



A Study on The Factors Affecting Professional Satisfaction of Secondary School Teachers

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ABSTRACT:

Teaching is said to be a nation building activity and the teacher is the architect of the future. He is the pivot around which all the educational programmes such as curriculum, syllabus, textbooks, evaluation etc., revolve. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally talented teachers. The teacher has the rare privilege of shaping the most precious material of the land – the boys and the girls during their crucial period of development. The teacher is expected to perform the roles of a planned organizer of curricula, an innovator of educational ideas, practices and systems, a resource person in the propagation of ever expanding knowledge and a motivator to learners in several ways. The teacher can render his/her services effectively only when he/she is satisfied with the profession. The term ‘professional satisfaction’ refers to the positive and favorable attitude of an individual towards the profession. Effective teaching requires a feeling of satisfaction and positive identification of the teacher with the profession. The present study is an attempt to know the influence of certain demographic variables – gender, age, designation and teaching experience on the professional satisfaction of secondary school teachers. The investigators followed descriptive survey method for the present study. A well-developed and standardized questionnaire was used to collect data from a sample of 500 teachers working in the secondary schools of Visakhapatnam district in Andhra Pradesh. The sample was selected using Stratified Random sampling method. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables – gender, age, designation and teaching experience have no influence on the professional satisfaction of secondary school teachers.

KEY WORDS: *Professional satisfaction, Teaching Profession, Secondary school teachers.*

INTRODUCTION:

Education is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. It helps to increase the productivity, achieve national and emotional integration; and accelerate the process of modernization. Education is an effective means of social reconstruction. It is the process of facilitating learning. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It helps to develop good qualities among people and tries to draw out the best in them. It is the creation of a sound mind in a sound body. It cultivates social, moral and spiritual values among people.

The teacher plays a very significant role in the process of facilitating learning. However excellent the things such as the courses of study, curricula, textbooks and other facilities are in an educational system, the whole system would fail without the teaching personnel who are committed to the profession. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant" (**Report of the Indian Education Commission, 1964-66, p.84**). The teacher is expected to perform the roles of a planned organizer of curricula; an innovator of educational ideas, practices and systems; a resource person in the propagation of ever expanding knowledge; and a motivator to learners in several ways. The teacher has the rare privilege of shaping the most precious material of the land – the boys and the girls during their crucial period of development. Effective teaching requires a feeling of satisfaction and positive identification of the teacher with the profession. The teachers who are committed and dedicated to the profession alone can contribute something for the improvement of quality in education.

CONCEPT OF 'PROFESSIONAL SATISFACTION':

Professional satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences in the profession. The extent of professional satisfaction is measured through different aspects such as work, work place, infrastructural facilities, supervision, salary, job security, promotion opportunities, incentives and working environment. The term 'professional satisfaction' refers to the attitude and feelings people have about their work. Positive and favorable attitude towards the profession indicates professional satisfaction. Professional Satisfaction of teachers is a primary requisite for the successful running of any educational institution. If the teachers attain adequate satisfaction in the profession, they will be in a position to fulfill the educational objectives.

NEED FOR THE PRESENT INVESTIGATION:

Professional satisfaction is required in any profession in general and that of teaching profession in particular. Teachers' professional satisfaction constitutes an important condition to make the process of teaching-learning more effective. Further, it contributes for the professional growth of teachers. The intellectual development of students largely depends on the commitment of teachers towards the profession. In order to understand the present scenario of teaching at secondary level with reference to teachers' satisfaction with the profession, it is felt essential to conduct a study on the professional satisfaction of teachers working in secondary schools.

An investigation of this type would certainly help the Government, Local Body and private organizations to provide in the schools pleasant working environment and proper working conditions in order to attract talented and dedicated teachers into the profession and retain them in the schools to work with a

feeling of satisfaction. The investigators, after going through the literature available in the area of professional satisfaction, proposes to study different factors that contribute for the professional satisfaction of teachers working in secondary schools. The present investigation is an attempt in this direction.

OBJECTIVES OF THE STUDY:

The main objective of the present study is to find out the professional satisfaction among secondary school teachers.

The study also aims at finding out the influence of certain demographic variables – gender, age, designation and teaching experience on the professional satisfaction of secondary school teachers.

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the professional satisfaction of male and female teachers working in secondary schools.
- (ii) There is no significant difference in the professional satisfaction of secondary school teachers aged below 40 years and those aged 40 years and above.
- (iii) There is no significant difference in the professional satisfaction of Headmasters and School Assistants working in secondary schools.
- (iv) There is no significant difference in the professional satisfaction of secondary school teachers with an experience of less than 10 years and those with 10 years and above.

LIMITATIONS OF THE STUDY:

The study is limited to find out the influence of gender, age, designation and teaching experience on the professional satisfaction of teachers working in secondary schools located in Visakhapatnam district of Andhra Pradesh.

METHODOLOGY:

- (a) **Sample:** The sample of the study consists of 500 teachers (240 Male and 260 Female) selected from 75 secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.
- (b) **Research Tool:** The researchers used a well prepared questionnaire consisting of 45 items as the tool of research for the present investigation. The tool was initially administered to 50 teachers (25 Male and 25 Female) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 45 items selected for the tool, the discriminating power of 40 items has been found positive and is found negative in respect of 5 items. The items whose discriminating power is negative have been removed; and the final tool consists of 40 items which are pool proof in all respects. The final tool has been administered to 500 teachers (240 Male and 260 Female) working in the Secondary Schools of Visakhapatnam district in Andhra Pradesh. The sample taken for Final study is exclusive; and is not included in the sample for Pilot study.

STATISTICAL INTERPRETATION OF DATA:

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the Professional Satisfaction of teachers working in secondary schools

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Gender	Male	240	111.92	30.33	0.25*	*Not Significant at 0.05 and 0.01 levels
		Female	260	112.58	29.09		
2	Age	Below 40 years	380	110.76	29.39	0.29*	*Not Significant at 0.05 and 0.01 levels
		40 yrs. & above	120	111.67	29.47		
3	Designation	Headmaster	75	112.10	31.62	0.48*	*Not Significant at 0.05 and 0.01 levels
		School Asst.	425	110.22	29.02		
4	Teaching Experience	Less than 10 yrs	320	107.87	27.39	1.91*	*Not Significant at 0.05 and 0.01 levels
		10 yrs. & above	180	113.17	31.15		

FINDINGS OF THE STUDY:

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the professional satisfaction of male and female teachers working in secondary schools.
2. There is no significant difference in the professional satisfaction of secondary school teachers aged below 40 years and those aged 40 years and above.
3. There is no significant difference in the professional satisfaction of Headmasters and School Assistants working in secondary schools.
4. There is no significant difference in the professional satisfaction of secondary school teachers with an experience of less than 10 years and those with 10 years and above.

CONCLUSIONS:

From the findings of the study, it is concluded that gender, age, designation and teaching experience have no influence on the professional satisfaction of teachers working in secondary schools.

EDUCATIONAL IMPLICATIONS:

- (i) The opinions expressed by teachers on the factors influencing professional satisfaction would certainly help them work in the profession with commitment and dedication; and thereby contribute something positive for the noble cause of teaching.
- (ii) The present study helps in the retention of teachers in the profession with a feeling of satisfaction rather than going for some other job.
- (iii) The study would certainly help the administration to provide favorable working conditions in schools to attract talented teachers into the profession.
- (iv) The study would help the managements of schools to provide pleasant and healthy working environment in schools.
- (v) This study would help the policy makers to evolve policies for creating satisfactory working conditions in schools in order to make teaching an attractive profession.
- (vi) The present study suggests necessary measures for the professional development of teachers working in schools.

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