



# Job Satisfaction of Higher Secondary School Teachers with Respect to Gender and Length of Experience

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## Abstract

Job satisfaction of teachers merits attention at all times because it serves as a basic reason for students' scholastic attainment, teacher attrition as well as retention, teacher wellbeing, student wellbeing, school cohesion and maintenance of school status or the tone of the institution. Understandably, it is explicit that when the core factor teachers fail, the whole system of school and the laboriously built social structure will also fall crumble to pieces. Hence teacher job satisfaction is bound to have several important and far reaching implications. In this paper the investigators study about the Job satisfaction of higher secondary school teacher in Chennai district of Tamil Nadu in terms of demographic factors – Gender Length of teaching experience. The study was conducted on 500 Higher Secondary School Teachers from Chennai District of Tamil Nadu State. The result reveals that there is significant difference in teacher Job satisfaction with respect to gender and length of experience.

**Key Words: Gender, Higher Secondary School Teachers. Job satisfaction, Length of Experience**

Researches have shown that teachers are less susceptible to stress and burnout when they report reasonable level of job satisfaction and as a result of which the teachers are able to enjoy a happy and healthy wellbeing (Kyriacou & Sutcliffe, 1997; Shaalvik & Shaalvik, 2011). Moreover, it is heartening to note from researches that more the teachers satisfied the higher will be their instructional quality and also better will be their learning support to their students (Klusman, Kunter, Trautwein, Ludtke & Baumert, 2008; Kunter, et al, 2013). Finally teachers who are satisfied with the job, display stronger job commitment and are less prone to leave the profession (Blosseke, Houang, Hsiek & Wang, 2017; Klassen & Chiu, 2011) which is highly crucial at times when teacher turnover is high. Increase in teacher turnover rates and shortage of qualified teachers is a growing concern in almost all nations (Ingersoll, 2017). Teacher turnover comprises interrelated notions of teacher migration and attrition, where in migration describes teachers moving to other schools, while attrition

denotes teachers leaving the profession altogether (Ingersoll, 2001; Rinke, 2008). Therefore, before attempting to resolve the problem of teacher turnover, one must be aware of the fact what influences teacher job satisfaction?

The starting point for answering such a question is to spell out first, what job satisfaction is. According to Evans (1997) ‘job satisfaction is a state of mind determined by the extent to which the individual perceives his or her job related needs to be met’. Over and above, “another two main components in teacher job satisfaction are recognized: Job comfort and Job fulfillment. The former refers to how satisfactory job conditions and circumstances are to an individual, while the later refers to the extent of one’s satisfaction by personal accomplishment within meaningful aspects of the job” (Evans, 1997). Furthermore, Bascia & Rottmann (2011) “have reinstated the importance of working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn”. In addition some of the past researches have brought forth certain crucial factors which ensure quality of teachers’ work: “adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision making opportunities”. An international study – TALIS 2013 has found that student discipline and teacher cooperation were positively related to teacher job satisfaction in all countries.

In addition, teachers’ some of the personal characteristics are also stated to be influential to make teachers to quit the job. Sims (2018) has given a cross-country evidences of teachers’ age being correlated with job satisfaction, while gender failed to show such an effect. Similarly some of the professional characteristics are also found to play some role in teachers’ quitting their job. Allen (2005) has reported that mathematics and science teachers are more likely to leave teaching than teachers in other subjects. Previous researches have established the contribution of teacher motivational beliefs on job satisfaction and retention plans. It has been recorded that higher levels of teacher self efficacy beliefs were linked to higher job satisfaction and lower turnover intentions (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2014). Furthermore, Klassen & Chiu (2011) have concluded that teacher Self efficacy is noted to moderate the effect of stressful working conditions on teacher occupational commitment.

From all these, one may arrive at the fact that ‘job satisfaction’ is a core teacher characteristic that is capable of determining the future course of one’s teaching career, and also to assess the present challenges

before them quickly and change their mode of reaction in such a way to win over them and emerge successful from the turmoil. Thus the Researcher has inducted such a powerful mental and emotional characteristic as an independent variable of school organizational climate.

## Objectives

- 1.To find the Job Satisfaction among higher secondary school teachers with respect to gender.
- 2.To find the Job Satisfaction among the higher secondary school teachers with respect to length of experience.

## Hypothesis

- 1.There is no significant difference in Job Satisfaction of higher secondary school teachers in terms of Gender.
2. There is no significant difference in Job Satisfaction of higher secondary school teachers in terms of Length of teaching experience.

## Population

All the higher secondary school teachers working in the schools recognized by Government of Tamil Nadu in Chennai City form the population of the study.

## Sample

Stratified random sampling method was followed for selecting sample for the present study. 5% to 10% of the population was chosen by random. The sample of the study consists of 500 higher secondary school teachers taken.

## Method

The present study would make use of **Descriptive Survey method** for realizing the objective of the study.

## Tool of the study

*Job Satisfaction Inventory* Published by Kannan, A.R.S & Govindan, M (2018).

## Analysis and Interpretation

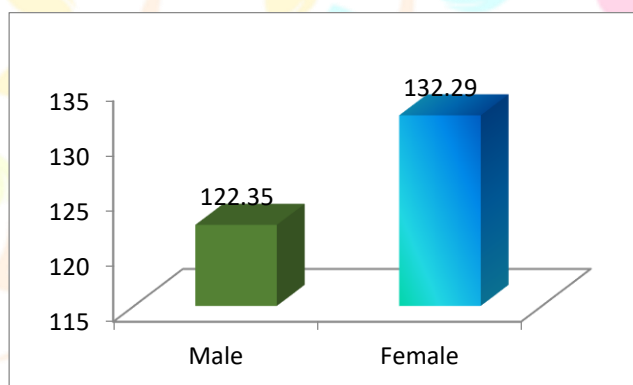
### HYPOTHESIS-1

*There is no significant difference in Job satisfaction of higher secondary school teachers in terms of Gender.*

**Table. 1****Difference in Job satisfaction of higher secondary school teachers in terms of Gender**

<i>Variable</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>Calculated 't' Value</i>	<i>'p' Value</i>
<i>Job Satisfaction</i>	Male	225	122.35	21.00	5.28	0.00**
	Female	275	132.29	20.90		

\*\* significant at 0.01 level

**Figure 1****Difference in Job satisfaction of higher secondary school teachers in terms of Gender**

From the above table and figure it is found that the mean score obtained for female higher secondary school teachers was 132.29 and that of male higher secondary school teachers was 122.35. The obtained t value 5.28 was found to be statistically highly significant at 0.01 level, which indicates that the Job Satisfaction was higher in female teachers than that of male higher secondary school teachers.

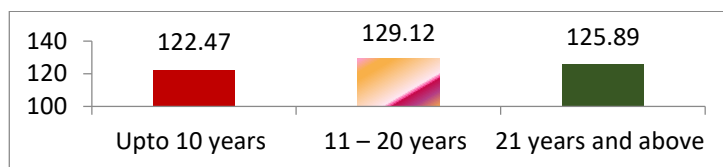
**HYPOTHESIS 2**

*There is no significant difference in Job satisfaction of higher secondary school teachers in terms of Length of teaching experience.*

**Table 2****Difference in Job satisfaction of higher secondary school teachers in terms of Length of teaching experience**

<i>Variable</i>	<i>Teaching Experience</i>	<i>Mean</i>	<i>Calculated 'F' Value</i>	<i>'p' Value</i>
<i>Job satisfaction</i>	<i>Upto 10 years</i>	122.47	4.51	0.01*
	<i>11 – 20 years</i>	129.12**		
	<i>21 years and above</i>	125.89*		

\* significant at 0.05 level

**Figure 2****Difference in Job satisfaction of higher secondary school teachers in terms of Length of teaching experience**

From the above table it is found that **significant difference** is found among the higher secondary school teachers with different years of experience. However the successive Scheffe test has revealed that higher secondary school teachers with **11 - 20 years** of experience have scored **significantly higher** than the higher secondary school teachers with **21 years and above** who are in turn **significantly leading**.

**Conclusion**

It is natural that in any job situation the recruits, those who have experience and energetic and middle age will always be emitting a mixed feeling of fruit after ten years. The experience in the desired job will fill the individual with a lot of energy to do what all he / she could perform, without bothering about hardships for accomplishing the task assigned. In the job teaching, in many of the schools, the mentor system has been in vogue to provide systematic guidance to the beginners to understand the intricacies of the profession and the culture of the school. Therefore, after ten years of experience they will derive a fuller understanding of the job, the nature of the students, the nature of the senior teachers, and the environment.

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