



JOB CONTENTMENT AMONG HIGHER SECONDARY SCHOOL TEACHERS

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ABSTRACT

A normative survey was conducted to elucidate the level of job contentment among higher secondary school teachers. A sample of 400 teachers (include both gender) from Vellore district was selected by random sampling method. The modified Teacher's job satisfaction scale (Annamalai, 1999) consists of 40 test items under 5-point scale was used as tool for the survey. The data collected in person by the investigator from the sample was analysed by using SPSS. The findings reveals that the highly satisfied level of job contentment was evident from the response of higher secondary school teachers. There is no significant difference in job contentment of higher secondary school teachers with respect to gender, Type of School, Marital status and nature of main subject handling. (2) Higher secondary teachers working in rural based schools have highly satisfied level of job contentment than those working in urban based higher secondary schools. (3) Teachers below 45 years show highly satisfied level of job contentment than those Belonging to more than 45 years age group. (4) similarly Higher secondary teachers having 5-10 years of experience have highly satisfied level of job contentment than their counterpart of having more than 10 years of experience.

KEY WORDS

Job contentment, job satisfaction, higher secondary teachers.

INTRODUCTION

Job contentment is the feeling regarding the employee job, which acts as a motivation to work. This feeling is relied on an individual 's perception of satisfaction. This multidimensional parameter (Bota, Oana Alina ,2013) is pivot for educator retention, well-being, and high-quality student outcomes. It reflects the emotional and psychological appraisal that balance between a teacher's expectations and achievements with respect to their workload, pay, social interaction, professionalism and school environment (ÖZKAN, Umut Birkan, and Ertan AKGENÇ 2022). Hence job contentment is an important tool for maintaining and retaining the appropriate employees inside the organization. Job contentment normally foster teaching workplace environment; expand growth

opportunities, It develops manageable skills to reduce workloads and act as supportive management strategy to cultivate a positive culture in school environment.

NEED FOR THE PRESENT STUDY

Job contentment of teachers directly influences the quality of education, student outcomes, and the stability of the education system. Satisfied teachers are generally more committed, motivated, and effective in the classroom (Alexandra, Theodorou,2021).

The level of job contentment of teacher determines the frequency of absenteeism in their profession; range of retention of teachers in the same school thereby reducing turnover rates. Normally highly Satisfied teachers are more dedicated and committed towards impacting positively the learning rate of the students.

Hence the present study aims to find out the job contentment of teacher which helps to relate the level with other parameters like workload, behaviour, interest and personality of the teacher. The study helps to find ways to protect teacher mental health which foster their performance ultimately elevate the quality of education.

STATEMENT OF PROBLEM:

The statement of the problem entitled as Job contentment among higher secondary school teacher.

TECHNICAL TERM DEFINED

Job contentment: positive emotional reaction and overall attitude toward their work

OBJECTIVES OF THE STUDY

1. To find out the level of job contentment of higher secondary school teachers.
2. To find out if there are any significant difference in job contentment of higher secondary school teachers with respect to gender; locality of school; type of school; age of teacher; year of experience; marital status and nature of main subject handling

HYPOTHESES OF THE STUDY

1. The level of job contentment of higher secondary school teachers is high
2. There is no significant difference in job contentment of higher secondary school teachers with respect to different demographic variables like gender, gender; locality of school; type of school; age of teacher; year of experience; marital status and nature of main subject handling

METHOD

Normative survey method is adopted in this study

TOOL USED

The Modified Teacher's job satisfaction scale (Annamalai, 1999) was used as tool for the survey. The 5-point scale comprises 40 items (25 positive and 15 negative items) under the dimension Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied. The content of each item constructed to elucidate the response of the sample with respect to various components of job contentment related to psychological aspects of teacher.

SCORING PROCEDURE

Simple scoring procedure was followed as for positive test items a score of 5 was given to response in Very Satisfied column; 4 point was given to response in satisfied column, likewise 3 point for neutral; 2 point for dis-satisfied and 1 point for very dis-satisfied. The scoring was reversed for negative test items.

interpretation of the score

The range of score 0-39 indicates very poor job contentment; score between 40-59 indicate satisfied job contentment and the range of score 60-200 indicated highly satisfied job contentment.

RELIABILITY AND VALIDITY OF THE TOOL

The reliability value of the tool was established as 0.782 under test- retest method and the corresponding validity in relation to reliability was 0.66.

SAMPLE

The sample consists of 400 higher secondary teachers (include both gender) working in Government and private schools in and around Vellore district. Random sampling procedure was used to constitute the sample for the present study.

DATA COLLECTION

The data from the sample was collected in person by the investigator after satisfying all the formalities of getting permission from the school authorities. The sample was given clear overview about the tool and the procedure of filling the response. Doubts are now and then cleared.

STATISTICAL METHODS USED

The collected data were subjected to descriptive and differential analysis by using SPSS package Ver.31

RESULT

Table 1. shows the mean and SD value for entire sample of higher secondary school teachers with respect to their job contentment score.

Variable	N	Mean	Standard Deviation
Higher secondary school teachers	400	138.81	11.58

The Job contentment of teacher seems to be good (138.81) which is around 70% greater Hence the Hypotheses is accepted and concluded that the level of job contentment of higher secondary school teachers is highly satisfied.

Table 2. shows the job contentment values of higher secondary school teachers with respect to different demographic variables.

variable	Sub-variable	N	Mean	Std. Deviation	t- value	Significant or not significant at 0.05 level
Gender	Male	234	118.42	12.89	1.94	NS
	Female	166	112.70	13.81		
Locality	Rural	226	121.42	14.3	4.01	S
	Urban	174	109.66	16.15		
Type of School	Government	273	115.86	12.08	0.11	NS
	Private	127	115.15	14.53		
Age	Below 45	182	144.68	16.98	4.15	S
	Above 45	218	124.96	11.75		
Years of experience	5yr-10yr	261	137.52	16.43	3.46	S
	Above 10 yrs	139	117.35	18.74		
Marital status	Married	288	126.22	17.16	0.18	NS
	Unmarried	112	125.99	13.12		
subject	Science	215	131.18	11.77	1.25	NS
	Arts	185	131.23	12.31		

FINDINGS

1. The level of job contentment of higher secondary school teachers is highly satisfied.
2. There is no significant difference in job contentment of higher secondary school teachers with respect to gender, Type of School, Marital status and nature of main subject handling.
3. Higher secondary teachers working in rural based schools have highly satisfied level of job contentment than those working in urban based higher secondary schools.
4. Teachers below 45 years show highly satisfied level of job contentment than those Belonging to more than 45 years age group.
5. Higher secondary teachers having 5-10 years of experience have highly satisfied level of job contentment than their counterpart of having more than 10 years of experience.

The teachers working in rural schools likely to face less challenges, work pressure than their counterparts- who face new challenges; issues and work pressure due to rapid changing different dimensions of society due to over-expectation of the parents; urbanisation and immediate exposure to digital revolution (**Fawad Hussain and Amir Saif. 2019**).

Teachers below 45 years show highly satisfied level of job contentment as they are voluntarily inclined towards learning new techniques and tend to transact the same to learner community rather than slow pace of moving evident in 45+ aged group teachers.

Higher secondary teachers having less than 10 years of experience show rapid mobility in learning and grasping and extending their academic innovation and performance to accustomed themselves to the modernized innovative educational settings rather than highly experienced teachers who stress importance to routine core content strategy not emphasising multi-dimensional professional development which the society wants, hence the disparity create instability in their job contentment level.

RECOMMENDATIONS

Generally, job contentment is an important factor for any type of work. Teachers and their level of contribution to the society help to develop any nation. Teacher job contentment can be elevated by reducing workload burdens, providing competitive compensation, fostering a supportive and collaborative culture, and increasing professional autonomy (**Kenneth, Besigomwe, and Nasser A. Karim Ssesanga,2024**). A system designed and followed to highlights their recognition and constructive feedback and their achievements. Corporate social responsibility was inculcated through valuing and respecting teachers' role in the decision making and society restructuring process (**Bota, Oana Alina,2013**).

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