

Factors Affecting Job Satisfaction of higher Secondary Schoolteachers in Kanyakumari District Tamil Nadu

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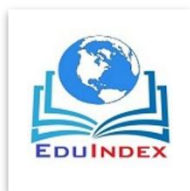
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ABSTRACT

A study on factors affecting job satisfaction of higher secondary school teachers in Kanyakumari district was undertaken to find out the school teachers job satisfaction. This study helps to improve the job satisfaction among the teachers, and to give suggestions for the redressal of the problems faced by the school teachers and to achieve their goals in better way. The present study with the following objectives are to examine the factors affecting job satisfaction of higher secondary school teachers towards the teaching and job satisfaction. And the impact towards the management policies with welfare measures. Also to provide suitable suggestions for the improvement of job satisfaction of school teachers. In this study, proportionate stratified random sampling method has been adopted for choosing the samples from Kanyakumari district. Data are collected from 5 % of the population ($3820 * 5/100$) therefore the total number of the sample size is 191. The data were collected from both primary and secondary sources. The boundary of this study is Kanyakumari district in the state of Tamilnadu. The population of this study is school teachers in Kanyakumari district. The study was divided into three categories of teacher's namely, Government school, Aided school, Self-financing school teachers. The data collected were analyzed and interpreted with the help of tables and figures. The study concludes that the self-financing school teachers face a lot of problems when compared with the Government and aided school teachers. If the Government authorities and the management of the schools come forward to implement the suggestions made in this study with a strong will, certainly there will be a great positive change in the attitude of the school teachers, which enhances the job satisfaction as well.

Key words: job satisfaction, motivation, organization, management.

INTRODUCTION



The concept of job satisfaction is very complex. It has many facets, such as the nature of the work, the supervisor, the company, pay or promotional opportunities. Some efforts have been devoted to discover the dimensions of job satisfaction. The best conclusion from these efforts is that although there are many very specific and diverse job dimensions, there is a set of dimensions which are common. Job dimensions, generally, depend upon the nature of the job and purpose for which job satisfaction is being investigated. If job satisfaction measures are used to diagnose potential problem areas in the job setting, then separate dimensions are more valuable than an overall measure. The individual job facets can be considered in order to learn which one seems to be producing positive feeling and which one seems to be producing negative feeling on the part of the teachers.

ANALYSIS OF TEACHERS IN KANYAKUMARI EDUCATIONAL DISTRICT

In order to identify the latent factors determining the attitude of teachers in Kanyakumari district, factor analysis has been adopted. Table 1 presents the result of the factor analysis through the rotated factor matrix.

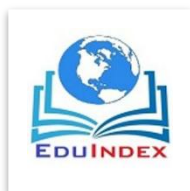
Table- .1 ROTATED COMPONENT MATRIX IN KANYAKUMARI EDUCATIONAL DISTRICT

SI. No	Variable	F1	F2	F3	F4	H2
1.	Satisfaction on welfare measures provided	.862	-8.531E-02	4.421E-02	7.743E-02	.746
2.	Satisfaction on academic policy of the school	.825	.137	.166	-4.329E-02	.709
3.	Satisfaction on functioning of teacher's association	.783	6.971E-02	.269	6.750E-02	.692
4.	Satisfaction on attitude of co-workers	.742	.214	.180	3.684E-02	.566
5.	Satisfaction on democracy in the school administration	.740	7.816E-02	.235	9.144E-02	.764
6.	Satisfaction on fringe benefits provided by the school	.728	.286	-.167	-.162	.753
7.	Satisfaction on job security	.725	.125	-9.447E-02	.265	.689
8.	Satisfaction on laboratory facilities	.720	.115	.154	.249	.639



	in the school						
9.	Satisfaction on the relationship with the headmaster	.707	3.156E-02	.151	.361	.752	
10.	Satisfaction on the suitability of the job	.698	-3.328E-02	.207	.399	.639	
11.	Satisfaction on friendly and supportive environment with the fellow-teachers	.693	.141	2.324E-02	.407	.777	
12.	Satisfaction on present salary	.634	.284	-.126	.364	.778	
13.	No opportunity for creativities	4.266E-02	.817	.167	2.580E-02	.780	
14.	Satisfaction on school environment	7.825E-02	.784	.130	.203	.804	
15.	Influence of personal and family problems on job satisfaction	.213	.751	4.226E-02	-.246	.738	
16.	Availability of faculty improvement programme for teachers	.146	.640	-6.569E-02	.425	.699	
17.	Satisfaction on Parent's interest in their children's education	.267	.556	.481	-5.671E-02	.597	
18.	Satisfaction on the present pension plan	3.886E-02	.249	.821	.196	.732	
19.	Satisfaction on the way of solving teacher's problems	.397	4.371E-02	.675	-8.997E-02	.740	
20.	Satisfaction on role in designing the curriculum	.444	5.401E-02	.248	.702	.655	
	Total	7.082	2.927	1.806	1.587		
	percentage of explained variable	35.410	14.637	9.032	7.934		
	cumulative percentage of explained variable	35.410	50.047	59.079	67.013		

It is seen from table 6.4 that the total variables identified to relate the attitude of teachers in Kanyakumari district are classified into four groups. They are:



F1 - Welfare measures

F2 – School Environment

F3 Taking care of teacher's problem

F4 Role of teachers in designing the curriculum

F1 - Welfare measures

1. Satisfaction on the welfare measures provided by the school
2. Satisfaction on the academic policy of the school
3. Satisfaction on the functioning of teachers association
4. Satisfaction on the attitude of co-workers
5. Satisfaction on the democracy of administration in the school
6. Satisfaction on the fringe benefits provided by the school
7. Satisfaction on job security
8. Satisfaction on the laboratory facilities in the school
9. Satisfaction on the relationship with the headmaster
10. Satisfaction on the suitability of the job
11. Satisfaction on friendly and supportive environment with the fellow- workers.
12. Satisfaction on salary.

F2 - School environment

1. No opportunities for creativities
2. Satisfaction on the school environment
3. Influence of personal and family problems on job satisfaction
4. Availability of faculty improvement programme for teachers
5. Satisfaction on parent's interest in the children's education

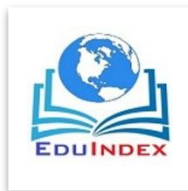
F3 – Taking care of teacher's problems

1. Satisfaction on the present pension plan
2. Satisfaction on the way of solving teacher's problems

F4 - Role of teacher's in designing the curriculum

Satisfaction on role in designing the curriculum

It is observed from table 6.6 that the first factor F1, job satisfaction on welfare measures, shows a maximum of 7.082 percent variation in the total variable set. It consists of the factors such as, welfare measures provided by the school, academic policy of the school, functioning of teachers association, attitude of co-workers, democracy in the school administration, fringe benefits provided by the school and job security, laboratory facilities in the school and relationship with headmaster, suitability of the job, friendly and supportive environment with fellow-teachers and satisfaction on present salary. All these twelve factors show a positive correlation with the job satisfaction of the teachers of higher secondary schools in Kanyakumari district. These factor F2, performance of school environment, shows 2.927 percent in the total variable set. This factor includes the variables such as, no opportunities for creativities, school environment, influence of personal and family problems on job satisfaction, availability of faculty improvement programme to the teachers, parent's interest in their children's education. All these five factors show a



positive correlation with the job satisfaction of the teachers of higher secondary schools in Kanyakumari district. The third factor F3, taking care of teacher's problems, shows a maximum of 1.806 percent variation in the total variable set. It consists of the factors such as, satisfaction on the present pension plan and the way of solving teacher's problems. All these two factors show a positive correlation with the job satisfaction of the teachers of higher secondary schools in Kanyakumari district. The fourth factor F4, role of teachers in designing the curriculum, shows a maximum of 1.587 percent variation in the total variable set. It consists of the factor; role in designing the curriculum, this factor shows a positive correlation with the job satisfaction of the teachers of higher secondary schools in Kanyakumari district. The analysis reveals that, generally, the sample respondents in Kanyakumari district have positive attitude towards job satisfaction.

CONCLUSION

The present study is confined to the job satisfaction of higher secondary school teachers working in Kanyakumari district. The study elicited many factors responsible for job satisfaction and for the changes in the attitude of teachers. The study concludes that among all the categories of teachers the aided school teachers in Kanyakumari district have better job satisfaction in many aspects the impact of management policies on job satisfaction of schools with reference to the Government, aided and self-financing schools has been made. The analysis is made with the use of simple regression for the identified ten variables. The interpretation of the result for each variable is given. The analysis of the total impact of management policies on job satisfaction for aided, Government and self-financing schools is also made by using multiple regressions co-efficient. The researcher has also made many suggestions for the redressal of the problems faced by the higher secondary school teachers. If the Government authorities and the managements of the higher secondary schools come forward to implement the suggestions made in this study with a strong will, certainly there will be a great positive change in job satisfaction among the higher secondary school teachers.

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