission 1966). If the teacher is satisfied with his job it leads a balanced and disciplined life, the children adopt these virtues as ideal unconscious. The teacher is one who through his thoughts, works and deeds gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate. It is with the intention that what forces are encountered by the

teachers as far as their satisfaction with job is concerned. The present study is to find out the job satisfaction of higher secondary school teachers.

SAMPLE

A sample of 200 Government higher secondary school teachers was taken randomly from the Districts of Srinagar and Anantnag. 100 teachers each comprising of 50 male and 50 female teachers was taken respectively. The teachers were selected for the present study from the following institutions:

TOOLS

Job Satisfaction Scale: Job Satisfaction Scale (JSS, English version) used by Amar Singh and T.R. Sharma and has been published by National Psychological Corporation; Agra was used, in order to assess the job satisfaction of higher secondary school teachers.

RESULTS AND DISCUSSIONS

The data thus collected from the selected samples was statistically analyzed by using Mean SD and t-value. The next step in the process of research, after the collection of data is the organization, analysis and interpretation of data and formulation of generalization and conclusions to get a meaningful picture out of the raw information collected by the research through various sources. The analysis and interpretation of data represents the application of deductive and inductive logic to research process. In order to achieve the objectives formulated for the present study, the data collected was statistically analyzed by using t-test.

Table. 4.1 shows the mean difference between Rural and urban higher secondary school teachers on job satisfaction. The t-value 4.77 is greater than 2.58. Thus the result reveals that there is significant difference between rural and urban higher secondary school teachers on job satisfaction. The difference is significant at .01 levels. The mean of rural higher secondary school teachers is greater than urban higher secondary school teachers. So, rural higher secondary school teachers are more satisfactory than urban higher secondary school teachers. Therefore, hypothesis number one, which reads as “Urban and Rural higher secondary school teachers differ significantly on job satisfaction” stands accepted.

Table.4.1: Shows Comparison between Urban and Rural Higher Secondary School Teachers on Job Satisfaction.

Type	Mean	S.D	t-value	Significance
Urban	72.69	5.75	4.77	Significant at.01 level.
Rural	76.65	5.97		

Table: 4.2: Shows Comparison between Urban and Rural Male Higher Secondary School Teachers on Job Satisfaction.

Type	Mean	S.D	t-value	Significance
Urban	73.64	6.50	2.87	Significant at .01 level
Rural	77.4	6.79		

Table 4.3 shows mean difference between Urban and Rural male higher secondary school teachers on job satisfaction. The calculated t-value 2.87 is greater than 2.58. Thus the results reveal that there is significant difference between Urban and Rural male higher secondary school teachers. The difference is significant at .01 levels. The mean of Rural Male Higher Secondary School Teachers 77.4 is greater than urban male Higher Secondary School teachers 73.64. so rural male higher secondary school teachers are more satisfied than urban male higher secondary school teachers. Therefore, hypothesis number two, which reads as “Urban and Rural male higher secondary school teachers differ significantly on job satisfaction” stands, accepted.

Table 4.4 shows mean difference between Urban and Rural Female Higher secondary school teachers on job satisfaction. The calculated t-value is greater than 2.58. Thus the results reveal that there is significant difference between Urban and Rural female higher secondary school teachers on job satisfaction. The difference is significant at .01 levels. Since the mean of urban female higher secondary school teachers 71.74 is less than rural female higher secondary school teachers 75.9. So, urban female higher secondary school teachers are less satisfied than rural female higher secondary school teachers. Therefore, hypothesis number three, which reads as “Urban and Rural female higher secondary school teachers differ significantly on job satisfaction” stands accepted.

Table 4.4: Shows Comparison between Urban and Rural Female Higher Secondary School Teachers Job Satisfaction.

Type	Mean	S.D	t-value	Significance
Urban	71.74	5.00	2.92	Significant at .01 level
Rural	75.9	5.14		

Table 4.5 Shows Comparison between rural male and rural female higher secondary school teachers on job satisfaction

Type	Mean	S.D	t-value	Significance
Urban	77.4	6.79	1.25	Not Significant
Rural	75.9	5.14		

Table 4.5 shows mean difference between rural male and rural female higher secondary school teachers on job satisfaction. The calculated t-value 1.25 is less than 1.96. Thus results reveal that there is no significant difference between rural male and rural female higher secondary school teachers on job satisfaction. Since the mean of male teachers 77.4 is

greater than female teachers 75.9. So, rural male higher secondary school teachers are more satisfied than female higher secondary school teachers on job satisfaction. Therefore, hypothesis number four, which reads as “Rural male and rural female higher secondary school teachers differ significantly on job satisfaction” stands rejected.

Table 4.6: Shows Comparison between Urban Male and Urban Female Higher Secondary School Teachers on Job Satisfaction.

Type	Mean	S.D	t-value	Significance
Urban	73.64	6.50	1.64	Not Significant
Rural	71.74	5.00		

Table 4.6 shows mean difference between urban male and urban female higher secondary school teachers on job satisfaction. The calculated t-value 1.64 is less than 1.96. Thus results reveal that there is no significant difference between urban male and urban female higher secondary school teachers on job satisfaction. Since the mean of urban male

teachers 73.64 is greater than urban female teachers 71.74. So, urban male teachers are more satisfied than urban female higher secondary school teachers. Therefore, hypothesis number five, which reads as “urban male and urban female higher secondary school teachers differ significantly on job satisfaction” stands rejected.

Table 4.7: Shows Comparison between Male and Female Higher Secondary School Teachers on Job Satisfaction.

Type	Mean	S.D	t-value	Significance
Urban	75.52	6.65	2.04	Significant at .05 level
Rural	73.82	5.06		

Table 4.7 shows the mean difference between male and female higher secondary school teachers on job satisfaction. The calculated T-value falls between 1.96 and 2.58. Thus the results show that there is significant difference between male and female higher secondary school teachers on job satisfaction. The difference is significant at .05 levels Job satisfaction. The mean of male teachers 75.52 is greater than female teachers 73.82 so male teachers are more satisfied than female higher secondary school teachers Job satisfaction. Therefore, hypothesis number six, which reads as “Male and Female higher secondary school teachers differ significantly on job satisfaction” stand accepted.

CONCLUSION

1. **Urban and rural** Higher Secondary School Teachers differ significantly on job satisfaction. The results show that rural Higher Secondary School Teachers are more satisfied than those of urban higher secondary school teachers.
2. The study shows that **urban and rural male** Higher Secondary School Teachers differ significantly on job satisfaction. It depicts that rural male Higher Secondary School Teachers are more satisfied than urban male higher secondary school teachers.
3. Female Higher Secondary School Teachers of **urban and rural** areas differ significantly on job satisfaction. The rural female Higher Secondary School Teachers are more satisfied than urban female higher secondary school teachers.
4. There is no significant difference between **rural male and female** Higher Secondary School Teachers on job satisfaction. As the mean score favors male teachers, so they are more satisfied than rural female higher secondary school teachers.
5. **Urban male and female** Higher Secondary School Teachers did not differ significantly on job satisfaction. As the mean score favors male teachers, so urban female Higher Secondary School Teachers are less satisfied than urban male higher secondary school teachers
6. There is significant difference between **male and female** Higher Secondary School Teachers on job satisfaction. The results reveal that male higher secondary school teachers are more satisfied than female higher secondary school teachers.

References

1. Chandraiah, K. (1994). Effect of Age on Job Satisfaction among College Teachers. *The Creative Psychologist*, Vol. 6 (1&2) pp.53-56.

2. Chaplain, R. P (2001). Stress and job satisfaction among primary head teachers: A question of Balance? *Educational Management Abstracts*, Vol.21, No.1-4, 2002.
3. Chaudhari Umrao Singh (2007). Educational Administrator: An Entrepreneur and Incubator of Ideas. *University News*, 46(11) March 2008.
4. Crane, L. Scott (2006). A study of Job Satisfaction Idaho Public school Superintendents as compared to Job Satisfaction of public school superintendents in Hunterdon and Somerset countries, Jew Jersey: *Dissertation Abstracts International Vol.68 no..pp.34-A New Delhi: NCERT*
5. Eckman, E.W. (2004). Similarities and Differences in Role Conflict, Role Commitment and Job Satisfaction for Female and Male High school Principals: *Educational Administration Quarterly*, Vol.40(3) pp.366-387.
6. Fuming, X. & Jiliang, S. (2008). Research on Job Satisfaction of Elementary and High School Teachers and Strategies to increase Job Satisfaction: *Chinese Education Society*, Vol.40 (5), pp.86-96.
7. Guion, V (1958) A study of Job Satisfaction of Employees in relation to various variables. *Dissertation Abstracts International*. Vol.42, No.2, pp.32.
8. Gupta S. P. (1980). A study of job satisfaction of three levels of teaching. *Unpublished Doctoral thesis. Meerut University. Meerut.*
9. Hayat, S. (1998). A Study of Organizational Climate, Job Satisfaction and Classroom Performance of College Teachers. *Unpublished Doctoral Dissertation. Lahore: University of Punjab.*
10. Howard Baldwin, Tonia Toinette (2009). Administrator job satisfaction in Higher Education. *Unpublished Doctoral Dissertation, Auburn University, International. Vol.40, No.2 p. 42.*
11. Khatoon, Tahira and Hassan, Z. (2000). Job Satisfaction of Secondary school Teachers in relation to their personal variables: Sex, Experience, Professional training, Salary and religion. *Indian Educational Review*, Vol. 36(1), p.64-75
12. Kim, N. (1986). The relationship between School Principal Leadership Behavior and Teacher Stress, Satisfaction and Performance in the schools of Incheon, *Dissertation Abstracts International*. Vol. 67 No.08 p.1867
13. McVay, Cynthia Leigh (2007). Job satisfaction of elementary school principals using Herzberg's Motivation/ Hygiene Theory. *Dissertation Abstracts International*, Vol.68, No.11, May 2008, pp.4566-A.
14. Thompson, C (2001). The Effects of Perceived Leadership Style on the Job Satisfaction of Mid-level Student affairs Administrators in institution of Higher Education: *Dissertation Abstracts International*, Vol.61 No.12. p. 4701.
15. Xu, Z.L. (1991). The relationship between Leadership Behavior of Academic Deans in Public Universities and Job Satisfaction of Department Chairpersons: *Unpublished Ph.D Dissertation Tennessee State University.*