



Research Paper

A Study on Job Satisfaction of Unaided School Teachers with Special Reference to Pathanamthitta District

Promod Gopal

Assistant Professor, Department of Commerce
N S S College Pandalam

Dr. T P Vijumon

HOD, Department of Commerce
SN College, Punalur

ABSTRACT

Job satisfaction is a pleasant feeling experienced by the employee when there is synchronization between what he expects and what he actually derives from his job. It refers to a positive or pleasurable emotional state resulting from the satisfaction derived from different facets of the job like salary, working conditions, recognition for work, interpersonal relationships, etc.. The purpose of this research was identified the job satisfaction level of unaided school teachers. The research has been designed with the survey model. In accordance with this, the socio economic status of unaided school teachers are identified and understood the various factors affecting their job satisfaction. Tremendous studies have been made in the field of job satisfaction. If the job satisfaction of teachers is very high affects positively the educational aims come true. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

KEY WORDS: Job satisfaction, Unaided Schools, Education, Teachers

Received 04 October, 2021; Revised: 16 October, 2021; Accepted 18 October, 2021 © The author(s) 2021. Published with open access at www.questjournals.org

I. INTRODUCTION

Education is a weapon to improve one's life. It is probably the most important tool to change one's life. Education for a child begins at home. Basically, education teaches the ability to read and write. It makes people literate. "Education is the most powerful weapon which you can use to change the world" - **Nelson Mandela**. Education is a ray of light in the darkness. It certainly is a hope for a good life, basic right of every Human on this Planet. To deny this right is evil. Uneducated youth is the worst thing for Humanity. Above all, the governments of all countries must ensure to spread Education. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The educational transformation of Kerala was triggered by efforts of the Church Mission Society missionaries, who were the pioneers that promoted mass education in Kerala, in the early decades of the 19th century.

Schools can be categorized into three – first is the government schools which are owned and run by the government, second is the private aided schools which gets aid from the government and the third one is the private unaided schools are managed and funded by private organizations or agencies and they do not receive any government grant or public contribution. In Kerala there are two types of unaided schools-recognized and unrecognized schools. In the former, the scheme and syllabus prescribed by the government of other central agencies like CBSE or ICSE are followed and they satisfy certain conditions stipulated by the agencies.

Institutions that have goals to achieve would require satisfied and happy staff in her workforce. Further, it is also important to note the fact that for any educational institution to take off and achieve its strategic goals would strongly need capacity to attract, retain and maintain competent, satisfied and committed staff into its employment. Satisfied and committed teacher can contribute a lot to the well-being of the institution. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students learning process and it consequently affects their academic growth. Teachers having favorable attitude

towards their job are generally satisfied with their job. Educational institutions require committed teachers who care for the well-being of their institution and students. Teachers with strong commitment find happiness in their job and involve themselves in it wholeheartedly. School climate is the major determinant factor of the teacher job satisfaction. Each school is different in its organizational climate with respect to Principal, management, and relations with colleagues. Positive school climate is important for the smooth running of the institution which in turn promotes a high level performance, satisfaction and commitment among teachers. This study helps us to understand the job satisfaction and institutional commitment of unaided school teachers in the district of Pathanamthitta.

SIGNIFICANCE OF THE STUDY

Education plays an important role in the development of any nation. Hence, it is required to give top priority for educational system which is possible mainly through teachers, in whose hands the destiny of our coming generation is placed. Thus, teachers who are shaping our children's future should invariably possess job satisfaction and institutional commitment along with other good qualities. This is because a teacher is more effective in his job only when she/he is satisfied and committed towards her/his institution. Job satisfaction is, therefore, utmost important factor in making the teaching profession more useful for the nation. Teachers are the pillars of our nation. Teachers play an important part in developing the knowledge and skills of youth. A dissatisfied teacher spells disaster to the country's future. Hence, this study was undertaken to understand the job satisfaction and institutional commitment of unaided school teachers in Pathanamthitta district. This study will provide academic, theoretical, practical and policy implications which can significantly contribute to the body of knowledge in school climate, job satisfaction and the institutional commitment of teachers.

STATEMENT OF THE PROBLEM

Education plays an important role in the development of any nation. Hence, it is required to give top priority for educational system which is possible mainly through teachers, in whose hands the destiny of our coming generation is placed. Thus, teachers who are shaping our children's future should invariably possess job satisfaction along with other good qualities. This is because a teacher is more effective in his job only when she/he is satisfied and committed towards her/his institution. Job satisfaction is therefore, utmost important factor in making the teaching profession more useful for the nation. A dissatisfied teacher spells disaster to the country's future. Hence, this study was undertaken to understand the job satisfaction of unaided school teachers in Pathanamthitta district. This study will provide academic, theoretical, practical and policy implications which can significantly contribute to the body of knowledge in school climate, job satisfaction of teachers.

OBJECTIVES OF THE STUDY

The broad objective of the study is to examine the job satisfaction of unaided school teachers in Pathanamthitta district. in Kerala. Keeping this in view, the following specific objectives are set for the study.

1. To identify socio-economic background of unaided school teachers in Pathanamthitta district
2. To understand the determinants of job satisfaction of unaided school teachers in Pathanamthitta district.
3. To identify the degree of acceptance towards the factors affecting job satisfaction of unaided school teachers in Pathanamthitta district.

II. METHODOLOGY

The study is an exploratory one based on both primary and secondary data.

Primary and Secondary data

Primary data was collected through survey method. Well structured questionnaire is prepared for collecting primary data.

The relevant secondary data for the study has been collected from internet, related books, Journals, magazines etc.

Sampling Unit

Statistical population of the study consisted of all the teachers of unaided schools of Pathanamthitta district. The sample consists of 100 respondents from unaided school teachers in Pathanamthitta District.

Tools for Analysis

The information collected have been analyzed by means of statistical tools like percentage analysis etc.

III. LITERATURE REVIEW

Ivancevich (1997) defined job satisfaction as feeling and perception of a worker regarding the work and how the worker feels himself well in an organization. According to Davis and Newstrom (1999) job satisfaction is an experience which has various aspects. Most relevant aspects are directly correlated to working conditions and the nature of work. There are certain factors, such as low job autonomy, low job security, low wages and lack of promotion, which negatively influence job satisfaction of employees (Guest, 2004 and Silla et al., 2005)

There are different factors affecting job satisfaction of employees. Some literature focus on demographic determinants has an impact on the Job satisfaction of workers other studies relates it with nature of work and working conditions at the workplace. Similarly, fair promotion system in the organization, salary and other incentives, feedback system, attitude of co-workers and superiors, job autonomy, leadership behaviour, social relations and the job itself are also among the important factors of job satisfaction (Dawson, 1987).

Oshagbemi (2003) has studied the effect of rank, age, gender and length of service on job satisfaction of employees for the universities in United Kingdom (UK). The study found individual's rank within the organization as a major predictor of job satisfaction and there was positive and strong correlation between the rank and job satisfaction. Length of service was significantly and negatively correlated to the job satisfaction. But the relationship between job satisfaction and age and gender was found to be insignificant for employees of the UK universities.

According to Lee and Ho (1989) employees' participation in decision making process positively affect the job satisfaction. Job satisfaction and work motivation among the managers of Chinese restaurant in Hong Kong was studied by Lam et al. (2001). The result of the study revealed that the job itself, work atmosphere and remuneration system are the major determinants of job satisfaction in that industry.

According to Eason (1989) lack of training, insufficient support of top management and workers union and non-supportive behavior of supervisors are major impediments in building empowered teams. There are three types of teams in organizations that are termed as quality circles, employee involvement teams, and self directed work teams. These are directly related to job satisfaction of employees. Self empowered teams are the assets of the organization. For the maintenance and survival of self directed teams, both intrinsic and extrinsic reward systems play an important role (Hackman, 1990).

Kim Hye Kyoung (2014) wrote in her article that employee's experience of work life balance increases effective commitment and that affective commitment has a positive influence on in role performance of the employees. Further states that work life balance in the work place has become a more important issue as it tends to exhibit positive results such as low turnover, work engagement, in-role performance, increased firm productivity and job satisfaction.

Job satisfaction refers to the feelings people have about their job. Job satisfaction exists when one has positive feeling towards one's job. In case it is negative, there exists dissatisfaction. It may be described as a combination of attitude or opinion about particular factors of the job. Job satisfaction is an attitude which is the outcome of a balanced abstract of many specific likes and dislikes practiced in relation to the job. There is an argument that job satisfaction is a complex measure and it can be had through a fruitful grouping of the indices of individual, managerial and timely factors.

Spector (1997) defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Weiss (2002) stated that as job satisfaction is an attitude, the investigators may clearly separate the objects of cognitive evaluation which affect beliefs and behaviors later. This definition suggests that employees form attitudes towards their job by taking into account their feelings, beliefs, values and behaviors. How employees feel about their job is highly erratic. Some employees get great pleasure, sense and meaning from their job, while others not.

In the words of Muchinsky (1999), this is because of the personal differences in expectations and in particular, the extent to which a job helps to reach one's expectations. Altaf (2010) stated that "job satisfaction is a complex and multifaceted concept, which can mean different things to different people". Thus, job satisfaction can be condensed as the favorable or unfavourable with which an employee views his/her job. Job satisfaction arises when job features and wants of employees are in conformity. Happier the people are, the more satisfied they are within their job.

EDUCATIONAL INSTITUTIONS

An educational institution can be classified as an organization which is built to attain specific goals and defined by its own boundaries. They can be unique in their identity, tasks, decision-making process, in the rules by which they operate and the forms of interaction among members. Though educational institutions are significantly different from other organizations, they offer us a huge challenge to study them as organizational entities, which enable us to make comparisons objectively among them, either in terms of their performance or individually as operating wholes. Educational Institutions are classified as Government, Aided and Unaided

An aided educational institute is a private institute that is receiving aid from then Government. The government prescribes the qualifications required for appointment as teachers in government and recognized private (aided and unaided) schools. In unaided educational institutions, salaries are paid by a private institution. In the aided sector, salaries are paid by the government. Admissions of most students in aided institutes are based on merit and affirmative action, except in special cases. Unaided schools are managed by private parties and the remuneration is mainly given out of the fees received from the students. Teachers are needed to work hard for the institution because result and discipline is an important matter of attracting the admission of students. The parents mainly consider the discipline and result of the school. In order to attain these objectives , a satisfied workforce or teachers is needed .The management and head of the institution must take develop necessary plan to improve the satisfaction of teachers in their working environment The working environment of the school must be in accordance with maintaining a balance between the work and their personal life. If they have a a good work life balance they could be able to develop the job satisfaction.

IV. DATA ANALYSIS AND INTERPRETATION

The data after collection has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. The analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research questions.

Table 3.1
Table showing socio Economic Status of respondents

Sl No.	Particulars	Number of Respondents	Percentage
1	Gender		
	Male	32	32
	Female	68	68
	Total	100	100
2	Age		
	Below 30	23	23
	30-40	32	32
	40-50	29	29
	Above 50	16	16
	Total	100	100
3	Marital Status		
	Unmarried	15	15
	Married	83	83
	Divorce	2	2
	Total	100	100
4	Highest Edu Qualification		
	TTC	13	13
	UG with B Ed	32	32
	PG With B Ed	47	47
	Others	8	8
	Total	100	100
5	Designation		
	LPSA	15	15
	UPSA	20	20
	HSA	30	30
	HSST	35	35
	Total	100	100
6	Experience		
	Below 5 Years	12	12
	5-10	32	32
	10-15	38	38
	Above 15	18	18
	Total	100	100

Source: Primary Data

INTERPRETATION

Socio-economic conditions of unaided school Teachers such as Gender, age, marital status, education, designation have been made significant influence on their job satisfaction. The table No 3.1 provides the data on socio-economic conditions of the sample respondents.

**Table No :3.2
Opinion of Respondents**

SINo	Scale	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
1	I feel I am being paid a fair amount for the work I do	20	10	15	27	28
2	Salary revision in proper time	24	22	10	19	25
3	Chance for career opportunities.	42	34	2	8	14
4	My Principal is quite competent in doing his/her job as a manager.	47	32	16	5	0
5	I am not satisfied with the benefits /incentives I receive.	21	27	6	20	26
6	Students are co-operative and disciplined	34	25	14	12	15
7	Management recognizes the performance of Teachers.	40	36	22	0	2
8	Communication seems good within this school	37	30	26	2	5
9	The principal is friendly and approachable	45	28	12	8	7
10	Physical working environment are adequate	40	25	15	14	6
11	Adequate time for preparation and interaction among teachers at school	18	22	20	17	23
12	My colleagues provide me with suggestions or feedback about my teaching	20	18	22	33	7
13	I will recommend this job to others.	42	22	18	10	8

Interpretation

28 % of the teachers are of the opinion that they are not paid a fair amount. 27 % of the teachers moderately disagree that they are being paid with a fair amount. Only 20% of the teachers are highly satisfied the amount paid to them.

24% of the teachers are highly satisfied with the Salary revision .25% express highly dissatisfied in case of salary revision 19% express dissatisfaction.

42% are of the opinion that they have adequate career opportunities in this field .34% of the respondents express satisfied.14% opinioned that there is no career opportunities.

47% of respondents are highly satisfied with the capability of Principal or headmistress as a leader. Majority of the respondents opinioned that they are not satisfied with incentives provided to them.

34% of respondents are highly satisfied in the statement that students are co-operative and disciplined.25% are satisfied and 15 % are highly dissatisfied.40% of respondents are highly satisfied on the recognition of Management 36% expressed satisfactory level and 22% as neutral.

Majority highly satisfied in case of communication system in the school.30% as satisfied and 26 % expressed opinion as neutral.45% are highly satisfied in case of friendly attitude of Principal.28% is opinions as satisfied.But7% as highly dissatisfied.

40% are highly satisfied with physical working environment of the school.25% as satisfied and15% as neutral.18% of respondents are highly satisfied in case of time for preparation of subjects and interaction among teachers. 33% respondents express dissatisfied to the opinion of suggestion made by the colleagues.20% are highly satisfied in case of suggestions made by colleagues for improvement.18% as satisfied and19% as dissatisfied.

42% are highly satisfied in recommending this job to others.22% as satisfied and 18% are neutral.8% are highly dissatisfied in case of recommending this job to another.

V. FINDINGS OF THE STUDY

Major findings of the study are:

- Majority of respondents of the study were females.
- 32% of the teachers were in the age group of 30-40.
- Majority of the teachers were married.
- 47% of the teachers have PG with B.Ed. 32% have UG with B Ed. This shows that they are well educated for teaching in schools and they have good teaching experience
- Majority of the teachers were higher secondary school teachers.
- 48% of the teachers were not satisfied with remuneration they received. Teachers work in unaided schools is not fully satisfied in case of revision of salary.

- Most of the teachers were having the opinion that they have good career opportunities in this field.
- 47% of the teachers are opinioned that their Principals are competent in doing job as a leader or manager .He gave advice to teachers in case of teaching learning process. They also opinioned that Principal/ Head of the Institutions are approachable.
- The studies revealed that majority of the teachers were not satisfied with the benefits/incentives they received.
- Majority of the teachers were with the opinion that students are co-operative and disciplined.
- 40% of respondents are highly satisfied on the recognition of Management.
- Majority of the teachers had the opinion that there is good communication within the school.
- 40% of the respondents are highly satisfies in the working environment offered in the school.25% of the respondent opinioned as satisfied.
- Majority of the respondents do not have adequate time for preparation and discussion at school and having no time to interact with others.
- 33% are dissatisfied in case of suggestions made by colleagues for improvement. 20% as highly satisfied and 22% opinioned as neutral.
- Majority of teachers are highly satisfied in recommending this job to others.

VI. SUGGESTIONS

- The study revealed that the teachers were dissatisfied with the salary they received. The authorities should take adequate action to increase the salary of teachers who are eligible for an increase in salary.
- Management must take necessary initiative for revision of salary at proper time. They may be paid on the basis of their experience in the concerned institutions.
- The authorities should think of hiking the emoluments and providing more fringe benefits and incentives to the teachers. Increased financial benefits may prevent leaving of the qualified teachers to other institutions.
- Adequate time must be given to Teachers for interaction and discussion about academic matters.
- Proper training programme must be arranged in unaided schools to improve the efficiency of teachers.

VII. CONCLUSION

A teacher is a person who helps people to learn. Unaided schools are private schools started by an individual or a group. The study was conducted to understand the job satisfaction of the unaided school teachers of Pathanamthitta district. In the study the various factors like pay, promotion, attitude of co-workers, communication etc. were considered in order to understand the level of job satisfaction of unaided school teachers. The study revealed that the teachers were not satisfied with the salary, promotion and the benefits/incentives they received but they were satisfied with the other factors like co-workers, school climate, communication etc. Thus the authorities have to take adequate measures for designing policies and programs in such a way as to enable the teaching community to attain job satisfaction.

REFERENCES

- [1]. Ivancevich J, Olelans M, Matterson M (1997). Organizational Behavior and Management, Sydney: Irwin.
- [2]. Davis K, Newstrom J (1999). Comportamiento Humano en el Trabajo: Comportamiento Organizacional (10th Edn). Mexico: McGraw-Hill.
- [3]. Dawson P (1987). Computer Technology and the Job of the First-line Supervisor New Technology, Work Employment. 2(1): 47-59
- [4]. Oshagbemi T (2003). Personal Correlates of Job Satisfaction: Empirical Evidence from UK Universities, Int. J. Social Econ., 30(12): 1210 - 1232.
- [5]. Lam T, Baum T, Pine R (2001). Study of Managerial Job Satisfaction in Hong Kong's Chinese Restaurants, Int. J. Cont. Hosp. Manage., 13(1): 35-42.
- [6]. Lee E, Ho H (1989). Quality of work life the case of Hong Kong, Working Paper Series, Hong Kong Baptist College: Business Research Center, Hong Kong.
- [7]. Eason KD (1989). Information Technology and Organizational Change. London: Taylor and Francis.
- [8]. Hackman JR (1990). Groups That Work (and Those that Don't). San Francisco: Jossey-Bass.
- [9]. Kim Kyoung hye (2014), Work-life balance employees' performance: The mediating role of affective commitment, Global Business and Management Research: An International Journal
- [10]. Spector, P. E. (1997) Job Satisfaction Application, Assessment, Causes, and Consequences, Thousand Oaks, Sage Publications, Inc., CA. Pp. 34-38.