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A STUDY ON JOB SATISFACTION OF WOMEN TEACHERS IN SELECTED SCHOOLS OF VILLUPURAM DISTRICT

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ABSTRACT

In India women constitute a major portion of total work force. They work for long hours both at home and outside the home. Women, in spite of their important contributions to the society, enjoyed a very low social and economic status which is also reflected in their psychological behaviour. But the level of education, access to opportunities and engagement in high collar jobs, holding of physical and financial assets, as well as the standard of living indicate the status of women in a society. But, general practices followed at workplace are less payment for women, male superiority, male centric policies, cultural domain, and unwanted bossism. In India equality for women is a concept that constitution avows, with the ground reality presenting a completely different picture. In a society, women's rights are often denied and where the dominant structures of family are still patriarchal, women have really prone to the conditions and shown their strength by providing their efficiency. Mostly the effective women have really been ideal (Mageswari, 2014). Further, in spite of being in top positions, women have to be more responsible as a wife, mother, home maker etc. and these causes over burden in life and work roles of women and as a teacher they have to play vital role in shaping the future of the students who are in turn likely to make positive contributions towards their society. All these could be met only when teachers' academic and personal lives are satisfied and quality oriented.

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INTRODUCTION

Determinants of Job Satisfaction: There are a number of factors that contribute to job satisfaction. Some of these factors are discussed below:

Leadership style/Supervisory behavior: Supervisory behavior is one of the factors that determine the satisfaction level on job. Democratic leadership style enhances job satisfaction as democratic leaders promote friendship, respect and warmth relationship among employees. On the other hand employees working under authoritarian leaders express low level of job satisfaction. Since managerial functions include planning, organizing, staffing, directing and controlling hence, a supervisor must motivate, communicate, supervise and direct subordinates properly so as to achieve effective performance from them.

Nature of work: The nature of work has significant impact on the job satisfaction. Jobs involving intelligence, skills, abilities, challenging and scope for greater freedom make the employee satisfied on the job where as a feeling of boredom, poor variety of tasks, frustration and failure leads to job dissatisfaction. Moreover, job satisfaction is also concerned with the aptitude of the employee.

If the nature of work and aspirations of an individual do not match, it results in job dissatisfaction (George *et al.* 2008).

Working conditions: Job satisfaction is also related to working conditions in an organization. In a good working conditions the work become more attractive. Good working conditions include such facilities as proper light, attractive surroundings, comfortable temperature and other physical facilities. It provides a feeling of safety, comfort and motivation. So, "how workspace is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer" (Saddat *et al.*). Amin Mohammad (2015) in his study found that there is a positive relationship between teachers' working conditions with job performance of teachers.

Work group/Co-workers: The relationship with work group also has a bearing on the satisfaction of the employees at work places. It is natural desire of human beings to interact with others and this result in formation of work groups or a bonding among the co-workers. Friendly and co-operative co-workers are a modest source of job satisfaction to individual employees. The work group serves as a source of support, comfort, advice and assistance to the individual worker. A "good" work group makes the job more enjoyable (Fred Luthans, 1995).

Age: Age is another determinant of job satisfaction. There is a general belief that job satisfaction increases with an increase in the age of an employee as he/she would be more experienced and this would bring an ease in performing a better job. However, this concept has a few exceptions; as the employees grow older, aspiration level increases. If they are unable to find their aspirations fulfilled, they feel dissatisfied. Moreover, younger employees possessing higher energy levels are also seem to feel satisfied.

Occupational level: Higher level jobs are generally viewed as prestigious, esteemed and have opportunities for self control. Employees working at higher level jobs have greater job satisfaction than the lower level jobs.

Opportunities for promotion: Promotion is an achievement in life which gives more pay, responsibility, authority, independence and status.

Job security: It is the probability that an individual will keep his/her job or there is a small chance of becoming unemployed. In other words, job security means that an employee has the assurance about the continuity of gainful employment for his or her work life either in the same organization or within the same type of work or profession. And this assurance can act as a motivation because of which the employee can work with free mind, full dedication and loyalty. Thus, an employee having a high level of job security will perform and concentrate better than an employee who is in constant fear of losing the job. Inversely lack of job security can be a source of excess stress & low morale which ultimately result in reduced performance and dissatisfaction towards job.

Importance of Job Satisfaction: Job satisfaction is equally important for both the employees and the organization as a whole. If an employee is satisfied with his/her job they will be happy at work which will result in lesser frustration and worry. Happier employees have better state of mind towards their work and this leads to better performance. Employees who are not satisfied with their job will not be motivated and enthusiastic towards any work assign to them and they will be more prone to escaping their duties. Even if they are present, they will show less concern in the issues of the organization, which will certainly affect the organization's performance negatively. On the other hand, the employees who are highly satisfied with their job are likely to be more friendly, cooperative and helpful with their colleagues/co-workers. Job satisfaction also induces security and superior workplace feelings with lesser negativity and clashes; aiding in smooth running of the organization's functions. Thus, it could be said that satisfied employees are more likely to perform superior than the unsatisfied one.

Need for the Study: Ashuman beings, teachers have also their needs, wants, ambitions and aspirations, like and dislikes, besides goals for achievement. When their ambitions are not fulfilled, they tend to be frustrated. This leads to dissatisfaction in their profession or vocation. If the dissatisfied teachers do not do their work properly, the students and the society suffer ultimately. Also, it expresses the extent of match between teacher's expectations and aspirations and the rewards the job provides and the values it creates and gets cherished. In fact, these values become important organizing themes in the behaviors of individuals. As teachers are molders of future generations, their job-satisfaction of women teachers are vital. In this juncture, the present study intends to Analysis their job satisfaction of women teachers in selected schools of Villupuram District.

Statement of the Problem

"A study on Job-satisfaction of women teachers in selected schools of Villupuram District".

Job-Satisfaction: Job satisfaction is basically the level of contentment one feels regarding his or her job. In other words, it is an individual's feeling or the state of mind regarding to the nature of their work. The source of job satisfaction is not only the job; it also

creates from working environment, supervision style, interpersonal relationship, organizational culture and such other factors related to job.

Theories/Models of job Satisfaction: Job satisfaction is considered to be a set of complex variables, a combination of psychological, physiological and environmental circumstances under which an individual feels to be satisfied with his or her job. These include nature of work, relationship with colleagues and others, pay, promotional opportunities, working conditions or physical working facilities etc. All these factors also explain human motivation towards job. Job satisfaction is not same as motivation, although it is clearly linked. Hence, job satisfaction theories have strong overlap with theories of motivation. The various theories of job satisfaction are briefly explained below:

Maslow's Theory: Maslow's motivation theory of hierarchy of need is one of the first theories to examine the important contributions to job satisfaction. A.H. Maslow has categorized human needs into five categories viz. physiological needs, safety needs, social needs, esteem or ego needs and self fulfillment or actualization needs. He is of the opinion that a person tries to achieve first category first and then move on to the next and so on.

Physiological needs: These needs are the biological needs required for survival and maintenance of human life. These include food, clothing, shelter, rest, exercise etc. These physiological needs dominate when all needs are unsatisfied and once these basic needs are satisfied then these will cease to motivate him and he will want to satisfy other needs.

Safety needs: Once physiological needs are satisfied, people want to satisfy safety needs. These include protection from physical harm (fire, accident); economic security (fringe benefits, health, insurance programs); desire for an orderly, predictable environment. These physical and economic needs act as motivators up to the time they are not properly met.

Social needs: As a human being, people need to belong and to be accepted by others. Social needs include exchanges of feelings, grievances, love, sociability, recognition, belongingness etc. These needs tend to be stronger for some people than for others and stronger in certain situations.

Esteem or Ego needs: The needs are concerned with self-respect, self-confidence, feeling of being unique, recognition, etc. The satisfaction of these needs brings confidence, power, control and prestige. Some of the social problems have their roots in the unfulfilment of these needs (Sarkar *et al.* 2004, p.200).

Self fulfillment or Actualisation needs: This need reflects an individual's desire to grow and develop his or her potentialities. In other words, self actualization needs refers to what one is capable of becoming. It is a growth need. The self-fulfillment needs give satisfaction to the person concerned and are beneficial for the society also.

Rationale of the Study: Teaching is one of the most significant and visible profession in the world. All other professions in the society have their bases in the profession of teaching. As a profession it is the basis of the development of any country (Saroja, 2013). The most influential factor in any educational organization is the teacher. They play an important role in constructing the personality for their students. Due to changing trend of higher education teaching demands up to date knowledge, creativity and practical skills, the ability to make informed judgments, proper use of technology in teaching and learning and to balance pressures and challenges. Teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom. Many teachers are rarely provided with the resources they need to meet the high demands and expectations placed on them. The long hours at work (as they supervise students' projects, evaluate students' work, prepare lessons

and conduct the examination) coupled with pressures of their job environments eventually lead to debilitating health problems (ibid). Though, today women share equal status and rights as men still they cannot escape or ignore their due responsibilities towards family as well as to the profession. Being a woman she has neither been relief from any duty as teacher nor from domestic chores. She has to maintain co-ordination between her home and professional life. Again, the success or failure of the education industry largely depends on job satisfied teachers and hence, it is important for the women college teachers to be satisfied with their profession. For a satisfied teacher work is no longer a burden. It becomes meaningful and creative activity, they take keen interest in all aspect of their work. And the satisfaction can make them devoted and committed to their responsibilities. The investigator feels that job satisfaction survey is the best way to examine and analyze the various causes and factors of satisfaction or dissatisfaction and understanding the general feeling or perception of women teachers working in different Provincialised colleges of Arts, Commerce and Science stream towards their job, in the district of Kamrup (Metro). The reason behind selecting Kamrup Metropolitan district as area of the research study is that even after being metropolitan or being capital district of Assam, the district is still facing natural as well as manmade problems like flash flood, water logged streets, land slide, traffic congestion, pollution, increased wastage, poor drainage etc. making infrastructure facilities inadequate for all. Hence along with others, working women offer their services overcoming various hazards. Therefore, it is necessary to study job satisfaction of women college teachers who are amongst those responsible for molding and shaping young minds and make them capable of utilizing their talents for the benefits of the society.

Variables of the Study

1. Experimental Variables
 - a. Job-satisfaction – Dependent
2. Bio-institutional Variables
 - a. Management Types of the school (Government/ Private)
 - b. Professional Status (Secondary level/Higher Secondary levels)
 - c. Experience (0-10 years/ 11-20 years/ 21 years and above)
 - d. Locality (Rural / Urban)

Objectives of the Study

1. To find out the degree of job-satisfaction of women teachers.
2. To find out the job satisfaction of women teachers with respect to their,
 - a. Management Types of the school (Government/ Private)
 - b. Professional Status (Secondary level/Higher Secondary levels)
 - c. Experience (0-10 years/ 11-20 years/ 21 years and above)
 - d. Locality (Rural/Urban)
3. There exists a high degree of job-satisfaction among teachers.
4. There is no significant difference between job satisfaction of women teachers with respect to their,
 - a. Management Types of the school (Government/ Private)
 - b. Professional Status (Secondary level/Higher Secondary levels)
 - c. Experience (0-10 years/ 11-20 years/ 21 years and above)
 - d. Locality (Rural/Urban)

Procedures in Brief: The present study comes under normative category as it deals with the present conditions of teachers. To collect data, standardized tools were administered to women teachers working in twelve selected higher secondary schools of Villupuram District.

Sample: The sample consists of 200 teachers working in higher secondary schools. The stratified random sampling techniques are used in the present study.

Tools: For the present study the following tools were used.

- a. Job-satisfaction Scale (JSS) BY Amar Singh and T. R. Sharma was used to find out job-satisfaction of teachers.

Statistical Techniques: The following statistical treatments are employed in the present study.

- Descriptive Analysis
- Differential Analysis

REVIEW OF RELATED LITERATURE

Studies on Job Satisfaction: Venkatapathy and Kalpana (2020) in their study on “Importance of certain Policies and Programmes as perceived by Women Teachers and Administrators” analysed the teachers’ perceptions of the most important policies, differences as regard to perceptions which help them to carry out their family commitments. The administrators on the other hand, rate those policies as important which help their careers. This could be because of the difference in the personality types of teachers and administrators. And organizations do not provide those policies and programmes considered important by the respondents. Of the sixteen policies and programmes, only maternity leave and promotion without transfer are availed to teachers. The programmes namely, ‘Flexible working hours’ and ‘upgraded person funding’ are not available to the administrators. The results of the study revealed that organizations are yet to consider the terms with the needs and aspiration of the women employees. S.A. Arockiadoss (2019) conducted a study on “Perspective in Education” to analyze teacher effectiveness of college teachers and also study the influence of personal and institutional background in teacher effectiveness of the college teachers. The statistical techniques employed for the analysis were ANOVA and t tests. The major findings of the study were, the majority of the college teachers were effective at moderate level and personal factors such as age, sex, subject of teaching, designation and academic qualification; institutional background such as type (Private/Govt.), nature (unisex/coed) and courses offered (UG to PG/above PG) have significant influence on various dimensions of teacher effectiveness. G. Arumugasamy (2012) carried out “A study on motivation and job satisfaction of higher secondary school teachers” with the aim to investigate the intrinsic factors science teachers perceive important for motivating them to teach and how their perceptions are affected by their gender, marital status, grade level taught, teaching experiences and geographical location of work place. The sample for the study consisted of 351(109 male and 242 female) science teachers. A new instrument consisting of 27 items covering three scales (enjoyment, satisfaction and self-actualisation) was developed. Findings of the study showed that all the teachers considered the intrinsic variables to be “important” and “very important”. They perceived enjoyment as the most important factor affecting their motivation to teach science. The female teachers regarded enjoyment and satisfaction factors as more important factors affecting motivation to teach science than the male teachers. The teachers teaching only at one level (lower or upper secondary) perceived enjoyment variables as more important than those teachers who teach at both lower and upper secondary levels. The teachers’ perceptions of importance the intrinsic variables were not affected by marital status, nationality, grade levels taught and geographical location of their workplace.

METHODOLOGY OF THE STUDY

Tools Used in this Present Study: The data necessary for carrying out research must be collected with the aid of special instruments or devices. The successful research depends on proper selection of tools. The researcher may employ tools either singly or in combinations to achieve it a result. The general information required is also collected for analysis (Appendix).

For the present study the following the standardized tools were used.

Job-Satisfaction Scale (JSS): For finding the job-satisfaction of women teachers, the job-satisfaction Scale (JSS) Constructed and standardized by Amar Singh and T.R. Sharma was used.

Description of the Inventory: The scale to seek to segregate the teachers according to their degree of job-satisfaction. There are 30 statements in the scale. Each statement has five alternatives from which the respondent has to choose any one that candidly expresses his response and encircle the same. Table 3.1 shows the scores and the corresponding degrees of job-satisfaction among teachers.

Administration of the Tool: Detailed directions for filling answers for both the tools are given along with the tools. Even then, a brief instruction was given to the teachers of the sample and the test was administered. There was no time limit for answering both the tools. The respondents took 25 to 40 minutes for answering both the tools.

Sample of the Study: The present study consists of 200 school teachers as subjects and they are selected by random sampling technique. The total sample comprises of 200 female teachers working in various Government and private schools of Villupuram District.

Table 4.1 shows that the mean score of job-satisfaction of teachers is 71.76 (S.D. 8.35). Therefore, the teachers are 'very satisfied' with their job when the whole sample is considered. Also, it is clear that, 85 (42.5%) teachers are having scores 74 and above. Therefore, 42.5% teachers are 'extremely satisfied' with their job. Among the 200 teachers, 88 (44%) are having scores between 63 and 73 and so they are 'very satisfied' with their job. The scores of 23 (11.5) teachers are in the 56-62 interval and so they are 'moderately satisfied', and 1 (0.5) is 'extremely dissatisfied' with the job. Thus, it is clear that 173 (86.5) teachers are either 'very satisfied' or 'extremely satisfied' with their job and it may be concluded that teachers possess a high degree of job-satisfaction. In the case of Government and private school teachers, private school teachers were having slightly higher job-satisfaction as their mean score is 72.05 (S.D. 8.66) while for the Government school teachers, mean scores is 71.46 (S.D. 8.06). Also, 87% of the Government School teachers and 86% of private school teachers are either 'extremely satisfied' or 'very satisfied' with their job.

Table showing scores and the corresponding

Degrees of Job-Satisfaction

Scores	Degree of Satisfaction
74 or above	Extremely satisfied
63-73	Very satisfied
56-62	Moderately satisfied
48-55	Not Satisfied
47 or below	Extremely dissatisfied

Table showing distribution of the sample according to name of the school and management type of the schools

Sl. No.	Names of the Schools	Management type of School
1	Government Girls Higher Secondary School. Gingee.	Govt.
2	Government Girls Higher Secondary School. Tindivanam	Govt.
3	St. Joseph Higher Secondary School. Tindivanam.	Private
4	Government Boys Higher Secondary School. Gingee.	Govt.
5	National Higher Secondary School. Tindivanam	Private
6	Government Higher Secondary School. Ananthapuram	Govt.
7	St. Ann's Higher Secondary School. Tindivanam.	Private
8	Government Higher Secondary School. Kavarai	Govt.
9	Government Higher Secondary School. Rettanai.	Govt.
10	Government Higher Secondary School. Melolukur	Govt.
11	A.K.T. Matriculation Higher secondary School Kallakurichi	Private
12	St. Michales Higher secondary School Gingee.	Private
Grand Total		

Table showing distribution of sample according to gender, experience, management type of the school and professional status

Sl. No	Sample	Sub-sample	No of Sample	Total
1.	Management Types of the school	Government	100	200
		Private	100	
2	Professional Status	Secondary level	100	
		Higher secondary level	100	
3	Experience	0 to 10 years	50	200
		11 to 20 years	50	
		20 years and above	100	
4	Locality	Rural	100	200
		Urban	100	

Data Collection Procedure: After taking permission from the headmaster/headmistress of the schools, the teacher distributed the booklet containing both the tools as well as the general information blank to the teachers and the instructions for answering are briefed to them. When the teachers have completed answering the tools, the whole booklet was collected back. Two weeks were taken to collect the data from the twelve schools taken for the study.

Job-Satisfaction Scale (JSS): The scale has both positive and negative statements. Items 4, 13, 20, 21, 21, 27 and 28 are negative and all others are positive. The positive statements are assigned scores 4, 3, 2, 1 and 0 for the five alternatives and the negative ones are assigned scores 0, 1, 2, 3 and 4. The total scores for each subject is found out to get the measures of satisfaction/dissatisfaction.

When professional status of teachers is taken in to consideration, secondary level teachers are having higher job-satisfaction with a mean of 73.09 (S.D. 8.26) than higher secondary level teachers who scored an average of 70.42 (S.D. 8.26). While 82% of higher secondary level teachers were 'extremely satisfied' or 'very satisfied' with their job, 91% of secondary level teachers were either 'extremely satisfied' or 'very satisfied' with their job. For teachers having different levels of experience, it is found that teachers having 0-10 years of experience is having a mean score of 72.52 (S.D. 8.88) in job-satisfaction, while teachers having 11-20 and 21 years or greater experience were having mean scores of 71.7 (S.D. 8.14) and 71.11 (S.D. 8.38) respectively. Also, 87.9% of teachers having 0-10 years of experience, 87.5 of teachers having 11-20 years of experience and 83.95 of teachers having 21 and more years of experience were either 'extremely satisfied' or 'very satisfied' with their job.

Analysis and Interpretations of the data mean, Standard Deviation and Frequencies for Various sub-samples in their job-satisfaction of women teachers

Variables		Job-Satisfaction			
		N	Mean	S.D.	74 and above
Whole Sample		200	71.76	8.35	72
Management Type of the School	Sec.	100	71.46	8.06	72
	Hr. Sec.	100	72.05	8.66	72
Professional Status	Sec.	100	73.09	8.26	72.5
	Hr. Sec.	100	70.42	8.26	71.5
Years of Experience	0-11	50	72.52	8.88	72.5
	11-20	50	71.7	8.14	72
	≥21	100	71.11	8.38	71
Locality	Rural	100	75.09	8.96	72
	Urban	100	73.45	8.12	72

When Locality status of teachers is taken into consideration, Rural area level teachers are having higher job-satisfaction with a mean of 75.09 and SD 8.96 than the Urban area level teachers who scored an average of 73.45 and SD 8.12. While 82% of Urban area teachers were 'extremely satisfied' or 'very satisfied' with their job, 91% of secondary level teachers were either 'extremely satisfied' or 'very satisfied' with their job.

SUMMARY OF FINDINGS, CONCLUSIONS

The study has been designed to know the feeling of women college teachers and to determine the level of perception, satisfaction and problems with regard to their job. And also to find out whether there is stream wise any significant difference among the women college teachers under the study area. The data collected for the purpose are analysed and reported in this chapter as a summary of findings of the entire study. In addition, the researcher also gives some suggestions for raising the satisfaction level of women college teachers along with suggestions for further research in this area. Research in the field of education always aims at causing favourable changes in the educational process that are brought about by implementing the proposals recommended by such researches. Findings of each study enhance educational implications which become cornerstones in the building up of a progressed and civilized society. Moreover, findings of a study may form the basis for future on related topics. This final chapter summarizes the findings of the present study formed on the basis of the analysis and interpretations of the data presented in the previous chapter.

Educational Implications: Job satisfaction is most of man's activities. It helps the individuals in having interest in one or some of the professionals. The profession that an individual selects for himself is guided by his values. The knowledge of value provides major clues to a person's professional choice. Each profession lays more emphasis on some or other job satisfaction. For example, the profession of businessman needs the person having strong "economic" or "utilitarian values" the social worker's profession lay emphasis on high "social values" and the priests require "religious and humanitarian values". Painters and artists are characterized by high "aesthetic value", and the scientists are much interested in "theoretical value". Thus, it can be shown that every profession has its own type of values or value pattern.

This view holds good for teachers too. As the present study reveals, teachers are having high Job satisfaction. This substantiates the general view that a teacher is primarily a social engineer. He is then a master of his subject and definitely a man of high aesthetic sense, as he has to 'mould' the future generations. The study also unveils some significant relationship between job-satisfaction, For those who those who are having higher. Job-satisfaction is also high. Also, for those who are having choose teaching as his profession, there is a bright possibility that he is going to have high satisfaction in his job. This will definitely boost up his interest in the profession, which in turn positively influences the total educational practice. Therefore, it will be beneficial if these inner potentialities of job-satisfaction are kept in mind while selecting the right people for the teaching profession. Also, it will be judicious if the values that are positively related to job-satisfaction are installed in the minds of the young ones as it will help in moldings the future generations.

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